



**Jeanie Alter, PhD, MA, MCHES**

Research Associate, Indiana University- Bloomington

Bloomington, IN

Number of years as an ASHA Member: 10

**1. What skills, connections, resources and expertise do you have to offer and are willing to use on behalf of ASHA?**

I am a faculty member of the Indiana University School of Public Health-Bloomington and Research Associate with the Indiana Prevention Resource Center. Through these affiliations, I have connections with Indiana public health professionals throughout the State. I have training and expertise in public health and substance abuse prevention that lends to the content knowledge of the membership. I stay current on emerging trends and research through my teaching, research, and service.

**2. Board members can be described as ambassadors, advocates, and askers. Describe how you might fulfill each of those roles as an ASHA Board member.**

As a member of the ASHA Board of Directors, I have:

- Assisted the Association and National Office Staff to offer professional development opportunities and continuing education to a variety of professionals engaged in school health efforts.
- Spearheaded a committee to investigate cost-effective and time-saving tools for the National Office Staff.
- Participated in conference session reviews to ensure high quality professional development offerings.

**3. Considering the challenges ASHA faces as part of its reorganization, what actions must the Board consider and implement in order for ASHA to become mission-drive, influential, and fiscally sound?**

In the immediate future, I see opportunities for ASHA to:

- Encourage and promote professional development opportunities for members that provide cross-training and foster collaboration.
- Focus on innovative and low-cost ways of providing training to a diverse membership, which include the use of online technologies.
- Provide real-world experience and knowledge in strengthening community infrastructure to implement evidence-based public health strategies.
- Advocate for high quality research presentations and student research scholarships to remain at the core of ASHA's focus.
- Examine alternative service delivery, communication, and professional development opportunities to maximize resources and generate revenue.

*Note: Some responses have been cutoff at 150 words per the application requirement.*



## **Lorraine Chewey, MS, RN, NJ-CSN**

Assistant Professor, New Jersey City University

Jersey City, NJ

Number of years as an ASHA Member: 12

### **1. What skills, connections, resources and expertise do you have to offer and are willing to use on behalf of ASHA?**

As a former school nurse and current school nurse educator, I have a 20-year track record of expertise, leadership, and advocacy. Throughout my career I have actively advocated for school nursing practice and the health of school children. To this end I have testified multiple times before the New Jersey Board of Education and met with state leaders including senators, assembly members, foundations, and corporate leaders. I hold leadership roles on the executive boards of county, state, and national school nurse professional associations. I have provided numerous presentations on local, state, national and international conferences. I developed and currently coordinate the largest academic school nurse certification program in the country. I am also presently conducting research to support school nurses presence in schools. I have attended three Higher-Education Academies sponsored by the CDC and the American Cancer Society and recently became a trainer for the School Health Index.

### **2. Board members can be described as ambassadors, advocates, and askers. Describe how you might fulfill each of those roles as an ASHA Board member.**

As noted in my previous response I have been a strong voice both locally and nationally for school nursing practice and the vital connection between student health and academic success. I am passionate about both school nursing practice and the health of school children. I recognize the critical need for partnerships in advancing common goals, interests, and strategies, particularly for volunteer professional organizations. My strengths lie in my leadership style. I am able to identify what needs to be done, and articulate it in a way that assists groups of well-meaning professionals to focus their energies in the most productive use of skills and resources. I am comfortable with both public speaking and speaking one-on-one with all influential groups including legislators, foundation members, physicians, educators, stakeholders, and corporations.

### **3. Considering the challenges ASHA faces as part of its reorganization, what actions must the Board consider and implement in order for ASHA to become mission-drive, influential, and fiscally sound?**

ASHA must be acutely responsive to members' needs, as well as the environmental trends. ASHA must position the Association as the **foremost authority in school health** by focusing on practice. This can be done through the development and promotion of position papers and issue briefs, focusing on research and scholarship, and closely collaborating with partners with shared interests. While ASHA has done an excellent job of communicating with members, providing professional development, and promoting accomplishments among members, it appears to be seriously lacking in visibility outside the organization. ASHA must become proactive in establishing the association as an authority and 'key player' in legislative and practice trends and initiatives. This will require that the association 'invite itself to the table' by meeting & collaborating with educational and public health groups and leaders; creating and utilizing evidence to support the role of children's health in academic success and lifelong health and achievement.

*Note: Some responses have been cutoff at 150 words per the application requirement.*



## **Bridget Clementi**

Executive Director, Community Health and Education, Children's Hospital of Wisconsin  
Milwaukee, WI

Number of years as an ASHA Member: 6

**1. What skills, connections, resources and expertise do you have to offer and are willing to use on behalf of ASHA?**

With over a decade of experience in leading and implementing effective, health-related programs and initiatives, I can provide a number of skills and expertise aligned with implementation of school-based and community health programs. Specifically, I bring program knowledge including experience in program implementation from concept and development to implementation and delivery. In addition, my experience in program budget management has allowed me the opportunity to gain great experience related to philanthropic support and strong community partnerships. Finally, I am often recognized for my expertise in media relations and communications.

**2. Board members can be described as ambassadors, advocates, and askers. Describe how you might fulfill each of those roles as an ASHA Board member.**

In looking back at my professional career and my personal journey, I have always been an ambassador, advocate and asker. As an ambassador, I will share ASHA's resources widely with schools throughout Wisconsin where I have strong, established relationships. I will also provide feedback, information and guidance to ASHA's staff and leadership as to resources for consideration from programs to philanthropic opportunities. As an advocate, I will identify opportunities for position, alignment for legislative initiatives and bring forward local and state resources when possible to support advocacy efforts. Finally, as an asker, I am very comfortable in asking for financial support and partnership and will share those skills willingly with ASHA's staff and leadership.

**3. Considering the challenges ASHA faces as part of its reorganization, what actions must the Board consider and implement in order for ASHA to become mission-drive, influential, and fiscally sound?**

First and foremost, ASHA must reestablish its reputation – as an advocate and partner for student health – this will take significant commitment by board members and professional members alike. ASHA must be able to communicate its current impact and future vision in which to build new partnerships and establish philanthropic support. Finally, ASHA needs to be an active resource that contributes to research and the professions that support its mission.

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## **Sandy Klarenbeek, MS, CHES, FASHA**

Assistance Professor, Health, Black Hills State University

Spearfish, SD

Number of years as an ASHA Member: 15

### **1. What skills, connections, resources and expertise do you have to offer and are willing to use on behalf of ASHA?**

I believe I can offer the following:

**Skills:** I have strong communication skills including verbal, written and digital, being able to articulate clearly to others and ask critical questions. As current advocacy chair, I have had the pleasure to implement communication skills in order to complete the Core Beliefs in Action document and create a priority survey with my excellent committee members.

**Connections:** I also have a strong professional network through my involvement with the HEAP, experience working in school health at the K-12 level, providing professional development to practicing teachers, being a ACS Fellow.

**Expertise:** I have designed and delivered training on: CSH, Health Standards and Assessment, Health and Reading, and Common Core and Health as well as numerous conference pre and post workshops, breakout sessions and webinar trainings.

**ASHA –** I will gladly use my assets to promote ASHA, encourage others to join and work to grow this organization.

### **2. Board members can be described as ambassadors, advocates, and askers. Describe how you might fulfill each of those roles as an ASHA Board member.**

**Ambassador:** I will encourage my pre-service students to join this organization as the main professional association in which to continue professional growth in delivering health education to students using cutting edge best practices. This organization provides them the opportunity to meet leading professionals in the field of school health who will kindly mentor and invest in their future.

**Advocate:** As current chair of the advocacy committee, I have experience in finding the strength in members to persuade them to volunteer to work on a committee to support issues and legislation which positively promotes school health. I also advocate evidence-based school health policies and practices with local, state and national decision makers whenever possible.

**Askers:** I am not hesitant to ask members to share their time and talents in volunteer positions. I also believe in seeking corporate sponsorship through ASHA leadership to support the fiscal needs of the organization.

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- 3. Considering the challenges ASHA faces as part of its reorganization, what actions must the Board consider and implement in order for ASHA to become mission-drive, influential, and fiscally sound?***

The new mission reflects that this organization is about the outcomes of best practices in school health for students. We need to always align decisions and actions with the mission of the organization. We also need to be at the table on legislative discussions, proposals, and bills that impact school health. We need to find partners who support school health, and work collaboratively to secure grants, make ASHA an organization which is recognized as the leader in school health, and attract young professionals to become active members. The Board needs to work together during this very challenging time and listen to experts to move the organization into the 21<sup>st</sup> Century.



## **Michael Mann, PhD**

Assistant Professor, School Health Programs, West Virginia University-School of Public Health  
Morgantown, WV

Number of years as an ASHA Member: 5-6, but non-consecutive

### **1. *What skills, connections, resources and expertise do you have to offer and are willing to use on behalf of ASHA?***

Prior to my appointment in the university setting, I worked in schools as a teacher and principal for over 15 years. I was a part of a high-risk, urban school turnaround that placed health promotion at the center of our efforts to improve student academic and life outcomes. I think I am able to represent the needs and interests of both practice-based school health professionals such as principals, health teachers, other teachers, guidance professionals, etc...as well as university-based research and teacher preparation professionals. Perhaps most importantly, I spent pivotal years as a leader in an organization that operates high-risk alternative schools throughout the country and assisted with a re-organization of their 75 schools, 4,000 employees, 80 million dollar budget, and 65 million dollars in assets. I've had significant experience with finance and operational systems thinking. My best skill is probably navigating organizational change while retaining historically important institutional values.

### **2. *Board members can be described as ambassadors, advocates, and askers. Describe how you might fulfill each of those roles as an ASHA Board member.***

As ambassadors, board members represent the organization's mission and values. Additionally, they build and maintain relationships that benefit the mission/organization as well as introduce and invite others to be a part of ASHA's work. As advocates, board members influence stakeholders and build general support for the mission and organization. This advocacy includes persuading policy-makers, funders, and others to invest in the work we believe is so important. It also includes advocating for the wellbeing of the organization among its membership and including the whole organization in our efforts to influence others. "Askers" strikes me as a little bit of a strange choice of wording, but I assume it means that we are willing to ask non-ego based questions designed to benefit the organization and that we are willing to ask ourselves and other members commit ourselves to organizational solutions and to actively participate in growing a healthy organization.

### **3. *Considering the challenges ASHA faces as part of its reorganization, what actions must the Board consider and implement in order for ASHA to become mission-drive, influential, and fiscally sound?***

ASHA should consider broadening its appeal. When I was a principal, our school's success was built on every team member prioritizing and participating in activities that promoted children's health and wellbeing. At its best, this mission is something all school professionals can be a part of, not just those in traditional coordinated school health roles. We might expand our base even further by reaching out to parents, other concerned adults, and stakeholders/policy-makers. This probably means developing and implementing a plan to actively recruit high-level members to both the organization and board. Finally, we might need to imagine ways to generate additional revenue in a manner that preserves the best of ASHA's history while embracing the future. This means retaining a sense of family and intimacy in the organization, while re-envisioning how we package current revenue generating activities and develop new opportunities to grow and diversify our revenue streams.

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**Elisa “Beth” McNeill, PhD, CHES**

Clinical Associate Professor

Texas A&M University

College Station, TX

Number of years as an ASHA Member: 7

**1. *What skills, connections, resources and expertise do you have to offer and are willing to use on behalf of ASHA?***

I currently serve as the Coordinator for Health Teacher Certification at Texas A&M University. This role has helped develop my planning, organization, communication and leadership skills. As a member of the TAMU Faculty Senate, I understand the need to represent my constituents’ interests, while promoting what is best for the larger TAMU community (much like the role of a board member in a professional organization). I believe my greatest asset is my “task oriented” personality. My willingness to take responsibility and act to get the job done make me an appropriate candidate for service.

My experience with the Future Leaders Academy has provided me insight into the dynamics and complexity of running a professional organization. As an ASHA member I have served as a reviewer for teaching techniques and as a leader of the Health Sections committee. As a member of Eta Sigma Gamma, I serve on the by-laws revision committee...

**2. *Board members can be described as ambassadors, advocates, and askers. Describe how you might fulfill each of those roles as an ASHA Board member.***

I see myself as an ASHA advocate. Although I would be considered a late bloomer in the profession, I believe I have made a deep and personal connection with ASHA. The core values of the organization are congruent with my personal philosophy for school health. This consistency makes it easy and necessary for me to speak in favor and even argue for the support of ASHA. As an advocate, I strive to build relationships with members and seek to recruit new members by sharing the multiple opportunities available for personal and professional growth. My faculty role and in at TAMU and involvement with ESG affords me the opportunity to promote professional organizations, specifically ASHA, to approximately 60-70 future community and school health educators per semester. I believe the best way to advocate is by helping others see the potential benefits of the organization by getting them to the conference.

**3. *Considering the challenges ASHA faces as part of its reorganization, what actions must the Board consider and implement in order for ASHA to become mission-drive, influential, and fiscally sound?***

I believe being a novice as a board member in this time of reorganization is an advantage. Although I am aware of the current structure, I am not tied to “the way it has always been done.” I will bring an open-minded perspective and a willingness to take calculated risks to improve the association. If ASHA is to accomplish its mission, all members (especially the Board) must work as a united team. We must commit to the “plan” and **positively** work as a cohesive group. I was a bit disturbed last year by the apologetic nature of the board members about the organizational changes. I was personally energized by the fact that the Board recognized the need to make a change and was willing to take a risk to

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improve. I believe it is essential to express enthusiasm, confidence and pride in the plans to move forward.

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**Sharon Miller, MS, CHES, FASHA**

Manager of Center for Advocacy and Outreach, Blank Childrens Hospital

Des Moines, IA

Number of years as an ASHA Member: 10

**1. What skills, connections, resources and expertise do you have to offer and are willing to use on behalf of ASHA?**

I have been a director of an organization that went through four mergers over the span of five years. Although the mergers were difficult, they were needed for financial stability. I gained valuable skills in working with individuals through change and uncertainty. Having those skills will be extremely beneficial during this current time of transition. I have worked with various different organizations ranging from local, state, and national that value the need of school health even though they are not located the in an academic setting. School health impacts the entire community and therefore the opinions and voices need to encompass the entire community. I also have past board experience with ASHA and a local preschool. My most valuable resource is my voice. I am not afraid to ask questions. If I am passionate and feel strongly about something, I will use my influence to enlist, educate and inform others!

**2. Board members can be described as ambassadors, advocates, and askers. Describe how you might fulfill each of those roles as an ASHA Board member.**

I've been fortunate to have people take chances on me – bosses and peers alike. There have been opportunities to engage and participate in projects and roles that have given me great insights into the way really smart people think and how a multi-disciplinary approach can create awesome outcomes. These experiences have been invaluable and have taught me that we must pay it forward. I feel that this is very much part of being an advocate and an ambassador. It is easy to be an advocate and an ambassador if you believe in the mission of an organization. As I have stated above, I have never been afraid to ask questions. I may not like all answers however, I will never know the answers if I am too afraid to ask. In this time of transition, one can't fear the unknown as it may be the land of great opportunity!

**3. Considering the challenges ASHA faces as part of its reorganization, what actions must the Board consider and implement in order for ASHA to become mission-drive, influential, and fiscally sound?**

Personally I think the word, challenges, frames this question in a negative manner so therefore I would like to think of the reorganization as an opportunity or new adventure. The board must consider the actions that were taking in the past that facilitated some of the deficits that ASHA is currently facing and learn from that history. The board must think globally and try to forge new partnerships through grants, collaboration, and social media. In addition, our members have lots of influence and connections in their communities and we need to engage our members more to assist in our efforts for recruitment, ideas, and other opportunities – not just once a year during the conference. Decisions that are fiscal in nature must be based upon a business model and have positive future impact. The board must be intentional with each step and continue to be transparent and communicative with the membership.

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**Linda Morse, RN, MA, CHES, FASHA**

Retired, NJ Department of Education (1992-2010)

Columbus, NJ

Number of years as an ASHA Member: 23

**1. What skills, connections, resources and expertise do you have to offer and are willing to use on behalf of ASHA?**

As a former executive director for two very different professional associations, I understand the challenges ASHA faces to survive in a very competitive market. As a former state education official, I understand the challenges faced by schools and communities to ensure that all children are healthy and safe. For more than 20 years, I have been involved in school health initiatives at the local, state, and national levels. I bring a unique perspective, as both a nurse and health educator, to ASHA's multidisciplinary focus. I have experience dealing with advocacy and legislative issues as well as strategic partnerships. I will continue to bring passion, dedication, time, energy, and focus to ensure that ASHA becomes stronger, influential, and mission-driven.

**2. Board members can be described as ambassadors, advocates, and askers. Describe how you might fulfill each of those roles as an ASHA Board member.**

The word "ambassador" means servant. As an ASHA leader, I serve a common cause and articulate it to varied and new audiences. I have a duty to recruit new members to the Association; however, membership alone does not ensure the success of the organization. In order to ensure that every child is safe, healthy and ready to learn, I will create opportunities to share our stories through well-planned and strategic advocacy efforts. I will develop new ways to "talk" with our members to identify and address critical needs. I will continue to call on others to support the "cause" -- corporate sponsors, parents, educators, or other organizations with similar missions. The "ask" may not always be monetary, but I have a duty to ask for resources, help, and support for the cause. I will continue to serve ASHA, its mission, and the children and youth we serve.

**3. Considering the challenges ASHA faces as part of its reorganization, what actions must the Board consider and implement in order for ASHA to become mission-drive, influential, and fiscally sound?**

ASHA's business plan drives the Board's work. With a new mission, bylaws and policies, the Board must develop goals AND monitor the attainment of those goals. Every activity must connect back to the organization's mission. ASHA's new advocacy model will help us respond quickly to requests for information and support—we need to be more nimble. We will expand our strategic partnerships in the public and private sectors. None of this matters, however, if ASHA does not address its fiscal status. The Board must identify sustainable and regular sources of revenue because organizations cannot survive on membership dues and an annual conference. We have created new year-long sponsorships. We have developed project descriptions for grant funding. We are also exploring new publishing opportunities that will provide additional revenue. Over the next few years, the fiscal decisions made by the Board of Directors are critical to the future of ASHA.

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## **Sharon Murray, MHSE, FASHA**

President, RMC Health

Lakewood, CO

Number of years as an ASHA Member: 15

**1. What skills, connections, resources and expertise do you have to offer and are willing to use on behalf of ASHA?**

My unique combination of school health experience and nonprofit leadership and management are an asset to ASHA. As a school health professional with 12 years' experience as chief executive of two separate nonprofit organizations, I have navigated challenging financial situations and that experience gives me important perspective on ASHA's position and future. I am not afraid to take calculated risks, I am willing to explore innovative partnerships that advance the organization's mission, and I have firsthand experience building a business development system to generate new, independent sources of revenue.

Additionally, I possess a strong history of school health experience at the local, state, and national levels. Particularly with my history of national level of experience, I understand the landscape in which ASHA must operate. I know the national "players" and can provide both a historical and strategic perspective to best position ASHA for the future.

**2. Board members can be described as ambassadors, advocates, and askers. Describe how you might fulfill each of those roles as an ASHA Board member.**

I believe in ASHA. I believe in our mission, in our vision, in our potential, and in our ability to bounce back from recent hardships. As an ambassador, I can leverage my national contacts to foster strategic relationships for ASHA to advance our mission and vision. As an advocate, I will be vocal about ASHA's mission and direction and provide critical insight into advocacy priorities from an "on the ground" perspective. Additionally, I bring years of school health advocacy experience to the table. As an asker, I will be in tune with ASHA's priorities, needs, and strategic direction. Having been ASHA's Finance Chair, I understand both the operational and strategic aspects necessary for the organization to have a prosperous future. I will ask hard questions of ASHA. I will ask others to help, to join our cause, to stand with us for healthy schools for each student.

**3. Considering the challenges ASHA faces as part of its reorganization, what actions must the Board consider and implement in order for ASHA to become mission-drive, influential, and fiscally sound?**

I believe ASHA is *the voice* of school health and we have the collective power to improve the health of our nation's young people. ASHA's leadership must engage in strategic visioning and continue to make hard decisions to ensure our relevance. The work ahead is daunting yet exciting. ASHA must reinsert itself into the national conversation around healthy schools, particularly related to the expanded Whole School, Whole Community, Whole Child model. ASHA should consider additional publications focusing on the practical nature of how to create healthier school environments that support student health and learning. ASHA should be a strong presence regarding national policy initiatives to support student health and learning. ASHA has a unique opportunity to create a groundswell of support for what we all believe is true – healthier students learn and achieve better. I have the background, experience, and expertise to help ASHA move into our next prosperous phase.

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## **Ty Oehrtman, MS, MCHES, FASHA**

Outreach Manager, Answer

Somerset, NJ

Number of years as an ASHA Member: 14

**1. *What skills, connections, resources and expertise do you have to offer and are willing to use on behalf of ASHA?***

- I hold a master's degree in organizational leadership with specialization in training and instructional design.
- I have broad experience in developing and hosting distance education and professional development programs.
- I have extensive experience as an advocate for healthy schools.
- As a current Board member, I have demonstrated experience as a collaborator, consensus builder, and team player.
- As a long-term member of ASHA and leader in the field, I have professional connections with key contacts and prominent leaders in school health.

**2. *Board members can be described as ambassadors, advocates, and askers. Describe how you might fulfill each of those roles as an ASHA Board member.***

- Ambassador: As an ambassador, and the school health mission, I would seek ways to unite the membership base around our new mission. Following the reorganization, the membership will need strong, stable leaders to guide the organization into the future.
- Advocate: Advocacy is not just the legislative advocacy, which ASHA must become stronger at, but it is also the advocacy that must occur within the organization to build support for our new structure. Board members must advocate for our mission not only with those who fund and support school health, but they must also grow support for our mission with the members.
- Asker: Leaders can only lead when there are followers who empower them to lead. As an asker I would collaborate with other board members to identify volunteers who will help transform the Association. Askers must ask for support from outside of the association, be it corporate, foundation sponsors or collaborative organizations.

**3. *Considering the challenges ASHA faces as part of its reorganization, what actions must the Board consider and implement in order for ASHA to become mission-drive, influential, and fiscally sound?***

ASHA is currently faced with one of the most difficult times in its 80+ year history. Over the past several years, the Board has taken bold steps to stabilize assets and correct its course. I believe that the 2015 board should continue the current trajectory by formalizing and institutionalizing new policies and procedures, seeking to broaden the membership base by collaborating and conducting outreach with new audiences, trusting in the expertise that we have retained with our association management company and identifying ways to transform the culture of the organization to more fully match the re-envisioned organization. Finally, the board must be aggressive in its pursuit of new and sustainable funding streams, but developing new strategic partnerships, seeking corporate and foundation sponsorships, winning grant awards, and growing the membership base. Ensuring a

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stronger association also means enhancing our product offerings through publications, professional development, and conferences.

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## **Larry Olsen, MPH, DrPH, CHES, FASHA**

Professor, A.T. Still University

Las Cruces, NM

Number of years as an ASHA Member: 50

**1. *What skills, connections, resources and expertise do you have to offer and are willing to use on behalf of ASHA?***

I first joined ASHA in 1965 and then made the decision that this was to be my “professional home.” As a member, I have touted the advantages of belonging to ASHSA to all my students, many of whom are long time ASHA members, officers, Distinguished Service Award Winners, and Fellows. I have “ridden” with ASHA through highs and lows and have communication skills and contacts with influential people across the nation that could help us bring ASHA back to the prominence it once held. I have been a member and officer in all professional organizations to which I belong, and those contacts can help us again grow and prosper. As president of ASHA, I sent individual e-mails to all first time attendees at the Dearborn, MI conference. This is but one practice I would propose and have the time available to devote to the board.

**2. *Board members can be described as ambassadors, advocates, and askers. Describe how you might fulfill each of those roles as an ASHA Board member.***

I’ve not missed an ASHA meeting since I first joined in 1965. I attend national and international meetings on a regular basis and always mention the importance of ASHA to those with whom I interact. I have been involved in fundraising for many years and have coordinated the ASHA Silent Auction since 2009. I have no issues approaching “influential” people and asking them for assistance in helping move this organization forward. My many contacts across the nation would be a positive entity for the organization, and have frequently advocated for the importance of the coordinated school health program with legislators and state leaders. I have been a strong proponent of legislative action and have regularly interacted with my congressional delegation in advocating for school health. Working at the local level to influence national policy is something we need to bring to the forefront.

**3. *Considering the challenges ASHA faces as part of its reorganization, what actions must the Board consider and implement in order for ASHA to become mission-drive, influential, and fiscally sound?***

Membership is an issue. We have to provide programs, products and services so those who are not members will join. We need to determine why people have left ASHA and work to reengage these individuals. Perhaps the most valuable entity we currently have is the JOSH. We need to work to get JOSH into the library of every college that prepares individuals who will be working in schools. We need to be proactive in supporting legislators who are active in the school health arena. We need to have a presence in the grant procurement process and need to coalesce with other organizations in this arena. Joint grant submissions would be important. As with the Nike saying, “Just do it.” We can do this thing! With the talented leadership we have in ASHA, we will do a lot more than survive; we will again come to the forefront in school health.

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## **J. Terry Parker, PhD, CHES, FASHA**

Health Education Specialist, Division of Adolescent & School Health, CDC

Atlanta, GA

Number of years as an ASHA Member: 30

### **1. What skills, connections, resources and expertise do you have to offer and are willing to use on behalf of ASHA?**

Leadership, collegiality, collaboration, advocacy, strategic thinking and others are all qualities that I bring to ASHA as a result of my experience working in and with public schools for more than 30 years—from a classroom teacher and school counselor, to the CDC's Division of Adolescent & School Health where I serve as a program consultant for funded state and local education agencies. Relatedly, I have also been actively involved in adolescent & school health at the grassroots level as well as the state and national levels, including leadership roles in both arenas. I also served on the faculty of Emory University where I taught *Adolescent Health*. Collectively, these experiences have afforded me multiple opportunities to make relevant connections, attain useful resources, and gain the expertise to share on behalf of the ASHA in an effort to help move the organization forward in the years to come.

### **2. Board members can be described as ambassadors, advocates, and askers. Describe how you might fulfill each of those roles as an ASHA Board member.**

Ambassador: ASHA membership has defined my professional identity for 30 years, something, I'm very proud of. Going forward, I will continue to promote the work of the organization and its mission on behalf of children and youth across the country.

Advocate: For more than 3 decades, my professional career has focused entirely on advocating for the health of children and youth in schools. This role will continue in an effort garner increasing support among not just professionals, but parents, community-based organizations, other youth-serving agencies and society as a whole.

Asker: Inherent in every leadership role is asking tough questions on behalf of the organization. Given that, I will not shy away from asking questions pertinent to the continued viability of the ASHA and its mission. Moreover, my questions will be strategic and focused ultimately on how ASHA can continue to address the health and education needs of America's young people.

### **3. Considering the challenges ASHA faces as part of its reorganization, what actions must the Board consider and implement in order for ASHA to become mission-drive, influential, and fiscally sound?**

With the re-organization, it is imperative that we do not lose site of the association's primary mission, 'to transform all schools into places where every student learns and thrives.' Given this, we must be willing to share the mission widely and act on it by becoming a stronger presence nationally by supporting relevant school health issues through news and other media formats. We have to establish a well-respected identity, and become the go-to organization when it comes to matters relating to the health and academic achievement of our nation's children and youth. Fiscal matters should be acted upon strategically and for the good of the organization. Without sound fiscal management, we will be unable to carry out the mission of the organization, and ultimately will be unable to continue our work on behalf of students across the country.

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**Brittany Rosen, PhD, CHES**

Assistant Professor, University of Cincinnati  
Cincinnati, OH

Number of years as an ASHA Member: 6

**1. *What skills, connections, resources and expertise do you have to offer and are willing to use on behalf of ASHA?***

In my recent transition from student to assistant professor, I have acquired access to more resources and support allowing me to attend numerous conferences and organizations focused on child/adolescent and school health. Through these opportunities, I have networked with leaders in the Society of Adolescent Health and Medicine, National Association of School Nurses, Ohio Association of School Nurses, Ohio Adolescent Health Partnership, Ohio Valley Society Adolescent Health and Medicine, and the Ohio Department of Health. These connections can be utilized to enhance ASHA's ability to meet our mission and goals through collaboration and partnerships. Furthermore, I have served on multiple committees and received mentorship from former ASHA BOD members, in addition to serving on the Eta Sigma Gamma BOD. I have been exposed to numerous leadership experiences and will be able to utilize these skills on ASHA's behalf to advance and promote the organization and school health.

**2. *Board members can be described as ambassadors, advocates, and askers. Describe how you might fulfill each of those roles as an ASHA Board member.***

Currently, I see myself as an ambassador, advocate, and asker for ASHA and school health by (1) mentoring students at my university and advocating for them to become involved in ASHA, (2) representing school health interests at other conferences and workshops, (3) supporting the profession by advocating and promoting individuals to be professionally prepared and highly qualified to occupy school health education jobs, and (4) asking what are the best methods/practices for school health. Becoming a board member will allow me to expand my roles from a regional platform to a national one by representing, advocating and expanding ASHA's mission to more professionals interested in school health.

**3. *Considering the challenges ASHA faces as part of its reorganization, what actions must the Board consider and implement in order for ASHA to become mission-drive, influential, and fiscally sound?***

To overcome the current challenges, we need to ensure quality leadership from people who understand and believe in the mission, are passionate about ASHA, are flexible and adaptable, and are willing to advocate and collaborate in the best interest of ASHA. This can be accomplished by continuing FLA and reaching out to active, engaged members. Also, because ASHA represents the work of many professionals, we need to simplify membership definitions allowing more professionals to be included in the organization. Once we have finalized the reorganization, we need to drive our ASHA brand by building long-term relationships with our members, other organizations, policy makers, and state school health associations, and use fluid and engaging social media. To become fiscally sound, we need to engage in best practices for non-profit management, provide annual report to members, and be strategically and fiscally responsible in all decision.

*Note: Some responses have been cutoff at 150 words per the application requirement.*





## **Sara Smith, MS**

State Coordinated School Health Coordinator, Tennessee Department of Education  
Nashville, TN

Number of years as an ASHA Member: 6

**1. What skills, connections, resources and expertise do you have to offer and are willing to use on behalf of ASHA?**

As an ASHA board member, I would bring an unusually diverse perspective based on past employment in the nonprofit, profit and governmental sectors. My skill set includes experiences providing state-level CSH program development in a state department of education, CSH supervision and professional development for 136 school district CSH Coordinators, CSH evaluation/data collection, CSH school health policy formulation, school health partnership development at state and school district levels, media relations, grant writing and advocacy.

My national connections include ASHA member relationships, Dr. Howell Weschler, Dr. Charles Basch and Dr. Joyce Fetro. Currently, I partner with over 50 state organizations and their leaders to promote school health in Tennessee including the Tennessee School Boards Association, Tennessee Parent Teacher Association, Tennessee School Health Coalition and the Tennessee Rural Health Association.

**2. Board members can be described as ambassadors, advocates, and askers. Describe how you might fulfill each of those roles as an ASHA Board member.**

Recently, I provided a congressional briefing in the U.S. Senate to members of the Tennessee delegation and their staff as a part of Blue Cross Blue Shield of Tennessee's "Day on the Hill" event. My talk focused on the partnership between BCBS of Tennessee Foundation's school health grant programs and Tennessee's Coordinated School Health initiative. Wherever and whenever the opportunity presented itself, I would be willing to serve as an ambassador, advocate and asker for ASHA.

**3. Considering the challenges ASHA faces as part of its reorganization, what actions must the Board consider and implement in order for ASHA to become mission-drive, influential, and fiscally sound?**

ASHA should increase national collaboration and advocacy efforts to influence the integration of school health policy, program and research priorities within education reform strategies developed by U.S. Department of Education staff.

*Note: Some responses have been cutoff at 150 words per the application requirement.*



## **Jamie Sparks**

Coordinated School Health Director, Kentucky Department of Education

Frankfort, KY

Number of years as an ASHA Member: 4

**1. What skills, connections, resources and expertise do you have to offer and are willing to use on behalf of ASHA?**

I am strong believer in the value of collaboration and communication, thus these are two skills I continually practice and strive to improve. This is evidenced by the fact I am now honored to be the only school health lead for CDC's 1305 cooperative agreement that also serves as the co-lead for the entire grant, the only department of education staff among all 50 states to serve in that capacity. Since moving from the local education agency level of work for the first ten years of my career to the last four years at the state department of education level, I also see the vital role that professional associations can serve in strengthening the profession. These perspectives are very relevant experiences that can inform and guide ASHA moving forward.

**2. Board members can be described as ambassadors, advocates, and askers. Describe how you might fulfill each of those roles as an ASHA Board member.**

Advocacy is really the heart of everything I strive to do in my current role. I truly believe in the value and impact of school health, thus advocating for my personal passion is an attribute that comes very natural for my work. Utilizing social media is another element that I have greatly improved on during my tenure at the state level for the simple reason that I realized that no matter how passionate I may be for the profession, I am always just one person in one room. Thus leveraging multiple social media platforms not only increases my reach with advocating for change, but also allows me to be an ambassador for improving student health in my state. School health is under prioritized, however having a personal passion for the issue allows me to keep fighting the fight and to overcome obstacles for always making the argument for the needed "asks".

**3. Considering the challenges ASHA faces as part of its reorganization, what actions must the Board consider and implement in order for ASHA to become mission-drive, influential, and fiscally sound?**

With every challenge, is great opportunity and ASHA certainly has great potential. The conversations and correlations around health and academics continue to build. ASHA's potential lies with being mission driven around its members. This mission must include recruitment and engagement for the field of school health. ASHA has the potential to strengthen its voice and advocacy for members, but most importantly to be the connector with school health with the other education associations in this country. This is the needed influence that school health needs to position schools as agents of change for student health. Numerous national groups such as the governor's associations and Mission Readiness are advocating for improving health education, while at the same time so many conversations occurring nationally with education reform. The time is now for ASHA to stand and seize the opportunity to be that entity for connecting those conversations.

*Note: Some responses have been cutoff at 150 words per the application requirement.*



**Robert “Skip” Valois, MS, PhD, MPH, FASHA, FAAHB, FAAHE**

Professor, Public Health; Professor of Family & Preventative Medicine, University of South Carolina, Arnold School of Public Health, Department of Health Promotion, Education & Behavior and School of Medicine, Department of Family & Preventive Medicine  
Columbia, SC

Number of years as an ASHA Member: 34

**1. *What skills, connections, resources and expertise do you have to offer and are willing to use on behalf of ASHA?***

I have been a member of ASHA for 34 years and will utilize every contact and connection I can muster to move our organization forward. As far as skills, communication in both listening and speaking have been honed over 30 years as a college professor (teaching, research & service) and I have recognized for excellence in all three of these areas. In my AAHE scholar address I talked about the “Law of the Few” from Malcom Galdwell’s work “The Tipping Point.” I consider myself a salesman, a connector and a maven for school health and have been for 30 years. My flexible schedule as a tenured full professor and my expertise in school health promotion, research and evaluation are my prime resources that I can lend to ASHA. I have colleagues at CDC, NIH, HSS, NICHD and a number of NGOs that I can call on for help vis-à-vis ASHA.

**2. *Board members can be described as ambassadors, advocates, and askers. Describe how you might fulfill each of those roles as an ASHA Board member.***

As an ambassador and an Advocate I will promote ASHA in every possible way, shape and form I can muster. Recruiting the next generation of members as student and young professionals is imperative. Connecting and collaborating with agencies and associations that share a common mission has to happen if we are going to survive and thrive. I have no problem asking people for time, service or money. I was a sales person in a past life and those skills have never left me. I have no problem talking to rich people and famous people. My daughter works for Tommy Hilfiger in NYC we could ask him for money. Chelsea Clinton has an MPH in Population Health form Columbia University. Have we asked her and her parents for help? We have to bold in what we do and how we do our thing.

**3. *Considering the challenges ASHA faces as part of its reorganization, what actions must the Board consider and implement in order for ASHA to become mission-drive, influential, and fiscally sound?***

From 34 years of experience with ASHA, my opinion is to be aggressive with recruitment and membership which will help us financially, continue to build relationships with organizations that can fund our research and service projects, get connected to influential people in government and the financial world. We need to get our research and publication out on social media and get ASHA on the national and international radar.

*Note: Some responses have been cutoff at 150 words per the application requirement.*



## **Catherine Vowell, MBA**

Director of FITNESSGRAM®, The Cooper Institute

Number of years as an ASHA Member: 6

### **1. What skills, connections, resources and expertise do you have to offer and are willing to use on behalf of ASHA?**

In my current position with the Cooper Institute I am closely involved, and meet frequently with, leaders of national school health and wellness programming. This involvement would provide an additional personal connection point for collaborative opportunities for ASHA to supplement those that already exist. My current role also provides me the distinct honor to work with our FITNESSGRAM Scientific Advisory Board who are all leaders in their field of research or are in key roles as practitioners in our industry. As a previous physical education and then coordinator of health and physical education for El Paso ISD, I had the opportunity to develop, implement, and support a vast array of comprehensive school health programming. This experience provides a valuable perspective from the working application-side of the coordinated school health model in schools. I gladly offer these attributes, coupled with my business background and education, to support ASHA's mission.

### **2. Board members can be described as ambassadors, advocates, and askers. Describe how you might fulfill each of those roles as an ASHA Board member.**

If selected, I would embrace the role of an ASHA Board Member within my organization, my immediate sphere of influence, and the indirect reach I have with national and international health and wellness organizations. My primary focus will be to find ways in which ASHA can be a part of collective impact initiatives. With a common agenda toward a healthy school environment, I would work to build relationships among leaders in the field that will further the mission of our organization. Whether that is making an ask for ASHA when I have an opportunity, sharing our core beliefs and evidence-based practices with relevant audiences, or purely continuing to try to make a difference every day in the lives of children, I will represent ASHA to the best of my abilities.

### **3. Considering the challenges ASHA faces as part of its reorganization, what actions must the Board consider and implement in order for ASHA to become mission-drive, influential, and fiscally sound?**

With 78 years of strength in the education community, ASHA is positioned to capitalize on its history while at the same time use its influence to support and influence other educational organizations. By going back to its foundational roots ASHA can begin to bridge the gap that exists between immediate school health data and the pediatric community. Self-generated fees for services drive non-profit organizations. ASHA's annual revenue comes from providing services to its members, who in turn pay fees for membership. I feel ASHA should ensure strong member representation and retention. This can be done by increasing and strengthening alliance; and providing cross cutting resources to attract a more diverse member base. Stronger collaboration with associations like ASCD, CDC, GENYOUth, SHAPE America, and the Alliance for a Healthier Generation can strengthen ASHA's depth and breadth in resources for the school environment making it more attractive to current and potential members.

*Note: Some responses have been cutoff at 150 words per the application requirement.*