THE AUPHA ANNUAL MEETING
JUNE 8-10, 2021 ▲ TAMPA, FLORIDA

2021 AUPHA Annual Meeting Call for Proposals

The AUPHA Annual Meeting is the leading event for healthcare management education professionals to exchange resources and share new ideas and best practices. This year's theme, **Transformational Innovation: A Prism of Opportunities**, lends itself to a broad range of healthcare administration topics, professional and academic, and the existing and emerging possibilities they offer. We invite you to share your innovations, experiences, and ideas.

To provide structure and focus for the proposal submission process, the Annual Meeting Planning Committee (AMPC) has established the following sub-themes: **(1)** *Academic Leadership, (2) Health Industry Transformation, (3) Delivery of Content*, **and (4)** *Innovative Thinking. The AMPC has further ensured the sub-themes also align with AUPHA's current strategic pillars* at the program, individual faculty, and environment of practice levels. The table below provides an outline by theme and strategic pillar to guide the submission process.

In addition to the general meeting sessions, AUPHA is pleased to announce that the Undergraduate and Doctoral Tracks will continue; thus, the Call for Proposals applies to these tracks as well. **If you believe your submission is best suited to an undergraduate or doctoral audience, we recommend you delineate the corresponding track.**

Below are the requirements to submit a session proposal and/or poster. As there are several variations from which to choose, please review the entire document before completing the online submission form. This ensures all requisite information will be available for reviewers to make an informed decision. If you have any questions or need further clarification, please contact Jason Walker, Manager of Meetings: **jwalker@aupha.org.**

	Program Level	Individual Faculty Level	Environment of Practice
Academic Leadership	- How do we address academic leadership development (e.g., defining leadership roles, succession planning, balancing research vs, leadership responsibilities, current diversity and pipelines, models of training, etc.)? - How can our degree programs stay current and continue to be integrated into the field of practice, including inter-professional education (IPE)? - How do we develop better alignment with the needs of all community, faculty, and university stakeholders (e.g., research, teaching, development of donors, communication and marketing, collaboration vs competing, etc.)? - How do we prepare programs and their faculty for the reality of the multi-generational classroom and the differing expectations for learning?	- How do we manage faculty and student expectations in new learning modalities in light of a pandemic (e.g., online learning, hybrid, in person social distancing, lessons learned, etc.)? - What efforts and best practices exist to address diversity, equity, and inclusion activities? - How do we encourage faculty to collaborate at the interdisciplinary and transdisciplinary levels to confront and solve societal issues (IPE for faculty)? - How do we leverage the expertise of the Executive-in-Residence and adjuncts to mentor and connect faculty better to the field of practice?	- How do we improve the consumer-driven experience (students, employers, and residency/internship sites, etc.); including a discussion of remote and virtual options due to the pandemic? - What trends are important to consider within the field of practice (e.g., inequalities and disparity in population health, trends toward home care, impact of technology, facility design, overall needs of facilities, etc.)? - How do we prepare students for the global healthcare market, including healthcare tourism and the centers for excellence model of care? - How do we incorporate the ideas and expertise from the field with the Leadership Academy to develop programs and future leaders?
Health Industry Transformation	- What enduring, sustainable changes have programs made with respect to current and emerging shifts in the field? How do we integrate these into the curricula? - How have programs evolved its definition of professionalism? - How do programs include diversity and inclusion into transformative classroom discussions and learning experiences for future health care managers? - How do programs adapt experiential learning to prepare students for the challenges of a post-pandemic delivery system? - What teaching and pedagogical approaches have programs adopted to improve the ability of students to engage in critical and design thinking?	How do we prepare students to lead through current and emerging shifts in the field, including public health crises, value-based revenue models, consumer-driven healthcare, and post-pandemic workforce issues?	- To what extent has the profession engaged in sustainable efforts to appreciate and address the demographic and cultural changes in the communities we serve? - What partnership and/or resources are available to ensure alignment with current shifts in the field? - How do we prepare students to thrive in organizations that are pushing the boundaries of the traditional healthcare delivery and financing? - How do we prepare students to face the future challenges not yet defined, public health or otherwise?

	Program Level	Individual Faculty Level	Environment of Practice
Delivery of Content	• What are best practices in teaching and learning outcomes developed at the program level in the current environment (e.g., remote, face to face, hybrid, etc.)? • How do programs lead and continue to assist faculty in the ongoing transition in the ever-changing education environment? • What are programs currently doing to address the challenges faced with today's educational landscape, and what is the program outlook into the near and distance future? • How have the changes in the field and overall environment (e.g., pandemics, social changes, etc.) impacted program development?	• What teaching methods are faculty using to improve students' soft skills (e.g., teamwork, communication, collaboration, emotional intelligence)? • What techniques are being used to ensure student engagement (e.g., innovative teaching technology, creating authentic or simulated practice situations, experiential learning, gaming, virtual break out groups, polling, etc.)?	• How is the field managing the challenges in healthcare administration education during and post pandemic (e.g., partnerships, best practices, lessons learned, future efforts, etc.)? • How has the use of online base programs and face-to-face programs shifted, and what are the existing/potential benefits and/or gaps? • How do programs prepare student to meet the emerging changes in the industry? • What do programs and/or organizations do to reach out to the "new players" in the healthcare industry (e.g., Amazon, Walmart, CVS, etc.) who may offer potential career opportunities that may require different competencies than the "traditional" healthcare/hospital organization?
Innovative Thinking	• What principles foster building a culture of program innovation? How can innovative program cultures be maintained in times of transition or crisis? • What are best practices for tracking industry trends in health management and policy innovations? • How do programs innovate to be more responsive to industry trends and market demands? • What competencies (e.g., law and ethics or entrepreneurial thinking) will the workforce need to effectively identify and leverage emerging innovations in healthcare marketplace?	• How do we define and operationalize innovation? How can innovative thinking be taught in a practical and approachable manner? • What teaching approaches encourage students' innovative or entrepreneurial thinking? • How do we demonstrate innovative teaching methods to challenge students to achieve their full potential? • How do we manage innovating in a low-tech manner? • How do we innovate when our organization and/or our consumers do not have access to the technology?	• What experiential learning approaches (e.g., guest speakers, symposia, practitioner mentorship, capstones, internships, etc.) teach students to recognize innovations and emerging trends in healthcare marketplace? • What current health management and policy practice innovations will impact future education and scholarship? • What collaborations with the practitioner community exist, especially among graduates who are in key healthcare leadership positions, that encourage innovation? • How do practitioners define emerging technologies (e.g., artificial intelligence, machine learning, neural networks, deep learning), systems thinking, complex adaptive systems, etc.) and how will these emerging technologies change health services research?

SESSION TYPES

EDUCATION SESSIONS (60 MINUTES)

*A maximum of **FOUR** presenters will be permitted per session.

This format is available to address all elements of a topic. Sessions proposed in this category can be interactive, a presentation, or a panel, but should allow for at least 10-15 minutes of Q&A.

DEEP DIVE SESSIONS (75 MINUTES)

*A maximum of **FOUR** presenters will be permitted per session.

The Deep Dive Sessions are interactive sessions focusing on a single issue or question. Initially, the presenter(s) will take the first few minutes guiding attendees through the issue or question and relevant context. Attendees will then be instructed to discuss the topic in-depth to share ideas, thoughts, and questions. This can be done with audience participation as a whole or by breaking into smaller groups. The abstract should succinctly identify the question or issue to be addressed, the relevant contextual factors, and the roles of the discussions to be conducted. The following questions must be addressed in the proposal:

> ➢ What is the specific topic or question?
> ➢ Who is the target audience?
> ➢ Will the collective group address the overall question or one particular facet of the topic?

COLLABORATION AND CONVERSATION SESSIONS
(5 MINUTES)

*A maximum of **ONE** presenter will be permitted per session.

Collaboration and Conversation Sessions are fast-paced and designed to generate awareness and stimulate conversation. Within a 60-minute period, up to six presenters will each be afforded five-minutes to present a topic (MS PowerPoint presentations will automatically advance). Following each presentation, an additional three to four minutes will be provided for immediate Q&A. At the end of the Q&A session, the next presenter will be introduced, and the cycle will be repeated. The session is designed to provide an engaging platform in which to exchange specific ideas. To facilitate conversation and ensure timely transitions between speakers, a moderator will preside.

POSTER CONCENTRATION

POSTER THEMES

Poster submissions must support one of the 2021 AUPHA Annual Meeting's focus areas. Each submitter must indicate alignment with a primary theme to ensure an appropriate review is completed.

POSTER CONCENTRATION

In addition to thematic alignment, submissions must also fall within one of three primary poster concentrations, (1) research; (2) teaching; or (3) program/curriculum development, as outlined below.

Research
Research is the systematic analysis of information to generate new knowledge. The poster abstract should highlight health services, education, or policy research as it pertains to innovation. Abstracts should explain the impact of associated work on services delivery, supports, education, and/or stakeholders.

Teaching
The poster abstract should highlight innovative teaching and learning modalities, assessments, and/or policies. Abstracts should include a plan to share pedagogical or assessment materials meeting attendees would find interesting or useful.

Program/Curriculum Development
The poster abstract should highlight innovative curriculum design or analysis, program evaluation, and/or approaches to faculty development.

SESSION PRESENTER REQUIREMENTS

Please review the information below to ensure each session proposal meets AUPHA's presentation requirements. Proposals must follow **all** requirements listed below to be considered for the Annual Meeting.

1. The proposal **must originate from an AUPHA member** (program or individual member). Co-presenters listed in a proposal are not required to be members (e.g., a practitioner being asked to participate), though preference will be given to member presenters. Submitters are highly encouraged to collaborate with colleagues from other programs/schools.

2. A presenter may submit only **one proposal as a lead presenter** and may be listed as **co-presenter on only one additional proposal**. Therefore, an individual may be listed on two sessions (one as lead and one as co-presenter). Note that the review process is blinded, which guarantees that all members and member programs are given a fair opportunity to secure a session at the Annual Meeting.

3. Complete contact information for **all presenters** is required at time of submission. Incomplete contact information will void a proposal. Proposals including more than the specified number of presenters will not be reviewed.

4. The Review Committee reserves the right to suggest session format changes (e.g., switching from an Education session to a Deep Dive session) and/or collaboration with another proposal. Proposal originators may accept or decline this offer.

5. If a proposal is accepted, presenters will be responsible for their own expenses, including the meeting registration fee and all travel expenses.

6. Presenters are required to **register for the full meeting** by the early registration deadline. If a presenter is not registered by this deadline, AUPHA reserves the right to cancel the session.

POSTER PRESENTER CRITERIA

Please review the information below to ensure each proposed poster meets AUPHA's presentation requirements. Proposals must follow **all** requirements listed below to be considered for the Annual Meeting.

1. The poster proposal **must originate from an AUPHA member** (program or individual member). Co-presenters listed in a proposal are not required to be members (e.g., a practitioner being asked to participate), though preference will be given to member presenters. Submitters are highly encouraged to collaborate with colleagues from other programs/schools.

2. A poster presenter may submit only **one proposal as a lead presenter** and may be listed as **co-presenter on only one additional proposal**. Therefore, an individual may be listed on two sessions (one as lead and one as co-presenter). Note that the review process is blinded, which guarantees that all members and member programs are given a fair opportunity to secure a poster presentation at the Annual Meeting.

3. Complete contact information for **all presenters** is required at time of submission. Incomplete contact information will void a proposal.

4. If a poster proposal is accepted, presenters will be responsible for their own expenses, including the meeting registration fee and all travel expenses.

5. Poster presenters are required to **register for the full meeting** by the early registration deadline. If a presenter is not registered by this deadline, AUPHA reserves the right to cancel the session.

SELECTION CRITERIA

The selection process is highly competitive. A review committee of AUPHA members and staff will conduct a blind review of all proposals submitted. The proposal's content must demonstrate a depth of knowledge about the topic and the project discussed, which should be evident in the proposal and presenter's background information. The presentation's description and learning objectives should be fully articulated, well organized, and provide reviewers with a clear understanding of what attendees are intended learn. The Review Committee will use the criteria outlined below to evaluate and select proposals:

Idea
Will the proposed session share innovative ideas or approaches to address a common challenge?

Relevance/Interest
Is the proposal relevant to the thematic objectives of the meeting? Does it pertain specifically to health management education? Is the topic appealing to the target audience(s)?

Adaptability
Does the proposal share an idea or approach that could be adapted broadly by a variety of AUPHA members? Is the context of the idea specific enough to lend itself to adoption by the target audience?

Results/Outcomes
Does the proposal provide a summary of results or outcomes? Are they specific, measurable, and replicable?

Diversity
How well does the session address and reflect the diversity of the AUPHA audience in terms of program setting, educational level, and faculty perspective?

Collaboration
Is more than one AUPHA member program represented in this proposal? Inter-university collaboration is strongly encouraged, and will be given preference.

Session Design
Does the proposal articulate a specific approach to engage the audience and encourage participation? If so, how? Is the approach particularly unique or interesting?

PROPOSAL SUBMISSIONS

Submissions for session and posters can be submitted via the <mark>**Online Submission Portal**</mark>, and will be accepted until **Monday, January 4, 2021**. Due to the volume of proposals we receive, we will be unable to provide any extensions, so please ensure to that your proposal is completed by this due date.

NOTE: There has been a change in how AUPHA accepts sessions that could also be poster proposals. Due to the time it takes for review, presenters who have sessions that they'd also like to be considered as a poster will need to submit separate proposals for each. This will ensure that the Review Committee is working with the most pertinent and appropriate information when conducting their reviews.

Information Needed for Session Proposals

Proposal Title (12 words max)
Provide an appealing title that summarizes the proposal or illustrates what the audience can learn from the proposed presentation.

Target Audience
Describe the intended audience for this content.

Session Description (125 words max)
Briefly summarize what will be covered in the presentation. Emphasize why the target audience must hear/see what you intend to present. This description may include relevant details about the submitting author's (and co-presenters') institution, and/or the region or state the program serves, to the extent that it serves the purpose of making the proposal distinct. For example, a program may be characterized as having 250 students, drawing from a largely rural population, if relevant to the proposal's content. Keep in mind that if the proposal is selected, the associated text will be used in the session description. The text should be compelling enough to encourage attendees choose this session over a competing session. NOTE: Please do not use words like "leading" or "top-ranked" to describe your program.

Learning Objectives (3 objectives are required)
Begin each objective with the following: "In this session, participants will … [enter objective here]."

Session Relevance (125 words max)
Describe how the session addresses key issues of concern to the target audience.

Presentation Style (75 words max)
How will presenters convey session content to the intended audience? What delivery format will the presentation use? How will the session address various learning styles? How will the approach to the session encourage participation, even if it is final session on the last day of Annual Meeting?

Information Required for Poster Proposals

RESEARCH POSTERS

Proposal Title (12 words max): Provide an appealing title that summarizes the proposal or illustrates what the audience will learn from the proposed presentation.

Target Audience: Describe the intended audience for this content.

Relevance: How does the session address key issues of concern to the target audience?

Context: Describe the background and significance of the problem

Question: Highlight the research question/hypothesis

Method: Outline research methods

Findings: Share and discuss research results

Implications: Discuss the implications for health management education, practice, or policy development

TEACHING POSTERS

Proposal Title (12 words max): Provide an appealing title that summarizes the proposal or illustrates what the audience will learn from the proposed presentation.

Target Audience: Define the intended audience for this content.

Strategy: Describe the teaching and/or learning approach

Implementation: Discuss implementation

Outcomes: Highlight the process of evaluation and specific project outcomes

Implications: Explain implications for health management education, program or individual faculty development, and/or policy

CURRICULUM POSTERS

Proposal Title (12 words max): Provide an appealing title that summarizes your proposal or illustrates what the audience will learn from your proposed presentation.

Target Audience: Define the intended audience for this content.

Description: Describe the program or curriculum innovation

Implementation: Discuss the process of project implementation

Outcomes: Highlight the evaluation approach and specific project outcomes

Implications: Explain implications for health management education, program or individual faculty development, and/or policy