2021 Virtual Researcher-Academic Town Meeting
2021 ASHA Convention, Washington, DC
Wednesday, November 17, 2021

PROGRAM
This year, the Researcher-Academic Town Meeting will feature presentations on the topic “Let’s Talk About Competency-Based Education.” The town meeting also provides an opportunity for new faculty, PhD students, and student awardees to interact with seasoned faculty and researchers.

Opening Remarks
A. Lynn Williams, PhD, CCC-SLP
ASHA President

Facilitators
Elizabeth R. Crais, PhD, CCC-SLP
ASHA Vice President for Academic Affairs in Speech-Language Pathology
Julie A. Honaker, PhD, CCC-A
ASHA Vice President for Academic Affairs in Audiology
Elena Plante, PhD, CCC-SLP
ASHA Vice President for Science and Research

Keynote Speaker
Sue McAllister, PhD
The University of Sydney

Panelists
Patti Solomon-Rice, PhD, CCC-SLP
Our Lady of the Lake University
Mary Sue Fino-Szumski, PhD, MBA, CCC-A
Vanderbilt University Medical Center
Tori Gilbert, MS, SLPD, CCC-SLP
West Virginia University

ASHA Journals Awards
Sumitrajit (Sumit) Dhar, PhD, CCC-A
Chair, ASHA Journals Board

Discussion, Q&A, and Poll
The Alfred K. Kawana Award for Lifetime Achievement in Publications

In memory of the late Alfred K. Kawana, former director of ASHA publications, this award recognizes a sustained history of exemplary publications by a scholar whose journal contributions over a period of at least 10 years are meritorious in their educational, scientific, or clinical value.

Howard Goldstein, University of South Florida

Editor’s Awards

An Editor’s Award is given for AJA, AJSLP, LSHSS, JSLHR (Hearing section), JSLHR (Language section), JSLHR (Speech section) and by each of the four Editors-in-Chief of Perspectives of the ASHA Special Interest Groups to the article (one from each publication listed above) that the editor-in-chief and editors feel meets the highest quality standards in research design, presentation, and impact for a given year.

American Journal of Audiology
Editor-in-Chief: Ryan W. McCreery

Title: “Digital Proficiency Is Not a Significant Barrier for Taking Up Hearing Services With a Hybrid Online and Face-to-Face Model”
Authors: Husmita Ratanjee-Vanmali, De Wet Swanepoel and Ariane Laplante-Lévesque
URL: https://doi.org/10.1044/2020_AJA-19-00117

American Journal of Speech-Language Pathology
Editor-in-Chief: Julie Barkmeier-Kraemer

Title: “Speech-Language Pathology Guidance for Tracheostomy During the COVID-19 Pandemic: An International Multidisciplinary Perspective”
Authors: Charissa Joy Zaga, Vinciya Pandian, Martin B. Brodsky, Sarah Wallace, Tanis S. Cameron, Caroline Chao, Lisa Ann Orloff, Naomi E. Atkins, Brendan A. McGrath, Cathy L. Lazarus, Adam P. Vogel, and Michael J. Brenner
URL: https://pubs.asha.org/doi/10.1044/2020_AJSLP-20-00089
Title: “Validation of a Novel Wearable Electromyography Patch for Monitoring Submental Muscle Activity During Swallowing: A Randomized Crossover Trial”
Authors: Cagla Kantarcigil, Min Ku Kim, Taehoo Chang, Bruce A. Craig, Anne Smith, Chi Hwan Lee, and Georgia A. Malandraki
URL: https://pubs.asha.org/doi/10.1044/2020_JSLHR-20-00171

Title: “Parental Language Input to Children With Hearing Loss: Does It Matter in the End?”
Authors: Susan Nittrouer, Joanna H. Lowenstein, and Joseph Antonelli
URL: https://pubs.asha.org/doi/10.1044/2019_JSLHR-19-00123

Authors: Lauren Calandruccio, Heather L. Porter, Lori J. Leibold, and Emily Buss
URL: https://pubs.asha.org/doi/10.1044/2020_JSLHR-20-00353

Title: “How We Fail Children With Developmental Language Disorder”
Author: Karla K. McGregor
URL: https://doi.org/10.1044/2020_LSHSS-20-00003
Perspectives of the ASHA Special Interest Groups  
Editor-in-Chief: Brenda Beverly  
Title: “Teaching Vocabulary to Improve Print Knowledge in Preschool Children With Hearing Loss”  
Authors: Emily Lund, Carly Miller, W. Michael Douglas, and Krystal Werfel  
URL: https://pubs.asha.org/doi/10.1044/2020_PERSP-20-00023

Perspectives of the ASHA Special Interest Groups  
Editor-in-Chief: Mary Sandage  
Title: “Quantifying Post-Swallow Residue in Healthy Aging”  
Authors: Marie Jardine, Anna Miles, Jacqui Allen, and Rebecca Leonard  
URL: https://pubs.asha.org/doi/10.1044/2020_PERSP-20-00087

Perspectives of the ASHA Special Interest Groups  
Editor-in-Chief: Barbara Cone  
Title: “A Clinically Valuable Interaction in the Midst of COVID-19 and Beyond: A Viewpoint on the Importance of Patient-Centered Outcomes in Rehabilitative Audiology”  
Authors: Alyssa Davidson and Nicole Marrone  
URL: https://pubs.asha.org/doi/10.1044/2020_PERSP-20-00102

Perspectives of the ASHA Special Interest Groups  
Editor-in-Chief: Patrick Finn  
Title: “Telepractice for Adult Speech-Language Pathology Services: A Systematic Review”  
Authors: Kristen Weidner and Joneen Lowman  
URL: https://pubs.asha.org/doi/10.1044/2019_PERSP-19-00146
ASHA’s Academic & Research Mentoring (ARM) Network

The ARM Network offers awards and programs that facilitate considering, launching, and advancing academic and research careers in communication sciences and disorders. Together, the goals of these programs are to increase the number of PhD faculty and advance the generation of research needed to support evidence-based practice. ASHA gratefully acknowledges support from the National Institute on Deafness and Other Communication Disorders (NIDCD), which helps fund some of these programs.

CLINICAL PRACTICE RESEARCH INSTITUTE (CPRI)

CPRI provides funds to support both early- and mid-career researchers in preparing grant applications to support clinical practice research—studies of the methods and approaches used in service delivery and their outcomes. Research in these areas is critical to supporting evidence-based practice in our discipline. Early-career investigators work with an assigned consultant, whereas more experienced investigators—ready to scale up their research—work with their chosen collaborator(s) and/or invited consultant(s).

Awardee

- Angela Bonino, University of Colorado Boulder
- Sonja Molfenter, New York University

Consultants

- Rebecca Landa, Kennedy Krieger Institute
- Emily Plowman, University of South Florida

DISSEMINATION AND IMPLEMENTATION SCIENCE TRAVEL AWARD (DISTAnce)

Launched in 2019, DISTAnce supports scientists in attending a conference, meeting with a mentor, and preparing a research grant proposal that incorporates implementation science. Research in this area is critical to advancing the translation of research findings into practice.

Awardees

Scientist: Mindy Bridges, The University of Kansas Medical Center
Mentor: Wenonah Campbell, McMaster University

Scientist: Jarrad Van Stan, Harvard Medical School
Mentor: David Chambers, National Cancer Institute
PATHWAYS PROGRAM

Pathways assists clinical scientists in designing a 5-year plan, building a publication record, and identifying early-career funding mechanisms to successfully launch independent research careers. This program was established by a grant from NIDCD.

Protégés

Jonet Artis, New York University
Emily Braun, Boston University
Curtiss Chapman, Max Planck Institute for Human Cognitive and Brain Sciences
Beatriz de Diego-Lazaro, Midwestern University
Abigail Delehanty, Duquesne University
Cara Donohue, University of Florida
Jacob Feldman, Vanderbilt University
Ishanti Gangopadhyay, Indiana University Bloomington
Teresa Girolamo, University of Connecticut
Abigail Haenssler, East Carolina University
Yuan He, University of Wisconsin-Madison
Alison Hessling, Baylor University
Erik Jorgensen, The University of Iowa
Mara Kapsner-Smith, University of Washington
Vishnu KK Nair, West Virginia University
Molly Knigge, University of Wisconsin Health System/University of Wisconsin-Madison
Lakshmi Kollara Sunil, University of Central Florida
Helen Long, University of Wisconsin-Madison
Lauren Madhoun, Nationwide Children’s Hospital/The Ohio State University College of Medicine
Stephanie McMillen, Syracuse University
Danika Pfeiffer, Johns Hopkins University/Kennedy Krieger Institute
Ron Pomper, Boys Town National Research Hospital
Yina M. Quique, Northwestern University
Jessica Riccardi, Case Western Reserve University
Elizabeth Roepke, Purdue University
Hannah Rowe, MGH Institute of Health Professions
Megan Schliep, MGH Institute of Health Professions
Casey Taliancich Klinger, The University of Texas Health Science Center at San Antonio
Kathryn Wiseman, Boys Town National Research Hospital
Alexandra Zezinka Durfee, Johns Hopkins University
PATHWAYS PROGRAM (CONT.)

Mentors

Julie Barkmeier-Kraemer, The University of Utah

Peggy Blake, University of Houston

Henrike Blumenfeld, San Diego State University

Kate Bunton, The University of Arizona

Howard Goldstein, University of South Florida

Mira Goral, Lehman College, CUNY

Shelley Gray, Arizona State University

Maria Grigos, New York University

Stacy Harnish, The Ohio State University

Sara Kover, University of Washington

Emily Lund, Texas Christian University

Rhiannon Luyster, Emerson College

Nancy Scherer, Arizona State University

Beth Strickland, Purdue University

Krystal Werfel, University of South Carolina
LESSONS FOR SUCCESS (LfS) PROGRAM

LfS provides intensive training to promising early-career scientists in the grantsmanship skills and professional competencies needed to advance research careers. This program is funded, in part, by a grant from NIDCD. Members of ASHA’s Research and Scientific Affairs Committee (RSAC) and the LfS Advisory Committee serve as this program’s faculty.

Protégés

Molly Beiting, Temple University
Carlos Benitez-Barrera, The University of Texas at Dallas
Deena Blackett, The Ohio State University
Meghan Davidson, The University of Kansas
Kerry Ebert, University of Minnesota
Nikki Etter, The Pennsylvania State University
Lisa Fitton, University of South Carolina
Alex Foote, University of Wisconsin-Madison
Robert Fujiki, Purdue University
Samantha Gustafson, The University of Utah
Rachael Harrington, Georgia State University
Elaine Kearney, Boston University
Stephanie Knollhoff, University of Missouri
Eniko Ladanyi, Vanderbilt University Medical Center
Caroline Larson, University of Wisconsin-Madison
Jaime Lee, James Madison University
Heike Lehnert-LeHouillier, New Mexico State University
Aarthi Madhavan, The Pennsylvania State University
Kelsey Mankel, University of Memphis
Karissa Marble-Flint, Wichita State University
Shae Morgan, University of Louisville
Ashwini Namasivayam-MacDonald, McMaster University
Sallie Nowell, The University of North Carolina at Chapel Hill
Katy O’Brien, University of Georgia
Erol Ozmeral, University of South Florida
Kevin Pitt, University of Nebraska-Lincoln
Sanjana Shellikeri, University of Pennsylvania
Pumpki Lei Su, University of Delaware
Laura Toles, MGH Institute of Health Professions
Gabrielle-Ann Torre, Boston University
Anumitha Venkatraman, Purdue University
Megan Willi, California State University, Chico
Emily Zane, James Madison University
Jennifer Zuk, Boston University
**LESSONS FOR SUCCESS PROGRAM (cont.)**

**Program Faculty**

Julie Arenberg, Massachusetts Eye and Ear, Harvard Medical School  
Sudha Arunachalam, New York University  
Curtis Billings, National Center for Rehabilitative Auditory Research, Veterans Affairs Portland Health Care System  
Richard Freyman, University of Massachusetts Amherst  
Rene Gifford, Vanderbilt University Medical Center  
Lisa Goffman, The University of Texas at Dallas  
William Hula, VA Pittsburgh Healthcare System/University of Pittsburgh  
Jana Iverson, University of Pittsburgh  
Swathi Kiran, Boston University  
Tracy Love, San Diego State University  
Edwin Maas, Temple University  
Bonnie Martin-Harris, Northwestern University  
Janna Oetting, Louisiana State University  
Elena Plante, The University of Arizona  
Laida Restrepo, Arizona State University  
Preeti Sivasankar, Purdue University  
Cara Stepp, Boston University  
Susan Thibeault, University of Wisconsin-Madison  
Kris Tjaden, University at Buffalo: The State University of New York  
Julie Wambaugh, The University of Utah  
Steven Warren, The University of Kansas
STUDENTS PREPARING FOR ACADEMIC-RESEARCH CAREERS (SPARC)

SPARC provides funds that support undergraduate and clinical entry-level degree students in carrying out mentored teaching and research plans to explore their interest in pursuing an academic-research career.

Meghan Baer, Emerson College
Victoria Bhardwaj, James Madison University
Melissa Bruce, University of Illinois at Urbana-Champaign
Emily Fisher, University of South Carolina
Haley Hayashi, California State University, East Bay
Erin Hernon, James Madison University
Sarah Jones, University of Illinois at Urbana-Champaign
Allison Leslie, Marquette University
Darchayla Lewis, Hampton University
Gabrielle Monge, New York Medical College
Kendra Peffers, Michigan State University
Matthew Phillips, University of Connecticut
Favio Saabedra, Marquette University
Cassandra Stall, University of Cincinnati
RESEARCH MENTORING-PAIR TRAVEL AWARD (RMPTA)

The RMPTA supports emerging scientists in attending the Research Symposium at ASHA Convention and engaging in mentored activities. The Research Symposium and RMPTA are funded, in part, by a grant from NIDCD.

Komal Aggarwal and mentor Dr. Krishna Yerraguntla, Manipal Academy of Higher Education
Jonet Artis, New York University, and mentor Danai Fannin, North Carolina Central University
Kimberly Dahl, Boston University, and mentor Adrienne Hancock, The George Washington University
Cara Donohue and mentor Emily Plowman, University of Florida
Andrea Ford, University of Minnesota, and mentor Kathy Bourque, The University of Kansas
Teresa Girolamo, University of Connecticut, and mentor Audra Sterling, University of Wisconsin-Madison
Shirley Huang and mentor Pui Fong Kan, University of Colorado Boulder
Kelly Jahn, Massachusetts Eye and Ear, and mentor Samira Anderson, University of Maryland
John Kim, University of California, Berkeley/San Francisco State University, and mentor Farzan Irani, Texas State University
Hailey Kingsbury and mentor Elizabeth Walker, The University of Iowa
Geneva Mayne and mentor Mahchid Namazi, Kean University
Emily Morrow and mentor Melissa Duff, Vanderbilt University

Mariah Morton and mentor Mary Sandage, Auburn University
Jennifer Oshita, University of Vermont, and mentor Nicholas Reed, Johns Hopkins University
Camelle Otis and mentor Iris Johnson Arnold, Tennessee State University
Jessica Riccardi, Case Western Reserve University, and mentor Jennifer Lundine, The Ohio State University
Kara Sander and mentor Sarah Warren, University of Memphis
Brittany Stroker and mentor Rebecca Hunting Pompon, University of Delaware
Jeanne Tighe and mentor Mahchid Namazi, Kean University
Maliah Wilkinson, The University of Mississippi, and mentor Mary Alt, The University of Arizona
Kathryn Wiseman, Boys Town National Research Hospital, and mentor Caitlin Sapp, The University of North Carolina Medical Center
MENTORING ACADEMIC-RESEARCH CAREERS (MARC)

MARC provides PhD students, postdocs, and early-career faculty with year-long, individualized mentoring from experienced faculty to help them achieve and sustain successful academic-research careers. This year, 88 mentees and 51 mentors are participating.

ADVANCING ACADEMIC-RESEARCH CAREERS (AARC)

AARC provides funds that support early-career faculty in carrying out mentored teaching and research plans intended to advance their academic-research careers.

Crystle Alonzo, San Diego State University
Shruti Deshpande, St. John's University
Hope Gerlach, Western Michigan University
Ann Guernon, Lewis University
Tyson Harmon, Brigham Young University
Roha Mariam Kaipa, Oklahoma State University
Thea Knowles, University at Buffalo: The State University of New York
Victoria McKenna, University of Cincinnati
Katrina Nicholas, California State University, East Bay
Claire Wofford, Western Carolina University
AUDIOLOGY/HEARING SCIENCE RESEARCH TRAVEL AWARD (ARTA)

ASHA provides funds for AuD students, PhD students, and postdoctoral fellows interested in expanding their knowledge of research in audiology and/or hearing science by attending the ASHA Annual Convention.

Lamiaa Abdelrehim, University of Cincinnati
Lily Arnpriester, Arizona State University
Celine Auriemma, University of Illinois at Urbana-Champaign
Melissa Baker, Long Island Doctor of Audiology Consortium
Tara Colella, Nova Southeastern University
Breanna Corle, Rush University
Celia Escabi, The University of Texas at Dallas
Ren Green, Arizona State University
Sarah Kingsbury, The University of Iowa

Katherine Lemons, University of Colorado Boulder
Holly Lind-Combs, The Ohio State University
Loren Nelson, The University of Utah
Nicholas Portugal, San Diego State University/University of California, San Diego
Soumya Venkitakrishnan, The University of Iowa
Manuel Vicente, University of Nebraska–Lincoln
Heather Wibberley, Towson University
Talah Wafa, National Institute on Deafness and Other Communication Disorders/NIH

PROmoting the next GENeration of Researchers (PROGENY) Program

PROGENY pairs undergraduate students presenting posters at the annual ASHA Convention with faculty researchers. The faculty encourage the students by visiting them during their poster sessions to talk about the research and pursuing a research career. This year, we have 84 undergraduates participating.
Thank You to the Reviewers of the 2021 Academic-Research Awards and Programs

Alyson Abel, San Diego State University
Lori Bass, Worcester State University
Jennifer Buff, Appalachian State University
Stephen Camarata, Vanderbilt University
Soo-Eun Chang, University of Michigan
Ho Ming Chow, University of Delaware
Ayoub Daliri, Arizona State University
Gayle DeDe, Temple University
An Dinh, University of Toledo
Frances Earle, University of Delaware
Kerry Ebert, University of Minnesota
Erica Ellis, California State University, Los Angeles
Nicole Etter, The Pennsylvania State University
Renee Fabus, Stony Brook University
Lizbeth Finestack, University of Minnesota
Richard Freyman, University of Massachusetts Amherst
Kendrea Garand, University of South Alabama
René Gifford, Vanderbilt University Medical Center
Kyomi Gregory, Pace University
David Hajjar, Ithaca College
Alison Hendricks, University at Buffalo: The State University of New York
Julie Honaker, Cleveland Clinic
Eric Jackson, New York University
Rachel Johnson, Old Dominion University
Patti Johnstone, University of Tennessee Health Science Center
Carol Koch, Samford University
Sara Kover, University of Washington
Tracy Love, San Diego State University
Tara McAllister, New York University
Jyutika Mehta, Texas Woman’s University
Michelle Moore, West Virginia University
Erol Ozmeral, University of South Florida
Anthony Pak-Hin Kong, University of Central Florida
Rita Patel, Indiana University
Teresa Pitts, University of Louisville
Elgustus Polite, Xavier University
M. Adelaida Restrepo, Arizona State University
Stephanie Ries-Cornou, San Diego State University
Ellyn Riley, Syracuse University
Angela Roberts, Northwestern University
Nicole Rogus-Pulia, University of Wisconsin-Madison
Lucia Scheffel, University of Nebraska-Omaha
Cara Stepp, Boston University
Holly Storkel, The University of Kansas
Susan Thibeault, University of Wisconsin-Madison
Lauren Thompson, Washington State University
Misty Tilmon, Southeast Missouri State University
Kristin Uhler, University of Colorado Anschutz Medical Campus, School of Medicine
Rene Utianski, Mayo Clinic
Elizabeth Walker, The University of Iowa
Karla Washington, University of Cincinnati
Yang-Soo Yoon, Baylor University
Kathryn Yorkston, University of Washington
**Keynote: Sue McAllister, PhD,** Professor, Sydney School of Health Sciences, The University of Sydney, Australia. Dr. McAllister is the developer of Competency Assessment in Speech Pathology (COMPASS®). She has nearly 40 years’ experience encompassing being a speech-language pathologist, a placement educator, a service manager, a project manager, and an academic. A common thread throughout her professional career is her curiosity regarding how we learn through work, the nature of competency and expertise, and how to assess performance and design curriculum that develops professional expertise. She has led and been part of research teams that have been awarded over $4 million to explore these questions. Dr. McAllister’s contributions to developing allied health professions have been recognized by national awards—including being made a Fellow of Speech Pathology Australia.

**Patti Solomon-Rice, PhD, CCC-SLP, CFCC Chair, Founding Director, Woolfolk School of Communication Sciences and Disorders, Associate Professor of Communication Disorders, Our Lady of the Lake University.** Dr. Solomon-Rice has been a member of the CFCC since 2017. She is a past chair of the Board of Ethics, serving on the BOE from 2013 to 2016. She was also an SLP member of the California licensing board from 2012 to 2018 and is a past chair of ASHA's Continuing Education Board. Dr. Solomon-Rice's research interests are in two primary areas: (1) early intervention services for children who benefit from augmentative and alternative communication (AAC) and (2) multicultural AAC services.

**Mary Sue Fino-Szumski, PhD, MBA, CCC-A, Director of Clinical Education and Associate Professor, Department of Hearing and Speech Sciences, Vanderbilt University Medical Center.** Dr. Fino-Szumski teaches graduate courses on professional issues and guest lectures on a variety of management topics—including supervision and employment issues. In her role as Director of Clinical Education, she works with students and clinical supervisors to ensure that the department's clinical education opportunities allow students to achieve their clinical goals and meet credentialing requirements. Dr. Fino-Szumski is currently an academic audiology member of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

**Tori Gilbert, MS, SLPD, CCC-SLP,** Teaching Assistant Professor, SLP Externship Coordinator, Department of Communication Sciences and Disorders, West Virginia University. Dr. Gilbert provides instruction of undergraduate and graduate courses and clinical supervision for speech-language pathology students, coordinates clinical placements, and has experience in curriculum planning and development. Her current research interests include reflective teaching and supervision practices in Health Professions Education, application of a signature pedagogy in communication sciences and disorders (CSD), translational research, and single-subject design in the clinical setting.