

MINORITY STUDENT LEADERSHIP PROGRAM

REPLICATION KIT FOR STATE ASSOCIATIONS

Highlights:

- **Minority Student Leadership Program Overview**
- **Program Strategy Timeline**
- **Program Development Resources**

Minority Student Leadership Program: Replication Kit for State Associations

Table of Contents

Preface

Why the Minority Student Leadership Program?

Minority Student Leadership Program Overview

How to Use This Manual

Program Strategy Timeline

Appendices

- I. Getting Started
 - Sample Expense Budget—Appendix A
- II. Application Process
 - Sample Application Packet—Appendix B
 - Sample Roster of Applicants—Appendix C
 - Sample Application, E-mail Confirmations—Appendix D
- III. Review Process
 - Sample Reviewer Roster—Appendix E
 - Sample Reviewer Confirmation Letter—Appendix F
 - Sample Reviewer Rating Instructions—Appendix G.1
 - Sample Reviewer Rating Form—Appendix G.2
 - Sample Reviewer Comments Form—Appendix G.3
- IV. Decision Process
 - Sample Summary of Reviews—Appendix G.4
 - Sample Participant Roster—Appendix H
 - Sample Acceptance Letter—Appendix I.1
 - Sample Checklist—Appendix I.2
 - Sample Non-Acceptance Letter—Appendix J
 - Sample Reviewer Thank You Letter—Appendix K
- V. Conference Planning
 - Sample Schedule of Activities—Appendix L.1
 - Sample Optional Events—Appendix L.2
 - Sample Committee and Board Schedule—Appendix M
 - 2011 Multicultural Issues Board Roster—Appendix N

1999 Leadership Program—Appendix O.1
2002 Leadership Program—Appendix O.2
2003 Leadership Program—Appendix O.3
2007 Leadership Program—Appendix O.4
2011 Leadership Program—Appendix O.5
Sample Speaker Invitation Letter—Appendix P.1
Sample Speaker Invitation Letter—Appendix P.2
Sample Speaker Confirmation Letter—Appendix Q
Sample Leadership Simulation Letter—Appendix R.1
Sample Leadership Simulation Topic Listing—Appendix R.2
Sample Leadership Simulation Feedback Form—Appendix R.3
Sample Program Evaluation Survey—Appendix S
Sample Orientation Agenda—Appendix T

- VI. Pre Conference Details
- VII. During the Conference Details
- VIII. After the Conference Follow-Up

Preface

The American Speech-Language-Hearing Association has identified an increase in the diversity of its membership as an ongoing strategic objective. Both student recruitment and retention initiatives have been critical elements of the strategy to achieve membership diversity that approximates the racial/ethnic composition of society at large.

ASHA's Minority Student Leadership Program (MSLP) was established in 1999 to provide students from underrepresented racial/ethnic groups with an opportunity to explore leadership within ASHA, to increase their awareness of the Association and its governance, and to enable them to network with Association leaders. During its tenure, the program has been viewed as a highly effective retention tool for those students who have participated. The participants have developed an allegiance to the Association and have a greater knowledge of and access to a number of resources to assist them in successfully completing their transition through the ASHA certification process and into ASHA membership. As a result of funding and programmatic limitations, the MSLP can be made available to only a small number of highly qualified students who have the potential to serve our professions well. In an effort to make the program available to a larger number of students, ASHA has developed this replication kit for State Associations.

The kit provides guidance and a process for replicating the MSLP. This leadership program may be used as a tool to retain students currently enrolled in communication sciences and disorders (CSD) programs, to develop awareness of the professions among high school students, to recruit students into master's and entry-level clinical doctorate programs, to recruit students into State Associations, and to develop the leadership skills of future leaders of those state associations. Some or all of the components of the program may be used. Once a state association has determined its mission and objectives, it can decide which components best serve its needs and modify them accordingly. This kit should be considered a starting point for developing an effective, customized program.

Why the Minority Student Leadership Program?

Racial/Ethnic Student Leadership

Increasing opportunities for students from historically underrepresented racial and ethnic backgrounds to participate in our professions is an admirable and much needed objective. The recruitment and retention of these students in communication sciences and disorders (CSD) has long been an issue of major concern for our professions, and there is also a lack of racial and ethnic diversity among the leadership in the discipline. An increase will not only help to reverse the current underrepresentation, but also stands to improve the quality of CSD services provided to individuals from diverse racial and ethnic backgrounds. Heightened sensitivity and awareness are generally inherent to common cultural identification, can be integrated into clinical practice and teaching, and have the potential to increase understanding of cultural and familial practices and behaviors. Adding professionals (particularly in leadership positions) from many racial and ethnic backgrounds as role models for and mentors to the current professional pool can serve as a foundation for future recruitment efforts. These professional relationships also typically result in the proliferation of additional research, assessment and therapeutic techniques, and philosophies relative to communication disorders within multicultural populations.

We have yet to overcome the challenges associated with inclusion of a diverse professional membership. A guiding principle has been that *access is enough*. But access alone has proven insufficient as a mechanism to support the successful entry and rise within our volunteer ranks of students from underrepresented groups. To ensure that our discipline reaps the benefits of a diverse membership and that we are well positioned to provide appropriate services to all members of society, we must take action and develop tools that will help us accomplish these goals. The Minority Student Leadership Program (MSLP) is one such tool.

How State Associations Can Benefit From Developing the MSLP

State speech-language and hearing associations are responsible for equipping their members to deliver high quality services to all segments of a state's client population. As all of our states become more culturally and linguistically diverse, there are increasing expectations that state association memberships will reflect the diversity of society.

A consistent finding of research related to diversity is that including diverse perspectives can generate more creative and innovative ideas. Also, diversity of thought leads to new modes of thinking and more efficient ways of accomplishing things. While problem solving with diverse groups may take more time and energy initially, the benefits have been found to be profound and long term. An association that expects to remain viable in the years to come will be one that is inclusive and has processes in place to ensure the participation of all of its members at all levels of association activity. Such an organization will be held in high esteem and used as a model for practices and policies that leverage diversity to achieve desired outcomes. Also, association leaders will have increasing responsibility to promote justice and equity in their organizations. State speech-language and hearing associations whose membership bodies are representative of the populations served will have increased credibility.

Impact of the Program on Students

In general, students from underrepresented racial/ethnic groups have little knowledge about the CSD professions. In those limited instances where these individuals are aware of the professions as career choices, students face a number of barriers, including rigid admission criteria, a lack of flexibility in program requirements, the high cost of a graduate-level education—which can result in the need to work part- or full-time while in school, insensitive faculty, a social/academic climate that is not welcoming or inclusive, and an expectation that these students are “experts” on what is considered normal/typical development in individuals from their respective cultural or linguistic backgrounds. Programs like MSLP provide students with support and mentoring and allow them the opportunity to voice concerns about issues and barriers they encounter in progressing through the education and credentialing processes required to practice in our professions. Such students learn about the Association, its structure, and opportunities for serving; thus, they can take advantage of all that the organization has to offer.

Students who have participated in the program indicate that they gained a sense of empowerment and support that they hadn’t had previously. They leave the program with a wealth of resources and contacts for getting assistance with any difficulties they may encounter, as well as strategies for achieving their goals and objectives and for managing conflict. Because of the opportunities and support they receive, the students develop a loyalty to the Association. As these students have matriculated into the professional ranks, they have begun to assume leadership positions in their work settings, in local and national organizations, and in roles as advocates for their clients.

Since 1999, the ASHA MSLP has served a large number of students from across the United States. The program has helped these students to gain insight about their leadership skills and a better understanding of how leaders effect change in professional membership associations. MSLP has empowered them to take risks and meet their own challenges. Former and current program participants have exhibited leadership in a variety of ways and have accomplished successes too numerous to list here. One student received a full scholarship and a stipend to pursue her doctoral degree; a former participant is a director of a medical center’s speech-language pathology program; another is a director of audiology for a school dedicated to students with hearing disorders; several participants received scholarships from the American Speech-Language-Hearing Foundation and ASHA Student Travel Awards in conjunction with the Annual Research Symposium. Some have also been appointed to serve on ASHA boards and committees, such as the Council for Clinical Certification in Audiology and Speech-Language Pathology and the International Issues Board. Many students have travelled abroad to provide audiology and speech-language pathology services, while others are teaching the next generation of professionals.

Implementation of this program at the state level can have far-reaching effects and serve as a catalyst for developing leaders who will continue to expand the impact on the professions.

Minority Student Leadership Program Overview

The American Speech-Language-Hearing Association (ASHA) piloted the Minority Student Leadership Program (MSLP) at the 1999 ASHA Convention in San Francisco, California, November 18–21, 1999. The purpose of the MSLP is to provide a forum for minority students to come together to observe and participate in leadership-focused educational programs and activities of the ASHA annual Convention; to build and enhance leadership skills of students from racial/ethnic minority groups; to provide students with an understanding of how the Association works; and to provide an opportunity for students to interact with leaders in the professions of audiology, speech-language pathology, and speech, language, and hearing sciences. Each year, approximately 35 students are selected from a candidate pool of undergraduate seniors and master's, entry-level clinical doctoral, and PhD students enrolled in CSD programs.

Eligibility

To be eligible for program participation, the student must

- be an undergraduate senior, master's student, entry-level clinical doctoral student, or PhD student enrolled in a research doctorate program
- be a member of a federally designated racial/ethnic minority group—American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander, and/or Hispanic/Latino.
- submit a 500-word essay describing (1) the leadership qualities of an individual(s) the applicant feels is a great leader, (2) the leadership skills the applicant needs to acquire or would like to develop, and (3) how participating in the MSLP will enhance the applicant's leadership skills.
- submit a letter of support from a professor, advisor, employer, or supervisor.
- submit a statement of good standing. Students who have completed one or more semesters in their graduate programs must include a statement of good standing from the department. Students who will begin their graduate studies must include a copy of the graduate school acceptance letter.
- submit a resume, not to exceed two pages, that includes extracurricular activities and highlights leadership activities.
- complete and sign a statement of commitment to participate in all of the scheduled activities of the program.
- complete and submit the application form by the designated deadline.

Selection Process

Members of ASHA and ASHA National Office staff serve as reviewers. Up to 35 students are selected to represent the three areas of the professions—audiology, speech-language pathology, and speech, language, and hearing science—distributed across all educational levels.

Award

The award comprises: (1) complimentary ASHA Convention student registration, (2) five hotel nights (two students per room), (3) meal stipend, and (4) program materials. Each student is responsible for transportation to and from the Convention city, meals not covered by the meal stipend, and personal incidentals.

How to Use the MSLP Replication Kit

This kit includes a program strategy timeline. This timeline outlines the steps to develop the program. Also included are all of the MSLP documents (letters, e-mails, rosters, forms, tables, and other documentation) necessary to implement the program.

To make the best use of this kit, review the materials contained herein before developing your program. Begin by considering what you want to accomplish and the number of students that your program can accommodate.

Determine which activities will fit into your program goals and then develop a program plan. Identify the components from the appendices that you can use to support the activities you will implement. Customize the forms, letters, charts, and other documents to complete your Minority Student Leadership Program administration plan.

Program Strategy Timeline

Suggested Timeline for Implementing the Minority Student Leadership Program (MSLP)

<p>There are many steps involved in planning the MSLP. Following are suggested implementation strategies. Feel free to modify, add, or delete items. You may tailor the program to meet your individual needs. Programming Note: Time the program so that it coincides with the academic year for optimal marketing to students while they are in school. The program was designed for implementation during a convention. An annual state convention/conference should prove to be an optimal opportunity for replication.</p>	
Timeline	Activity
12 months before conference date	<p>Getting Started Determine program mission, outcomes.</p>
	Determine program budget (Appendix A).
	Determine target audience and # of program participants.
	Develop marketing plan to recruit students into program. Market to state association student members, regional NSSLHA chapters/academic programs, and state association members.
9 months before conference date	<p>Application Process Prepare application packet (Appendix B).</p>
	Market program.
	Send application via e-mail and direct mail (optional) to all audiences (students, state association members, and regional NSSLHA chapters and academic programs).
	Place a Call for Application announcement in the state association newsletter and on state association website; send an announcement to electronic communities—Facebook, Twitter, and other social recruiting vehicles.
6 months before conference date	Receive applications (set deadline date for 3 months after announcement).
	Enter all applications into spreadsheet to develop an application roster (Appendix C).
	Group applicants by education level (fourth-year undergraduate, first-year master's, second-year master's, third-year master's, entry-level clinical doctorate, and PhD) and place applications in separate electronic file folders.
	Send an e-mail to each applicant confirming receipt of application packet (Appendix D).
	Determine schedule of activities (Appendix L.1).
	<p>Review Process Determine how many reviewers are needed to evaluate the applications based on the # of applications received. Assign at least three reviewers to each group. Note: Each group of reviewers should not be expected to review more than 12-15 applications.</p>

	<p>Identify and confirm application reviewers (identify a broad selection of professionals representing each certification area, varied employment settings, and different race/ethnicity groups).</p> <p>Prepare a roster of confirmed reviewers (Appendix E).</p> <p>Prepare applications for review. Make a file for each applicant. Group the applicants by educational level, assign each group to a set of three reviewers, and place each group in a single file. If the number of applications exceeds 20, split the applicant group so there is a set of three reviewers for each group of students.</p>
	E-mail reviewers a confirmation letter (Appendix F), rating instructions (Appendix G.1), and application scores and comment forms (Appendices G.2 & G.3), along with the folder that contains their respective applicant groups.
	Receive completed reviewer score forms.
4-5 months before conference date	<p>Decision/Acceptance Process Prepare applications for decision process.</p> <p>Prepare reviewer summaries—chart that includes applicant names, total scores from all reviewers, average scores, and applicant ethnicity, gender, and major—to serve as a guide for your decision (Appendix G.4).</p> <p>Make decision. Include a good mix of students (male/female; audiology/speech-language pathology/speech, language, and hearing science; and racial/ethnic group). Include alternates for each educational level. Note: You may need to refer to reviewers' comments, if you have difficulty deciding between several students whose scores are identical.</p> <p>Confirm each student's eligibility to ensure he/she meets program criteria.</p>
3 months before conference date	<p>Prepare participant roster (Appendix H).</p> <p>Prepare and send acceptance letter (Appendix I) and include the schedule of activities (Appendix L.1), lodging and travel information, and conference details. Do not send the non-accepted letter until you have heard from all accepted candidates. It may be necessary to replace a student with an alternate if someone is unable to participate.</p> <p>Send non-acceptance letter (Appendix J).</p> <p>Send reviewers a thank you letter (Appendix K). Include MSLP roster categorized by educational level with name and university.</p>
3 months before conference date	<p>Place MSLP participant announcement on state association website and Facebook page and post it via Twitter and other communication vehicles.</p> <p>Conference Planning Request MSLP conference room(s). Make student lodging arrangements. Request food and beverage. (Consider planning a mixer and/or an orientation for the students to meet one another, learn about the program's goals and expectations, and network with state association leadership.)</p>

	<p>Confirm Schedule of Activities (Appendix L.1). Plan leadership seminar. (Appendices O.1–O.5).</p> <p>Identify and confirm leadership program/seminar speakers/participants (Appendices P.1, P.2 and Q).</p> <p>Order program materials (e.g., t-shirt, tote bag, pen, portfolio, ribbon, leadership book, or resource).</p> <p>E-mail Leadership Simulation information to participants (Appendices R.1–R.3).</p>
	<p>Invite State Association members to serve as reviewers and attend Leadership Simulation.</p> <p>Make appropriate number of copies of Leadership Simulation Feedback Form (Appendix R.3)—one form per student per reviewer.</p> <p>Develop evaluation tool (Appendix S).</p>
2 months before conference date	<p>Note: Optional Resource. ASHA no longer provides a formal program book. We now place the Schedule of Activities, Class Roster, Committee and Board Observation Roster, Leadership Seminar Overview, and Multicultural Issues Board Roster in a two-pocket folder.</p> <p>Arrange for photographer. Confirm date and time of group photograph.</p> <p>Make arrangements for student stipends.</p>
1 month before conference date	<p>Pre-Conference</p> <p>E-mail program participants.</p> <p>Review requirements, transportation, lodging, and conference details.</p> <p>Prepare stipend envelope for each participant.</p> <p>Prepare program materials, including program book or folder, give-aways, and leadership resources.</p>
At the conference	<p>During the Conference</p> <p>Implement program (Appendix L.1).</p> <p>During mixer/orientation, distribute program book/folder, materials, and stipend. Review the expectations for participants in the program (Appendix T).</p> <p>Host reception following mixer/orientation to introduce students to state association leadership. Invite state association leadership to attend.</p> <p>During Leadership Simulation, distribute copies of feedback form to reviewers. After presentations, collect feedback forms, compile each participant’s comments, and give student leaders their copies of feedback forms. Note: Review feedback forms for any comments that are overly critical or are not constructive in nature. Keep in mind that this may be the first opportunity some of the students have had to engage in such an activity.</p> <p>MSLP Information Sharing is an opportunity for students to discuss topics that are important to them. Questions may arise during the program that cannot be answered immediately; the info sharing is a good time to follow up. In addition, this time can be used to close out the program and have students express how they will use what they learned during the MSLP once they return to their academic programs.</p>
After the Conference Follow-Up	<p>Follow-Up</p> <p>Send relevant materials and information to participants to inform them of leadership opportunities, scholarships, research programs, etc.</p>

	Update contact information/rosters. E-mail updated roster to participants.
	E-mail program evaluations. Use feedback received from evaluations as a guide to implement changes for the next MSLP.

I. Getting Started

Appendix A: Sample Expense Budget

Registration	\$ x # of students
Program Stipend	\$ x # of students
Lodging	\$ x nights x # of students
Food and Beverage	\$ x # of students
<ul style="list-style-type: none">• Mixer• Orientation Dinner/Dessert Reception• Snacks (Leadership Simulation)	
Program Materials	
<ul style="list-style-type: none">• T-shirts• Pens• Portfolios• Leadership book/resource	
Printing of program book (Optional)	\$Cost for printing
Group Photo	\$Cost for printing (1 copy for each participant)
Postage (optional)	\$
Signs	\$Cost for printing
Audio/Visual Equipment	\$ x # of days equipment needed

Total

II. Application Process

Appendix B: Sample Application Packet



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

Dear Student:

The (name of state association) will pilot [or will sponsor] the #th annual Minority Student Leadership Program at the (year state association Convention in (city, state, month, days, year). The purpose of the program is to provide a forum for minority students to come together to experience and participate in a set of leadership-focused educational programs and activities; to build and enhance minority students' leadership skills; to provide an understanding of how the state association works; and to provide an opportunity for minority students to interact with leaders in the professions of audiology, speech-language pathology, and speech, language, and hearing sciences.

Up to # **undergraduate seniors, master's students, entry-level clinical doctoral students, and PhD students** enrolled in communication sciences and disorders programs will be selected to participate in the Minority Student Leadership Program: Class of (year). Each Minority Student Leadership Program award will include (1) complimentary state association Convention registration, (2) # of nights lodging, (3) meal stipend, and (4) program materials. This award has an approximate value of \$1,000. Students are responsible for transportation expenses to and from the Convention city and personal incidentals.

To be eligible for program participation, the student must

- be an undergraduate senior, a master's student, an entry-level clinical doctoral student, or a PhD student enrolled in a research doctoral program;
be a member of a federally designated racial/ethnic minority group—American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander, Multicultural and/or Hispanic/Latino;
- submit a 500-word essay describing (1) the leadership qualities of an individual(s) the applicant feels is a great leader, (2) the leadership skills the applicant needs or would like to develop, and (3) how participating in the Minority Student Leadership Program will enhance the applicant's leadership skills;
- submit a letter of support from a professor, advisor, employer, or supervisor;
- submit a statement of good standing—students who have completed one or more semesters in their graduate programs must include a statement of good standing from the department and students who will begin their graduate studies must include a copy of the graduate school acceptance letter;
- submit a resume, not to exceed two pages, that includes extracurricular activities and highlights leadership activities;
- complete and sign a statement of commitment to participate in all of the scheduled activities of the program;
- complete and submit the application form by the designated deadline.

We encourage you to submit an application to this program. If you are selected as a participant you will

- learn the necessary leadership skills for the 21st century,
- assess your own leadership skills,
- meet the learning objectives of at least four Convention educational programs [optional],
- become acquainted with and have direct contact with state association leaders,
- observe the state association leadership at work,
- explore the multicultural implications of leadership and governance in (name of State Association),
- develop a list of prospective mentors and become a peer mentor.

One of (name of state association's) goals is to increase minority representation in the professions and the state association. Currently, (name of state association's) membership does not mirror the changing demographics of American society. (Name of state association) is committed to reversing the underrepresentation through its Minority Student Leadership Program. If you are selected to participate in the program, you will be on your way to becoming one of the future mentors and leaders of the professions. Please complete the enclosed application to be considered for this rewarding experience.

Applications may be sent to (name of state association, MSLP, street address, city, state, zip Code). To obtain additional applications, visit www.State Association.org or call the association at # or e-mail (e-mail address). **Applications must be received by the (month, day, year) deadline.**

Sincerely,

Coordinator, Minority Student Leadership Program

Enclosures:

Call for Applications
Application Form
Statement of Commitment

Minority Student Leadership Program: Class of Year
Dates, Year
City, State

Call for Applications

The (name of state association) will sponsor its Minority Student Leadership Program: Class of (year) at the (name of state association) Convention in (city, state, month, days, year).

Description and Purpose of the Program

- Provide a forum for racial/ethnic minority students to come together to experience and participate in a set of leadership-focused educational programs and activities of the annual state association Convention;
- Build and enhance racial/ethnic minority students' leadership skills;
- Provide an understanding of how the state association works;
- Provide an opportunity for racial/ethnic minority students to interact with leaders in the professions of audiology, speech-language pathology, and speech, language, and hearing sciences.

Eligible Participants

- Member of racial/ethnic minority groups—American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander, Multicultural and/or Hispanic/Latino
- Undergraduate seniors, master's students, and entry-level clinical doctoral and PhD students who are or will be enrolled in fall (year) communication sciences and disorders programs

Award Package

- ◆ Complimentary (name of state association) (year) Convention registration in (city, state)
- ◆ # nights lodging
- ◆ Meal stipend
- ◆ Program materials

This award has an approximate value of \$1,000. Recipients are responsible for travel to the Convention site and personal incidentals.

Submission Deadline

All application materials must be received by (date, year).

For additional application packets, visit www.stateassociation.org, or contact:

Name of Contact
Organization
Address
City, State Zip
Phone #
E-mail

Name of State Association
Minority Student Leadership Program: Class of Year
Date(s), Year
City, State

APPLICATION FORM

Name _____

Name of University—Fall (year) _____

Mailing Address _____

Cell Phone _____ Alternate Phone _____

E-mail _____

Educational Level (Fall Year):

- | | |
|---|--|
| <input type="checkbox"/> Undergraduate senior | <input type="checkbox"/> Third-year master's student |
| <input type="checkbox"/> First-year master's student | <input type="checkbox"/> Entry-level clinical doctoral student |
| <input type="checkbox"/> Second-year master's student | <input type="checkbox"/> PhD student |

Area of Study: Audiology Speech-language pathology
 Speech, language, and hearing science

Race/Ethnicity

Which of the following best describes your ethnicity? (*please check one*):

- Hispanic or Latino Not Hispanic or Latino

Which of the following best describes your race? Choose all that apply.

- | | |
|---|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Native Hawaiian or Other Pacific Islander |
| Tribal Affiliation: | <input type="checkbox"/> Black or African American |
| <input type="checkbox"/> Asian | <input type="checkbox"/> White |

Gender Male Female

Your completed application packet must be received by **(date, year)** and include:

- a 500-word essay describing (a) the leadership qualities of an individual(s) you feel to be a great leader, (b) leadership skills you need or would like to develop, and (c) how participating in the Minority Student Leadership Program: Class of (year) will enhance your leadership skills
- a letter of support from a professor, advisor, employer, or supervisor
- a statement of good standing
- a resume, not to exceed two pages, that includes extracurricular activities and highlights leadership activities
- a completed and signed statement of commitment to participate in all of the scheduled activities of this program

Applications should be directed to:

Name of Contact • Organization
Address • City, State Zip
Phone # • E-mail

Minority Student Leadership Program: Class of (year)
(dates, year)
(city, state)

Statement of Commitment

This statement is to confirm my participation in the Minority Student Leadership Program: Class of (year). Upon being selected, I agree to meet all of the requirements and participate in all of the scheduled activities of this program, which will be held during the annual Convention of the (name of state association) in (city, state), (month, days, year).

Undergraduate student, please sign below.

Master's and entry-level clinical doctoral student

I certify that I am enrolled in a CAA-accredited program.

PhD student

I certify that I am enrolled in a research doctoral degree program.

I am a state association member.

I am not a state association member.

Printed name

Signature

Date

Submit Statement of Commitment and all application materials by 11:59 p.m. (date).

Appendix C: Sample Roster of Applicants

First Name	Last Name	Addr1	Addr2	City	State	Zip Code	Cell Phone	E-mail	University	Area of Study	Current Educational Status	2013-2014 Educational Status	Ethnicity	Race	Gender	State Association Member Yes/No

Note: You may also include columns that indicate that you received each of the application components:

- Application
- Essay
- Letter of Support
- Statement of Good Standing
- Resume
- Statement of Commitment

Appendix D: Sample E-mail Confirmations

Confirmation sent to students with complete application packet

Thank you for submitting your application for the Minority Student Leadership Program: Class of (year). We have received all of the program components:

- ✓ Program Application
- ✓ 500-Word Essay
- ✓ Letter of Support
- ✓ Statement of Good Standing
- ✓ Resume
- ✓ Statement of Commitment

Please mark your calendar with the following dates:

Minority Student Leadership Program: Class of (year) Timeline

Date: State association informs candidates of acceptance status

Date—Class of (year) Orientation—City, State

Dates—Class of (year) Leadership Program—(city, state)

Confirmation sent to students with incomplete application packet

Minority Student Leadership Program—Information Requested

Your application for the Minority Student Leadership Program has been received; however, your application packet is not complete. Please refer to the list below and submit the requested information by (date) to be eligible for application review. Please e-mail to (e-mail address) or fax to (fax no.), Attn: (program coordinator).

- Essay
- Letter of Support
- Statement of Good Standing
- Resume
- Statement of Commitment

Thank you.

Notes:

- Once all of the materials have been received, send the e-mail confirming that the application packet is complete.
- You may need to follow up on several occasions with students who did not submit a complete application. However, if the materials are not received by the final date for compiling applications to send to reviewers, the applicant is ineligible.

III. Review Process

Appendix E: Sample Reviewer Roster

Undergrad Reviewers

State Association Member
Address
Anytown, USA 12345
555--555-6677
e-mail address

State Association Member
Address
Anytown, USA 12345
555-555-6677
e-mail address

State Association Member
Address
Anytown, USA 12345
555-555-6677
e-mail address

First-Year Master's Reviewers

State Association Member
Address
Anytown, USA 12345
555-555-6677
e-mail address

State Association Member
Address
Anytown, USA 12345
555-555-6677
e-mail address

State Association Member
Address
Anytown, USA 12345
555-555-6677
e-mail address

Second-Year Master's Reviewers

State Association Member
Address
Anytown, USA 12345
555-555-6677
e-mail address

State Association Member
Address

Anytown, USA 12345
(555) 555-6677
e-mail address

State Association Member
Address
Anytown, USA 12345
(555) 555-6677
e-mail address

Entry-Level Clinical Doctorate Reviewers

State Association Member
Address
Anytown, USA 12345
(555) 555-6677
e-mail address

State Association Member
Address
Anytown, USA 12345
(555) 555-6677
e-mail address

State Association Member
Address
Anytown, USA 12345
(555) 555-6677
e-mail address

PhD Reviewers

State Association Member
Address
Anytown, USA 12345
(555) 555-6677
e-mail address

State Association Member
Address
Anytown, USA 12345
(555) 555-6677
e-mail address

State Association Member
Address
Anytown, USA 12345
(555) 555-6677
e-mail address

Appendix F: Sample Reviewer Confirmation Letter

On behalf of the (name of state association), I would like to thank you for agreeing to serve as an application reviewer for the Minority Student Leadership Program: Class of (year). We were delighted to receive a positive response from our call for applications. We received (total # of) applications: # from undergraduate seniors, # from first-year master's students, # from second-year master's students, # from third-year master's, # from entry-level clinical doctoral students, and # from PhD students.

Enclosed you will find # of the educational level (indicate which level, i.e., undergraduate, first-year master's, second-year master's, third-year master's, entry-level, clinical doctorate, or PhD) applications for your review. Instructions for processing and the rating form for the applications are enclosed. Please e-mail the rating form by (date).

If you have any questions, call me at (phone no.) or e-mail (e-mail address). Again, thank you for your time, effort, and support of (name of state association's) career recruitment activities. It is through the endeavors of members such as yourself that the future needs of the professions will be met. I look forward to seeing you at the (name of state association) Convention, (date and location).

Sincerely,

Coordinator, Minority Student Leadership Program

Enclosures:

Instructions **(Appendix G.1)**

Rating Form **(Appendix G.2)**

Appendix G.1: Sample Reviewer Rating Instructions

- Each file contains two worksheets:
 - (1) Scores—Excel spreadsheet containing the student roster and rating form
 - (2) Comments—Excel spreadsheet containing the names of each student and a comment section

Complete the Excel spreadsheet rating evaluation for each student. Comments are optional, but recommended.

1. Open file.
2. Click on Scores worksheet, which is located on the bottom left-hand corner.
3. Input score in each category for each student.
4. To input comments, click on the Comments Worksheet, which is located on the bottom left-hand corner. Make sure that your comments correspond to the appropriate student.
5. After completing the rating evaluation process for each student, save your file and e-mail it to (name of contact person).

If you have any problems or concerns, call me at (phone no.) or e-mail (e-mail address).

Thank you.

Note:

Reviewer comments assist those who are making the decision. Sometimes several students' scores are identical or very close; comments can help the decision makers determine which student would benefit most from the program.

Appendix G.2: Sample Reviewer Rating Form

Reviewer Name: _____

Education Level: Please circle the level being reviewed: Fourth-Year Undergraduate, First-Year Master's, Second-Year Master's, Third-Year Master's, Entry-Level Clinical Doctorate, or PhD.

		Essay			Resume					
First Name	Last Name	Use of Description/ Examples	Strong Argument/ Thesis	Clarity	Organization	Grammar & Punctuation	Involvement in University and/or Community Activities	Leadership Experience(s)	Letter of Support	Total

Please use the following scale to rate each applicant:

Scale: 5= Outstanding, 4= Excellent, 3 = Satisfactory, 2 = Below Average, 1 = Poor.

Note: The highest score a student can earn per reviewer is 40 with a total score of 120.

Appendix G.3: Sample Reviewer Comments Form

Reviewer's Name: _____

Student's Name	Comments

Note:

Please include the name of each student on the Comments form. Make sure each name corresponds to the student's name on the rating form.

IV. Decision/Acceptance Process

Appendix G.4: Sample Summary of Reviews

Abstract Title	Total of All Ratings	Average Rating Overall	Reviewer First Name	Reviewer Last Name	Total Score	Comments
Undergraduate Senior						
Student's Name, Race, and University	Ex. 112	Ex. 4.67	Reviewer 1		Ex. 39	
			Reviewer 2		Ex. 35	
			Reviewer 3		Ex. 38	

Notes:

- Make a file for each educational level: Undergraduate Senior, First-Year Master's, Second-Year Master's, Third-Year Masters, Clinical Entry-Level Doctoral, or PhD.
- 120 is the highest score a student can receive. Choose students with the highest overall rating in each educational level. Ensure that the group represents a good mix of race and ethnicity and includes male and audiology students.

Appendix H: Sample Participant Roster

MSLP Roster Year

Name
Address
City, State, Zip
Phone #
e-mail

Name
Address
City, State, Zip
Phone #
e-mail

Name
Address
City, State, Zip
Phone #
e-mail

Name
Address
City, State, Zip
Phone #
e-mail

Name
Address
City, State, Zip
Phone #
e-mail

Name
Address
City, State, Zip
Phone #
e-mail

Name
Address
City, State, Zip
Phone #
e-mail

Name
Address
City, State, Zip
Phone #
e-mail

Name
Address
City, State, Zip
Phone #
e-mail

Name
Address
City, State, Zip
Phone #
e-mail

Name
Address
City, State, Zip
Phone #
e-mail

Name
Address
City, State, Zip
Phone #
e-mail

Optional: You may also add the students' university and degree areas.

Date

«First_Name» «Last_Name»
«Address»
«City», «State» «Zip»

Dear «First_Name»:

Congratulations! You have been selected as a participant in the (name of state association) Minority Student Leadership Program (MSLP): Class of (year). You should be very proud of yourself! We received (total # of) applications for only (# of) slots, and the competition was very strong.

This year's MSLP will be held during the (year) annual Convention in (location), (date). Activities will begin on (day), (date), at (time) with (name of event) and end on (day), (date). You should plan to arrive in (location) on (day/time) and depart on (day). A preliminary schedule is enclosed.

As an MSLP participant, you will participate in a set of leadership-focused educational programs and activities at the annual Convention. These activities will work to build and enhance your leadership skills, help you gain an understanding of how the state association works, and provide you with the opportunity to interact with leaders in the professions of audiology, speech-language pathology, and speech, language, and hearing sciences.

Your travel award provides:

- ✓ Student Convention registration
- ✓ # nights lodging—(dates)
- ✓ \$ meal stipend
- ✓ Minority Student Leadership Program materials

REGISTRATION

- (Name of state association) will pay for your registration fee up to \$.
- You must be a member of the state association for us to register you at the \$ fee. Check your state association membership status. If you are not a state association member, you must join by (date) to be eligible for the student Convention rate.
- Once you receive your state association member number, we can register you for the Convention.
- You are responsible for any tickets you purchase (if applicable to your event).

TRANSPORTATION

Transportation to (location) for the (name of state association) Convention is your responsibility. (Name of state association) will not reimburse you for your travel expenses. (Name of travel agency—hyperlink to information) is the official travel agency for the (name of state association's) (year) Convention, but we encourage you to consult your own travel agent and/or Internet travel websites to find the best rates from your location. **Please provide your arrival and departure dates and times by (date). E-mail to (e-mail address).**

LODGING, MEALS, AND OTHER EXPENSES

- When you arrive at the hotel on (day), provide your name at the registration desk. (Name of state association) will pay for your hotel room and applicable taxes.* You are responsible for all hotel incidentals (e.g., telephone calls, room service, minibar, etc.) and will need to give the hotel a credit card. **It is suggested that you don't use a debit card for your hotel room charges. Hotels usually hold a large amount on debit cards, and it may impact your ability to use your card in other establishments. More information later. [State association coordinator: If students are not staying in hotels, then this is not an issue; if they are staying in hotels, then you may want to negotiate with the hotels not to hold a large amount of money on the students' cards. Many students don't have credit cards and have to use their bank issued debit cards.]**
- You will receive a **check** in the amount of \$ for your program stipend during the MSLP orientation. (Name of state association) will have NO check-cashing capability at the Convention, so make sure you plan accordingly for meals and spending money while you're in (city).
- You will share a room with an MSLP participant. We encourage you, as a program participant, to room with your assigned roommate. If you are planning to room with a friend, spouse, or significant other, you will be responsible for your own lodging.* **Please inform me of your lodging plans by (date).**

*Your room is paid for by (name of state association) only if you are sharing a room with another MSLP participant.

PROGRAM HIGHLIGHTS

A preliminary schedule of activities is enclosed. Although you will have many prearranged activities in which participation is mandatory, you will have the opportunity to select some educational sessions on your own. We understand that some of you may be making Convention presentations that are already scheduled as well.

One of the highlights of the MSLP is the Leadership Seminar. This year, the Leadership Seminar will be an interactive learning experience that will help you identify the values leaders need, describe core leadership practices, and explore leadership roles.

Please confirm your acceptance and your intention to participate in the MSLP by contacting me no later than **(date)**, at (contact phone no.) or e-mail (e-mail address). Again, let me congratulate you on being selected to participate in this year's program. I am looking forward to meeting you and talking with you about your professional goals and interests over # exciting days during the (year) (name of state association) Annual Convention. If I can be of any further assistance, please do not hesitate to contact me.

Sincerely,

MSLP Coordinator

Enclosures:

MSLP Checklist **(Appendix I .2)**, Schedule of Activities **(Appendix L.1)**

MSLP Checklist

- Confirm your participation in the Minority Student Leadership Program: Class of (year).
- Confirm your lodging arrangements by **date**.
- Confirm that you will use a debit card to pay for hotel incidentals by **date**.
- Clear your calendar and confirm **dates** to participate in the Minority Student Leadership Program Class of (year).
- Inform your university program director and faculty that you have been accepted into the state association's MSLP Class of (year). Keep in mind that your program may be able to assist you with travel costs.
- Visit (url for Convention info) for the most up-to-date information, including programs, travel, and special events.
- Complete the (year) Online Registration form by **(date)**.
 - o You may join (name of state association) when you register for the Convention.
- Include payment for (name of state association) membership and optional events (if applicable), including special events. (Name of state association) **will pay your Convention registration fee and provide you with a ticket to (name of event, if applicable)**. Make your travel reservations online through (name of travel agency) or through the travel service of your choice.

**Please keep the following dates in mind:
E-mail ([e-mail address](#)) to confirm.**

Date

Confirm your lodging arrangements.
Confirm that you will use a debit card to pay for hotel incidentals.

Date

Complete online registration.

Appendix J: Sample Non-Acceptance Letter

Date

Name
Address
City, State, Zip

Dear:

First, thank you for submitting an application to the (name of state association's) Minority Student Leadership Program: Class of (year), to be held during the annual (name of state association) Convention in (city), (date). We were not able to accept you into the MSLP Class of (year). The response to our call for applications was overwhelming and highly competitive. (Name of state association) received # of applications. Because there are only # slots for the (year) class, it was difficult for us to select participants from the pool of (# of applicants) undergraduate, master's, entry-level clinical doctorate, and PhD applicants.

I hope you will still attend the (name of state association) Convention in (city). If you can attend, please plan to come to the (name of diversity related event, if applicable). You will have the opportunity to meet leaders of the state association and to network with students and professionals of color. I also would encourage you to attend the multicultural-focused sessions at the Convention as a way to increase your cultural competence.

Again, I am sorry that we were unable to accept you for the Minority Student Leadership Program, but I strongly encourage you to continue your leadership endeavors. Your efforts are important, given the underrepresentation of individuals from diverse racial/ethnic backgrounds in our professions. Please become involved in professional and community-related volunteer activities. As a student, you can join the [National Student Speech Language Hearing Association](#) at the local and national levels. Continue to participate in your state association, as well as other related professional organizations, such as the [Multicultural Constituency Groups](#)—groups of ASHA members focused on service delivery and issues that are population specific. Through participation in such organizations, you can build knowledge and skills, network with colleagues, and contribute to the professions.

We urge you to explore (name of state association's) many [resources](#) for students and emerging professionals. Seek out community organizations that can use your expertise. Pursue opportunities that will allow you to enhance your leadership ability. Your involvement will help (name of state association) achieve an important goal: to increase the number of members and professionals from underrepresented racial and ethnic groups. We want you to become involved; you are the future of our professions.

If I can be of any further assistance, please do not hesitate to contact me by telephone at (phone no.) or via e-mail at (e-mail address).

Sincerely,
Coordinator, Minority Student Leadership Program

Appendix K: Sample Reviewer Thank You Letter

Date

Name

Affiliation

Address1

Address2

City/State/Zip

Dear ,

On behalf of the (name of state association), I would like to once again thank you for serving as a reviewer for the Minority Student Leadership Program (MSLP): Class of (year). With your help, we have chosen # of students who exemplify outstanding leadership skills. It is our hope that these students will participate in the governance of the state association in the future. Enclosed you will find a roster of the Minority Student Leadership Program: Class of (year).

In addition to attending the (name of state association) Convention, this year's class of leaders will experience many exciting leadership activities, including committee and board observations (if applicable), the MSLP Leadership Seminar and Leadership Simulation, and the opportunity to network with leaders in the professions.

Again, thank you for your time, effort, and support of (name of state association's) career recruitment activities. It is through the endeavors of members such as yourself that the future needs of the professions will be met. I hope to see you in (city) at the (name of state association) Convention. If you have any questions, please call me at (phone no.) or e-mail me at (e-mail address).

Sincerely,

Coordinator, Minority Student Leadership Program

Enclosure:

Roster (**Appendix H**)

V. Conference Planning

Appendix L.1: Sample Schedule of Activities

**Minority Student Leadership Program: Class of (year)
Schedule of Activities
Year (name of state association) Convention
(city, state)**

Note: The ASHA Convention MSLP schedule is a robust 5 days and may not fit into your state association convention schedule. so please adapt the schedule as necessary.

Day One Tuesday, Date

<i>TIME</i>	<i>ACTIVITY</i>	<i>LOCATION</i>
4:30 p.m. – 5:30 p.m.	Meet and Greet, Part I [This session is to Welcome students, introduce staff, and discuss expectations for meeting with the state association president/president elect/past president. Make suggestions for the types of questions students can ask to ensure that students are prepared.]	
5:30 p.m. – 6:30 p.m.	Kick-Off With (name of state association) President [You can also invite the Past President and the President-Elect to participate. It's very impressive to the students to have access to three presidents at one time. Have officials introduce themselves and give a brief overview of their leadership journey followed by student Q & A.]	
6:30 p.m. – 7:30 p.m.	Meet and Greet, Part II [Students introduce themselves. Meet and Greet Parts I and II can take place at the same time depending on the Convention schedule.]	

Day Two Wednesday, Date

<i>TIME</i>	<i>ACTIVITY</i>	<i>LOCATION</i>
8:00 a.m. – 12:00 noon	Committee/Board Observations	
12:00 noon– 1:00 p.m.	Lunch	
2:00 p.m. – 4:00 p.m.	Leadership Seminar	
5:30 p.m. – 8:00 p.m.	Orientation & Dinner	
8:00 p.m. – 9:00 p.m.	Dessert Reception	

PhD students only: If this event is not appropriate for your convention, develop PhD only event.

6:30 p.m. – 9:00 p.m.	Researcher/Academic Town Meeting	
9:00 p.m. – 10:00 p.m.	Dessert Networking Reception	

Day Three Thursday, Date

TIME	ACTIVITY	LOCATION
7:15 a.m.	Meet to go to the Opening Session	
8:30 a.m. – 10:00 a.m.	Opening General Session	
10:30 a.m. – 12:00 noon	Attend program sessions	
2:00 p.m. – 5:00 p.m.	Leadership Simulation	
6:30 p.m. – 7:30 p.m.	Twilight education sessions (Optional)	
8:00 p.m. – 10:00 p.m.	MC ² Meeting	

Day Four Friday, Date

TIME	ACTIVITY	LOCATION
8:00 a.m. – 5:00 p.m.	Attend program sessions (PhD students only)	

NSSLHA Day 2013 (Could be changed to State Association Student Day)

NSSLHA Professional Development Series: Location: Omni Hotel at the CNN Center

9:00 a.m. – 10:15 a.m.

Crash Course on Clinical Techniques: Expanding Your Clinical Skills: Grand Ballroom A

Extreme Makeover: NSSLHA Edition: Grand Ballroom B

Navigating Through Your Clinical Fellowship or Externship: Grand Ballroom C

10:30 a.m. – 12:00 noon

Crash Course on Clinical Techniques: Expanding Your Clinical Skills: Grand Ballroom A

ASHA Awards, Mentoring, Research, Grants and Scholarship Programs: What You Need to Know: Grand Ballroom B

Practical Knowledge About Practicing in Different Settings: Grand Ballroom C

12:00 noon – 1:30 p.m.

NSSLHA Luncheon and Awards Ceremony: Grand Ballroom E

1:30 p.m. – 5:00 p.m.	Attend program sessions
6:15 p.m.	Meet to go to the Awards Ceremony
6:30 p.m. – 8:00 p.m.	Awards Ceremony
8:00 p.m. – 10:00 p.m.	Open Houses

Day Five Saturday, Date

TIME	ACTIVITY	LOCATION
7:45 a.m.	Check-in	
8:00 a.m. – 12:00 p.m.	Attend program sessions	
12:00 noon – 1:30 p.m.	PhD Information Sharing Luncheon and Sessions	
	Session #1 Thinking About a PhD/ (Optional) Introductory information for students interested in learning about entering a PhD program. Facilitated by	
	Session #2 PhD Students/ (Required) Opportunity to get answers to questions and issues that concern you. Facilitated by	
12:30 p.m. – 1:30 p.m.	Membership Forum	
1:00 p.m. – 4:00 p.m.	Attend program sessions	
4:00 p.m. – 5:15 p.m.	MSLP Information Sharing/Farewell	
6:30 p.m. – 8:00 p.m.	Closing Party	

Optional Events

Wednesday, Date

Multicultural Issues Board Meeting

9:00 a.m. - 4:00 p.m.

Omni Hotel, Magnolia

Thursday, Date

Asian Pacific Islander Caucus

10:30 a.m. - 12:30 p.m.

Omni Hotel, Magnolia

Exhibit Hall

11:00 a.m. – 7:00 p.m.

12:30 p.m. – 1:30 p.m. Lunch with Exhibitors

Georgia World Congress Center, Halls B2-B3

Career Fair

11:00 a.m. – 7:00 p.m.

Georgia World Congress Center, Hall B3

Graduate School Fair

12:00 noon – 4:00 p.m.

Georgia World Congress Center, Hall A2

Friday, Date

Exhibit Hall

9:00 a.m. – 5:00 p.m.

12:30 p.m. – 1:30 p.m. Lunch with Exhibitors

Georgia World Congress Center, Halls B2-B3

Career Fair

9:00 a.m. – 5:00 p.m.

Georgia World Congress Center, Hall B3

Graduate School Fair

12:00 noon – 4:00 p.m.

Georgia World Congress Center, Hall A2

Asian Indian Caucus Meeting

12:30 p.m. - 2:00 p.m.

Omni Hotel, Spruce

Hispanic Caucus Meeting

12:30 p.m. - 1:30 p.m.

Omni Hotel, Dogwood A & B

L’GASP-GLBTQ Caucus Leadership & Business Luncheon

12:30 p.m. - 1:30 p.m.

Omni Hotel, Birch (Atrium Terrace level)

Native American Caucus

7:00 p.m. - 8:30 p.m.

Omni Hotel, Beechnut

Saturday, Date

NIDCD Research Symposium

7:45 a.m. – 6:00 p.m.

Omni Hotel, Grand Ballroom E

Exhibit Hall

9:00 a.m. – 2:00 p.m.

12:30 p.m. – 1:30 p.m. Lunch with Exhibitors

Georgia World Congress Center, Halls B2-B3

Career Fair

10:00 a.m. – 12:00 noon

Job Seeker Panel Discussion

Georgia World Congress Center, Hall B3

Appendix M: Sample Board, Committee, and Council Meetings Schedule

Board, Committee and Council Meeting Schedule
All meetings take place at the (location).

Board, Committee, and Council	Ex-Officio	Time	Room
Name of Committee List students who will attend this session.			
Name of Committee List students who will attend this session.			
Name of Committee List students who will attend this session.			
Name of Committee List students who will attend this session.			
Name of Committee List students who will attend this session.			

Appendix N: 2011 Multicultural Issues Board Roster

Note: If the state association has a Multicultural or Diversity Committee, please replace this board roster with yours.

2011 Multicultural Issues Board Roster

Name of Chair
Chair
Asian Pacific Islander Caucus Representative
Address
City, State, Zip
Phone #
e-mail

Name
Asian Indian Caucus Representative
Address
City, State, Zip
Phone #
e-mail

Name
Address
City, State, Zip
Phone #
e-mail

Name
NBASLH Representative
Address
City, State, Zip
Phone #
e-mail

Name
Address
City, State, Zip
Phone #
e-mail

Name
Member at Large
Address
City, State, Zip
Phone #
e-mail

Name
Member at Large
Address
City, State, Zip
Phone #
e-mail

Name
L'GASP Representative
Address
City, State, Zip
Phone #
e-mail

Name
Member at Large
Address
City, State, Zip
Phone #
e-mail

Name
NSSLHA Representative
Address
City, State, Zip
Phone #
e-mail

Name
Address
City, State, Zip
Phone #
e-mail

Name
Native American Caucus Representative
Address
City, State, Zip
Phone #
e-mail

Name
Member at Large
Address
City, State, Zip
Phone #
e-mail

Name
Hispanic Caucus Representative
Address
City, State, Zip
Phone #
e-mail

Name
Ex Officio
Address
City, State, Zip
Phone #
e-mail

Appendix O.1: *Sample Leadership Seminar Program*

Minority Student Leadership Seminar Program
Thursday, November 18, 1999
9:00 –11:30 a.m.
San Francisco Marriott, Salon 12
San Francisco, CA

Greetings From Members of the ASHA Executive Board

Introduction to the Program

Patricia A. Cole Holiday, PhD, CCC-SLP
Director of Membership
Coordinator, Minority Student Leadership Program Class of 1999
American Speech-Language-Hearing Association
Rockville, MD

Keynote Address: Leadership in the 21st Century

Patricia Larkins Hicks, PhD, CCC-SLP
President and Founder
Outcomes Management Group, Ltd.
Columbus, OH

Program Summary – Presenter provided an overview of leadership and the skills that would be needed for success in the future of the professions. That was followed by a dialogue on leadership that featured a number of participants from various employment settings and a variety of leadership experiences. The panelists talked about the one characteristic of leadership that they thought most contributed to their success and responded to the student leaders' questions.

An Interactive Dialogue on Leadership

Vicki Deal-Williams, MS, CCC-SLP
Chief Staff Officer, Multicultural Affairs
Seminar Facilitator
American Speech-Language-Hearing Association
Rockville, MD

Dialogue Participants

Sandra Holley, PhD, CCC-SLP
1987 ASHA President
Dean, School of Graduate Studies
Southern Connecticut State University
New Haven, CT

Luis Riquelme, MS, CCC-SLP
President of the New York State Speech- Language-Hearing Association
Co-Chair, ASHA Hispanic Caucus
Co-Director, Riquelme ~ Santo
Assistant Professor
Long Island University, Brooklyn
Brooklyn, NY

Noma B. Anderson, PhD, CCC-SLP
ASHA Vice President for Academic Affairs
Associate Professor and Chair
Department of Communication Sciences and Disorders
Howard University
Washington, DC

Li-Rong Lilly Cheng, PhD, CCC-SLP
Assistant Dean for Global Program Development
Office of the President
San Diego University
San Diego, CA

LCDR Antony R. Joseph, MSC USN, MA, CCC-A
Commanding Officer\
U.S. Naval Hospital
Yokosuka, Japan

Minority Student Leadership Program: Class of Year

Seminar Summary and Evaluation

Appendix O.2: *Sample Leadership Seminar Program*

Minority Student Leadership Seminar Program Saturday, November 23, 2002 Georgia World Congress Center Atlanta, Georgia

Introduction to the Program and Speakers

Vicki R. Deal-Williams, MS, CCC-SLP
Chief Staff Officer for Multicultural Affairs
American Speech-Language-Hearing Association
Rockville, Maryland

Two Perspectives on Leadership

Charlena M. Seymour, PhD
Provost
University of Massachusetts, Amherst
Amherst, Massachusetts

Harry N. Seymour, PhD
Professor Emeritus
University of Massachusetts, Amherst
Amherst, Massachusetts

Program Summary: Harry and Charlena Seymour responded to a number of questions that helped them to share the stories behind their very different paths to leadership and then responded to the students' questions about their challenges and triumphs.

Open Forum

Appendix O.3: Sample Leadership Seminar Program

**Minority Student Leadership Program: Class of 2003
Leadership Seminar
Thursday, November 13, 2003
8:30 a.m. - 12:00 p.m.
McCormick Place
Chicago, Illinois**

Introduction to the Program and Speaker

Vicki R. Deal-Williams
Chief Staff Officer for Multicultural Affairs
American Speech-Language-Hearing Association
Rockville, MD

2003 Minority Student Leadership Seminar

Students will be engaged in an interactive exploration of the prerequisites, characteristics, and strategies for developing leadership skills. Key principles and elements of leadership will be discussed, along with recommendations for successfully managing expectations for success.

Jeffrey Cufaude has been working to build communities of ideas and idealists for almost 20 years, first as a university student affairs member, then as an association executive, and in his current role as a writer, facilitator, and consultant. He graduated with cum laude with a BA in English and an MA in Communication Theory from Northern Illinois University.

Cufaude is very active professionally in the association community. He has twice served on the Indiana Society of Association Executives Board of Directors (ISAE). He is also very active with GWSAE, the Greater Washington Society of Association Executives; ASAE, the American Society of Association Executives; and The Center for Association Leadership. Since 1998, he has designed and facilitated the ASAE Future Leaders Conference.

He regularly contributes feature articles on a variety of leadership and organizational development issues to GWSAE's *Executive Update* magazine and ASAE's *Association Management* magazine. He has won several awards for his writing.

One of Jeffrey's favorite quotes about leadership comes from Margaret Wheatley and Myron Kellner Rogers in their book, *A Simpler Way*. "Who we become together will always be different than who we are alone. Our range of creative expression increases as we join with others. New relationships create new capacities."

As an alternative to his current career, Jeffrey would be an op-ed columnist writing about critical social issues.

Open Forum. Minority Student Leadership Program: Class of 2003

Seminar Summary and Evaluation

Appendix O.4: Sample Leadership Seminar Program

**Minority Student Leadership Program
Leadership Seminar
Friday, November 16, 2007
1:30 p.m. – 3:00 p.m.
Westin Waterfront Hotel
Boston, Massachusetts**

An Interactive Dialogue on Leadership featuring four former MSLP participants answering the following:

- How have you re-defined leadership since you participated in the MSLP?
- What leadership roles have you taken on and how has the MSLP helped determine those roles?

Dialogue Participants

Lisa Anniversario, Class of 1999

Shinfan Chang, Class of 2001

Christina Gayle Foreman, Class of 1999

Jonathan Love, Class of 2003

2007 MSLP Leadership Seminar Presenters

Lisa Aniversario is a speech-language pathologist with the California Department of Education, Diagnostic Center of Southern California. She also is a private vendor for Regional Center, an early intervention agency unique to California, and conducts in-home speech-language therapy and consultations. Lisa received her master's degree from California State University Long Beach, and she has worked in the educational setting for over 10 years. From 2002 to 2003 she participated in a program funded by a U.S. Department of Education grant in North Carolina that provided education to current graduate students and working SLPs in the area of severe disabilities and autism. Lisa currently serves on ASHA's Council for Clinical Certification and has been on a variety of committees for the California Speech-Language-Hearing Association. She has been a guest speaker for various NSSLHA chapters and guest lectured for communicative disorders and school psychology graduate programs at a number of colleges and universities. One of her passions, aside from working with children and their families, is mentoring students in the field of speech-language pathology.

Shinfan Stephanie Chang holds a BS degree in speech-language-hearing science from Purdue University and an MS degree in speech-language pathology from Western Illinois University. She is a licensed speech-language pathologist who holds a teaching certificate in teaching Mandarin Chinese in the public schools. She has served as a speech-language pathologist in several school districts. Currently, she is working in private practice providing early intervention speech-language services as well as bilingual evaluation and consultation services for public schools.

Shinfan has a passion to help bilingual children who speak mandarin Chinese. Shinfan's leadership activities include serving as a volunteer for the Illinois Speech Language Hearing Association (ISHA) Multicultural Committee, writing for the Illinois Speech Language Hearing Association, and presenting at the ASHA Convention in 2007. In order to help children with speech/language disorders to be identified at an earlier age, she has written an article in Chinese to be published in a local newspaper and has given a talk about children's speech-language development as well as offered free speech-language screenings for bilingual children who speak Mandarin Chinese. In addition to speaking fluent Mandarin Chinese, Shinfan also speaks fluent Taiwanese. She is a member of the Midwest Chinese Teacher Association and serves as a resource for Chinese teachers at the Association.

Christina Gayle Foreman received her bachelor's from Stanford University in English and Spanish literature, her MS in communication disorders and sciences from California State University, Northridge, and her PhD in linguistics from University of California, Los Angeles (UCLA).

Dr. Foreman received many academic honors from 1991 to 2001, including five fellowships and three ASHA awards, and she participated in the very first MSLP in 1999. Dr. Foreman has written extensively on many subjects that impact the professions, including African American English, high functioning children with autism, and dialects and language. She has presented her findings at ASHA, the Great Beginning Conference, and at the Cape Cod Speech Pathology Association.

Dr. Foreman has been teaching and mentoring students for 16 years at San Diego State University, UCLA, and at her present university, University of Massachusetts at Amherst. To prepare for her faculty and research service, Dr. Foreman served as a mentor, a Spanish interpreter for the CSU, Long Beach Speech and Language Clinic, a lab assistant for the UCLA Department of Head and Neck Surgery, a research assistant for the UCLA Linguistics Department, and as a language tutor for the Harriette Evans Shields Childcare Center in Watts, CA.

Dr. Foreman has been committed to the professions for many years. She was a member of NSSLHA 1990–1991 and 1997–2001. She is currently a member of ASHA, the National Alliance for Autism Research, and the Autism Society of America. Dr. Foreman has extensive clinical experience and is multilingual. She speaks Mandarin and Spanish.

Jonathan Love currently is a private practitioner who services children from birth to 18 years of age. Jonathan has formed a partnership with Courtney and Dana Johnson to create Innovative Communication Therapy (ICT). ICT currently serves children in Chicago and Houston. Previous employment includes Chicago Public Schools (CPS) and Pediatric Potentials. During his tenure with CPS, Jonathan was given the opportunity to write and receive two grants for schools where he was assigned and gave a fluency workshop for the Cluster 4 Division of the Chicago Public Schools speech-language pathologists. Jonathan's mission is to provide superior evidenced-based speech and language services to families and motivate new speech-language pathologists in the field to continue to learn and research different methods of treatment for superior services. His passion to work hard in the field stems from his own constant struggle to control his fluency from childhood to present.

Appendix O.5: Sample Leadership Seminar Program

MSLP Leadership Seminar
Wednesday, November 16, 2011
1:30 – 4:30 p.m.
San Diego Marriott Hotel
Marriott Hall, Salon 4

Introduction to the Program and Speaker

Vicki R. Deal-Williams
Chief Staff Officer for Multicultural Affairs
American Speech-Language-Hearing Association
Rockville, MD

WALKING ACROSS THE ROOM

Presented By Lee Mun Wah

So often we ponder how to begin a conversation with people who are culturally different from ourselves. Where do we begin? How do we keep from offending someone? What if they get angry or hurt? These are just some of the many barriers and fears that keep us apart and in silence. Together, we will explore what it will take to walk across the room—what we can learn in that journey about ourselves and, in the process, develop an authentic and meaningful relationship with each other, even in the midst of a conflict or misunderstanding.

Using various learning methods with an emphasis on experiential learning and personal stories, participants will learn about

- How to engage in a conversation with someone who is culturally different
- Conflict intervention skills
- Intent and impact on the communication process
- The use of responsive and listening techniques
- The Art of Responsive Inquiry
- How ethnicity, gender, age, and sexual orientation affect responses
- Communication skills needed for a multicultural world
- Use of The Art of Mindful Facilitation to resolve conflicts

Mr. Lee Mun Wah, is a nationally acclaimed lecturer and master diversity and communications trainer. He is a Chinese American community therapist, documentary filmmaker, and special educator. He's appeared on The Oprah Winfrey Show and has worked with a number of organizations to facilitate diversity issues through leadership skill development. His focus for our Seminar will be on leadership skills in the context of cultural competence and helping you (a) develop the skills you need to handle conflict, communicate effectively, and influence people and (b) acquire characteristics like the value of really listening, across cultural boundaries. You'll gain strategies for handling your own emotions and dealing with others on difficult issues and when our backgrounds and experiences get in the way.

Appendix P.1: Sample Speaker Invitation Letter

October 3, 1999

Sandra Holley, PhD, CCC-SLP
Address 1
Address 2
City, State, Zip

Dear Dr. Holley:

On behalf of the (name of state association), I would like to extend a special invitation to you to participate in the (name of state association) Minority Student Leadership Program: Class of (year). A Leadership Seminar will be held as part of the program during the (year) (name of state association) Annual Convention in (city, state), on (day), (date) from (time) in the (room, location).

(Name of state association) will pilot its Minority Student Leadership Program: Class of (year) at the annual Convention in (city). The purpose of the event is to provide a forum for minority students to come together to experience and participate in a set of leadership-focused educational programs and activities of the annual Convention; to build and enhance minority students' leadership skills; to provide an understanding of how the state association works; and to provide an opportunity for minority students to interact with leaders in the professions of audiology, speech-language pathology and speech, language, and hearing sciences. (# of student's) undergraduate seniors and master's, entry-level clinical doctorate and PhD students will be selected to participate in the Minority Student Leadership Program.

As of (date), (name of state association) represented # of members and affiliates. [Add a paragraph about minority membership within your state association. Your description may not be as in depth of ASHA's below, but provide an overview of the state association's current status.]

As of June 30, 1999, ASHA represented more than 97,000 members and affiliates. Within that total, only 7.5% or 5,782 were from the following racial or ethnic minorities: African American (2.65%), Hispanic (2.31%), Asian/Pacific Islander (1.63%), American Indian/Alaska Native (.63%), or Multi-ethnic (.28%). A total of 77,095 individuals indicated their ethnicity. The ASHA minority percentage is far below the representation of those groups in the U.S. population. Data from the Council of Graduate Programs in Communication Sciences and Disorders 1998-1999 National Survey showed that a total of 49,897 students were enrolled in communication sciences and disorders programs, with the following distribution: 35,445 undergraduates, 13,657 master's, and 795 doctoral. Of the 49,897 students, the number of racial/ethnic minority students enrolled was reported as 5,558, with the following distribution: 4,616 undergraduates, 857 master's, and 85 doctoral. In keeping with the mission of the Association, the ASHA Long Range Strategic Plan, and the Multicultural Action Agenda 2000, federally designated racial/ethnic minority populations have been established as major recruitment targets. This program will serve to address the underrepresentation issue. [Don't include this paragraph. I included this as an example of what you could include in your letter.]

As a renowned leader in the discipline of human communication sciences and disorders and former ASHA president, you are acutely aware of the need to have a continuous supply of future leaders for our professions and the Association. The Leadership Seminar will include a keynote address by Patricia Larkins Hicks, PhD, CCC-SLP, president and founder, Outcomes Management Group, Ltd. She will highlight the types of skills that define leadership. (I have enclosed a copy of the program). Once the skills have been identified, the students will need information on how to develop them. During the Interactive Dialogue on Leadership, your role will be to tell the students the story of how you became a leader and to identify a particular leadership skill that characterizes your strength as a leader. You will have 3–5 minutes to tell your story. Please include in your account such information as (a) how you knew you needed to develop the skill, (b) what you did to develop the skill, (c) whom you asked to assist you, and (d) how you knew you had mastered the skill.

(Name of facilitator), (title or position), will serve as the dialogue facilitator. He/She will need to know the skill you have chosen to characterize your leadership as soon as you identify one. You can contact (name of person) at (contact info) to let him/her know, or I can pass that information along to him/her. He/She will need to know no later than (date).

It was a pleasure to speak with you. Thank you for your time, effort, and support of ASHA's career recruitment activities. It is through the endeavors of members such as yourself that the future needs of the professions will be met.

If you have any questions about the activity, please call me at (phone no.) or e-mail me at (e-mail address). I look forward to seeing you on (date) in (city).

E-mail signature: Name of Administrator

State Association

Address

City, State, Zip

Direct Line:

E-mail

Website

Enclosure:

Schedule of Activities (**Appendix L.1**)

Appendix P.2: Sample Speaker Invitation Letter

Dear Ms. Sweeney,

I am contacting you on behalf of ASHA to invite Mr. Lee Mun Wah to be a potential speaker at our upcoming 2010 Minority Student Leadership Seminar on Friday, November 19, 2010, in Philadelphia, PA.

The Minority Student Leadership Program is a leadership development program established for undergraduate seniors and graduate students who are enrolled in communication sciences and disorders programs. The purpose of the program is to recruit and retain racial/ethnic minorities that have been historically underrepresented in the professions of audiology and speech-language pathology, to provide focused educational programming and activities to build and enhance leadership skills, to provide an understanding of how the Association works, and to provide an opportunity for program participants to interact with leaders in the professions of audiology, speech-language pathology, and speech, language, and hearing sciences. I have provided a link to our website that contains more information about the program www.asha.org/students/mslp.htm.

The MSLP consists of about 30–35 students, and the seminars generally run between 2 and 3 hours, but no longer than 3 hours. Essentially, we want the students to walk away with specific information about improving and increasing their own leadership skills.

We would be pleased and honored if Mr. Mun Wah would consent to be our speaker at the 2010 MSLP Seminar. We hope he will be able to accept our invitation and to join us in this effort. If you could please have him notify me of his decision by August 25 and include his bio, his fee for his service, and a few potential topics that he would like to discuss during the seminar. I will pass that information on to the chief staff officer for Multicultural Affairs, who will be in touch with him from there. Please feel free to contact me with any questions you may have. I can be reached at # or e-mail. Thank you for your consideration.

Sincerely,

Email signature: Name of Administrator

State Association

Address

City, State, Zip

Direct Line:

E-mail

Website

Appendix Q: Sample Speaker Confirmation Letter

From: Vicki Deal-Williams, Chief Staff Officer for Multicultural Affairs
To: Charlena Seymour, Harry N. Seymour
Date: 10/24/02
Subject: Minority Student Leadership Program

Hi Harry and Charlena,

Thank you so much for agreeing to participate in the Leadership Seminar for the Minority Student Leadership Program. I wanted to try to give you some additional information about the program and what we would like you to do.

The program will be held on Saturday, November 23, 2002, in the Georgia World Congress Center (GWCC), Room A407, 4:30–6:00 p.m. Charlena, you mentioned that you had another engagement with NSSLHA, just before this; I've checked and learned that it's the Chat with the Experts that goes from 2:00 to 4:00 p.m. and is also in the GWCC, Ballroom 3. If you're game to come directly from that engagement, we can take care of housekeeping items, thus keeping the students seated and giving you time to arrive at the podium. We'll start as soon as you can get there, but we tentatively plan to start at 4:30 p.m.; we have to finish no later than 6:00 p.m.

I think you probably know most of this, but I'll give you an overview of the program in the event that it may be helpful in planning your remarks. We've selected 30 students from the 158 applicants this year to participate in the program. The program is intended to give the students experiences at the ASHA Convention that may be more meaningful to them as potential leaders. They receive a guided observation of Legislative Council, mentor training, and a leadership simulation (being piloted this year, to emulate the Membership and LC Forums); they attend program sessions, meet with Association leaders, attend the Opening General session and Awards ceremony, and participate in open forums for discussion. In addition, the students are asked to review those program sessions that they attend for multicultural content.

The Leadership Seminar itself has taken several different forms; we have had panel discussions, individual presentations, and frank discussions with a couple of leaders. These have given the students different perspectives on leadership and paths taken by a number of revered professionals. I think having the two of you together will give the students great insight into two very different career tracks, both with their own challenges and advantages, and which have wrought huge dividends for the professions and the Association. What we would like you to do is to share your stories for about 20–25 minutes and then respond to the students' questions. You can focus on any/all of the following: How did you get where you are today? What drove the choices you made? What do you see as the biggest hurdle you've overcome, and how did you do it? Who was instrumental in helping you overcome barriers? How did you balance the real-life issues you had to deal with along the way? I'm sure you already know this, but the students seem to prefer real-life stories to the formal presentations. They end up seeing many of the solutions they seek in others' successes. Thus, you don't need to prepare a formal presentation, unless you want to. If you decide that you do want to make a formal presentation, please let me know what audiovisual equipment you'll need, so that we can request it. Remember, this is a fairly small group (30) and includes a few undergraduate seniors and post-baccalaureate doctoral students, but mostly master's students.

Q.1

I really appreciate your willingness to take this on, especially since I know you both will have extremely busy schedules. I also know that the students will benefit from having an opportunity to talk with the two of you. If you need any additional assistance prior to the presentation, don't hesitate to contact me in the National Office. It'll be nice to see you in Atlanta.

Thanks,

Email signature: Name of Administrator

State Association

Address

City, State, Zip

Direct Line:

E-mail

Website

Appendix R.1: Sample Leadership Simulation Letter

Hi «First_Name»,

Just to get you thinking a little bit about the upcoming program and to provide you with some additional details, I am writing with information about the Leadership Simulation that is scheduled as a part of the program on **(day, date), from (time; e.g., 2 p.m. to 4 p.m.)**. This simulation will provide you with an opportunity to receive feedback on some aspects of your leadership style. It is set up to replicate the ASHA Member Forum, which provides members an opportunity to speak directly to ASHA's Board of Directors (BOD). **[Note:** Although this event is based on an ASHA activity and a parallel event may not exist for the state association, the Leadership Simulation is an excellent opportunity for students to get presentation experience as well as learn the value of advocacy].

The BOD is the 16-member governing body of the Association that actively promotes the objectives of the Association. BOD members are elected to serve and are accountable to the members of the Association. Visit [2013 Board of Directors](#) for more information about your association leadership.

During the Membership Forum, ASHA members can address, and attempt to influence, the BOD on any issue of concern to them. (Most of our members don't know that they have this option and fail to take advantage of the opportunity to influence governance at this level.) The BOD gives the same opportunity for the elected Advisory Councilors to provide opinions on any issue of concern to them or the members in their state in order to influence outcomes or motivate their fellow Councilors to support of their point of view or call to action.

The structure for addressing the BOD in the Membership Forum is that individuals must register ahead of time; they are given a scheduled time (so that presentations on similar topics can be grouped); they are allowed only 3 minutes to speak. Presentations are timed and individuals are cut off when the 3-minute time period has expired.

In the Leadership Simulation, you will be given the opportunity to address your fellow students and a very small group of Association leaders to voice your opinion and/or to influence outcomes on an issue related to the professions, the Association, or student concerns. You can select an issue from the attached list or identify an issue of your own choosing.

Each student will have 3 minutes to state his or her opinion, make a case, or try to influence or motivate others to do something. The Association leaders who will be present include members of ASHA's BOD, Audiology Advisory Council, Speech-Language Pathology Advisory Council, or other ASHA Committees or Boards. [Note: Include state association members to serve as reviewers. Some of them may be coming and going throughout the Simulation, and the group will be small.] The leaders will complete an evaluation form to provide the student with a written evaluation of the presentation, including the clarity of message and the ability to influence/motivate. The evaluators will also offer suggestions on how the student can strengthen skills in these areas. (A copy of the feedback form is attached for your information.)

Don't worry about the presentation. There are no right answers! There are a few things you should know:

- We will quickly become a very informal and friendly group.
- The Association leaders who will be evaluating you have all been where you are. They already think you're wonderful, because you got into the program. Your job is to motivate, not to impress.
- It's only 3 minutes (or less)!

So, what does this mean you have to do?

- Take a look at the attached list of topics and select one that you'd like to use for your presentation or come up with one of your own.
- If you need time to think about what you want to present, and need the formality of having your comments written out, then write them out.
- If you would prefer to write a few bullets to use as talking points for your presentation, then do that.
- If you prefer to wing it, then do nothing right now.

Understand that this is a verbal presentation only—no handouts and no AV equipment will be permitted. You must be convincing using the gift of your voice and your choice of words. And most important, remember...It's only 3 minutes (or less).

IMPORTANT NOTE:

Please dress professionally for this presentation.

P.S. If this presentation poses a major hardship for you—and I do mean **major**—(i. e., you get violently ill at the thought of doing a presentation like this), let me know, asap. I'm here to help.

Appendix R.2: Sample Leadership Simulation Topic Listing

Leadership Simulation

You will need to express your opinion or point of view on a specific topic or issue. Below are suggestions for your presentation; you may elect to discuss an issue not mentioned in the list. You will have 3 minutes to provide your opinion and/or try to convince others to act. **There are no “right” answers!** (Hint: A strong argument will identify the issue, provide a rationale, and include any suggested recommendations/solutions.) This can be done in a number of ways. Be creative and remember that this is an opportunity to practice!

Possible Arguments

1. Discuss what you consider to be the most compelling issue impacting/influencing the professions, the Association, or students and recommend what the state association should do to resolve the issue.
2. Advocate **for** educational programs to accommodate the needs of students who are English language learners and may be difficult to understand, but who can provide services to speakers of other languages.
3. Advocate **for** additional funding for research in human communication sciences and disorders.
4. Advocate **for** additional resources dedicated to the recruitment and retention of students who are bilingual and/or from historically underrepresented racial/ethnic backgrounds, into the professions of audiology, speech-language pathology, and speech, language, and hearing science.
5. Make a case **for** integrating information on multicultural issues into academic course work in audiology and speech-language pathology.
6. Advocate **for** a complete overhaul of the diagnostic courses in academic programs to include information on how to more appropriately educate students on the assessment of **all** populations.
7. Advocate **for** a member dues increase to cover the costs of providing a first year of free membership to new graduates completing the Clinical Fellowship.
8. Make a case **for** salary supplements for audiologists and speech-language pathologists with ASHA certification, who work in the schools.
9. Advocate **for** using evidence-based clinical practice.
10. Argue **for** sustaining the ASHA CCC as the standard of service, in spite of shortages of available ASHA-certified professionals in some areas.
11. Advocate **for** providing additional support to PhD students, given the projected increase in the numbers of retiring researchers and university faculty.
12. Advocate **for** increasing the number of males pursuing careers in our professions.
13. Advocate **for** ASHA's support of a clinical doctorate in speech-language pathology.
14. Advocate **against** ASHA's support of a clinical doctorate in speech-language pathology.
15. Explain why ASHA should (or should not) increase its globalization efforts.

Note: Feel free to change the topics based on your audience.

Appendix R.3: Sample Leadership Simulation Feedback Form

**Minority Student Leadership Program
Leadership Simulation Feedback Form**

Student's Name: _____

Topic: _____

Presentation:

Poor				Average				Excellent
1	2	3	4	5	6	7		

Clarity of Message:

Poor				Average				Excellent
1	2	3	4	5	6	7		

Strength of Argument:

Poor				Average				Excellent
1	2	3	4	5	6	7		

Ability to Influence/Motivate/Persuade:

Poor				Average				Excellent
1	2	3	4	5	6	7		

Comments on Presentation

Suggestions for Development

Appendix S: Sample Program Evaluation Survey

Thank you for making the first annual Minority Student Leadership Program a success. In our continuing efforts to produce the best program results in the future, we ask that you complete this short survey. The information you provide will be confidential. We are interested in your opinions, and thank you for time spent completing this survey.

1. How did you hear about the Minority Student Leadership Program? (Check all that apply).

- | | | |
|---|---|--|
| <input type="checkbox"/> Received e-mail from state association | <input type="checkbox"/> Faculty member | <input type="checkbox"/> NSSLHA webpage |
| <input type="checkbox"/> State association webpage | <input type="checkbox"/> Program director | <input type="checkbox"/> Student colleague |
| <input type="checkbox"/> Former MSLP participant | <input type="checkbox"/> Other: Please specify: | |

2. Please use this scale to indicate your level of agreement with the following statements.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

A. As a result of the *Minority Student Leadership Program*, I have a better understanding of:

what leadership is	1	2	3	4	5	N/A
the characteristics of a good leader	1	2	3	4	5	N/A
my own leadership skills/style	1	2	3	4	5	N/A
how to assert myself as a leader in the professions	1	2	3	4	5	N/A

B. I gained valuable insight from:

the State Association (name of activity)	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

C. How beneficial were the following aspects of the program?

1=Very Beneficial 2=Beneficial 3=Neutral 4=Some Benefit 5=Not Beneficial

Meet and Greet	1	2	3	4	5	N/A
Committee and Board Meeting Observance	1	2	3	4	5	N/A
State Association Activity	1	2	3	4	5	N/A
MSLP Orientation	1	2	3	4	5	N/A
Kick-Off With the Presidents	1	2	3	4	5	N/A
Leadership Simulation	1	2	3	4	5	N/A
Student Day Activities						
• Seminar 1	1	2	3	4	5	N/A
• Seminar 2	1	2	3	4	5	N/A
• Student Luncheon	1	2	3	4	5	N/A
PhD Information Sharing	1	2	3	4	5	N/A
PhD Overview Session	1	1	3	4	4	N/A

PhD Track Activity	1	2	3	4	5	N/A
Information Sharing/Closing	1	2	3	4	5	N/A

3. Rate the ratio of discussion time to presentation time:

Too much discussion time Just right Too much presentation time
1 2 3 4 5

4. What aspects of the program were most beneficial? How will you incorporate what you have learned from this program?

5. What aspects of the program were least beneficial? What can we do to improve them?

6. Would you recommend this program to another minority student?

Yes No If no, why not?

Name (Optional):

Thank you.

Introductory Remarks:

- Welcome and congratulate participants.
- Describe the program.
- Explain the importance of full participation in the program and expectations for participation (when and where they are expected to be; what they are expected to do; the importance of following directions and reading instructions; and who to contact in the event of an emergency or problem).
- Encourage students to take full advantage of the program.

I. Introductions

A. The 2-Minute Interview

- i. Each participant identifies a partner whom he/she does not know and who is not the participant's roommate. Partners will take turns interviewing one another.
- ii. The interviewer tries to find out as much as possible about the partner in 2 minutes (time the exercise), including one thing that others should know about that individual that people can't tell by looking at him or her.

B. Introductions

- i. The interviewer determines the most important things that others need to know about the person interviewed.
- ii. Partners introduce each other to the rest of the group.

II. Overview

A. Rationale for Roommates

- i. Explain that this is a chance to get to know others from different backgrounds.
- ii. Describe the situation as the opportunity for students to do their own mini-ethnographic research (it's a safe environment to practice ethnographic interviewing).
- iii. Roommates should try to find out what's similar or different about the way they grew up, their situations now in school, and whether they face similar challenges or very different issues.

B. Mentoring [Note: If state association has a mentoring program, highlight it. If not, mention ASHA mentoring programs, S.T.E.P. and MARC.]

- i. Explain the importance of identifying and having mentors.
- ii. Describe expectations for students who serve as peer mentors.
- iii. Provide information on the mentor's role in listening, sharing, disclosing, and providing feedback and referrals.
- iv. Identify resources for finding mentors and/or serving as mentors.

C. Audiology Issues

- i. If there are only a few audiology students (which is common), emphasize resources that are specific to audiologists and program sessions, events, opportunities targeted to audiologists.
- ii. Connect audiology students to state association's audiology leaders.

D. Networking

- i. Help students understand the importance and value of networking.
- ii. Challenge those students who are not natural networkers to step out of their comfort zones and take advantage of opportunities to get to know others, especially leaders in the organization.
- iii. Help students see the payoff for networking—to understand that individuals they meet during the conference/convention have jobs (CFs), spaces in graduate programs, externship placements, etc., that can be beneficial to them.

III. Significance of Each Component of the MSLP: The Schedule of Activities

- A. Review the schedule with the participants.
- B. Explain the objective of their participation in each activity and the expected outcome/benefit to them.

IV. Review Program Folder

- A. Walk participants through the Program Folder.
- B. Identify sections that have information they'll need to refer to during the conference/convention.
- C. Point out resources that are provided that they won't have time to read/review during the program and explain how they might use them later.

V. Question-and-Answer Period

VI. Stipend Distribution

- A. Provide stipend checks for any additional meals/expenses participants may incur.
- B. Have students sign W-9 forms, if applicable.
- C. Have students review participant roster and make any necessary revisions to their contact information.

- VI. **Pre-Conference: one month before conference date**
- E-mail program participants.
 - Review requirements, transportation, lodging, and conference details.
 - Prepare stipend envelope for each participant.
 - Prepare program materials, including program book or folder, give-aways, and leadership resources.
- VII. **During the Conference**
- Implement program (**Appendix L.1**).
 - During mixer/orientation, distribute program book/folder, materials, and stipend. Review the expectations for participants in the program (Appendix T).
 - Host reception following mixer/orientation to introduce students to state association leadership. Invite state association leadership to attend.
 - During Leadership Simulation, distribute copies of feedback form to reviewers. After presentations, collect feedback forms, compile each participant's comments, and give student leaders their copies of feedback forms. **Note:** Review feedback forms for any comments that are overly critical or are not constructive in nature. Keep in mind that this may be the first opportunity some of the students have had to engage in such an activity.
 - MSLP Information Sharing is an opportunity for students to discuss topics that are important to them. Questions may arise during the program that cannot be answered immediately; the info sharing is a good time to follow up. In addition, this time can be used to close out the program and have students express how they will use what they learned during the MSLP once they return to their academic programs.
- VIII. **Follow-Up**
- Send relevant materials and information to participants to inform them of leadership opportunities, scholarships, research programs, etc.
 - Update contact information/rosters. E-mail updated roster to participants.
 - E-mail program evaluations. Use feedback received from evaluations as a guide to implement changes for the next MSLP.