



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

**Ad Hoc Committee on Committee, Board,  
and Council Structure Review**

**September 2013**

***Final Report***

***Review and Evaluation  
of ASHA's Current Committee, Board, and Council Structures and Processes  
and Recommendations for Enhancing  
These Structures and Processes***

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## **Acknowledgments**

The Ad Hoc Committee on Committee, Board, and Council Structure Review wishes to acknowledge the impressive contributions of those who provided valuable data and information to create the content of the report. First, ASHA staff, including ex officios, the Chief Executive Officer, and many others, offered critical information, assistance, and insights that were essential to completing the Committee's charge. Similarly, members of the Board of Directors, current and former chairs of ASHA's committees, boards, and councils (CBCs)—including numerous volunteer leaders—provided guidance through completion of surveys, e-mail responses, interviews, and discussions to ensure accuracy and clarity regarding how CBCs currently function. Finally, we acknowledge the valuable input provided by associations of similar scope and mission who shared their committee structures and processes with us and offered insights based on their own efforts to reexamine the effectiveness and efficiency of their CBCs. As we concluded our charge, we acquired a new appreciation for the excellence of ASHA's professional staff, the commitment of ASHA's volunteer leaders, and high regard that ASHA's network of associates have for the American Speech-Language-Hearing Association. The contributions of these colleagues were essential to our work. To all who patiently and collegially participated, we extend our deep appreciation.

# Part I

## Committee Charge and Structure of the Assessment

### Committee Charge

The Ad Hoc Committee on Committees, Boards, and Councils (CBCs) was given the following charge:

Conduct a review and evaluation of ASHA's current committee, board, and council (e.g. Advisory Councils) structure and processes, including but not limited to, electing/appointment of members and with consideration of the committee and board structures and processes of similar national organizations; and further develop recommendations for enhancing ASHA's committee, board and council structures and processes and submit those recommendations to the Board of Directors by September 1, 2013 (Board of Directors Resolution 13-2012). ASHA's current committee, board, and council structure and associated processes have been in place for more than 40 years. Similar to the Association's governance structure, a committee, board, and council structure that served the Association well at one time may no longer be satisfactory (BOD 13-2012).

The founding resolution asked the Ad Hoc Committee to assess the effectiveness and efficiency of the following current CBC structures and associated processes:

1. Member Engagement. Do ASHA's current CBCs effectively and efficiently provide opportunities for a broad range of diverse members to become actively engaged in volunteer service based on an analysis of the election, appointment, and related processes?
2. Discipline Responsiveness. Are ASHA's current CBCs effectively and efficiently responding to current organization needs and current trends in communication sciences and disorders?
3. Strategic Goals. Do ASHA's current CBCs effectively and efficiently support ASHA's mission, vision, and strategic goals?
4. Leadership Cultivation. Are ASHA's current CBCs effectively and efficiently providing a process for cultivating leaders equipped with the skills and experience to lead the Association strategically?
5. Role Definitions. Are ASHA's current CBCs effectively and efficiently delineating clearly the expectations of the board liaison, ex officio, and committee chairs?
6. Chair Selection Processes. Are ASHA's current CBCs effectively and efficiently providing chair selection processes?

### Structure of the Assessment

In response to the charge, the Committee initiated a review of ASHA's existing CBCs by confirming that more than 90 CBCs were eligible for review. From the total number of CBCs, 26 CBCs were identified for assessment. The rationale for their selection is located in Appendix A. CBCs not selected for assessment and the rationale for excluding them from the assessment are also summarized in Appendix A.

Following identification of the 26 CBCs included in the review, the Committee began the assessment strategy outlined below.

1. **Establish Ad Hoc Committee membership and team organization.** The Ad Hoc Committee members were organized into three teams as outlined in Appendix A. The 26 CBCs included in the review were then divided among these teams. Each of the teams was responsible for executing a range of CBC assessment duties. These duties included participating in weekly conference calls, reviewing reports from the CBC database, crafting the assessment rubrics, analyzing survey data, conducting interviews with ex officios, and completing an in-depth

analysis of CBCs assigned to the team. One face-to-face meeting also solidified the information obtained.

2. **Convene weekly conference calls and a June 2013 face-to-face meeting.** Weekly agendas were developed to discuss the content of the surveys, rubrics, and assessment processes needed to conduct the assessments. The Committee met June 3, 4, and 5, 2013, to develop final recommendations.
3. **Develop the Assessment Rubric.** In order to conduct a valid and reliable assessment of the effectiveness and efficiency of ASHA's current CBC structure and processes, the Ad Hoc Committee created an Assessment Rubric. The rubric derived a score for each of the parameters identified in the founding resolution. The scores ranged from 5 (best practice) to 1 (not meeting expectations) for each of the parameters. Each number included a definition that the Committee endorsed and piloted to achieve the desired consistency and was derived following a 9-month period of implementation that included piloting the rubric, collecting survey data from board liaisons, conducting interviews with CBC ex officios, and reviewing a spreadsheet summarizing data on all 26 CBCs. The structural and process recommendations that appear in this report were derived from this process.
4. **Develop the Final Rating Scale.** The second assessment rubric, titled The Final Rating Scale, was designed to provide one overall rating for each CBC to determine which CBCs were examples of best practice recommended to be retained and modeled by others and which CBCs had significant deficits that would suggest they could be sunset or modified because they were not effective or effective to maintain. The Committee concluded that, within the time period given, we were not able to achieve this detailed level of analysis. The assessment rubric guided us to the series of structural and process recommendations we present later in this report and served as the first phase of re-envisioning ASHA's CBCs. Further analysis over a longer period of time using more sophisticated tools will be required to determine the specific CBCs to maintain, sunset, and restructure.
5. **Create the Ratings Spreadsheet.** The Ad Hoc Committee ex officio created a Ratings Spreadsheet for the assessment teams. The Ratings Spreadsheet contained ASHA CBC descriptive and numerical summary data for conducting the assessments.
6. **Conduct surveys of board liaisons and ex officios on products, services, and roles for board liaisons and ex officios.** The Ad Hoc Committee could not consistently locate all of the information needed to document the specific products or services those ASHA CBCs were expected to produce. In addition, the Committee was unable to consistently identify where the roles and responsibilities of the board liaisons and ex officios were located. To provide clarity in these areas, a brief survey was developed and sent to the board liaisons and ex officios of the 26 CBCs under review. Approximately 20 surveys were completed, and the information from these surveys was used to complete the assessment rubrics previously described.
7. **Conduct interviews with ex officios.** After completing the initial assessments using the ratings spreadsheet and surveys, the teams determined they could not adequately assess the CBCs without an opportunity to ask questions regarding structures and processes when there was a lack of written information. To address this issue, phone interviews with ASHA ex officios for each of the 26 CBCs assessed were arranged. During the interviews, clarification questions were presented. While some of the questions were consistent, such as guidance on how CBC chairs are selected and how CBC orientations are conducted, many questions were developed specifically for each CBC. As a result, a standard set of questions was not used.
8. **Conduct surveys of associations of similar scope and mission.** As part of its assessment, the Ad Hoc Committee invited 30 associations of similar scope and mission to complete a survey that addressed how their associations currently address the six parameters outlined in the Ad Hoc Committee charge. A total of 14 surveys were returned. In addition, the Ad Hoc Committee Chair conducted phone interviews with representatives of seven of the associations who

participated in the survey to learn more about how associations were managing their CBCs. This information helped to inform best practice expectations among the six parameters we assessed.

## Part II

### Assessment and Analysis

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#### *Parameter 1 Member Engagement*

*Do ASHA's current committees, boards, and councils effectively and efficiently provide opportunities for a broad range of diverse members to become actively engaged in volunteer service based on an analysis of the election, appointment, and related processes?*

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#### **Assessment**

To answer this question, we assessed three specific aspects of the member engagement process as outlined below.

1. **Conducted a review of the professional criteria.** The first concern was to assess whether the CBC had explicit written criteria for the professional qualifications required to serve on the CBC and, based on an analysis of current appointments, whether the CBC met these criteria. We also attempted to assess the process used to appoint ASHA members to CBCs when expertise or experience beyond the discipline was required. Such expertise might include financial expertise, planning experience, legislative experience, international experience, and other areas that impact the effectiveness of certain CBCs. Finally, we attempted to assess the criteria used to appoint public members to ASHA CBCs. Public members also add expertise to ASHA CBCs that enhances the effectiveness and efficiency of the work assigned to the CBC.
2. **Included an examination of election and appointment criteria.** The second concern was to determine whether the election and appointment cycles were explicit, synchronized, and easily understood by members so that members felt engaged in these processes.
3. **Concluded with an evaluation of the diversity/demographic criteria.** The final area included an assessment to determine if there were explicit written guidelines to ensure achievement of a diverse CBC pool, so those who appoint members could achieve a balance of diverse demographics for each CBC.

#### **Analysis of Professional Criteria**

Our review of the professional criteria revealed the following factors:

- **Confirmed well understood professional criteria.** Assessment of professional criteria revealed that the only criteria explicitly identified and well understood by our members and by those who help populate a CBC are the professional qualifications (in audiology or speech-language pathology) needed to populate the CBC. We verified that many CBCs explicitly state the number of audiologists and speech-language pathologists expected to be appointed or elected to the CBC and that most of the CBCs assessed met these explicit criteria in their current membership assignments.
- **Verified inconsistencies of special expertise criteria collection.** Weaknesses were documented within the area of expertise beyond the discipline. Frequently, CBCs require expertise in varying areas—for example, financial management, planning experience, reimbursement/coding, research, journal publication, etc. This kind of expertise was not explicitly stated and was not collected on the volunteer pool form in advance of the appointment process. As a result, this information was inconsistent, and appointments were limited because such expertise is not documented.

- **Affirmed improvements required with public member criteria collection.** Similarly, explicit written criteria and the process for appointment of public members, along with best practice expectations, were not available. We attempted to determine whether appointment of public members to the CBCs that host them was explicit and transparent and encouraged engagement with the Association. Our analysis revealed that appointment of public members to certain CBCs is informal and often not explicit or transparent. Criteria on the expertise required and availability of a pool of potential members who might also expand the diversity of a CBC were limited. Finding a way to enhance public member representation would further improve the effectiveness of ASHA's CBC processes.

### **Analysis of Appointment/Election Criteria**

Twenty two of the 26 CBCs that the Committee analyzed use an appointment-only process to engage the membership. Three CBCs use a combined appointment and election process to engage the membership. Finally, the two Advisory Councils (ACs) and one CBC use an election-only process to engage the membership. Our analysis revealed these findings:

- **Consider the appointment-only model as *best-practice*.** This appointment process appeared to be the best process for making CBC assignments. Our recommendations for improving the appointment processes will focus on improving ways to secure all of the information needed to populate the CBCs.
- **Eliminate the joint appointment and election model.** The Committee on Honors, the Financial Planning Board, and Government Relations and Public Policy Board use a joint appointment-election process. We analyzed the appointment-election process from the perspective that an effective process would be easily understood and achieve desired outcomes of a well-balanced and engaged membership. Our analysis revealed that the combined processes were not synchronized or complementary. As a result, they confuse our members and create frustration for those who participate in both processes. Members who complete the volunteer pool form learn that they have failed to be appointed. Then they are invited to run in an election and often fail to win the election for reasons similar to their failure to be appointed; they are not well-known to those who vote. Those who vote are limited to members of the ACs. This very small segment of our membership often does not vote (25% participation rate), further reducing the pool of voters who ultimately elect members to these CBCs. Deeper analysis revealed that use of the joint appointment and election process was related to processes used by an earlier governance model. The joint process did not increase or enhance member engagement, and our analysis indicated that the joint process actually discouraged engagement.
- **Limit the use of the election-only model.** The Committee on Nominations and Elections uses an elections-only model. The two ACs use an election-only model as well; however, if there are no members elected from a designated state or entity, an appointment process may be implemented to ensure that there is an AC member from each of the entities that populate the councils. The processes for electing AC members appeared to be explicit and transparent; however, there can be confusion for members who wish to be considered for an AC seat, but may be unclear as to whether they need to be elected or appointed to that seat.

### **Analysis of Diversity/Demographic Criteria**

We assessed how well the current processes ensure a balanced range of diversity/demographics based on available data. These include work setting, state, years in the professions, race, ethnicity, gender, and age.

- **Continue collection of diversity and demographic data.** ASHA does collect a broad range of diversity/demographic data that offers the opportunity to create a rich pool of members who can be considered to populate CBSs.



- **Implement effective use of diversity and demographic data.** Our assessment determined that there were no explicit and written guidelines for using the rich range of diversity/demographics in order to achieve a balance when populating CBCs. There are no explicit or transparent processes for ensuring that those who make the appointments are able to select from a clearly identified diverse pool of volunteers who offer the expertise required to achieve a balance of well-qualified volunteer leaders. As a result, some CBCs do not offer such balance.

### **Analysis of Related Issues**

Further analysis of the processes used to engage members in CBC participation included review of the current volunteer pool form. The volunteer form is not designed to engage members in a thoughtful way. There were three distinct limitations identified with the current processes that should be changed in order to advance member engagement.

- **Provide volunteers with information on desired background.** The first limitation for our members is they cannot access information about the specific professional, personal, or demographic background that is desired/required for the CBC. Having clear information on the desired expertise will allow a member to engage more effectively with CBCs that match his or her background.
- **Provide volunteers with information on time demands.** The second limitation is members are unable to access information regarding the time demands, meeting expectations, and related commitments that would allow members to make informed decisions about their ability to meet the commitments required to serve on any given CBC. Offering clear time expectations would help a member match his or her volunteer availability with the expectations of the CBC.
- **Provide committee chairs with accessibility of data during the appointment process.** The third limitation is lack of demographic data at the time appointments are being considered to ensure that committee chairs and Board liaisons consider a demographically diverse CBC. Our assessment revealed that the current appointment processes heavily favor populating CBCs with seasoned CBC members who are well-known and frequently re-cycled because they are known entities. The process disadvantages less experienced or less familiar ASHA members who repeatedly participate in the volunteer pool but never get selected. Ensuring that committee chairs have this information at the time of appointment will expand the pool.

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## *Parameter 2 Discipline Responsiveness*

*Are ASHA's current committees, boards, and councils effectively and efficiently responding to current organization needs and current trends in communication sciences and disorders?*

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### **Assessment**

To answer this question, the Committee took the following actions to assess two specific areas.

- **Reviewed CBC mission alignment with Needs and Trends (N/T documents).** In this area, the Committee assessed whether the mission of ASHA CBCs aligned with or focused on the 2008 N/T Document.
- **Reviewed CBC products and services alignment with N/T documents.** In this area, the Committee assessed whether the products or services created by the CBCs were aligned with the 2008 ASHA N/T Document.

### **Analysis of Mission Alignment With Needs/Trends Documents**

Analysis revealed the following challenges with the alignment of needs/trends documents with the mission of ASHA:

- **Verified that the 2008 N/T Document is not active.** The Committee initially focused on assessment of how well CBCs were aligning their missions with the 2008 N/T document. It became clear after briefly piloting the rubric that the 2008 N/T document was not an active guiding document.
- **Verified that other N/T documents are inconsistently applied.** The Committee learned that ASHA obtains N/T guidance from multiple sources. The sources include surveys, summits, special studies, and other forms of member input. Due to the breadth of ASHA's work, it was a challenge to locate and document these sources. We concluded that our committee would not be able to complete this task within our given time table. Our assessment determined that the missions of some of our CBCs were driven by N/T documents; however, our sources were not able to articulate how those N/T documents guided the respective CBC missions or whether there were explicitly stated relationships between N/T documents and respective CBC missions.

### **Analysis of Products and Services Alignment With Needs/Trends Documents**

Analysis revealed the following challenges with the alignment of N/T documents with the creation of products and services of ASHA:

- **Verified that the 2008 N/T Document is not active.** As noted above, the Committee determined that the 2008 N/T Document was not an active guiding document.
- **Verified that other N/T documents are inconsistently applied.** Similar to the analysis of the relationship between N/T documents and missions, the Committee determined that some of our CBC products and services were related to specific N/T documents, but we could not document how specific N/T documents guided the development of the products and services. There was not an explicitly stated relationship between the N/T document and the CBC's products and services.

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### *Parameter 3 Strategic Alignment*

*Do ASHA's current committees, boards, and councils effectively and efficiently support ASHA's mission, vision, and strategic goals?*

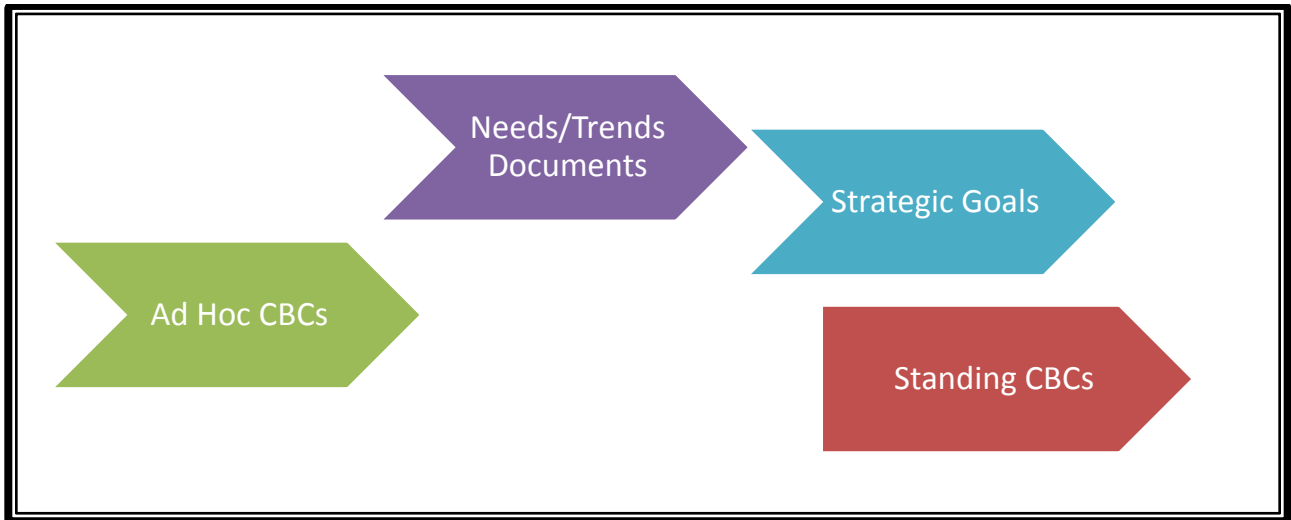
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#### **Assessment**

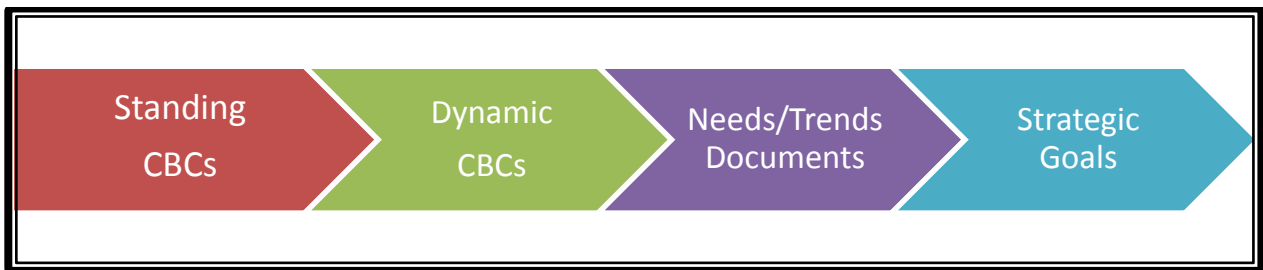
To answer this question, the Committee assessed how effective and efficient ASHA CBCs were in terms of their alignment with ASHA's strategic goals. For the purposes of this report, *strategic goals* include alignment with ASHA's key guiding documents: mission, vision, and strategic themes.

#### **Analysis of Alignment With Strategic Goals**

- **Confirmed active knowledge of strategic goals.** Our assessment verified that those CBC leaders (ex officios, board liaisons, and committee chairs) were all knowledgeable of ASHA's strategic goals and used these regularly to guide ASHA CBC work.
- **Discovered inconsistent application of strategic goals.** Our assessment revealed that strategic alignment was primarily informal and open to interpretation. Some CBCs made the alignment highly explicit and included it in an orientation or on an early CBC agenda so that it could be documented. More frequently, the alignment was through casual reference with limited calibration to ensure that the CBC mission remained aligned with the designated strategic goal. There was no explicit and transparent structural analysis available to verify that ASHA CBCs were engaged for the specific purpose of achieving ASHA's strategic goals. Further analysis revealed that ASHA's CBCs were structurally organized under a previous governance model. Under that model, ASHA's CBCs were structurally static standing CBCs that performed an ongoing set of specific tasks that may or may not be aligned with ASHA's strategic goals. Our assessment revealed that this structural model is ineffective, because the CBCs are static and are not mandated to demonstrate alignment with ASHA's strategic goals. In addition, the current static model is inefficient, because it lacks the structural flexibility to re-assess and re-align CBCs with the cycle of priority setting established by the Board of Directors. Rather than the Board's affirming or establishing CBCs in service to ASHA's strategic goals, the strategic goals had been overlaid onto an existing static CBC structure that is not flexible. This model is depicted in Figure 1 Current CBC Alignment. Figure 1 is in contrast to the best practice model depicted in Figure 2 Dynamic CBC Alignment. In this best practice model, strategic goals and needs and trends become the dynamic drivers of the CBCs that serve the Association.



**Figure 1**  
**Current CBC Alignment**



**Figure 2**  
**Dynamic CBC Alignment**

**Analysis of Related Issues**

Currently, ASHA operates under a strategically driven model of governance. This model demands that CBCs are explicitly and transparently tied to strategic goals as established by the Board of Directors for a specified planning cycle. The Board requires a dynamic CBC structure with the flexibility to engage, disengage, and sunset any ASHA CBC in service to its strategic planning cycle. The Committee also believes that ASHA members should be able to locate and determine what ASHA’s CBCs are expected to do in any given strategic planning cycle and should be able to find the outcomes of their work. Our Ad Hoc Committee members emphasized that our CBCs serve as the “think tank” of our association, and its organizational structure should explicitly and transparently be aligned with the strategic goals of ASHA. The envisioned structure would be CBCs organized around ASHA’s strategic goals in contrast to the current static structures that hold Association resources in permanent service to tasks that may or may not be strategic priorities and in some cases may have inefficiencies because there is no explicit process for elimination of overlap and duplication. The current strategically driven governance model offers flexibility and more rapid response to changes in the discipline, and the structural organization of ASHA’s CBCs must be aligned and be in service to this governance approach. We recommend adopting a new CBC organizational structure that aligns ASHA’s CBCs with this larger vision for the Association—a goal that cannot be accomplished using a static set of CBCs defined by individual tasks and only

informally aligned with its strategic goals. Another issue was the limited participatory models used by CBCs. Most continued to use a long-standing electronic/traditional meeting combination. There has been no in-depth analysis with an accompanying plan to determine whether a broader range of participatory models could enhance the structural processes of the CBCs.

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#### *Parameter 4 Leadership Cultivation*

*Are ASHA's current committees, boards, and councils effectively and efficiently providing a process for cultivating leaders equipped with the skills and experience to lead the Association strategically?*

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#### **Assessment**

To assess this parameter, the Committee reviewed the mission of ASHA's Leadership Development Program (LDP). We learned that, originally, ASHA's LDP was designed to cultivate leaders equipped with the skills to lead the Association strategically and to use this experience as a pathway to an appointment or election to an ASHA CBC. Since 2007, when the LDP was first offered, changes in the objective of the program had to be made, because LDP graduates found it difficult to be appointed to a CBC. The current LDP promotes developing leadership skills for workplace setting, regional or state association, or ASHA. Service on a CBC should lead to subsequent leadership roles in the areas stated: workplace, regional/state organization, or ASHA.

#### **Analysis of ASHA's Leadership Development Program**

Our assessment focused on determining whether ASHA's current CBCs provide opportunities to cultivate leaders by seeking graduates of the LDP. We also wanted to determine whether graduates of the LDP were able to use this experience as a pathway to an appointment or election to an ASHA CBC or for other leadership roles. The "best practice" expectation was that, if the LDP cultivated leaders, then there would be a history of graduates of the program serving on ASHA CBCs for multiple years. Our analysis revealed the following:

- **Verified usefulness of the LDP Program.** Our Ad Hoc Committee included two graduates of the LDP. These members verified that the program provided valuable leadership training, and there was general consensus that the program was effective.
- **Confirmed need for alignment of LDP With goals.** Our assessment revealed there was no alignment of the LDP with opportunities to serve on ASHA CBCs or assistance for graduates with placements in leadership positions at state, regional, or employment levels. We also determined there was no follow-up to determine how effective the program had been in getting members into leadership roles. Graduates expressed concerns similar to those we found when assessing member engagement. They were not able to secure an elected or appointed CBC position and felt frustrated with the outcome.

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## *Parameter 5 Role Definitions*

*Do ASHA's current committees, boards, and councils effectively and efficiently delineate clearly the expectation for the board liaison, ex officio, and committee chair?*

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### **Assessment**

To answer this question, the Committee assessed the availability of clearly written procedures that outlined the expectations for the Board liaison, ex officio, and committee chair. Written procedures explain the role and responsibility of each leader and ensure that the products and services offered by the CBC were efficiently and effectively produced. In addition, written documents offer an opportunity to be reviewed, assessed, and updated as a tool for continuous improvements.

### **Analysis of Role Definitions**

Our analysis of the parameters of role definitions revealed the following:

- **Adopt written roles and responsibilities as a model of best practice.** ASHA's CBCs are staffed with highly qualified ex officios and support staff who have extensive institutional knowledge. They are able to execute ASHA's mission effectively even without written documents that specify their roles, and they have an impressive flexibility to easily adapt to a new board liaison or committee chair. In addition, ex officios and staff are able to modify their roles as needed to adapt to the preferred practices of the incoming leadership. Similarly, many ASHA members are seasoned CBC volunteers who have the competencies needed to navigate the complexities of CBC leadership and define their own roles without much guidance or support. Reviews with ex officios determined that some CBCs do have clearly written roles and responsibilities for the CBC leadership. We validated that written procedures contributed significantly to efficiently and effectively guide the work of the CBCs, because each leader had a clear expectation of his or her work from the beginning of the appointment. As importantly, written leadership expectations helped to keep the CBC focused on its mission and the strategic initiatives that it supported. We determined that, when a CBC was able to produce written documents with role definitions, these served as a "best practice" and an essential source for validating that the CBC leaders were guided by clearly written processes and procedures.
- **Understand risks when written roles and responsibilities are unavailable.** Because of the impressive expertise of ASHA staff and ASHA volunteers, most of ASHA's CBCs use informal operational procedures to establish the roles and responsibilities of their members, board liaisons, ex officios, and chairs. Many of the procedures regarding how the CBCs function are available primarily through the individual CBC's oral history. This was discovered when we asked staff ex officios to share their CBCs' operational manual or guiding documents. When these could not be produced, the Committee used an interview process to try to capture the typical ways CBCs inform members about their missions, expected products and services, and roles and responsibilities of members and leaders. Our assessment revealed effectiveness and efficiency risks of undocumented CBC procedures. Among the risks we identified were ensuring that ex officios, board liaisons, staff, and CBC members could clearly articulate the CBC mission and its relationship to ASHA's strategic initiatives and understand what they specifically needed to do in order to achieve that mission. We also verified that achieving the best products and/or services that the CBC is created to offer is at risk when leaders and members are not clear on their own responsibilities.

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## *Parameter 6 Chair Selection Processes*

*Do ASHA's current committees, boards, and councils effectively and efficiently provide chair selection processes?*

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### **Assessment**

To answer this question, the Committee assessed the availability of clearly written procedures that outline the election or appointment of CBC chairs. As with Parameter 5, we believed that written chair selection procedures ensure that CBC members would understand the processes for being elected or appointed to this leadership position. In addition, written documents offer a tool for continuous improvements of chair selection processes.

### **Analysis**

Our analysis paralleled our findings from the analysis of written procedures for roles and responsibilities.

- **Adopt written chair selection procedures as a model of best practice.** Some CBCs have written chair selection procedures, and those that do have a tool for informing members of the process and for encouraging members to consider this role. In addition, written procedures offer the opportunity for analysis of that process to determine whether it provides a pathway for CBC members to engage in more advanced leadership for the Association.
- **Understand risks when written roles and responsibilities are unavailable.** A significant risk that emerged was when there were no written chair selection procedures. This resulted in a lack of transparency in the appointment of some committee chairs and sometimes led to the continuous reappointment of the same member to serve in that role. Another risk was simply not having members who were working to move into that role, since the expectations were not clearly defined. Furthermore, we learned that some leaders had attended ASHA's New Committee Board Chair Orientation at Convention; however, this generalized approach did not appear to influence adoption of best practices on our CBCs. To aspire to a CBC chair role, members need a clearly defined process and clearly defined responsibilities. When these are in place, they are better able to take advantage of the more generalized Committee Chair Orientation. Other issues that we identified included ensuring that chairs understand which body elects or appoints them, clarifying the voting privileges of the chair, specifying the temporary replacement procedures when a chair cannot preside at a meeting, and outlining the standard process for extending a term when the chair period extends beyond the appointment period.



## Part III

### Recommendations to the Board of Directors

#### Parameter 1 Member Engagement Recommendations

In response to our guiding question, the Committee determined that, currently, CBCs are not using effective and efficient processes to engage members with the Association. We recommend adoption of the following processes to enhance CBC effectiveness and efficiency in the area of member engagement.

1. **Develop a Member Engagement Plan.** Each CBC should develop a Member Engagement Plan. The plan would summarize the professional expertise required to serve on the CBC, the related or other expertise beyond experience in the disciplines that is needed or preferred for this CBC, and some of the demographics that the CBC seeks in order to create a demographically diverse and balanced CBC pool of members to consider for the available CBC positions. Those demographics might include years in the profession, geographic location, work setting, and any related demographic data that would assist with achieving a diverse and demographically rich pool of members for creating effective CBCs. The plan should inform members who seek appointment of the time commitments, meeting expectations, and related responsibilities, so volunteer leaders can gauge their own ability to perform the required duties at the time of appointment.
2. **Improve the volunteer processes and communication.** The current volunteer pool form must be aligned with the CBC appointment process, so members who volunteer can align their experience and demographic data with the experience and demographic needs of the CBCs. The goal would be to provide those who appoint members to the CBCs with explicit written evidence of the experience that volunteers offer, demographics available to create balance, and pathways for early-career, mid-career, and seasoned professionals to work together so that the process is inclusive of a broader range of members with needed experience. The volunteer form should be created so that effective reports can then be generated and used by those appointing members to create lists of members with experience and demographics aligned with the CBC needs. The Committee learned that many members feel disengaged after repeatedly volunteering and never being elected or appointed. The current committee pool form and process allow members to continuously volunteer even when the number of volunteers significantly exceeds the number of members who can fill openings on the CBCs. To improve the member experience of volunteering for CBCs, the Committee suggests that a new communication process be developed to inform the volunteer soon after the volunteer form is submitted of the potential for appointment to the desired CBC. Through the communication tool, the volunteer should be guided to engage with ASHA in alternate ways because a CBC appointment to the desired CBC is not likely in the given cycle. The goal of the new communication process would be to create a positive experience for the member, to guide the member to better or more successful opportunities to engage with ASHA that are better aligned with the member's expertise, and to establish a culture of inclusion through the committee volunteer process.
3. **Eliminate the election process for CBCs with combined appointment/election processes and CBCs with an election-only model.** The Committee could identify no rationale for use of both an appointment and election cycle for the three CBCs that use this combined approach. This combined process creates significant barriers to member engagement and is an inefficient approach to engaging our members. We also found no rationale for continuing the election-only model for the Committee on Nominations and Elections. We recommend that this combined process for Committee on Honors, the Financial Planning Board, and Government Relations and Public Policy Board and the election process for the Committee on Nominations and Election be eliminated and included in the annual CBC (currently called the Committee on Committees)

appointment process. Because the ACs have more successfully engaged members in their states to participate in the elections processes and there were no significant issues with the ACs, the election process might be retained for these CBCs.

4. **Clarify the criteria for public members.** Public members are a vital asset to the Association. Criteria for appointment of a public member should be available, and a broader set of expectations on how public members can contribute to ASHA's national reputation should be considered. The Committee noted that ASHA has engaged high-profile collaborators for its awards. Would the Association benefit from some public members who also bring a high profile?

#### **Parameter 2 Discipline Responsiveness Recommendations (See Parameter 3 Strategic Alignment)**

When ASHA has completed a Needs/Trends (N/T) document to identify a member need and that need is then aligned with ASHA's strategic goals, explicitly aligning these driving forces with the CBC mission will ensure that defined needs/trends and strategic goals are the driving forces of our CBC work. Ensuring that all of the members and leaders of a CBC know and understand these driving forces and are accountable for achieving the designated outcomes will enhance the effectiveness/efficiency of the CBCs. ASHA members should be able to find the linkages between their input, the identified N/T that launched a CBC, and the final product or service that met the defined need. Creating these explicit and transparent linkages will demonstrate the discipline responsiveness of our CBCs. We concluded that this is currently an undefined process. Because of the strong relationship between strategic goals and N/T documents, the recommendations on discipline responsiveness were included in the recommendations for strategic alignment.

#### **Parameter 3 Strategic Alignment Recommendations**

5. **Create a new dynamically focused and strategically driven CBC model.** The Committee recommends that the Board of Directors replace its current static CBC structure with a dynamic CBC structure. The new model would include a limited portfolio of standing CBCs that are required for meeting some of the Association's fiduciary and related responsibilities. All standing committees, however, should be reassessed on a given cycle to ensure that they remain actively engaged in future-focused practices and have goals that are explicitly and transparently aligned with the strategic goals. The new model should include a portfolio of strategically driven and dynamically focused CBCs that are explicitly and transparently aligned with ASHA's strategic goals and have a specified time period to achieve these goals. At the conclusion of their service, these CBCs will be sunset, recycled, or recast based on the strategic goals of the next planning cycle. ASHA's strategic goals will drive its CBC structure for an established cycle of priority setting. The goal is to ensure that all CBCs serve the strategic goals and are held accountable to a timetable to complete their assigned mission. This model is depicted in Figure 2 Dynamic CBC Alignment in the section of the report titled "Parameter 3 Strategic Alignment."
6. **Incorporate discipline responsiveness documents into the dynamically focused and strategically driven CBC model.** The Committee recommends that, whenever a discipline responsiveness document, survey, or analysis is conducted that yields creating a CBC to address that need, it should be explicitly identified. Within the new model of strategically driven and dynamically focused CBCs, member needs documents should be the secondary guiding force after alignment with ASHA's strategic goals. Any CBC created to meet such a need should be given a specified time period to achieve desired outcomes and then be reassessed to determine its future. Members should be able to find evidence of member input that identified a need, that created a CBC, and that yielded an outcome to complete the "loop" of meeting the member need.

7. **Eliminate inactive CBCs.** Our analysis identified about 20 CBCs still listed on ASHA’s website or in other documents that are inactive and have no members. We recommended that these CBCs be sunset and, if needed at a future date, be reconvened or recast in ways that would address strategic initiatives. A list of inactive CBCs may be found in Appendix A .
8. **Develop a structural calibration plan.** The Ad Hoc Committee concluded that its initial review of the structure of existing CBCs was not sufficient and could not attain the level of analysis essential for making final decisions regarding the continuing role of ASHA’s existing CBCs. The rubric developed by the Ad Hoc Committee to assess the six parameters specified in the founding resolution for 26 of ASHA’s currently engaged CBCs was not sufficiently in depth to make final recommendations to the Board on which specific CBCs should remain engaged, be disengaged, or sunset. The Committee recommends that the Board use its initial analysis to transition to a second phase of CBC reviews designed to determine the CBCs required to meet the strategic goals identified for its current planning cycle. The Committee recommends that an appropriate assessment tool be developed to guide the Board’s decisions. Our rubrics may serve as a guide, but we emphasize that these and the accompanying data compilation, assessment, and analysis were not considered in depth enough to make specific CBC recommendations.
9. **Update the resolution form to align with the calibration plan.** In alignment with the calibration plan, the resolution form should also be updated. The updated form will guide the Board in determining the essential demographic and related expertise needed for the proposed CBC. In addition, the resolution form should clearly specify the processes and responsibilities of the CBC chair. These responsibilities are outlined in the recommendations for “Chair Roles & Responsibilities.” An example is included in Appendix F.
10. **Develop broader participatory processes.** The committee further recommends that the Board incorporate a broader participatory process for CBCs. The model should offer a range of participation from traditional CBC configurations that use both electronic and face-to-face tools to achieve the desired goal, but also foster participatory models that are electronic-only or that engage participation using new and emerging technologies. Using these approaches could offer cost-effective opportunities to engage more members, particularly large groups, and would develop more pathways to CBC participation.
11. **Create a structural communication plan.** Once the CBC structure is developed and approved by the Board, the CBCs to be engaged during the designated planning cycle should be communicated to the membership so that members can find the currently active CBCs, identify their missions, and remain updated on their progress.

#### **Parameter 4 Leadership Cultivation Recommendations**

Alignment of the LDP program with opportunities to serve in leadership roles was considered the ultimate value of the experience. In order to achieve that outcome, the following program completion requirements should be implemented.

12. **Organize an LDP graduate placement program for ASHA.** To achieve the outcome that a significant portion of the LDP graduates transition to ASHA CBC appointments, there needs to be an investment of positions for them on ASHA CBCs. The Board should identify a select group of CBCs each year that will host an interested LDP graduate, so that, within a 3-year planning cycle, a designated portion of the LDP graduates have been placed on ASHA CBCs. This program completes the cycle of leadership cultivation intended by the program and ensures that graduates gain specific knowledge of how to participate on an ASHA CBC. LDP graduates should also have CBC mentors who help them transition to ASHA leadership roles.
13. **Expand the LDP graduate placement program to include regional, state, employment programs.** To achieve the outcome of some of the LDP graduates’ transitioning to appointments at regional or state associations, or employment levels, ASHA should advocate for the LDP

graduates by providing at least a letter of introduction to the regional or state association, or employment agency to promote the leadership skills of its LDP graduates. Data should be shared with the larger membership on how many LDP graduates were placed in these leadership roles.

14. **Enhance member participation through a volunteer cultivation system.** Preparing to serve in any leadership role requires cultivating volunteer experiences across a broad spectrum of activities. Many members may not recognize that non-CBC activities—such as participating in ASHA forums, service to panels, service to advocacy groups, and service to regional, state, and employer CBCs are all pathways leading to additional leadership opportunities. Developing a more comprehensive summary and system to centralize, promote, and sign up for all ASHA volunteer opportunities can cultivate a volunteer portfolio that guides them in increasing levels of responsibility and leadership that may assist members who want to serve on CBCs, but are not yet experienced enough to be selected.

#### **Parameter 5 Role Definitions**

Based on the analysis of role definitions, we recommend the following:

15. **Develop a committee, board, and council procedural template.** A one- to two-page CBC operational template should be implemented so every standing or strategically focused (currently called ad hoc) CBC has a written document that guides its work and demonstrates how it serves the needs of ASHA members and a mechanism to reassess its operation periodically to ensure effectiveness and efficiency. Some of the template elements should include:
  - a. Statement of purpose. A CBC mission, purpose, or rationale statement should clearly identify the CBC alignment with ASHA’s strategic goals and with any membership needs’ statements that were developed to guide creation of this CBC.
  - b. Defined products, services, and outcomes. Products, services, or outcomes that the CBC is expected to produce in service to its mission and the timetable to support these should be clearly identified. Aligned with this expectation is an annual assessment to verify that the CBC is meeting its intended purposes.
  - c. Stated operational procedures. A brief summary of the operational procedures should clearly state how the CBC is expected to function, its composition, and the roles of the members, chair, board liaison, and ex officio.
  - d. Stated orientation program. Each CBC should offer an orientation program for all members, new and continuing, to ensure that the CBC purpose is clear and to ensure that the CBC members know how the work of the CBC is aligned with ASHA’s strategic priorities or needs. The orientation should be part of an agenda to ensure that the CBC can calibrate its work, continues to align with these defining statements, and considers innovative or new approaches that might further improve its function.
  - e. Specification of chair roles and responsibilities. The processes should include clear information on the chair appointment/election process, chair reappointment/reelection process, and the role of a CBC member who may need to assume chair responsibilities temporarily when the standing chair is not available. The form should also specify the chair’s voting privileges or related responsibilities.
  - f. Defined time line. Every standing CBC should have a defined reexamination period that requires it to review and recalibrate its work and determine if it should continue, be combined with other CBCs, or be sunset. A 3- to 5-year rotation was commonly used by other associations. Every strategically focused (currently ad hoc) CBC should have a clearly stated time line for meeting its mission and be sunset at the conclusion of its work for the Association.

#### **Parameter 6 Chair Selection Processes Recommendations**

Based on the analysis of chair selection processes

16. **Include chair processes in the Procedural Template.** The Procedural Template should also include well-defined CBC chair selection processes. Among the processes that should be included are the chair's roles and responsibilities, the process for appointing or selecting the chair, definition of the body who appoints or selects the chair, the chair's voting privileges, the chair's temporary replacement process, and the policy on term extensions if the chair's term extends beyond her/his CBC appointment term.

## **Appendix A**

### **Committees, Boards, and Councils Included in the Review, Excluded from the Review, and Currently Inactive**

#### **Committees, Boards, and Councils Included in the Review**

In order to conduct an in-depth assessment of almost 90 CBCs currently listed as part of the ASHA portfolio of CBCs directly under the jurisdiction of the Board of Directors in contrast to CBCs that are semi-autonomous, the Ad Hoc Committee created 3 separate teams and divided the work among these teams who then worked collaboratively to become experts on the CBCs assigned to each team. The 3 teams are outlined below and the 26 CBCs evaluated are listed by team assignment.

Team 1: Celia Hooper and Monica Ferguson

1. Academic Affairs Board
2. Financial Planning Board
3. International Issues Board
4. Multicultural Issues Board
5. Audit Committee
6. Academic Accreditation in Audiology & Speech-Language Pathology Nominating Committee

Team 2: Wayne Foster and Gretchen Magee

7. Ad Hoc Committee on Specialty Recognition
8. Audiology Advisory Council
9. Speech-Language Pathology Advisory Council
10. Continuing Education Board
11. Ethics, Board of
12. Committee of Chairs of Standards and Ethics
13. Committee on Nominations and Elections
14. Committee on Committees
15. Honors Committee

Team 3: Theresa Rodgers and Katie Holterman

16. Ad Hoc Committee on Supervision
17. Government Relations & Public Policy Board
18. Medicaid Committee
19. Publications Board
20. Science Advisory Board
21. Scientific and Professional Education Board
22. Advisory Committee on Evidence-Based Practice
23. Health Care Economics
24. Research and Scientific Affairs Committee
25. School Finance Committee

Team 4: Bob Augustine

26. Special Interest Groups Board of SIG Coordinators

#### **Committees, Boards, and Councils Excluded from the Review**

On the basis of a conference call with Paul Rao, 2012 Past President and Barbara Moore, 2012 Vice President for Planning and a follow-up electronic communication with Arlene Pietranton, Chief Executive Officer, the Committee determined that the following Committees, Boards and Councils were excluded from the review for the reasons stated.

CBCs Belonging to another Organization

- The American Association for the Advancement of Science serves as an example.

ASHA Advocacy Groups:

- The Federal Advocacy Network serves as an example

CBCs that Function Independently of ASHA

- The ASHA Political Action Committee and ASHA Foundation are examples

The Board of Directors and its affiliated committees, boards, and councils

The Convention Program Committee and its affiliated committees, boards, and councils

Specialty Boards Separately Incorporated and Committees, Boards, and Councils that function as Semi-autonomous from ASHA

- Specialty Board on Child Language
- Specialty Board for Fluency and Fluency Disorders
- Specialty Board for Swallowing and Swallowing Disorders
- Council for Clinical Specialty Recognition
- Council on Academic Accreditation in Audiology & Speech-Language Pathology (CAA) and CAA Affiliated Subcommittees
- CAA Site Visit Subcommittee
- Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) and CFCC Affiliated Subcommittees
- CFCC Clinical Fellowship Subcommittee
- CFCC Subcommittee on Use of Non-certified Practicum Supervisor
- CFCC Executive Committee, CFCC Review Team

The Ad Hoc on Committee/Board and Council Structure Review

### **Committees, Boards and Councils Inactive and Excluded from the Review**

Analysis of initial data indicated that the following CBCs were not populated with volunteers and no longer active. These were excluded from the review.

- Science and Research Coordinating Committee
- Advisory Council Leadership
- Administration and Planning Coordinating Committee
- Praxis Audiology Item-Writing Committee/Committee Pool
- Praxis Audiology National Advisory Committee Pool
- Guidelines for Audiologic Screening
- Coordinating Committee for Standards and Ethics in Audiology
- Ethics Board Education Committee
- Finance Coordinating Committee
- Government Relations and Public Policy Coordinating Committee
- Hearing Screening Guidelines, Working Group
- Medicare Consultant Network
- Planning Coordinating Committee
- Coordinating Committee for Audiology Practice
- Coordinating Committee for Speech-Language Pathology Practice
- Praxis SLP Item-Writing Committee/Committee Pool
- Praxis SLP National Advisory Committee Pool

## **Appendix B**

### **The Assessment Tools**

#### **The Assessment Rubric**

The Assessment Rubric provided a numerical rating scale from 5 (best practice) to 1 (not meeting expectations) for each of the 6 parameters. Each number represented a definition that the committee endorsed and piloted to achieve the desired consistency. While there were 6 separate parameters, Parameter 1 included 3 separate ratings and Parameter 2 included 2 separate ratings so that there were a total of 9 separate ratings for each CBC. These are described below:

- Parameter 1 Member Engagement was rated among 3 criteria assessing member engagement. These included an assessment to rate the CBC's effectiveness and efficiency with:
  - meeting the professional qualifications established for the CBC,
  - the election and appointment processes, and
  - the range of member participation.
- Parameter 2 Discipline Responsiveness was rated among 2 areas of criteria to assess responsiveness. These included an assessment to rate the effective and efficient alignment of the CBCs:
  - charge, mission, or description with ASHA's Needs and Trends Statement and
  - products or services with meeting ASHA's needs and trends.
- Parameter 3 Mission, Vision and Strategic Pillars rated 1 area in order to assess the effective and efficient alignment of the CBCs charge, mission, or description with ASHA's mission, vision, and strategic pillars.
- Parameter 4 Leadership Cultivation rated 1 area in order to assess the effectiveness and efficiency of the CBC's with cultivating leaders and/or alignment with ASHA's Leadership Development Program.
- Parameter 5 Role Definitions rated 1 area in order to assess the effectiveness and efficiency of the CBC's effort to define the leadership roles of the chair, staff liaison, and board liaison.
- Parameter 6 Chair Selection rated 1 area in order to assess the effectiveness and efficiency of the CBC's chair selection processes.

#### **The Final Rating Scale**

The Final Rating Scale was designed to provide one overall rating for each CBC. This final scale was designed to guide development of recommendations to share with the Board of Directors; however, we determined that our assessment tool was not valid and reliable enough to reach this goal. As a result, the Ad Hoc Committee made the decision to offer a set of structure and process changes rather than try to determine which committees, boards, and councils to modify. The Final Rating Scale was arranged to address the following guidelines.

- Ratings from 4.5 to 5.0: A rating in this range was considered evidence of an exemplary CBC. This rating would offer "best practice" effectiveness and efficiency examples to the Board of Directors that might be adopted or adapted so that other CBCs with lower ratings could improve.
- Ratings 4.0 to 4.4: A rating in this range was considered evidence that the effectiveness and efficiency of this CBC warranted retention but specific changes should be implemented to advance to the "best practice" range.
- Ratings 2.5 to 3.9: A CBC in this range was considered to no longer be meeting effectiveness and efficiency expectations of the Association. The Board should consider ways that this CBC could be integrated with the work of more effective CBCs or if it could be eliminated.
- Ratings below 2.5: A CBC in this range indicated the need for elimination.



### **The Ratings Spreadsheet**

The Ad Hoc Committee Ex-Officio, Andrea Falzarano, created a Ratings Spreadsheet for the Assessment Teams. The Ratings Spreadsheet contained committee profile information from netForum, ASHA's database. The summary data which is outlined below provided the initial database for conducting assessments:

- Charge, mission, description
- Current composition including current membership, committee chair, board liaison, and Ex Officio
- Requirements for appointment or election
- Appointment and election summary
- Diversity or LDP information

## Appendix C

### Executive Summary Survey Results of Associations of Similar Scope and Mission

The Ad Hoc Committee on Committee/Board/Council Structure Review invited 30 associations of similar scope and mission to participate in an American Speech-Language-Hearing Association survey to evaluate the parameters outlined in the Board of Directors charge to the Ad Hoc Committee. Fifteen of the associations completed the survey and/or participated in a phone interview with the committee chair. Below is an executive summary of the findings organized by each of the parameters.

#### Member Engagement/Election and Appointment Processes

##### Questions

- *Would you share the election and/or appointment processes that your organization currently uses to ensure that a broad range of diverse members are actively engaged in volunteer services?*
- *Could you include your views on how your current processes meet your expectations of effectiveness and provide information on length of term or term limits on your committees, boards, and councils?*

##### Summary

- **Board of Directors:** A majority of associations surveyed use a membership-wide election process for populating the Board of Directors. The most frequent process was to vet nominations through a Committee designed for that purpose, to create a slate, and then hold elections. These variations were noted and praised by the associations that use them:
  - **President Elected by the Board:** In some associations, the membership elects only members who hold the “Vice President” title. The Board Vice Presidents then elect the Board President from among the members of the Board and the President must be a seasoned, not newly elected Vice President, to be eligible for election to President. The advantage noted was that this process ensures that the President of the Board has served for at least some period of time in a Vice Presidential role before she/he assumes the President’s role.
- **Diversity/Demographics:** Many associations use a well-defined process to create a pool for each CBC to ensure diverse representation. This process provides an opportunity for the members interested in service to identify their expertise as related to the desired CBC and to provide additional information on diversity or demographics that may ensure a diverse pool. Many associations discussed the importance of having a well-defined committee pool process to ensure that early- and mid-career professionals, diverse members, members from a variety of demographic areas, and related membership areas are included in the pool of members who may serve on CBCs.
- **Term Limitations:** Most associations have adopted a three or four-year term limitation policy to create opportunities for more members to participate on CBCs and this typically extended to service as a CBC chair.
- **Committee Representatives:** A majority of associations surveyed use a member appointment process to populate committees, boards, and councils (CBCs). Use of an election process for CBCs was rare and use of a combined appointment/election process was not reported.
  - **Board Appointment Model:** In some associations the Board of Directors made all of the CBC appointments. Those using this process reported that CBC appointments are often restricted by the knowledge-base of the Board.

- Committee Appointment Model: In some associations, a committee of volunteers or committees in collaboration with paid staff (referred to as Ex-officios throughout this document) were responsible for making recommendations to the Board. Associations who use a collaboration between a committee, the Board, and Ex-officios reported that more members have an opportunity for appointment using this model.
- Ex-officios Appointment Model: In some associations, committee membership was the responsibility of the Ex-officios who made recommendations to the Board. Associations noted that this model had limitations similar to the Board appointment model.
- Advisory Council Preparation Model: Like ASHA, some associations use advisory councils; however the councils are smaller and composed of members who meet a variety of experiences important to their associations. Advisory council participation is used as a precursor to appointments to CBCs. Those using this model noted that members have opportunities to become informed of issues in the association and can prepare themselves for CBC appointments.

## Discipline Responsiveness

### Questions

- *Does your organization use an alternative to standing or continuing committees, boards, and councils that allow your organization to be more responsive to current needs/trends in the discipline? For example, are a significant number of your committees on a renewal cycle so that every few years your organization considers elimination or re-structuring that would align the committees with more current needs/trends?*

### Summary

- Committee Balance: Almost every association discussed a recent process that had been implemented to balance the use of standing committees (a model that some associations felt reflected an earlier era when issues were more stable and flexibility and nimbleness were not priorities) in contrast to ad hoc, task forces, or focused initiative committees that have a specified task and end date to meet an association need.
  - Limited Standing Committees: Several associations used a review process to create a limited number of standing CBCs that are required by certain statutes, such as a finance committee and audit committee; or CBCs that require an annual process such as an honors committee as their only standing CBCs. All other CBCs are given a charge and are reevaluated at the conclusion of service. A significant number of standing committees were eliminated using this process. These associations reported that this provided more focused and nimble opportunities to meet member concerns and needs, and created a more effective and current approach.
  - Loss of Purpose: Associations that have recently reviewed their standing committees noted that many standing committees had lost their specific purpose after many years. Recasting, combining, and reconsidering long-standing committees offered new ways to refocus the resources aligned with the CBCs in order to address priorities.
  - Use of Analysis Documents: Some associations use various processes to analyze issues in order to identify member needs or trends that require attention and only create CBCs in response to these needs or trends.
  - On-line Model: Some associations are moving toward on-line CBC meetings for a majority of their discipline-focused issues. The on-line model offers much flexibility to get many more members involved so that the CBCs can be composed of steering committee members who address the issues, advisory members who serve in a “think-tank” capacity, and members who participate in surveys or related ways to inform the

CBC. The on-line model is offering many different and effective opportunities in contrast to the standard face-to-face model that limits participation due to the costs associated with the model. It also opens opportunities for many more members to advise the association.

## **Strategic Planning**

### Questions

- *Does your organization use a process to ensure that its committees are reviewed and restructured to align each committee's effort and resources with your strategic planning goals? If so, could you explain how you achieved this?*

### Summary

- **Balanced Alignment:** Most associations have adopted a strategic planning process that is used to align its CBCs with association priorities. One of the key concepts addressed was having a pool of resources available to create the CBCs needed to address a specific strategic planning issue. Associations often reported that adoption of a new strategic plan guided the reassessment of its CBC structures to ensure alignment. Associations noted, however, that some CBCs were needed for special purposes and may not have the direct alignment with the plan as the majority.
- **Assessment:** Several associations provided a summary of an annual process used to assess the value of the products or services provided by their CBCs and used this annual assessment as a guide for continuing CBCs.
- **Board Autonomy Model:** Some associations maintain a separation between the Board and its CBCs in order to prevent Board members from affiliating with CBCs and becoming advocates for them. Those associations that use this model find that the autonomy provides a platform for objectivity that could not be obtained when members of the Board participated in or attended CBC meetings. These associations noted that prior to adopting this model, Board members felt obligated to maintain CBCs, even those that were not active, in order to ensure the resources were always available.

## **Leadership Cultivation**

### Questions

- *Does your organization rely on its committee, board, and council structure to cultivate its leadership or do you use a different approach that could help ASHA improve in this area?*

### Summary

- **Advocacy for Leadership Cultivation:** A majority of associations strongly supported implementation of a leadership cultivation model in order to avoid having CBCs populated by the same members. Most reported an on-going challenge with bringing new leadership into the organization and "opening doors" for less well-networked members who have the potential to lead.
- **Tuition and Scholarship Model:** Some associations use a tuition and scholarship model for leadership cultivation. Members who wish to enroll pay tuition to the association and are eligible for association scholarship to reduce costs. These programs offer a combined on-line and face-to-face leadership training process that can be applied to a variety of leadership roles and meet professional development requirements.
- **Registry Model:** The registry model is a process where members may register for leadership development. At the time of registration, they identify their areas of expertise and areas where they seek development or mentoring. Staff align the needs with leadership modules that allow the member to acquire the needed expertise and then the member may be eligible for service

on a CBC that is in need of that expertise. The registry process also offers early-career and mid-career modules for leadership development to fill a variety of association needs.

- Alignment: Those associations that expressed satisfaction with their leadership cultivation programs had adopted programs that had broader opportunities for such development and provided a strong relationship between completing the program and having access to service on a CBC or guidance for acquiring the leadership experience that was desired.

## Role Definitions

### Questions

- *How does your organization clearly communicate the roles of the volunteer leader, staff liaison, and the committee member to those who serve in those roles?*

### Summary

- Written Statements: That majority of associations reported the use of operational procedures or CBC manuals that state the roles of the CBC leadership. As noted previously, in some associations, members of the Board do not attend or participate in CBC meetings. In associations that use a Board liaison model, the role of the Board member is also specified in the CBC's operations.

## Chair Selection Processes

### Question

- *How does your organization determine the committee, board, or council chair?*

### Summary

- Variety of Processes: There was no dominant model for the selection of CBC chairs.
  - Committee Selection Model: Some associations allow the CBC members to select the committee chair and those using this process felt it gave the CBC members the opportunity to determine its own leadership.
  - Board Appointment Model: In some associations, all CBC chairs are appointed by the Board. Those who use this model felt that it gave the Board an opportunity to ensure a diversity of leaders and prevent the same members from repeatedly serving as chairs.
  - Ex-officio Recommendation Model: In some associations, the Ex-officios recommended the CBC chairs to the board for appointment. Associations using this model felt that the Ex-officios had a clear understanding of the leadership skills required and were the most qualified for making this decision.

## Appendix D

### Products, Services and Roles Survey for Board Members and Ex Officios

The Ad Hoc Committee could not consistently locate information that documented the specific products or services that ASHA committees, boards, and councils were expected to produce. In addition, the Committee was also unable to consistently document where the roles and responsibilities of the board and Ex Officios were located. To provide clarity in these areas, a brief survey was developed and sent to the board and Ex Officios of the CBCs under review. Approximately 20 surveys were completed and the information from these surveys was used to complete the assessment rubrics previously described. Below is an example of the Products, Services, and Roles Survey.

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On behalf of the ASHA Ad Hoc Committee on Committee/Board/Council (CBC) Structure Review, I invite you to assist with the assessment by helping us determine how the products and services that CBCs offer are aligned with needs/trends and mission/vision documents. We also seek your input on how each CBC defines the roles of the various members of the CBC. To conduct the assessment I ask that you complete the brief survey that follows. We do not require an exhaustive list, only key highlights. If we need additional information we will contact you. Examples to guide you are provided in the bulleted statements that follow. I am providing a separate form for each specific CBC included in our assessment for work completed during the past year (2012). Not all CBCs are included in our review; so some CBCs from your area of oversight may not be listed.

Please consult your previous board liaison, committee chairs, or other constituents as needed to complete the summary. If you have questions, contact me at [rmaugustine@eiu.edu](mailto:rmaugustine@eiu.edu) or 217-549-5246. I extend my thanks to you in advance for your contributions and ask that you complete the survey no later than **February 22, 2013**. All information that we receive will be confidential. In our reports, none of the information shared will be attributed to a particular committee. The survey may help us develop a list of “best practices” for ASHA to consider.

- Step 1: Provide a brief summary of the products. An example of a product might include the production of journals, brochures, on-line web tools, or related tangible products that represented a member benefit or purchasable item.
- Step 2: Provide a brief summary of the services. An example of a service might include the development of the public policy agenda for 2012 and the plan that was executed for advocacy.
- Step 3: Identify the processes used to explain or define the roles of the board liaison, staff liaison, and committee chair by checking the box that best represents the committee’s process. If none of these are appropriate, please describe the process.

**Committee, Board or Council Name**

Products Summary

Services Summary

Role Definitions

\_\_\_\_\_ A formal process that appears as an agenda item during the first meeting,

\_\_\_\_\_ A formal process reviewed at an orientation

\_\_\_\_\_ An informal process offered as needed

If none apply, describe the process.