



## **Diversity, Equity, Inclusion, Belonging, and Social Justice**

In August of 2015, the AUPHA Board of Directors decided to identify key strategic roles for members of the Board and others to support the overall strategic goals of AUPHA. The mechanism was to form a series of committees with specific charges that would help to focus attention on key areas rather than have issues addressed in detail as a full Board.

The ongoing challenge of addressing the lack of diversity among AUPHA member program faculty and among students, especially at the graduate level, required elevating this initiative to a board level committee. This committee was charged with developing programs and activities that result in more diversity and inclusion across race, gender, ethnicity, and other dimensions.

AUPHA's current strategic plan (2020 – 2024) includes a focus on diversity, inclusion, belonging, and social justice across all four pillars of the Plan. It is anticipated that the next strategic plan, to be under development shortly, will have a similar focus.

In June of 2022, at AUPHA's 2022 Annual Meeting in Salt Lake City, AUPHA's Board of Directors approved the following statement:

**Statement of Commitment to Diversity, Equity, Inclusion, Belonging, and Social Justice**



## **AUPHA'S DIVERSITY WITH INCLUSION COMMITTEE 2023 – 2024**

Michelle Angeletti, PhD  
Florida Gulf Coast University

Julie Carmalt, PhD  
Cornell University

Joseph (Joey) F. Crosby, PhD, RPh  
Georgia State University

Lumbe Davis, DHSc, MPH, CHES  
Saint Leo University

Mario Julien Garner, EdD, MHA, FACHE (Co-Chair)  
St. Luke's Health - The Vintage Hospital

Darren Liu, DrPH, FGSA (Co-Chair)  
West Virginia University

Carla Jackie Sampson, PhD, MHA, FACHE  
New York University

Dale L. Sanders, DO, DHA, MBA  
Salem Academy and College

Jacqueline Wiltshire, PhD  
Indiana University



## AUPHA'S VALUES

AUPHA achieves excellence and innovation in health management and policy education by embracing diversity and providing opportunities for learning and collaboration. As shown below, diversity is one of the five AUPHA values shown below:

- **Excellence:** AUPHA believes that excellence in education leads to excellence in healthcare management practice, and ultimately leads to improved quality, efficiency and accessibility in healthcare delivery.
- **Innovation:** AUPHA promotes innovation, encourages the adoption of new strategies, and disseminates best practices in healthcare management and policy education.
- **Collaboration:** AUPHA collaborates in the generation and translation of research and the integration of theory and practice in interprofessional work environments.
- **Diversity:** AUPHA believes diversity --in people, in programs and in perspectives --is essential for an effective interprofessional workforce.
- **Learning:** AUPHA pursues continual learning to advance and share knowledge, to foster the development of pedagogy, and to improve teaching and practice.

## AUPHA'S PHILOSOPHY

AUPHA achieves excellence and innovation in health management and policy education and scholarship by embracing diversity and providing opportunities for learning and collaboration.



### **AUPHA Is Rankings Neutral**

In February of 2021, the AUPHA Board of Directors unanimously adopted this statement regarding “rankings neutrality.” This is an important reminder of the value AUPHA places in all members.

The Association of University Programs in Health Administration (AUPHA) is neutral to third party-rankings, lists of subjective comparisons, and competitive quests among academic programs. In support of our vision to be recognized as the global leader in advancing higher education and scholarship in healthcare management and policy, AUPHA seeks to be not only diverse, but also inclusive, equitable, and collaborative in our relations with all graduate and undergraduate health administration and policy education academic programs.

AUPHA does not provide lists, data, or other information to any organization that ranks our programs. AUPHA is neutral with regard to any and all undergraduate, masters, or doctoral program rankings, published in print or online.

Consistent with AUPHA’s mission, vision, values, philosophy statement, and newly adopted DEIB & SJ statement, AUPHA will never use rankings to raise money, put programs in a position where they feel like they are competing with fellow AUPHA academic programs, or in any other way exploit our members with references to, or use of, rankings.



### **Recognition of Specialized Accreditors**

The academy for healthcare management education and the voice of academic healthcare management for 75 years, AUPHA is the "big tent," welcoming and inclusive of all undergraduate, masters, and doctoral programs in healthcare management and leadership and health policy. There is room for all at AUPHA, and an AUPHA member category for all academic institutions and individuals.

To that end, the AUPHA Board passed a motion in 2022, ratified by over 98% of the Association's full member programs, that AUPHA recognizes all specialized accreditors for masters level healthcare management programs that have recognition through the US Department of Education (ED), the Council for Higher Education Accreditation (CHEA), or the International Organization for Standardization (ISO).

# AUPHA's Commitment

Emphasizing and integrating diversity, equity, inclusion, belonging, and social justice into everything AUPHA does is one of three overarching priorities.

AUPHA STAFF	June 2020	June 2023
Female	50%	63%
People of Color	33%	38%
LGBTQ	17%	25%

AUPHA BOARD	June 2020	June 2023
Female	28%	56%
People of Color	25%	50%
LGBTQ	6%	13%

**AUPHA's staff and Board are much more diverse and inclusive than they were just three years ago**





## DEIB & SJ ACTIVITIES WITHIN AUPHA

### FACULTY FORUMS

[Faculty Forums](#) are central to AUPHA's mission, bringing together faculty from diverse programs with common interests. Faculty Forums exist primarily as online communities. Within the Forums, faculty exchange ideas, engage in dialogue and pursue research in healthcare administration education.

One of AUPHA's fourteen Faculty Forums is the **Cultural Perspectives and Inclusive Excellence Faculty Forum**. The Cultural Perspectives and Inclusive Excellence Faculty Forum can help the academic community build an inclusive culture of development and productivity for all faculty by providing examples and tools on how to build higher performing organizations.

As of August 31, 2023, there were 176 members of this Forum.

#### 2023 – 2024 Leadership

Jacqueline Wiltshire, PhD (Chair)

Indiana University Richard M. Fairbanks School of Public Health

Julie Carmalt, PhD (Chair-Elect)

Cornell University

**NOTE:** The **Advancing Women Leaders in Healthcare Faculty Forum** and the **Cultural Perspectives Faculty Forum** were created in 2009. These Faculty Forums were merged in early 2021 to create the Cultural Perspectives and Inclusive Excellence Faculty Forum.

### TEACHING EXCELLENCE AWARD

AUPHA's Teaching Excellence Awards seek to recognize faculty from AUPHA member programs who have demonstrated exceptional accomplishments at the undergraduate, masters, or doctoral level. Established in 2021, the Awards annually honor faculty who frequently engage in the AUPHA Network and demonstrate teaching excellence within various disciplines that inspire and advance other faculty within AUPHA and beyond.

One of these awards, the **Teaching Excellence Award for DEIB**, is sponsored by the "Better Together" coalition - the American College of Healthcare Executives (ACHE); the American Hospital Association's Institute for Diversity and Health Equity (IFDHE); the National Association of Health Services Executives (NAHSE); the National Association of Latino Healthcare Executives (NALHE); and AUPHA.

Past recipients of this award are:

**2023:**

- Stephan Davis, DNP, MHSA, FACHE, FAAN, Virginia Commonwealth University
- Darren Liu, DrPH, FGSA, West Virginia University

**2022:**

- Tami Swenson, PhD, Des Moines University

**AUPHA Art of Teaching Institute**

Inclusive Excellence and Belonging: Creating and Sustaining an Environment in which All Learners Thrive

In addition to instilling concepts related to diversity, equity, inclusion, and belonging (DEIB) throughout the curriculum, AUPHA's Art of Teaching Institute also offers a half-day course specifically dedicated to building inclusive classrooms. Starting with an examination of their own identity and teaching practices, instructors lead faculty on a journey through their courses to identify opportunities for building a more welcoming community. Attendees leave the session with practical, actionable steps that they can bake into the fabric of a new course or implement immediately into an existing course.

Link: There are several [Art of Teaching Institute](#) courses with DEIB content; [Inclusive Excellence and Belonging: Creating and Sustaining an Environment in which All Learners Thrive](#) provides a deep dive in building an inclusive classroom.

**AUPHA Leadership Academy**

Working Title: Leading for Diversity, Equity, Inclusion, and Belonging

As part of the new Leadership Academy, AUPHA will offer a course for aspiring and current academic leaders focused on creating and sustaining inclusive environments within healthcare management programs and departments. This course and several others are currently under development, with an anticipated launch date in 2024.

Link: No link available yet, though the Leadership Academy will be housed on AUPHA's [Center for Learning, Achievement, and Success \(CLAS\)](#)



## **Diversity, Equity, Inclusion, and Belonging (DEIB) Survey**

Completed in collaboration with Virginia Commonwealth University

In the spring of 2022, AUPHA partnered with the Virginia Commonwealth University's Department of Health Administration to administer a survey designed to better understand faculty and academic leadership perspectives and current practices related to diversity and inclusion in healthcare management education. Initial highlights from the survey can be found in AUPHA's 2021-2022 Annual Report.

Link: Read more about the survey in [AUPHA's 2021-2022 Annual Report](#); once released, de-identified data will be on AUPHA's [Center for Learning, Achievement, and Success \(CLAS\)](#)

## **Diversity, Equity, and Inclusion (DEI) Domain**

2022-2023 Body of Knowledge and Curriculum Guidance

In June 2023, AUPHA published an updated Body of Knowledge (BOK) with a new Curriculum Guidance (CG) addendum. The BOK provides an overview of content that may be included in a healthcare management program while the CG offers topics for faculty and program directors to consider as they plan individual courses, create or revise the overall curriculum, and reflect on student experiences within the program. This new version of the BOK & CG includes a domain devoted to Diversity, Equity, and Inclusion (DEI), as well as several references to DEI throughout the publication. The BOK & CG will be updated on a biennial schedule moving forward.

Link: <https://www.aupha.org/publications/bokcg>

## **Environmental, Social, and Governance (ESG) Considerations**

ESG is a framework used to assess an organization's business practices and performance on various sustainability and ethical issues. These three factors are seen as best embodying three major challenges facing corporations and wider society, now encompassing climate change, human rights and adherence to laws.

In the past three years, AUPHA has made the following ESG-related governance and management improvements that have positively impacted AUPHA:

- Board diversity and inclusion
- Staff diversity and inclusion
- Financial reserves investment decisions
- Vendor/consultant RFPs and contracting



## **ENVIRONMENTAL SCAN AND TRENDS REPORT**

AUPHA's first Environmental Scan and Trends Report (2021/2022) is one of 11 initiatives to come out of the most recent strategic planning efforts that began in 2019, and one of four major products in the 2020-2023 Strategic Plan.

It is the result of a year's worth of excellent work by Board leaders, staff, and more than two dozen AUPHA member volunteers. The Report reflects information culled from many varied health- and higher education-related organizations, the lay and peer-reviewed literature, and legitimate www/internet sources. Diversity, Equity, Inclusion, and Belonging is the only topic that appears in both sections of the Report, both "Health Industry" and "Higher Education."

A new Environmental Scan and Trends Report will be issued biennially. This will provide AUPHA's university member leadership and faculty and individual members much of the important and timely information needed to continuously update and improve academic programs, curricula, and courses. It will also provide AUPHA with information critical to ensuring that all of our other member services and products are timely, relevant, and valuable.

To review the 2021/2022 Report, click below:

[AUPHA 2021 - 2022 Environmental Scan and Trends Report](#)