

AUPHA

Association of University
Programs in Health
Administration

THE VOICE OF
**ACADEMIC
HEALTHCARE
MANAGEMENT**

**ANNUAL
REPORT
2024

2025**



THE VOICE OF ACADEMIC HEALTHCARE MANAGEMENT

AUPHA'S VISION

To be recognized as a global leader in advancing higher education and scholarship in healthcare management and health policy.

AUPHA'S MISSION

AUPHA fosters excellence and innovation in healthcare management and health policy education.

AUPHA'S VALUES

Learning

is pursued continually to advance and share knowledge, to foster the development of pedagogy, and to improve teaching and practice. AUPHA supports lifelong learning, ensuring that educators and academic leaders remain adaptable and informed in a constantly changing and dynamic environment.

Innovation

drives the dissemination of new strategies and promising practices in teaching, learning, and academic leadership. AUPHA encourages the exploration of novel approaches to problem-solving, ensuring that healthcare management education remains relevant and responsive to emerging needs of all stakeholders.

Collaboration

is essential in the generation and translation of educational scholarship and the integration of practice and theory. AUPHA fosters partnerships across the academy, within the healthcare management profession, and across disciplines, promoting interprofessional work environments that enhance learning and practice.

Diversity

in programs and program settings, people, and perspectives is vital for a robust academy and an effective workforce. AUPHA believes that embracing all types of diversity enriches the educational experience and prepares students to provide health equity for all populations.

Excellence

in education leads to excellence in healthcare management practice. By setting high standards, strong ethics, and a mindset of continuous improvement, AUPHA endeavors to enable our academic programs' graduates to meet the complexities of modern healthcare systems and the health industry.

From the 2024–2025 Chair of the Board of Directors

Dear AUPHA Colleagues:

As my term as Chair of the AUPHA Board of Directors ends, I've been reflecting on what an energizing and rewarding year it's been. It's truly been a privilege to serve this incredible community of educators, scholars, and leaders who care deeply about the future of healthcare management education.

First, I want to thank the talented AUPHA staff—led by Dan Gentry and Jaime Stephens—for their outstanding work and steady leadership. Their dedication behind the scenes keeps our organization moving forward and ensures that our members are supported meaningfully.

This year, we've made significant strides. One of the biggest milestones was developing AUPHA's new **strategic plan**. It's a forward-looking roadmap that builds on our strengths and sets ambitious goals for the future. At its heart, there are two key priorities:

- ▶ Raising awareness and understanding of healthcare management education and leadership as a vital career field.
- ▶ Enhancing how we serve our members—by being the go-to source for professional development, mentoring, and resources that support faculty and staff across roles, career stages, and institutions.

We've already seen momentum in these areas. Our professional development offerings continue to grow, with expanded **Leadership Academy** and **Art of Teaching Institute** offerings and the opportunity to earn recognition through the associated certificates. The 2025 Annual Meeting in Columbus, Ohio, was a great success with outstanding keynote speakers and educational sessions (and the food was delicious!). These initiatives are helping faculty sharpen their skills and connect with peers in new and meaningful ways.

We've also continued to invest in resources like the **Body of Knowledge (BOK)** and **Curriculum Guidance** documents, which remain a cornerstone for curriculum planning and academic development. We will also soon unveil a newly updated **Program Director's Manual** written by experienced undergraduate and graduate program directors and faculty. These and other resources are available to all members through the AUPHA network.

After serving for several years, **Dr. Leonard Friedman** concluded his leadership role as the editor of the *Journal of Health Administration Education*. At the 2025 Annual Meeting, we welcomed **Dr. Nancy Borkowski** as she stepped into the editor role. I have long admired these two exceptional individuals and enjoyed working with them throughout my academic career. We are immensely grateful for their commitment to advancing healthcare management education scholarship.

I'm especially grateful to my fellow board members for their thoughtful leadership and collaboration throughout the year. And to all of you who've contributed—whether through certification reviews, Faculty Forums, committee work, financial sponsorship, or attending our meetings—thank you. Your engagement is what makes AUPHA such a vibrant and impactful organization.

Of course, we still face challenges: the demographic cliff, the faculty pipeline, and the shifting dynamics of higher education and healthcare. But I'm confident that AUPHA is well-positioned to meet these head-on. Our values—Learning, Innovation, Collaboration, Diversity in Programs and Perspectives, and a Commitment to Excellence—will continue to guide us.

Serving as Board Chair has been one of the great honors of my professional life. I'm proud of what we've accomplished together and excited to see what's next under the leadership of our 2025–2026 Chair, **Rich Hirth**.

Enjoy reading through the 2024–2025 Annual Report. Thank you for your support, service, and belief in AUPHA.

Warmly,

Cathleen O. Erwin, PhD, MBA
Chair, AUPHA Board of Directors (2024–2025)



From the AUPHA President and CEO

It is my distinct honor and privilege, as President and CEO of the Association of University Programs in Health Administration (AUPHA), to reflect on and celebrate the remarkable accomplishments of our Association during the 2024–2025 year. Building on the momentum of AUPHA's 75th Anniversary in 2023 and guided by our foundational values of Excellence, Innovation, Collaboration, Diversity, and Learning, we have demonstrated continued growth, deepened engagement, and unwavering commitment to advancing healthcare management education.

This Annual Report showcases our community's continued strength and vitality. Highlights from 2024–2025 include:

Robust Convenings and Collaboration

We hosted three signature gatherings—the 20th Annual Academic Forum at HIMSS in Las Vegas; the Academic Program and Practitioner Workshop (APPW) at the 2025 ACHE Congress on Healthcare Leadership in Houston; and the AUPHA Annual Meeting in Columbus—each fostering connections across academia, practice, and leadership.

The AUPHA Academic Forum at HIMSS set new records for submissions, presenters, and attendance. The APPW began with a joint ACHE/AUPHA breakfast keynote followed by thematic panels exploring “The Human Element in the Digital Age.” At the Annual Meeting in June, with the theme “A Compass for Change: Core Values in Healthcare Management Education,” we accepted a little less than half of all submissions—our most competitive acceptance rate ever—and featured an exceptional lineup of keynote speakers.

Innovations in Continuing Education and Professional Development for all AUPHA Members

The Art of Teaching Institute (ATI) and Leadership Academy (LA) continue to deliver high quality, relevant training in areas such as case based learning, inclusive teaching

strategies, integrating practitioners into curricula, and best practices in program direction. These offerings reflect our commitment to sustained faculty excellence and capacity-building among educators.

Governance Excellence and Strategic Continuity

Under the guidance of distinguished Board Chairs, including Drs. **Reid Oetjen** and **Cathleen Erwin**, AUPHA's governance framework has been strengthened through intentional leadership development and transitions, thoughtful investment in board training, and unwavering alignment with our strategic plan—ensuring strong oversight and forward momentum.

Member Engagement and Appreciation

As the 2024–2025 academic year closed, I expressed heartfelt gratitude to our members for their engagement and contributions to our collective mission. Reflecting on the year's achievements—from our Annual Meeting in Tampa in June 2024 to expanded workshop offerings and scholarship investments—I emphasized our shared success and optimism for the year ahead.

This Annual Report captures the power of our community and the impact of shared efforts. It is a testament to the creativity, dedication, and resilience of faculty, program leaders, staff, students and alumni, and AUPHA's Corporate partners and sponsors. Happy reading!

With gratitude and warmest regards,

Dan Gentry, PhD, MHA
President and Chief Executive Officer
AUPHA



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2024–2025 AUPHA Board of Directors



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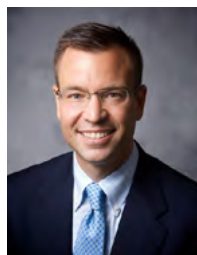
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**PRESIDENT AND CHIEF
EXECUTIVE OFFICER**
AUPHA

Statement of Financial Position

Association of University Programs in Health Administration
2024, 2023, and 2022

	12/31/2024	12/31/2023	12/31/2022
ASSETS			
Current Assets			
Checking/Savings	1,622,825	1,785,124	1,679,073
Accounts Receivable	4,597	2,123	31,321
Other Current Assets	118,194	99,408	446,150
Total Current Assets	1,745,616	1,886,655	1,756,544
Fixed Assets	5,379	7,505	11,528
Other Assets	3,546,998	3,572,055	3,036,876
TOTAL ASSETS	5,297,993	5,466,215	4,804,948
LIABILITIES AND EQUITY			
Current Liabilities			
Accounts Payable	32,014	16,969	13,845
Other Current Liabilities	1,060,274	1,104,951	846,827
Long Term Liabilities	—	—	724
Total Liabilities	1,092,288	1,121,920	861,396
Equity			
Unrestricted and Restricted Net Assets	4,205,705	4,344,295	5,360,688
Net Change in Assets	—	—	(1,417,136)
Total Equity	4,205,705	4,344,295	3,943,552
TOTAL LIABILITIES AND EQUITY	5,297,993	5,466,215	4,804,948

Summary of Statement of Activities

Association of University Programs in Health Administration
2024, 2023, and 2022

	12/31/2024	12/31/2023	12/31/2022
ORDINARY REVENUE/EXPENDITURES			
Revenue			
40000 – Operating Revenue	1,800,613	1,699,025	1,572,037
46400 – Other Revenue	604,231	547,927	482,198
Total Revenue	2,404,844	2,246,952	2,054,235
EXPENDITURES			
60000 – Salaries and Wages Expense	1,387,242	1,331,862	1,114,225
60500 – Occupancy and Equipment	46,625	49,192	53,114
60600 – Operations	140,346	107,258	107,085
60700 – Program Expenses	335,026	299,909	275,506
62100 – Professional Fees	192,457	141,719	153,792
63100 – Travel and Meetings	270,968	294,257	241,919
65100 – Other Expenses	77,235	107,210	78,162
Total Expenditures	2,449,899	2,331,407	2,023,803
OTHER REVENUE/EXPENDITURES			
Net Other Revenue	403,720	510,113	(1,118,133)
Net Change in Assets	358,666	425,657	(1,087,701)



Independent Auditor's Report

Board of Directors and Management
Association of University Programs in Health Administration
Washington, DC

Opinion

We have audited the accompanying financial statements of the Association of University Programs in Health Administration (a nonprofit organization), which comprise the statements of financial position as of December 31, 2024 and 2023, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Association of University Programs in Health Administration as of December 31, 2024 and 2023, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Association of University Programs in Health Administration and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Association of University Programs in Health Administration's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.



Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements, including omissions, are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Association of University Programs in Health Administration's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Association of University Programs in Health Administration's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Fitzpatrick, Leary & Szarko, LLC

Lutherville, Maryland
May 8, 2025

2024-2025 Corporate Partners

ACHE Learn PLATINUM LEVEL

ACHE Learn, previously known as Health Administration Press (HAP), is a leading provider of top-rated textbooks for graduate and undergraduate coursework. We bridge higher education and real-world practice by offering an extensive content portfolio for learning at every career stage. ACHE Learn's academic textbooks help shape the next generation of healthcare leaders and provide instructors with top-tier course content. ACHE Activate, powered by Honor, is an innovative digital platform that hosts learners' textbooks online. With ACHE Activate, you can access your entire ACHE Learn digital library from anywhere on your favorite device! ACHE Activate meets learners where they're at for a more engaging and interactive learning experience. Learn more at www.ache.org.



American College of Healthcare Executives PLATINUM LEVEL

The American College of Healthcare Executives (ACHE) is an international professional society of more than 51,000 healthcare executives who lead hospitals, healthcare systems, and other healthcare organizations. ACHE offers its prestigious, gold standard FACHE® credential, signifying board certification in healthcare management. ACHE's established network of 76 chapters provides access to networking, education, and career development at the local level. In addition, ACHE is known for its magazine, *Healthcare Executive*, its career development programs, and its publishing division, Health Administration Press. Through such efforts, ACHE works toward its goal of being the preeminent professional society for leaders dedicated to advancing health. www.ache.org



American Hospital Association PLATINUM LEVEL

The American Hospital Association (AHA) is the national organization that represents and serves hospitals, health care networks, patients and communities. Nearly 6,100 hospitals, health systems, and other care providers, along with individual members, come together to form the AHA. Through our representation and advocacy activities, AHA ensures that members' perspectives and needs are heard and addressed in national health policy development. The AHA also provides education and information on issues and trends for health care leaders. www.aha.org



Commission on Accreditation of Healthcare Management Education SILVER LEVEL

The Commission on Accreditation of Healthcare Management Education (CAHME) serves the public by advancing the quality of healthcare management education globally. CAHME is an interdisciplinary group of educational, professional, clinical, and other health sector organizations devoted to quality improvement of education for healthcare management and administration professionals. www.cahme.org



Jones & Bartlett Learning GOLD LEVEL

is a world-leading provider of instructional, assessment, and learning-performance management solutions for the secondary, post-secondary, and professional markets. Our comprehensive print and digital solutions combine authoritative content with innovative technology to help educators teach more effectively and students learn more efficiently. For more than 30 years, our commitment to personalized service has allowed us to develop the highest quality learning solutions across a broad range of fields, including public health, health administration, nursing, and more. With up-to-date, authoritative content written by today's thought leaders, Jones & Bartlett Learning is leading the way for educators, students, and professionals to foster lifelong learning. Learn more at: www.jblearning.com



National Association of Health Services Executives SILVER LEVEL

The National Association of Health Services Executives (N.A.H.S.E.) is a non-profit association of Black health care executives founded in 1968 for the purpose of promoting the advancement and development of Black health care leaders, and elevating the quality of health care services rendered to minority and underserved communities. N.A.H.S.E.'s purpose is to ensure greater participation of minority groups in the health field. www.nahse.org



National Association of Latino Healthcare Executives

SILVER LEVEL

The National Association of Latino Healthcare Executives (NALHE) is a national organization led by Latino/Latina executive leaders of U.S. hospitals and healthcare organizations and experts in the fields of health care policy and practice. NALHE was founded in 2005 to increase senior-level Latino/Latina representation in hospitals and health systems in the United States. Our goal is to create a future workforce of highly talented Latino/Latina healthcare executives who can meet the challenge of delivering and improving healthcare in our diverse communities. For more information, visit www.nalhe.org.



Peregrine Global Services

PLATINUM LEVEL

At Peregrine, innovative technology meets human connection. We believe the best solutions are born from a consultative approach, so we partner with our clients to deliver customized, flexible solutions that meet their unique needs. We offer a range of assessment and instructional solutions designed to support teaching and learning. Our solutions help you make data-driven decisions to improve quality, increase engagement, and achieve better outcomes for your students. To learn more, visit us at www.peregrineglobal.com.



David A. Winston Health Policy Fellowship

SILVER LEVEL

Winston

The David A. Winston Health Policy Fellowship commemorates the contributions and personal qualities of David Winston who, for 20 years, played a significant role in shaping American health policy. He served as a bridge between the public sector, which he knew well from long experience, and the private sector. The Winston Fellowship is a 12-month postgraduate experience in Washington, DC. It is a unique opportunity that provides systemic exposure to organizations, associations, and coalitions in the private sector, as well as policy development centers in Congress and the Administration. The Winston Scholarship identifies and supports promising young people committed to the fields of health policy, public policy, health administration, and/or health management. For more information, visit www.winstonfellowship.org.

SUPPORTERS

AcademyHealth

Since its inception, AcademyHealth has been advancing this field by acting as an objective broker of information, bringing together stakeholders to address the current and future needs of an evolving health system, inform health policy and practice, and translate evidence into action. As the professional home and leading national organization for health services researchers, policymakers, and health care practitioners and stakeholders, AcademyHealth – together with its members – increases the understanding of methods and data used in the field, enhances the professional skills of researchers and research users, and expands awareness. For more information, visit www.academyhealth.org



HIMSS

HIMSS is a cause-based, global enterprise producing health IT through leadership, education, events, market research, and media services around the world. Founded in 1961, HIMSS encompasses more than 80,000 individuals, of which more than two-thirds work in healthcare provider, governmental, and not-for-profit organizations across the globe, plus over 650 corporations and 470 not-for-profit partner organizations that share this cause. HIMSS, headquartered in Chicago, services the global IT community with additional offices in the United States, Europe, and Asia. For more than eighteen years, HIMSS has joined with AUPHA to offer the joint HIMSS/AUPHA Academic Forum. www.himss.org



Benchmarking

AUPHA's benchmarking efforts underwent a major transition between 2019-2020 and 2020-2021, resulting in much higher response rates for the annual survey since that time. Further refinements were made to the survey in 2022, with the intention of easing the burden of reporting on member programs. The 2023 survey contained no more than 29 questions, many of which asked about data that programs already pull for accrediting bodies. The response rate for the 2023-2024 survey matches that of the prior year's survey, with a total of 179 undergraduate and graduate programs that responded representing 68.8% of programs.

Undergraduate Benchmarking Data

The following benchmarks are based on survey data for the 2023-2024 academic year collected from AUPHA undergraduate programs. The data in these tables comes from 82 AUPHA undergraduate member programs – a response rate of 78.1%. This information is collected through a survey that AUPHA distributes annually to all Full and Associate Undergraduate Members. All Full Undergraduate Members are required to complete the survey to maintain their AUPHA Certification. In addition to the 52 Full Undergraduate Members, 30 Associate Undergraduate Members completed the survey.

For comparison, figures from the 2022-2023 survey are also included in the table. Year-to-year comparisons should be made with caution when comparing data prior to the implementation of the new survey in 2020-2021, as the response rates in prior years were much lower and questions were asked differently.

TABLE 1: UNDERGRADUATE FACULTY BY STATUS¹ IN 2023-2024

Status	Median	Min	Max	n	2022-2023 Median (n=78)
Full-Time	3	1	42	82	4
Part-Time	2.5	1	28		3
Adjunct	5	1	212		6

1. The minimum number of total faculty reported for a program was one, while the maximum was 219. The bound for outliers on the upper range was 37, with two programs falling above that, having 38 and 42 faculty represented. The bound for extreme outliers was 55, and two programs fell above that with 48 and 219 faculty, respectively.

TABLE 2: UNDERGRADUATE FACULTY BY GENDER IN 2023-2024

Gender	Mean	n	2022-2023 Mean (n=78)
Female	46.9%	81	58%
Male	35.2%		41.9%
Non-Binary	0.0%		<1%
Other	0.0%		0.0%
Unknown ¹	17.9%		<1%

1. The unknown category increased significantly. This could be due to universities not collecting data on gender or individuals choosing not to disclose their gender. This trend shows there may be gaps in how data is collected and reported across institutions.

TABLE 3: UNDERGRADUATE FACULTY BY ETHNICITY AND RACIAL IDENTITY¹ IN 2023-2024

Category	Ethnicity/Racial Identity	Mean	n	2022-2023 Mean (n=76)
Ethnicity	Of Hispanic/Latin Origin	2.6%	81	3.5%
Racial Identity	American Indian/Alaskan Native	<1%	82	<1%
	Asian	11.4%		9.8%
	Black	11.8%		13.9%
	Native Hawaiian/Pacific Islander	<1%		<1%
	White	48.0%		50.8%
	Two or More Races	1.3%		11%
	Other Races	1.2%		1.7%
	Unknown ²	25.9%		22.1%

1. Most programs reported a consistent number of faculty across questions. Some programs reported a lower total number of faculty in the racial identity question than they did for the status and gender questions. Some programs have indicated that their data collection measures for this question caused a discrepancy in the total number of faculty reported for each question. For example, one program does not collect unique information on racial identity, but instead has participants who identify as "two or more races" indicate each race separately in responses. As a result, they may report additional faculty or students in questions on racial identity than the totals they provide for other questions. Similarly, some programs do not separate ethnicity from racial identity and therefore do not have separate data on racial identity for individuals reporting that they are of Hispanic/Latin origin. AUPHA monitors guidance from the White House Office of Management and Budget as well as the Department of Education and may make changes to these questions in the future to better reflect the most current data collection practices. Please take these notes into consideration for all similar tables below.

2. This unknown category experienced an increase last year and has continued to climb this year. This trend is likely influenced by recent state and national policies impacting practices related to collecting data on ethnicity and race.

TABLE 4: UNDERGRADUATE ADMISSIONS STATISTICS, 2023–2024¹

Category	Median	Average	Min	Max	<i>n</i>	2022-2023 Average	2022-2023 <i>n</i>
Admissions Target	25	30.7	7	75	20 ²	401	20
Admissions Actual (New Students) ³	29	83.1	2	1909	77	122.1	72

1. Of the 20 programs that reported both their admissions targets and their actual enrollments, five programs met their target exactly. 12 programs reported enrollment numbers below their target, while the remaining three programs reported enrollment numbers that exceeded their target.
2. There are no required questions in this survey. This year, only 20 programs chose to report on their target enrollment numbers.
3. The minimum number of new students reported for a program was two, while the maximum was 1,909. The bound for outliers on the upper range was 142.5, with one program falling above that, having 150 students represented. The bound for extreme outliers was 219, and six programs fell above that with 237, 334, 354, 438, 470, and 1909 new students, respectively.

The following tables represent data for undergraduate students who graduated between July 2023 and June 2024. The minimum number of graduates for a program was zero. When asked, programs reporting this number indicated that they had students enrolled, but none had yet graduated because the program was recently founded. The maximum number of graduates was 570. The upper bound for outliers was 129.5, with two programs falling above that, having 132 and 136 graduates. The extreme upper bound for outliers was 200. Just one program fell above that with 570 graduates between July 2023 and June 2024.

TABLE 5: UNDERGRADUATE STUDENTS BY GENDER IN 2023-2024

Gender	Mean	<i>n</i>	2022-2023 Mean (<i>n</i> =76)
Female	59.3%	77	53.2%
Male	16.4%		12.8%
Non-Binary	<1%		0.0%
Other	0.0%		0.0%
Unknown	24.2%		34.0%

TABLE 6: UNDERGRADUATE STUDENTS BY ETHNICITY AND RACIAL IDENTITY IN 2023-2024

Category	Ethnicity/Racial Identity	Mean	<i>n</i>	2022-2023 Mean	2022-2023 <i>n</i>
Ethnicity	Of Hispanic/Latin Origin	12.4%	76	8.9%	76
Racial Identity	American Indian/Alaskan Native	<1%	77	<1%	74
	Asian	9.1%		7.9%	
	Black	14.7%		14.5%	
	Native Hawaiian/Pacific Islander	<1%		1.0%	
	White	30.5%		29.9%	
	Two or More Races	2.0%		1.8%	
	Other Races	1.2%		2.4%	
	Unknown	41.6%		42.2%	

TABLE 7: MEAN PROPORTIONS OF UNDERGRADUATE STUDENT OUTCOMES, THREE MONTHS POST-GRADUATION, 2023-2024

Outcome	Mean	<i>n</i>	2022-2023 Mean (<i>n</i> =63)
Continued Study (additional degree or license)	5.8%	72	11.1%
Professional Position in Healthcare	44.5%		38.5%
Professional Position Outside of Healthcare	2.1%		5.5%
Other	6.9%		3.3%
Still Searching/Unemployed	3.9%		7.2%
Unknown	36.7%		34.4%

TABLE 8: MEAN PROPORTIONS OF UNDERGRADUATE STUDENT PLACEMENTS IN HEALTHCARE POSITIONS, THREE MONTHS POST-GRADUATION IN 2023-2024

Outcome	Mean	<i>n</i>	2022-2023 Mean (<i>n</i> =63)
Biotech/Pharmaceutical	4.3%	49	5.4%
Consultant	4.3%		5.4%
Hospital/Health System	54.6%		53.4%
Insurance/Managed Care Firm	7.3%		5.4%
Post-acute/Long-term/Hospice Care	14.2%		10.5%
Physician Group Practice	12.6%		18.4%
Health Policy	2.4%		1.4%
Health Law	<1%		<1%

TABLE 9: UNDERGRADUATE STARTING SALARIES, THREE MONTHS POST-GRADUATION IN 2023-2024¹

Category	Min	Max	Median	Weighted Mean	n	2022-2023 Median (n=26)
Median Starting Salary (not including bonuses) ²	\$39,700	\$109,500	\$50,000	\$49,218	33	\$50,000
Number of Graduates Reporting Jobs ³	1	173	7	N/A		9.5

- Several programs reported either median starting salary or number of graduates reporting jobs rather than both. To obtain the weighted mean, any responses that only answered one of the questions were discarded. Two international programs were excluded to ensure consistent salary comparisons, as economic factors and valuation methods differ across countries. There was one international program that reported a median starting salary of \$1300 for 9 graduates. The same method was used for graduate data on starting salaries and fellowships.
- The upper bound for outliers for all reported salaries (including those discarded for the weighted mean) is \$86,343. The data includes three outliers: \$91,000, \$100,000, and \$109,500. There are no extreme outliers.
- The upper bound for outliers in the number of graduates reporting jobs is 45.5. Three programs reported higher numbers of 54, 55, and 59. There were also two extreme outliers for the number of graduates reporting jobs. The upper bound for extreme outliers is 71 and the two extreme outliers had 78 and 173 graduates reporting jobs, respectively.

TABLE 10: PROGRAMS REPORTING LEADERSHIP CHANGES IN 2023-2024

Response	Count	Percentage	n	2022-2023 Percents (n=76)
Yes	17	20.7%	82	23.7%
No	65	77.4%		76.3%

TABLE 11: PROGRAMS REPORTING COMPETENCY AND/OR CURRICULUM CHANGES IN 2023-2024

Response	Count	Percentage	n	2022-2023 Percents (n=75)
Yes – Curriculum Changes Only	20	24.4%	82	24.1%
Yes – Competency Changes Only	3	3.7%		5.3%
Yes – Changes to both	4	4.9%		9.3%
No	55	67.1%		65.3%

Graduate Benchmarking Data

As mentioned in the introductory paragraph, the following graduate benchmarks are based on AUPHA's new graduate data collection survey. With just 29 questions total, many graduate programs have found that they already have much of the data requested on hand due to reporting requirements for specialized accreditors. A total of 97 master's programs responded to this survey with a response rate of 66.4%. Associate Graduate Members make up 20% of this year's submissions. Doctoral programs are not included in the data below.

TABLE 12: GRADUATE FACULTY BY STATUS IN 2023-2024¹

Status	Median	Min ²	Max	n	2022-2023 Median (n=96)
Full-Time	6	0	22	89	6
Part-Time	1	0	14		1
Adjunct	6	0	46		6

- The minimum number of total faculty reported for a program was zero, while the maximum was 56. The bound for outliers on the upper range was 28.1 and three programs fell outside this range, with 30, 31, and 31 faculty total. The bound for extreme outliers was 31.75 and three programs fell above that with 40, 53, and 56 faculty respectively.
- Note: this does not mean that there is a program with 0 faculty. It means that there is at least one program in each category reporting 0 faculty of that type.

TABLE 13: GRADUATE FACULTY BY GENDER IN 2023-2024¹

Gender	Mean	n	2022-2023 Mean (n=96)
Female	49.7%	97	44.5%
Male	50.3%		53.0%
Non-Binary	0.0%		<1%
Other	0.0%		<1%
Unknown	<1%		2.4%

- Several programs reported a different total number of faculty in the question on gender than they reported for other questions. It is unclear whether they did this because they had some number of faculty for whom gender was unknown or if it was because they did not include adjuncts of part-time faculty in this question. All programs that answered this question reported "0" for the unknown category.

TABLE 14: GRADUATE FACULTY BY ETHNICITY AND RACIAL IDENTITY IN 2023-2024

Category	Ethnicity/Racial Identity	Mean	<i>n</i>	2022-2023 Mean	2022-2023 <i>n</i>
Ethnicity	Of Hispanic/Latin Origin	4.4%	94	3.7%	92
Racial Identity	American Indian/Alaskan Native	<1%	97	<1%	96
	Asian	10.1%		10.4%	
	Black	8.8%		7.8%	
	Native Hawaiian/Pacific Islander	<1%		<1%	
	White	69.2%		67.8%	
	Two or More Races	1.1%		<1%	
	Other Races	<1%		<1%	
	Unknown	10.2%		12.4%	

TABLE 15: GRADUATE ADMISSION STATISTICS, 2023–2024¹

Category	Median	Average	Min	Max	<i>n</i>	2022-2023 Median	2022-2023 <i>n</i>
Admissions Target	25	35.8	5	336	53	30	51
Admissions Actual (New Students)	22	32.7	0	262	95	24	94

1. Of the 53 programs that reported both their admissions targets and their actual enrollments, three programs met their target exactly. 13 programs reported enrollment numbers below their target while the remaining 37 programs reported enrollment numbers that exceeded their target.

The following tables represent data for master's students who graduated between July 2023 and June 2024. The minimum number of graduates for a program was zero (this was a new program), while the maximum was 200. The upper bound for outliers was 73.25, with two programs falling above that, having 80 and 81 graduates respectively. Additionally, two programs fell above the bound for extreme outliers which was 85.5, having 120 and 200 graduates respectively.

TABLE 16: GRADUATE STUDENTS BY GENDER IN 2023-2024

Gender	Mean	<i>n</i>	2022-2023 Mean (<i>n</i> =96)
Female	67.9%	97	66.8%
Male	29.0%		30.6%
Non-Binary	0.0%		0.0%
Other	<1%		<1%
Unknown	2.9%		2.5%

TABLE 17: GRADUATE STUDENTS BY ETHNICITY AND RACIAL IDENTITY IN 2023-2024

Category	Ethnicity/Racial Identity	Mean	<i>n</i>	2022-2023 Mean	2022-2023 <i>n</i>
Ethnicity	Of Hispanic/Latin Origin	11.3%	87	11.8%	95
Racial Identity	American Indian/Alaskan Native	<1%	97	1.7%	91
	Asian	16.0%		18.6%	
	Black	15.7%		14.3%	
	Native Hawaiian/Pacific Islander	<1%		<1%	
	White	50.5%		51.7%	
	Two or More Races	2.4%		2.9%	
	Other Races	1.1%		1.2%	
	Unknown ¹	13.0%		9.3%	

1. This category has seen an increase over the last year, which could be attributed to colleges and universities responding to the 2023 Supreme Court ruling regarding affirmative action and race-based admissions practices.

TABLE 18: MEAN PROPORTIONS OF GRADUATE STUDENT OUTCOMES, THREE MONTHS POST-GRADUATION, 2023-2024

Outcome	Mean	<i>n</i>	2022-2023 Mean (<i>n</i> =89)
Continued Study (additional degree or license)	2.5%	96	1.8%
Professional Position in Healthcare	69.1%		73.9%
Professional Position Outside of Healthcare	2.0%		2.5%
Other	10.2%		11.0%
Still Searching/Unemployed	3.6%		2.5%
Unknown	12.6%		8.3%

TABLE 19: MEAN PROPORTIONS OF GRADUATE STUDENT PLACEMENTS IN HEALTHCARE POSITIONS, THREE MONTHS POST-GRADUATION, 2023-2024

Outcome	Mean	<i>n</i>	2022-2023 Mean (<i>n</i> =89)
Administrative Fellowship	17.1%	96	14.7%
Biotech/Pharmaceutical	4.5%		4.2%
Consultant	9.3%		8.8%
Hospital/Health System	52.4%		55.3%
Insurance/Managed Care Firm	2.9%		4.5%
Post-acute/Long-term/Hospice Care	3.8%		3.2%
Physician Group Practice	9.2%		7.9%
Health Policy	<1%		1.1%
Health Law	<1%		<1%

TABLE 20: GRADUATE STUDENT STARTING SALARIES, THREE MONTHS POST-GRADUATION IN 2023-2024

Category	Min	Max	Median	Weighted Mean	<i>n</i>	2022-2023 Median	2022-2023 <i>n</i>
Median Starting Salary: Fellowships ¹	\$57,500	\$85,000	\$66,500	\$65,128.68	51	\$64,000	46
Number of Graduates Reporting Fellowships ²	0	21	2	N/A	57 ⁵	2	58
Median Starting Salary: Jobs ³	\$42,000	\$275,000	\$78,000	\$90,022.20	70	\$75,000	77
Number of Graduates Reporting Jobs ⁴	0	55	9	N/A		11	

1. There were no outliers in the reported fellowship salaries (including those discarded for the weighted mean).

2. The upper bound for outliers in the number of graduates reporting fellowships is 10. Two programs reported higher numbers with 11 and 11, respectively. There were also three extreme outliers. The upper bound for extreme outliers is 12 and the programs reporting a higher number of fellowships were: 17, 19, 21.

3. The upper bound for the outliers for all reported salaries (including those discarded for the weighted mean) is \$123,625. The data includes 4 outliers: \$125,000, \$131,000, 132,625, and \$134,200. The upper bound for the extreme outliers was \$134,500. There was a total of six extreme outliers. The extreme outliers were \$135,000, \$164,917, \$200,000, \$250,000, \$255,000, and \$275,000. It may be the case that these outliers represent students graduating from executive programs rather than students at the beginning of their careers.

4. The upper bound for outliers in the number of graduates reporting jobs is 32.75. Five programs reported higher numbers: 33, 33, 36, 36, and 37. There were also four extreme outliers. The upper bound for extreme outliers is 38.5 and the programs reporting jobs were: 39, 43, 47, and 55.

5. The total number of students reported as having administrative fellowships was 201. 2 programs that reported having students in administrative fellowships did not report the starting salary data for these fellowships.

Who We Are

Membership in AUPHA is represented by a large and highly diverse set of institutions, members, and faculty. As of August 2025, there were a total of 252 graduate and undergraduate programs from 191 separate institutions. Also included are affiliate members, international programs and individual members. The table below shows that most of AUPHA's members are "Full Members" indicating that they are either AUPHA certified (if undergraduate) or specialty accredited (if graduate). Many Associate Graduate programs have moved to Full Graduate program membership since AUPHA recognized all specialized accreditors.

MEMBERSHIP COMPARISON

MEMBERSHIP TYPE	2019	2025
Full Graduate	79	97
Associate Graduate	56	41
Total Graduate	135	138
Full Undergraduate	47	52
Associate Undergraduate	47	52
Total Undergraduate	94	104
Total Doctoral	4	10
Total Programs	233	252
Total Institutions	188	191
Individuals	114	119

Member Programs

The following programs were members of AUPHA as of August 2025. Click on an institution for more information on programs. The letters following a listing indicate institutions with multiple program memberships and the program types - Undergraduate (U), Master's (G), Doctoral (D) or Executive (E).

- ▶ AdventHealth University (G) (U)
- ▶ American College of Education
- ▶ Appalachian State University (G) (U)
- ▶ Army-Baylor University
- ▶ AT Still University (G) (D)
- ▶ Auburn University
- ▶ Baker College
- ▶ Baptist Health Sciences University
- ▶ Baruch College
- ▶ Bay Path University
- ▶ Baylor University
- ▶ Belmont University
- ▶ Bluefield State University
- ▶ Boston University Questrom School of Business
- ▶ Boston University School of Public Health
- ▶ Brigham Young University
- ▶ California Northstate University
- ▶ California State University - Chico
- ▶ California State University - Long Beach (G) (U)
- ▶ California State University, Northridge (G) (U)
- ▶ California State University, San Bernardino
- ▶ Carnegie Mellon University
- ▶ Central Michigan University (D) (G) (U)
- ▶ Clarkson University
- ▶ Clayton State University (G) (U)
- ▶ College of Charleston
- ▶ Colorado Technical University
- ▶ Columbia University
- ▶ Concordia College
- ▶ Concordia University-Irvine
- ▶ Cornell University
- ▶ Creighton University (G) (U)
- ▶ Dalhousie University
- ▶ Davenport University
- ▶ Des Moines University
- ▶ DeSales University (G) (U)
- ▶ DeVry University
- ▶ Drexel University
- ▶ Duquesne University (G) (U)
- ▶ East Carolina University
- ▶ Eastern Kentucky University
- ▶ Eastern Michigan University
- ▶ Farleigh Dickinson University
- ▶ Fayetteville State University
- ▶ Florida A&M University
- ▶ Florida Atlantic University (G) (U)
- ▶ Florida Gulf Coast University (G) (U)
- ▶ Florida International University (G) (U)
- ▶ George Mason University (D) (G) (U)
- ▶ Georgetown University (G) (U)
- ▶ Georgia Southern University
- ▶ Georgia State University
- ▶ Governors State University (G) (U)
- ▶ Grand Valley State University
- ▶ Hampton University
- ▶ High Point University
- ▶ Hofstra University
- ▶ Howard University (G) (U)
- ▶ Huazhong University of Science and Technology
- ▶ Icahn School of Medicine at Mount Sinai
- ▶ Idaho State University
- ▶ Indiana University Richard M. Fairbanks School of Public Health (G) (U)
- ▶ Iowa State University
- ▶ James Madison University
- ▶ Johns Hopkins University (D) (G)
- ▶ King's College
- ▶ Lake Erie College of Osteopathic Medicine (LECOM)
- ▶ Lehman College, City University of New York
- ▶ Lipscomb University
- ▶ Loma Linda University (G) (U)
- ▶ Loyola University Chicago (G) (U)
- ▶ Medical University of South Carolina (D) (G)
- ▶ Methodist College
- ▶ Methodist University
- ▶ Metropolitan State University of Denver (G) (U)
- ▶ MGH Institute of Health Professions
- ▶ Minnesota State University Moorhead
- ▶ Mississippi State University - Meridian
- ▶ Missouri Southern State University

- ▶ [Morehouse School of Medicine](#)
- ▶ [National University](#) (D) (G) (U)
- ▶ [New York University](#)
- ▶ [Norfolk State University](#) (G) (U)
- ▶ [North Carolina A&T State University](#)
- ▶ [Northeastern University](#)
- ▶ [Ohio University](#) (G) (U)
- ▶ [Oklahoma State University Center for Health Sciences](#)
- ▶ [Old Dominion University](#) (G) (U)
- ▶ [Oregon Health & Science University/Portland State University](#)
- ▶ [Palm Beach State College](#)
- ▶ [Pennsylvania State University - Harrisburg](#)
- ▶ [Pfeiffer University](#)
- ▶ [Radford University](#) (G) (U)
- ▶ [Robert Morris University](#)
- ▶ [Rush University](#)
- ▶ [Rutgers University](#) (G) (U)
- ▶ [Sacred Heart University](#)
- ▶ [Saint Joseph's University](#)
- ▶ [Saint Louis University](#)
- ▶ [Samford University](#) (G) (U)
- ▶ [Samuel Merritt University](#)
- ▶ [Seton Hall University](#) (G) (U)
- ▶ [Southern Illinois University - Carbondale](#)
- ▶ [State University of New York - Cortland](#)
- ▶ [Stonehill College](#)
- ▶ [Stony Brook University](#)
- ▶ [Suffolk University](#)
- ▶ [Taipei Medical University](#)
- ▶ [Tennessee State University](#)
- ▶ [Texas A&M Health Science Center](#)
- ▶ [Texas A&M University - Corpus Christi](#)
- ▶ [Texas Southern University](#) (G) (U)
- ▶ [Texas State University](#) (G) (U)
- ▶ [Texas Woman's University Houston](#)
- ▶ [The Christ College of Nursing and Health Sciences](#)
- ▶ [The George Washington University](#)
- ▶ [The Ohio State University](#)
- ▶ [The Pennsylvania State University](#) (G) (U)
- ▶ [The Pennsylvania State University World Campus](#)
- ▶ [The University of Alabama at Birmingham](#) (D) (DSc) (G) (U)



- ▶ [The University of Texas at San Antonio](#)
- ▶ [The University of Texas at Tyler Health Science Center](#)
- ▶ [Toronto Metropolitan University](#)
- ▶ [Towson University](#)
- ▶ [Trinity University](#) (E) (G)
- ▶ [Tulane University](#)
- ▶ [Uniformed Services University of Health Science](#)
- ▶ [Universite De Montreal](#)
- ▶ [University of Arkansas for Medical Sciences](#)
- ▶ [University of Arkansas Fort Smith](#)
- ▶ [University of Baltimore](#)
- ▶ [University of California - Los Angeles](#)
- ▶ [University of California San Francisco](#)
- ▶ [University of Central Florida](#) (G) (U)
- ▶ [University of Cincinnati](#)
- ▶ [University of Colorado Denver](#) (E) (G)
- ▶ [University of Detroit Mercy](#) (G) (U)
- ▶ [University of Florida](#)
- ▶ [University of Georgia](#)
- ▶ [University of Houston - Clear Lake](#)
- ▶ [University of Illinois Chicago](#)
- ▶ [University of Illinois at Urbana-Champaign](#)
- ▶ [University of Iowa](#)
- ▶ [University of Kansas Medical Center](#)
- ▶ [University of Kentucky](#) (G) (U)
- ▶ [University of Louisiana at Lafayette](#)
- ▶ [University of Louisville](#)
- ▶ [University of Maryland](#)
- ▶ [University of Maryland Global Campus](#)
- ▶ [University of Memphis](#)
- ▶ [University of Miami](#) (E) (G) (U)
- ▶ [University of Michigan](#)

- ▶ University of Michigan - Flint
- ▶ University of Minnesota (E) (G) (U)
- ▶ University of Minnesota Duluth
- ▶ University of Missouri
- ▶ University of Mount Olive
- ▶ University of Nebraska Medical Center
- ▶ University of Nevada Las Vegas (G) (U)
- ▶ University of New Hampshire
- ▶ University of New Haven
- ▶ University of New Orleans
- ▶ University of North Carolina at Chapel Hill
- ▶ University of North Carolina at Charlotte
- ▶ University of North Carolina at Wilmington
- ▶ University of North Florida (G) (U)
- ▶ University of North Texas Health Science Center
- ▶ University of Oklahoma Health Sciences Center
- ▶ University of Phoenix (G) (U)
- ▶ University of Pittsburgh
- ▶ University of Scranton
- ▶ University of South Carolina
- ▶ University of South Dakota
- ▶ University of South Florida
- ▶ University of Southern California
- ▶ University of Southern Indiana
- ▶ University of Texas at Arlington
- ▶ University of Texas Health Science Center at Houston
- ▶ University of the Incarnate Word
- ▶ University of Utah
- ▶ University of Virginia
- ▶ University of Washington Seattle
- ▶ University of West Florida
- ▶ Utah Tech University
- ▶ Virginia Commonwealth University (E) (G)
- ▶ Weatherford College
- ▶ Weber State University (G) (U)
- ▶ Webster University
- ▶ West Virginia University (G) (U)
- ▶ Western Kentucky University
- ▶ Wichita State University (G) (U)
- ▶ Winston-Salem State University (G) (U)
- ▶ Winthrop University
- ▶ Xavier University (G) (U)

What We Do for Members

Raising the Visibility of the Profession and Increasing the Member Value Proposition

AUPHA's Academic Forum At HIMSS

AUPHA celebrated 20 years of collaboration with HIMSS at the 20th AUPHA Academic Forum, held at the HIMSS 2025 Global Conference and Exhibition in Las Vegas, Nevada, on March 3rd. Senior Vice President and Head of Government Relations at HIMSS, Tom Leary, opened the Forum with his keynote presentation on Trends of HIMSS HIT Policies and Regulations. With its highest attendance and over fourteen presentations, this was the most successful collaboration in the history of the event.

Special thanks to The University of Alabama at Birmingham, the University of Central Florida, and the University of Missouri for their sponsorship of this Forum, and to Chair Shannon Hauser, PhD, FAHIMA, The University of Alabama at Birmingham, and Co-chair Cathy Flite, PhD, FAHIMA, Tempe University, for developing the program for and chairing this Forum.



Academic Program and Practitioner Workshop

AUPHA's 2025 Academic Program and Practitioner Workshop was held in conjunction with ACHE's Congress on March 25, 2025, in Houston, Texas. Over 70 people attended the Workshop featuring Joanne M. Conroy, MD, President and Chief Executive Officer of Dartmouth Health, as the opening ACHE/AUPHA Joint Breakfast keynote speaker. Dr. Conroy's keynote focused on the topic of *Leading Through Internal and External Turmoil*.

The Workshop continued with two separate panels with the overarching theme of *The Human Element in the Digital Age: Reinforcing Essential Skills in Healthcare Management*. The first panel focused on industry perspectives and their implications for healthcare management education. A special thank you to **Kimberly Enard, PhD, MBA, MHSA, FACHE**, Saint Louis University, for moderating this panel, and to panelists **Gina Cronin, MHA, FACHE**, Children's National Hospital; **Ricardo Diaz, MHA**, Texas A&M Health Science Center; **Michael Jackson, MA, MHA**, Texas Children's Hospital, and **Macy Scott, MBA**, Baylor Scott & White Health.

The Workshop concluded with a panel of academics focused on insights and imperatives for higher education stemming from the shared industry perspectives. AUPHA thanks **Kevin Broom, PhD**, University of Pittsburgh, for moderating this panel and **Diane Dixon, EdD**, D. Dixon &

Associates, LLC; **Patrick Shay, PhD, MHA**, Trinity University; **Carla Stebbins, PhD, MHA**, Texas Woman's University; and **Kate M. Svenson, MS**, current MHA Student at Army-Baylor University for serving as panelists.

A special thank you to ACHE for generously providing continuing education credits to those who attended the full Workshop.

Annual Meeting

AUPHA's 2025 Annual Meeting was held in Columbus, Ohio, June 16-18, with an attendance of nearly 350 registrants, AUPHA's highest attended Annual Meeting since before the pandemic. The meeting's theme, *A Compass for Change: Core Values in Healthcare Management Education*, provided numerous educational, networking, and optional ticketed events before, during, and after the conference.



A special thanks to the numerous sponsors, in particular those who participated at the Platinum Level, for their generosity and support of the meeting. As a result, AUPHA was able to hold Monday's First-Timers and New Members reception, open to all conference attendees, and to provide breaks throughout the Annual Meeting. Our gratitude also to The Ohio State University for their assistance and support of this meeting.

A complete list of all program and corporate sponsors may be found on page 26 of this Report.

Last, but by no means least, thanks to the 2025 Annual Meeting Planning Committee (AMPC) listed below. Chaired by **Rich Hirth, PhD**, without the work of this committee, there would be no Annual Meeting.

- **Mia Basic, EdD**
University of California San Francisco
- **Jennifer Chubinski, PhD**
Xavier University
- **Robert Clegg, PhD, MPH, MCHES**
AT Still University
- **Kimberly Elliott, PhD**
The University of Texas at Tyler Health Science Center
- **P. Shannon Elswick, MSHA, FACHE**
University of Central Florida
- **Laura Erskine, PhD, MBA**
University of California Los Angeles

- ▶ **Melissa Green, DHA**
University of Phoenix
- ▶ **Richard Hirth, PhD (Chair)**
University of Michigan
- ▶ **Joanna Jackson, PhD, MSN, RN**
Winthrop University
- ▶ **Sarah Kercksmar, PhD**
University of Kentucky
- ▶ **Jacqueline M. Lucas, FACHE**
Belmont University
- ▶ **Patricia MacTaggart, JD, MHA**
The George Washington University
- ▶ **Peter Martelli, PhD, MSPH**
Suffolk University
- ▶ **Sandra Murdock, DrPH, FACHE**
Texas Woman's University
- ▶ **Jennifer Newman, DPA**
California State University Northridge
- ▶ **Sarah Pavelka, PhD, MHA**
Walden University
- ▶ **Cristina Popescu, PhD**
Ohio University
- ▶ **Zo Ramamonjiravelo, PhD**
Texas State University
- ▶ **Colleen Rundell, DHSc**
Northern Arizona University
- ▶ **Kelly Scheiderer, MHA**
The Ohio State University
- ▶ **Kristin Schuller, PhD, MHA**
Towson University
- ▶ **Shad Smith, DHA, MBA**
University of Texas Rio Grande Valley
- ▶ **Vernita Thornton, PhD**
Baptist Health Sciences University
- ▶ **Leslie Tomaszewski, PhD**
Lipscomb University
- ▶ **Karen Volmar, JD, MPH**
University of North Carolina at Chapel Hill
- ▶ **Tiara Waltz, PhD, MPH**
Army-Baylor University
- ▶ **Debra Zevallos, DBH, MHA, FACHE**
University of Cincinnati

Affiliations shown for individuals were correct at the time of their service. Some may no longer be affiliated with those institutions.

Art of Teaching Institute

AUPHA's Art of Teaching Institute (ATI) provides current and aspiring faculty opportunities to develop and continuously improve their teaching practice, specifically within the field of healthcare management. With course offerings geared towards all levels of teaching experience – beginner, intermediate, and advanced – the ATI engages individuals in thinking and learning about key concepts in education as well as strategies for engaging students and developing their sense of belonging in the classroom.

Since its inception in 2024, thirteen members have earned the Certificate for Teaching in Healthcare Management. Several others are currently in process. This credential highlights an individual faculty member's commitment to the art of teaching, backed by coursework that provides training and skill-building in instructional practices specific to the context of healthcare management education.

A significant discount is provided for those who register and pay for the Certificate in advance. To sign up for the Certificate for Teaching in Healthcare Management, please [complete this form](#). The Certificate is renewable every two years through completion of additional coursework and/or attendance at other AUPHA programming specified as conferring credits.

Thanks to a generous gift from Nancy Borkowski and family, full-time doctoral students may now apply for the Borkowski Family Scholarship, which provides significant financial support for their pursuit of the Certificate. Additional details regarding the Scholarship can be found on [AUPHA's website](#).

A [press release](#) announced the Borkowski family gift in July of 2025, which includes funds set aside for the development of a new ATI course on simulations. This new 6-credit course, developed by Michelle Brown, PhD, MS; Heather Lee, DrPH; and Ashleigh Allgood, MPH, all of The University of Alabama at Birmingham, provides instruction in and experience developing simulations for use in healthcare management classrooms.

Details about the ATI, including the schedule of courses and information about the Certificate, can be found on AUPHA's [Art of Teaching Institute page on the website](#).

Leadership Academy

AUPHA's Leadership Academy (LA) provides current and aspiring academic leaders opportunities to develop and continuously improve their leadership skills, specifically within the field of healthcare management.

In 2025, the LA launched its Certificate for Leadership in Healthcare Management Education, a credential that provides training and skill building for current and future academic leaders, including program directors and department chairs. Much like the ATI Certificate, a significant discount is available for individuals who register and pay for the LA Certificate in advance. To sign up for the Certificate for Leadership in Healthcare Management Education, please [complete this form](#).

In 2025, the Leadership Academy also contracted with developers for several new courses, including:

- ▶ *Graduate Program Directors*
- ▶ *Undergraduate Program Directors*
- ▶ *The Established Leader: Department Chairs*
- ▶ *From Practice to Academia: Becoming a Practitioner Scholar*
- ▶ *Cultivating External Relationships*
- ▶ *Leadership for All: Fostering Opportunity, Belonging, and Success*
- ▶ *Introduction to Strategic Planning*

Two additional courses related to strategic planning will be developed in the future — one geared towards program directors and the other geared towards department chairs.

Details about the LA, including the schedule of courses, can be found on AUPHA's [Leadership Academy page on the website](#).

Practitioner Scholar Resources

The Practitioner Scholar Faculty Forum brings together those with significant practice background who are interested in or currently supporting academia in a variety of roles, from volunteering to serving as full-time faculty and administrators.

The Forum offers two resources for programs to use related to the recruitment and onboarding of practitioners. The first is a slide deck aimed at recruiting practitioners into roles in academia, while the second, the Practitioner Scholar Guide, can be used to help introduce practitioners to the structures, culture, and organization of colleges and universities.

The table below provides information on how many times the Guide has been accessed each year since its publication in June 2023.

PRACTITIONER SCHOLAR GUIDE ACCESS SINCE PUBLICATION (JUNE 2023)

2023	2024	2025	Total
10	17	15	42

Both resources can be found on the AUPHA Network in the library of the Practitioner Scholar Faculty Forum and in the libraries of the undergraduate and graduate program director communities.

Environmental Scan and Trends Report

Initially published in 2022, this Report provides members with up-to-date information on the major sources of disruption, change, and improvement in healthcare management and health policy academic degree programs. Focusing on trends in the health industry and higher education that have implications for healthcare management education, a new iteration of the *Environmental Scan and Trends Report* was published early in 2024. Publication of the third edition is expected in early 2026.

In the summer of 2025, AUPHA released an RFP for the next Report, which will be published in 2026. Individuals can access the current version on the [Reports page of AUPHA's website](#).

Body of Knowledge and Curriculum Guidance

As part of the 2020-2025 Strategic Plan, AUPHA committed to updating the 2012 Body of Knowledge (BOK). With the help of volunteers from membership, a revised version was published in June 2023, identifying content in twenty-five domains that healthcare management programs could use to inform their curriculum. Published alongside the BOK, the brand-new Curriculum Guidance (CG) provided a complementary resource with eleven topics aimed to help faculty and program directors craft their philosophy, goals, objectives, learning experiences, instructional resources, and assessments for courses and programs.

A new update to the BOK and CG was published in June 2025. The BOK expanded to include three new domains: Artificial Intelligence, Machine Learning, and Digital Health; Healthcare Innovation and Entrepreneurship; and Sustainability and Climate Change. The CG added one topic: Considerations for the integration, implementation, and ethics of generative artificial intelligence and large language models in healthcare management education.

These documents can be found on the dropdown menu under the Publications tab of AUPHA's website.

The table below provides information on how many times each new iteration of the Body of Knowledge and Curriculum Guidance has been accessed. Please note that in 2023, the BOK and CG were published as a single document. The newest iteration was published as two separate documents, which is why there are separate numbers for them in the table.

BODY OF KNOWLEDGE AND CURRICULUM GUIDANCE ACCESS BY YEAR AND VERSION

	2023	2024	2025	Total
2022-2023 Body of Knowledge and Curriculum Guidance (Published June 2023)	255	28	19	302
2024-2025 Body of Knowledge (Published June 2025)			78	78
2024-2025 Curriculum Guidance (Published June 2025)			23	23

AUPHA thanks all contributors to this new iteration of the BOK and CG:

- **Ryan Armbruster, MHA**, *University of Minnesota*
- **Rhonda BeLue, PhD**, *The University of Texas at San Antonio*
- **Larry Bienati, PhD, MHA**, *California Northstate University*
- **Mark Bittle, DrPH, MBA, FACHE**, *Johns Hopkins University*
- **Michael Bloom, PhD, MA**, *Loyola University Chicago*
- **Bob Bonar, DHA**, *The George Washington University*
- **Sue Boren, PhD, MHA**, *University of Missouri*
- **Dorothy Boulrick, DHA, MBA, FACHDM**, *Morehouse School of Medicine*
- **Julia Costich, JD, PhD**, *University of Kentucky*
- **Ganisher Davlyatov, PhD**, *University of Oklahoma Health Sciences Center*
- **Frances Fernandez, MHSA**, *University of Minnesota*
- **Dan Fisher, PhD**, *University of North Carolina Wilmington*
- **Andy Garman, PsyD, MS**, *Rush University*
- **Natallia Gray, PhD, CPHQ**, *Iowa State University*
- **Ruiling Guo, DHA, MPH, MLIS, AHIP**, *Idaho State University*
- **Jillian Harrington, PhD**, *University of Central Florida*
- **Heather Henderson, EdD**, *Wichita State University*

- 
- ▶ **Mark Herzog, MHSA, FACHE**, *Rochester Institute of Technology*
 - ▶ **Shannon Houser, PhD, MPH, RHIA, FAHIMA**, *The University of Alabama at Birmingham*
 - ▶ **Sarah Kercsmar, PhD**, *University of Kentucky*
 - ▶ **Maria Kronenburg, PhD, MBA**, *Old Dominion University*
 - ▶ **Amy Landry, PhD, MSHA**, *The University of Alabama at Birmingham*
 - ▶ **Sandi Lane, PhD**, *University of North Carolina at Charlotte*
 - ▶ **Darren Liu, DrPH, FGSA**, *West Virginia University*
 - ▶ **Cristian Lieneck, PhD, FACMPE, FACHE, FAHM, CPHIMS**, *Texas State University*
 - ▶ **Andrew McCart, PhD, MBA**, *University of Louisville*
 - ▶ **Efthimios Parasidis, MA, JD**, *The Ohio State University*
 - ▶ **Zac Pruitt, PhD**, *University of South Florida*
 - ▶ **Courtney Rice, MS**, *University of New Hampshire*
 - ▶ **Julie Sakowski, PhD**, *Appalachian State University*
 - ▶ **Patrick Shay, PhD, MS**, *Trinity University*
 - ▶ **Geoffrey Silvera, PhD, MHA**, *The University of Alabama at Birmingham*
 - ▶ **Kevin Valadares, PhD**, *University of Southern Indiana*
 - ▶ **Tom Vaughn, PhD**, *University of Iowa*
 - ▶ **Jacob Victory, MPA**, *New York University*
 - ▶ **Steven Wightkin, PhD, MS-HSM**, *Rush University*
 - ▶ **Ashley White, PhD, MPH**, *Xavier University*

*Affiliations shown for individuals were correct at the time of their service.
Some may no longer be affiliated with those institutions.*

Annual Meeting Program Sponsors

Thank you to these 2025 Annual Meeting Sponsors! We are grateful to those listed below and appreciate their generosity, loyalty, and support of AUPHA and the Annual Meeting.

Platinum Level

Cornell University
Johns Hopkins University (G)
New York University (G)
The Ohio State University

University of Central Florida (G)
University of Iowa
University of Miami
University of Michigan

Gold Level

Auburn University
Rush University
Saint Louis University
The University of Alabama at Birmingham
University of California,
Los Angeles
University of Florida
University of Minnesota

University of North Carolina
at Chapel Hill
University of North Carolina at Charlotte
University of North Florida (G)
University of Pittsburgh
University of South Carolina
University of South Florida
Weber State University (G)

Silver Level

Baylor University
Boston University (G)
Columbia University
Idaho State University
Loyola University Chicago
Medical University of
South Carolina (G)

Penn State World Campus
Rutgers University
Texas State University (G)
The George Washington University
Trinity University
Tulane University
University of Baltimore

University of Kansas
Medical Center
University of Kentucky (UG)
University of Missouri
Virginia Commonwealth
University (G)
Xavier University (G)

Bronze Level

Indiana University, Fairbanks
School of Public Health

University of Arkansas for Medical
Sciences

University of Cincinnati

Corporate Sponsors



Faculty Forums and Discussion Groups

AUPHA members are encouraged to [Get Involved](#) and join any of the fourteen (14) Faculty Forms and fifteen (15) Discussion Groups.

Discussion Groups

Discussion Groups do not have formal governance and do not have formal meetings.

- ▶ Building a New Health Administration Program Discussion Group
- ▶ Case Studies and Simulations Discussion Group
- ▶ Competencies and Assessment Discussion Group
- ▶ Doctoral Program Directors Community
- ▶ Doctoral Student Discussion Group
- ▶ Emergency Preparedness
- ▶ Executive Program Faculty
- ▶ Graduate Program Directors
- ▶ Health Policy Course Collaborative Group
- ▶ Healthcare Sustainability
- ▶ Internships/Residencies/Experiential Learning
- ▶ Medical Group Practice/Ambulatory Care Discussion Group
- ▶ Rural Health Discussion Group
- ▶ Undergraduate Faculty
- ▶ Undergraduate Program Directors

Faculty Forums

Faculty Forums have formal governance and meet annually.

- ▶ Cultural Perspectives and Inclusive Excellence Faculty Forum
- ▶ Distance Learning Faculty Forum
- ▶ Ethics and Law Faculty Forum
- ▶ Finance, Economics, & Insurance Faculty Forum
- ▶ Global Healthcare Management Faculty Forum
- ▶ Health Information Management Faculty Forum
- ▶ Health Policy Faculty Forum
- ▶ Innovative Teaching Faculty Forum
- ▶ Interprofessional Education Faculty Forum
- ▶ Management and Leadership Faculty Forum
- ▶ Post-Acute Care Faculty Forum
- ▶ Practitioner Scholar Faculty Forum
- ▶ Public and Population Health Faculty Forum
- ▶ Quality and Safety Faculty Forum

Thank you to the following Faculty Forum Leaders for 2025:

CULTURAL PERSPECTIVES AND INCLUSIVE EXCELLENCE

- ▶ Chair: **Julie Carmalt, PhD**, *Cornell University/Sloan Program in Health Administration*

DISTANCE LEARNING

- ▶ Chair: **Jillian Harrington**, *University of Central Florida*
- ▶ Chair Elect: **LaToya Trowers-Bell, Ed.D., MBA**, *MGH Institute of Health Professions*

ETHICS AND LAW

- ▶ Chair: **Tina DiFranco, JD, BSN**, *University of Baltimore*
- ▶ Chair Elect: **Karen Volmar, JD, MPH**, *University of North Carolina at Chapel Hill (G)*

FINANCE, ECONOMICS, AND INSURANCE

- ▶ Chair: **Karen Clancy, PhD, MBA**, *University of Kentucky*
- ▶ Chair Elect: **Joy Volarich, MBA, MHA, FHFMA**, *The George Washington University*

GLOBAL HEALTHCARE MANAGEMENT

- ▶ Chair: **Tricia Johnson, PhD, MA**, *Rush University*
- ▶ Chair Elect: **Peter Martelli, PhD, MSPH**, *Suffolk University*

HEALTH INFORMATION MANAGEMENT

- ▶ Chair: **Shannon H. Houser, PhD, MPH, RHIA, FAHIMA**, *The University of Alabama at Birmingham*
- ▶ Co-Chair: **Cathy A. Flite, PhD, FAHIMA, RHIA**, *Temple University*

HEALTH POLICY

- ▶ Chair: **Rhonda BeLue, PhD**, *The University of Texas at San Antonio*
- ▶ Chair Elect: **Micah Berman, JD**, *The Ohio State University*

INNOVATIVE TEACHING

- ▶ Chair: **Dawn Oetjen, PhD**, *University of Central Florida*
- ▶ Chair Elect: **Jake Redden, DHSc, MPH, MHA**, *Saint Louis University*

INTERPROFESSIONAL EDUCATION

- ▶ Chair: **Sarah Kercksmar, PhD**, *University of Kentucky*
- ▶ Chair Elect: **Beth Hawks, Ph.D., MHA**, *Uniformed Services University of Health Sciences*

MANAGEMENT AND LEADERSHIP

- ▶ Chair: **Kimberly Enard, PhD, MBA, MSHA, FACHE**, *Saint Louis University*

POST ACUTE CARE

- Chair: **Darren Liu, DrPH, FGSA**, *West Virginia University*
- Chair Elect: **Sand Lane, PhD**, *University of North Carolina at Charlotte*

PRACTITIONER SCHOLAR

- Chair: **William A. Tuttle, DSc, MHA, LFACHE**, *University of Memphis*
- Chair Elect: **Dan Fisher, PhD, MHA**, *University of North Carolina at Wilmington*

PUBLIC AND POPULATION HEALTH

- Chair: **Chien-Ching Li, PhD**, *Rush University*

QUALITY AND SAFETY

- Chair: **Wendy Whitner PhD, MPH**, *Towson University*
- Chair Elect: **Joo Kim, DBA, MSHA, MSOM, L.Ac.**, *California State University, Northridge*

Affiliations shown for individuals were correct at the time of their service. Some may no longer be affiliated with those institutions.

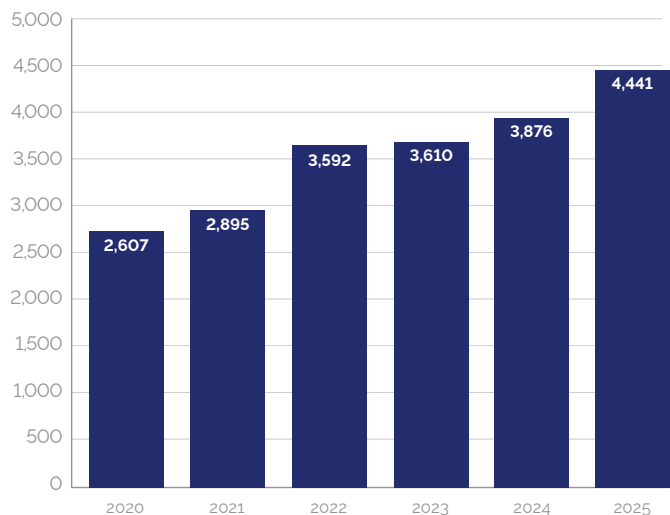
AUPHA Network

The AUPHA Network is one of the most popular and most important resources offered by AUPHA. The Network allows members to share with the entire membership, to communicate within focused communities, and to connect one to one. These graphs and charts show trends for the past five years, from 2020 through August of 2025.

Network Users

Every individual with membership access, either through program or individual membership, has access to the AUPHA Network. AUPHA continues to work with program members to include any faculty or staff member who would benefit from access to the AUPHA Network. AUPHA members can connect with one another through the [Member Directory](#).

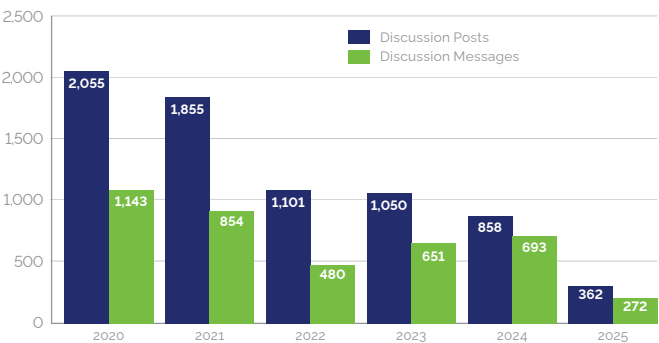
AUPHA NETWORK USERS*



Discussion Trends

A discussion post is the information shared in the Network through groups such as the Open Forum, Faculty Forums and the Committee Communities. Discussion messages are messages sent in reply to discussion posts and among the groups. Discussions proved a very useful tool during the height of the pandemic. Network traffic has recently been affected by online fatigue reported by many non-profit organizations.

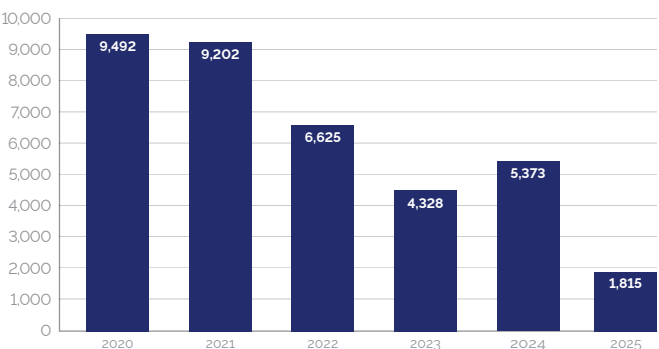
DISCUSSION TRENDS*



Library Access

Another important resource in the Network are Libraries. Nearly every community has a library where resources like documents and videos are posted to share. AUPHA virtual meetings and webinars accounted for the increased library access during the pandemic. Downloads of the *Body of Knowledge and Curriculum Guidance* and new video tutorials added to the items accessed in 2024 and 2025.

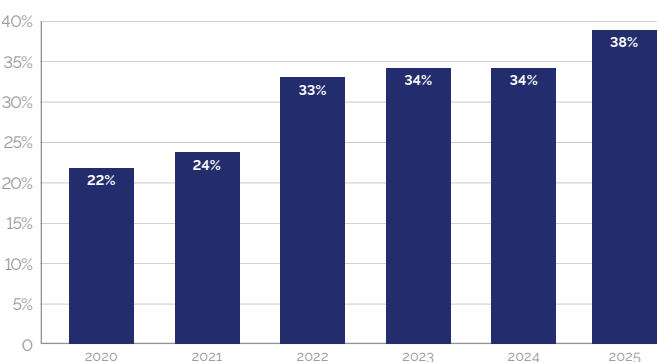
NETWORK LIBRARY ACCESS*



Network Email Open Rate

A valuable measure of the effectiveness of digital communication is email open rates, which measures the percentage of emails that were opened compared to the total number of emails sent. The current average open rate for non-profits is 17% - 28%.

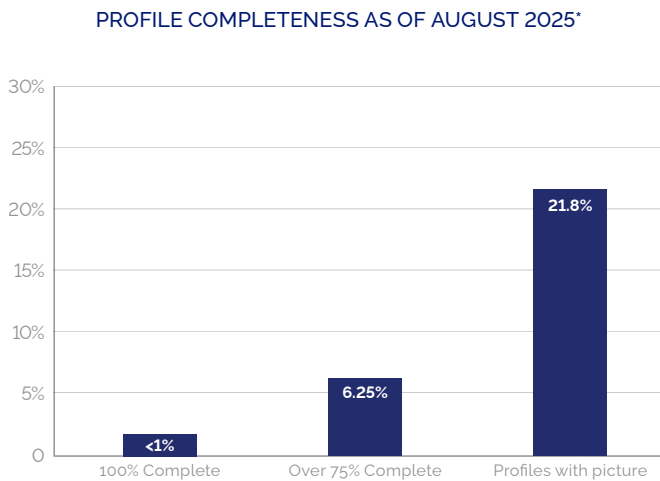
NETWORK EMAIL OPENED*



* All graphs reflect activity through August of 2025.

Network Profiles

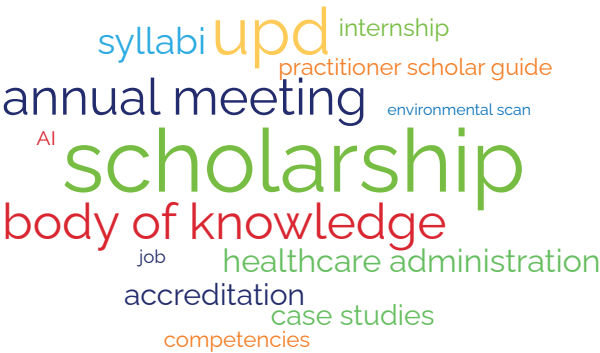
Every member has a profile in the Network. A basic profile shows affiliation and contact information. More complete profiles contain a photo and biographical information. This additional information can only be accessed by other AUPHA members. Members have complete control over the amount of information shared. More complete profiles ensure better response to messages in the Network. The AUPHA Engagement Awards recognize individuals and programs who agree to share additional information in their profile. Members can log into their profiles to add pictures and biographical information.



* All graphs reflect activity through August of 2025.

What are people looking for?

This word cloud is a visual representation of the 15 most searched for terms on the AUPHA website last year. "Scholarship" is perennially the most searched for term. Current and prospective students access the AUPHA web site for information and resources, including information about health administration as a career. The top searches include "Body of Knowledge", "Practitioner Scholar Guide", "UPD", "internship", and "annual meeting".



Upsilon Phi Delta Honor Society

Upsilon Phi Delta is the AUPHA honor society. The mission of the Upsilon Phi Delta Honor Society is to recognize, reward, and encourage academic excellence in the study of healthcare management and policy. Membership in the Upsilon Phi Delta Honor Society is open to individuals who meet the national and local standards of this organization and are accepted and inducted into chapter membership. As of August 2025, 58% of program members sponsor UPD Chapters. There are 147 UPD chapters.



UPD provides financial assistance through individual scholarships, in the amount of \$500 each, to outstanding students pursuing academic degrees that prepare individuals for careers in healthcare management, policy, and leadership. AUPHA awarded 22 UPD scholarships in 2025.

Undergraduate Certification

In 1984, AUPHA piloted what has become the Undergraduate Certification process, recognizing undergraduate health administration programs through a rigorous peer review. Programs undergoing certification are examined by a review team of expert faculty, many who have gone through the certification process themselves. Program directors and reviewers alike consistently report that the undergraduate certification process allows them to make many improvements and refinements to their programs.

The review team assesses the program on criteria established by AUPHA and its Undergraduate Program Committee (UPC), which span six broad areas: program structure, student support, professional alumni linkages, curriculum and teaching, experiential and applied learning, and program evaluation/improvement.

Since 2024, AUPHA has worked to implement several changes to Undergraduate Certification approved by the Board of Directors in their March 2024 meeting. These changes are designed to improve the process for both programs and reviewers and are being rolled out incrementally.

For the 2024-2025 cycle, all programs were held to new certification criteria, resulting from the fall 2022 criteria review and revision process, which culminated in Board approval in March 2023. This cycle was also the first time AUPHA utilized a shortened review timeline. Rather than waiting until October, programs from the 2024-2025 cycle were notified of their Certification status in June 2025.

For the 2025-2026 cycle, AUPHA has launched an optional fall round for programs going through review. Each program may now choose between two sets of separate dates for major deadlines in the process. Two programs piloted this fall round, with nine programs opting to follow the traditional spring timeline.

Finally, beginning in 2026, AUPHA will introduce candidacy status for programs pursuing their initial certification. This change allows for more formal support to help programs prepare for their review.

The revised criteria, certification timelines, and additional resources can be found on the [Certification Documents page](#) of AUPHA's website. [Information on Candidacy Status](#) can also be found on AUPHA's website.

As of July 2025, there were 52 undergraduate programs certified by AUPHA.

2024-2025 Cycle Undergraduate Certification Reviews

In 2025, AUPHA recognized the following undergraduate healthcare management programs for successfully meeting the established criteria for AUPHA certification and eligibility criteria for Full Certified Undergraduate membership:

- Indiana University Indianapolis
- The Pennsylvania State University
- University of Minnesota
- University of South Dakota

AUPHA would like to recognize the work and leadership of the 2024 review team chairs:

- **G. Raul Audi, PhD, MHA**, *Florida A&M University*
- **Holly Hampe, DSc, RN, MHA, MRM**, *Robert Morris University*
- **Leah Masselink, PhD**, *The George Washington University*
- **Ning Lu, PhD, MPH**, *Governors State University*

AUPHA thanks the members of the 2024-2025 cycle review teams for their invaluable service to the entire AUPHA membership:

- **Ola Al-Sheyab, PhD**, *Stevenson University*
- **Ashleigh Allgood, MPH**, *The University of Alabama at Birmingham*
- **Elijah O. Asagbra, PhD, MHA, CPHQ**, *East Carolina University*
- **Melinda Brown, MHA**, *Missouri Southern State University*
- **Sharlee Burch, RDH, BSDH, MPH, EdS, EdD, FADHA**, *University of Kentucky*
- **Mark Diana, PhD, RRT, CRT**, *University of West Florida*
- **Elaine Elder, ScD**, *Colorado Technical University*
- **Joyvina Evans, PhD, MSPH, MSA**, *Howard University*
- **Anita Franzione, DrPH, MPA, CPH**, *Rutgers University*
- **Natallia Gray, PhD, CPHQ**, *Iowa State University*
- **Jillian Harrington, EdD**, *University of Central Florida*
- **Jillian Harvey, PhD, MPH**, *Medical University of South Carolina*
- **Melissa Rhodes, MPA, OHCC**, *East Carolina University*
- **Brittani Moberly, MBA, RHIA**, *Eastern Kentucky University*
- **Danny Schieffler, PhD, MSW, ThM**, *Sacred Heart University*
- **Thomas Sloan, MBA**, *University of Phoenix*
- **Aubrey Smith, MHA**, *Virginia Commonwealth University*
- **Jessica Smith, PhD, MS**, *University of Georgia*

- **Shad Smith, DHA, MBA**, *University of Texas Rio Grande Valley*
- **Zachary Ward, EdD, MPA**, *University of Southern Indiana*

As part of the 2024-2025 cycle, AUPHA introduced the role of independent reviewers. These volunteers are not members of the review team; instead, they provide a neutral opinion of the contents of the review report, offering feedback on areas in which the team may have made determinations or suggestions that are outside the scope of the review criteria.

AUPHA thanks the independent reviewers from the 2024-2025 cycle for their invaluable service to the entire AUPHA membership:

- **John Duah, DHA, MPH, MA**, *Auburn University*
- **Courtney Haun, PhD, MPH**, *Samford University*
- **Gwyndolan Swain, DHA, MBA, MHA, BSN**, *Belmont Abbey College*
- **Garvita Thareja, PhD**, *Metropolitan State University of Denver*

Accreditation

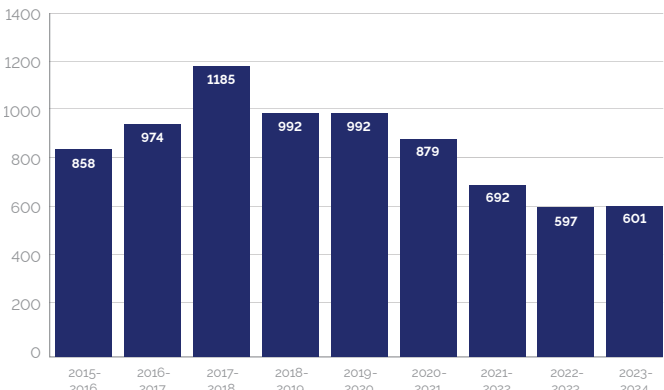
AUPHA Full Graduate Member programs are recognized for having withstood the rigors of peer review wherein curricula, faculty, educational outcomes, and student and employer satisfaction are critically examined by external review teams. AUPHA recognizes all program and school/college level (not university or institutional level) specialized accreditors recognized by the U.S. Department of Education (ED), by the Council for Higher Education Accreditation (CHEA), or with ISO international certification. As of July 2025, AUPHA had 97 Full Graduate Member programs.

HAMPCAS

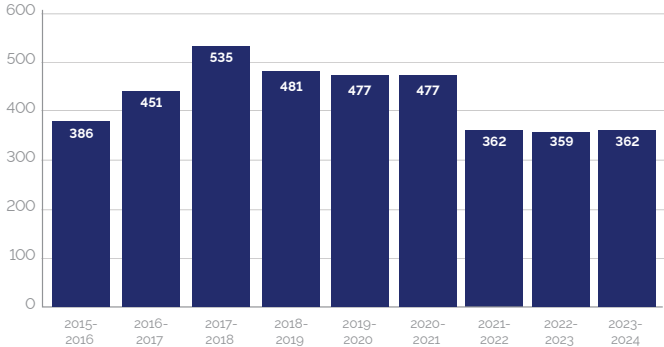
The Healthcare Administration, Management, and Policy Centralized Application Service (HAMPCAS) has provided graduate member programs with a free applicant processing tool since 2011. The service offers two versions: one in which programs process all applicants through the HAMPCAS portal and the other in which programs use HAMPCAS to supplement their existing systems. Many programs use HAMPCAS to access additional applicants and report that applications received through HAMPCAS have profiles that differ from those coming through the program's existing applicant system, including having a wider variety of majors. Applicants using the system may complete applications for multiple programs at a reduced cost.

In the past, AUPHA has reported both the number of unique applicants, and the total number of applications submitted per cycle. Due to some post-cycle adjustments, some of these numbers from past years have been updated to accurately reflect the final year-end count.

TOTAL APPLICATIONS PER HAMPCAS CYCLE (SEP–AUG)



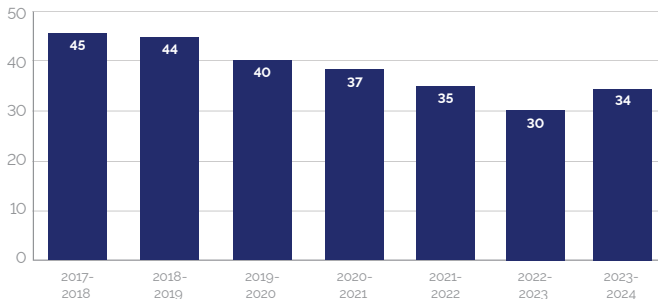
UNIQUE APPLICANTS PER HAMPCAS CYCLE (SEP–AUG)



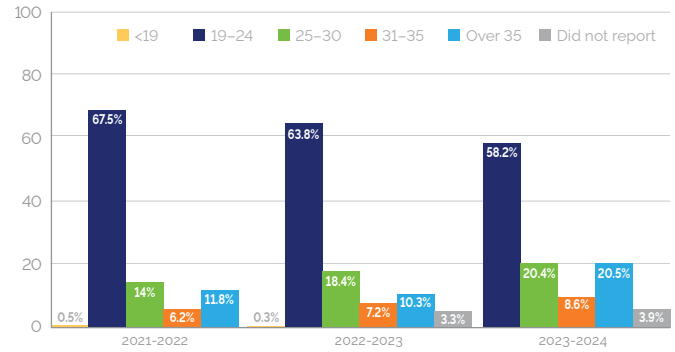
Note: due to the timeframe between university sign up and application launch, as well as the fact that some schools have multiple programs in HAMPCAS, the total number of participating schools will not always match the total number of program participants per cycle.

Affiliations shown for individuals were correct at the time of their service. Some may no longer be affiliated with those institutions.

TOTAL PROGRAM PARTICIPANTS PER HAMPCAS CYCLE (SEP-AUG)

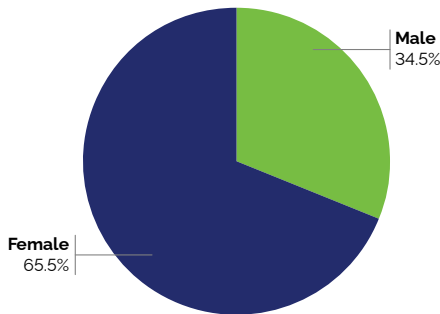


YEAR-TO-YEAR COMPARISON OF HAMPCAS APPLICANTS BY AGE GROUP

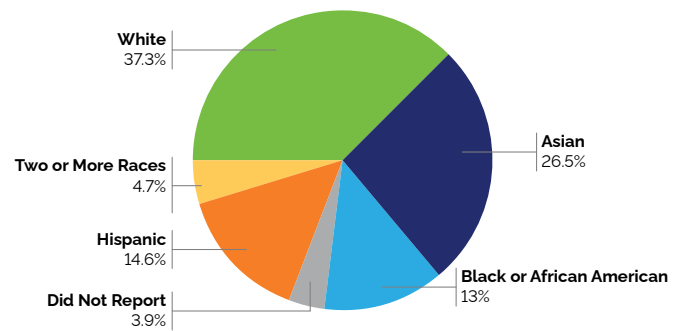


Below are charts that provide demographic information for HAMPCAS applicants in the 2022-2023 cycle based on sex/gender, age group, and ethnicity/race.

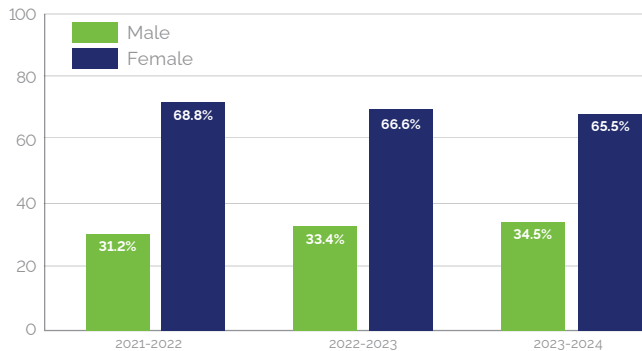
APPLICANTS BY SEX OR GENDER DISTRIBUTION (2023-2024)



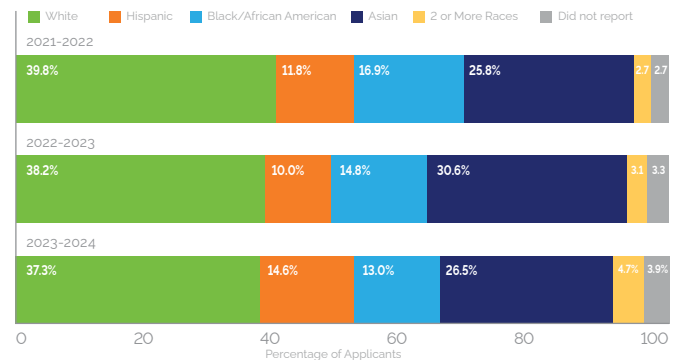
APPLICANTS BY ETHNICITY AND RACE (2023-2024)



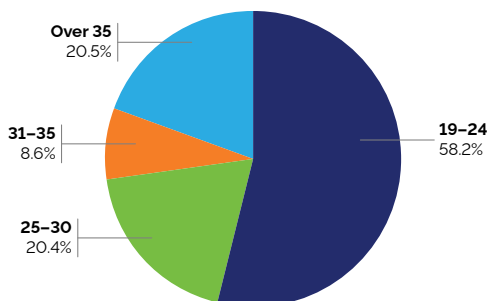
YEAR-TO-YEAR COMPARISON OF HAMPCAS APPLICANTS BY GENDER



YEAR-TO-YEAR COMPARISON OF HAMPCAS APPLICANTS BY ETHNICITY AND RACE



APPLICANTS BY AGE GROUP (2022-2023)



As evidenced by the data above, the HAMPCAS applicant pool can provide programs with a greater range of demographic diversity than their traditional recruitment efforts may offer. AUPHA continues to work closely with Liaison International, the company that manages HAMPCAS, to provide additional benefits for participating programs that relate to marketing, analytics, and student recruitment.

In the fall of 2024, AUPHA launched three HAMPCAS Graduate Program Information Sessions. These programs provided prospective students an opportunity to learn about HAMPCAS and the programs that participate in them. These pilots brought in 60 unique student attendees with 30 programs showcased across the three events. Currently,

three of these information sessions are planned for Fall 2025, one of which is an evening program geared specifically towards executive programs and nontraditional students.

As of August 2025, there are currently 44 schools participating in HAMPCAS for the 2025-2026 cycle. The following colleges and universities have at least one graduate degree program participating in the HAMPCAS system for the 2025-2026 cycle:

- ▶ California Northstate University
- ▶ Central Michigan University
- ▶ Columbia University
- ▶ Des Moines University
- ▶ Florida Gulf Coast University
- ▶ Georgia State University
- ▶ Hofstra University
- ▶ Indiana University Indianapolis
- ▶ Johns Hopkins University
- ▶ King's College
- ▶ Loyola University
- ▶ Macon & Joan Brock Virginia Health Sciences Eastern Virginia Medical School
- ▶ MGH Institute of Health Professions
- ▶ New York University
- ▶ RUSH University
- ▶ Saint Louis University
- ▶ Samuel Merritt University
- ▶ Seton Hall University
- ▶ Stony Brook University
- ▶ Texas A&M University
- ▶ The George Washington University
- ▶ The Ohio State University
- ▶ The University of Alabama at Birmingham
- ▶ Trinity University
- ▶ Tulane University
- ▶ University of Arkansas for Medical Sciences
- ▶ University of Detroit Mercy
- ▶ University of Georgia
- ▶ University of Illinois Urbana-Champaign
- ▶ University of Iowa
- ▶ University of Kansas
- ▶ University of Kentucky
- ▶ University of Louisville
- ▶ University of Memphis
- ▶ University of Missouri-Columbia
- ▶ University of Nebraska Medical Center
- ▶ University of North Texas
- ▶ University of Oklahoma Health Sciences Center
- ▶ University of Pittsburgh
- ▶ University of South Carolina
- ▶ University of Washington
- ▶ Virginia Commonwealth University
- ▶ West Virginia University
- ▶ Xavier University

Publications

The *Journal of Health Administration Education* (JHAE) is AUPHA's quarterly, open source, free to all readers, peer-reviewed journal, which includes research studies, teaching tools, and essays by leading healthcare management educators and professionals. The *Journal* addresses key policy issues in healthcare management nationally and internationally and is the foremost authoritative guide on the latest academic and professional developments in the field.

In 2024, there were 39 manuscripts submitted to the *Journal*. Of that total, 25 were accepted for publication, 3 are waiting for review and resubmission, and 11 were rejected.

The breakdown of the published papers is as follows:

- 17 Original Articles
- 7 Teaching Tips and Tool Articles
- 1 Program Management Article
- 2 Distinguished Contribution Articles

Upcoming special issues are planned for the following topic: *Cases and Simulations in Health Administration Education*.

A special thank you to **Leonard H. Friedman, PhD, MPH, FACHE**, *The George Washington University*, for his service as editor of the *Journal of Health Administration Education* and congratulations to **Nancy Borkowski, DBA**, *The University of Alabama at Birmingham*, as she begins her role as the new editor of the *Journal*.

Thank you to the individuals below who served as JHAE reviewers during 2024-2025:

- William Aaronson, PhD, *Temple University*
- Julie Agris, PhD, *Nova Southeastern University*
- Eileen Alexander, PhD, *Xavier University*
- Reza Amini, PhD, *University of Michigan - Flint*
- Stephen Aragon, PhD, *Winston-Salem State University*
- Frankline Augustine, DPPD, *California State University, Northridge*
- Ellen Averett, PhD, *University of Kansas*
- Sanja Avramovic, PhD, *George Mason University*
- Casey Bailo, PhD, *University of North Carolina at Chapel Hill*
- Justin Beaupre, EdD, *King's College*
- Keith Benson, PhD, *University of Florida*
- Mark Bittle, DrPH, *Johns Hopkins University*
- Robert Bonar, DHA, *The George Washington University*
- Emily Bonazelli, DHA, *A.T. Still University*
- Sue Boren, PhD, *University of Missouri*
- Nancy Borkowski, DBA, *The University of Alabama at Birmingham*
- John Brady, DHA, *Loyola University Chicago*
- Christy Brady, PhD, *University of Kentucky*
- Kevin Broom, PhD, *University of Pittsburgh*
- Gail Bullard, DHEd, *Ferris State University*
- Kaan Canayaz, MSc, *Florida International University*
- John Cantiello, PhD, *George Mason University*
- Ileana Carillo, EdD, *City University of New York*
- Rosemary Caron, PhD, *MGH Institute of Health Professions*
- Nathan Carroll, PhD, *Virginia Commonwealth University*
- Jessica Cataldo, PhD, *Western Michigan University*
- Leigh Cellucci, PhD, *East Carolina University*
- Jennifer Chubinski, PhD, *Xavier University*
- Karen Clancy, PhD, *University of Kentucky*
- Christina Daley, PhD, *Pennsylvania State University*
- Lumbe Davis, DHSc, *Saint Leo University*
- Garnisher Davlyatov, PhD, *University of Oklahoma Health Sciences Center*
- Kenneth Deans, DHA, *Health Sciences South Carolina*
- Rigoberto Delgado, PhD, *University of Texas Health Science Center at Houston*
- Kimberly Despres, DHA, *Grand Canyon University*
- Conan Dickson, PhD, *Johns Hopkins University*
- Elaine Elder, ScD, *Colorado Technical University*
- Rachel Ellison, PhD, *University of Louisiana at Lafayette*
- Krista Emma, MBA, *Stony Brook University*
- Errick Farmer, PhD, *Florida A&M University*
- Dan Fisher, PhD, *University of North Carolina at Wilmington*
- Paul Fishman, PhD, *University of Washington*
- Thomas Fockler, DHA, *University of Detroit, Mercy*
- Anita Francoine, DrPH, *Rutgers University*
- Lindsay Garr, DHSc, *Weber State University*
- Mark Gaynor, PhD, *St. Louis University*
- Natallia Gray PhD, *Iowa State University*
- Robbya Green-Weir, MHSA, *Florida A&M University*
- Steven Gruenewald, EdD, *University of Southern Indiana*
- Ruiling Guo, DHA, *Idaho State University*
- Randa Hall, MHSA, *The University of Alabama at Birmingham*

- ▶ **Frances Hawes, PhD**, *University of Wisconsin, Eau Claire*
- ▶ **Beth Hawks, PhD**, *Uniformed Services University of the Health Sciences*
- ▶ **Shawishi Haynes, EdD**, *University of Phoenix*
- ▶ **Lorens Helmchen, PhD**, *The George Washington University*
- ▶ **Susan Helm-Murtagh, DrPH**, *University of North Carolina at Chapel Hill*
- ▶ **Jeff Helton, PhD**, *University of Colorado*
- ▶ **Heather Henderson, EdD**, *West Virginia University*
- ▶ **Attila Hertellendy, PhD**, *Florida International University*
- ▶ **Mark Herzog, MHSA**, *Rochester Institute of Technology*
- ▶ **Anne Hewitt, PhD**, *Seton Hall University*
- ▶ **Raymond Higbea, PhD**, *Grand Valley State University*
- ▶ **Edmond Hooker, MD, PhD**, *Xavier University*
- ▶ **Su-L Hou, DrPH**, *University of Central Florida*
- ▶ **Steven Howard, PhD**, *The University of Alabama at Birmingham*
- ▶ **Dorothy Howell, DHA**, *Middle Georgia State University*
- ▶ **Sarah Johnson, MEd**, *Indiana University Purdue University, Indianapolis*
- ▶ **Jami Jones, PhD**, *Medical University of South Carolina*
- ▶ **Julie Kapp, PhD**, *University of Missouri*
- ▶ **Sarah Kercksmar, PhD**, *University of Kentucky*
- ▶ **Forest Kim, PhD**, *Baylor University*
- ▶ **Amy Yarbrough Landry, PhD**, *The University of Alabama at Birmingham*
- ▶ **Gerald Ledlow, PhD**, *The University of Texas at Tyler Health Science Center*
- ▶ **Cristian Lieneck, PhD, FACMPE, FACHE, FAHM, CPHIMS**, *Texas State University*
- ▶ **Darren Liu, DrPH**, *Des Moines University*
- ▶ **Ning Lu, PhD**, *Governors State University*
- ▶ **Linda Mast, PhD**, *National University*
- ▶ **Michele McGowan, DBA**, *King's College*
- ▶ **Mary Helen McSweeney-Feld, PhD**, *Towson University*
- ▶ **Kimberly McVicar, DHA**, *Medical University of South Carolina*
- ▶ **Douglas Olson, PhD**, *University of Wisconsin, Eau Claire*
- ▶ **William Opoku-Agyeman, PhD**, *University of North Carolina at Wilmington*
- ▶ **Victoria Parker, DBA**, *University of New Hampshire*
- ▶ **Kathleen Patenaude, EdD**, *University of New Hampshire*
- ▶ **Mechelle Perea-Ryan, PhD**, *California State University, Chico*
- ▶ **Zachary Pruitt, PhD**, *University of South Florida*
- ▶ **Wayne Psek, PhD**, *The George Washington University*
- ▶ **Eric Richardson, PhD**, *Medical University of South Carolina*
- ▶ **Julie Robbins, PhD**, *The Ohio State University*
- ▶ **Julie Sakowski, PhD**, *Appalachian State University*
- ▶ **Patrick Shay, PhD**, *Trinity University*
- ▶ **Jewel Shepard, PhD**, *University of South Dakota*
- ▶ **John Stys, DBE**, *Loyola University Chicago*
- ▶ **Erin Sullivan, PhD**, *Suffolk University*
- ▶ **Laura Trull, PhD**, *East Tennessee State University*
- ▶ **Kevin Valadares, PhD**, *Southern Indiana University*
- ▶ **Caterina Valentino, PhD**, *Ryerson University*
- ▶ **Meagan Wilson, PhD**, *American Public University System*
- ▶ **Lee Bewley, PhD**, *University of Louisville*
- ▶ **David Wyant, PhD**, *Belmont University*

Affiliations shown for individuals were correct at the time of their service. Some may no longer be affiliated with those institutions.

The Exchange

The Exchange, AUPHA's digital newsletter, is delivered quarterly through MemberSuite, AUPHA's Customer Management System (CMS). It is distributed to over 5,000 members and subscribers and contains current information on both AUPHA's internal and external activities.

The Exchange also includes blogs from the AUPHA Board Chair as well as from the AUPHA President and Chief Executive Officer, notices of meetings and events, program and member news, employment advertisements, and other information relevant to the field of healthcare management education.

AUPHA's Partnership with ACHE Learn

ACHE Learn, previously known as Health Administration Press (HAP), is a leading provider of top-rated textbooks for graduate and undergraduate coursework. ACHE Learn bridges higher education and real-world practice by offering an extensive content portfolio for learning at every career stage. ACHE Learn's academic textbooks help shape the next generation of healthcare leaders and provide instructors with top-tier course content. ACHE Learn is the publishing partner of AUPHA.

2025 Prize, Award, and Scholarship Recipients

Foster G. McGaw Scholarships

The Foster G. McGaw Scholarship provides financial support to undergraduate, graduate, and doctoral students in health administration. Scholarship funds are awarded each year to all AUPHA Full Graduate, Full Certified Undergraduate, and Associate Doctoral program members. The faculty within these programs disperse these monies at their discretion to students most deserving recognition.



More than 1,700 scholarships have been awarded since the program was established in 1975. The scholarship was endowed by Foster G. McGaw, founder of the American Hospital Supply Corporation. McGaw recognized the importance of health administration education and AUPHA's contribution to the field.

During the 2024–2025 school year, AUPHA awarded \$145,800 to 234 students from 113 member programs.

- ▶ A.T. Still University (D)
- ▶ Appalachian State University (UG)
- ▶ Army-Baylor University
- ▶ Auburn University
- ▶ Baylor University
- ▶ Boston University Questrom School of Business
- ▶ Boston University School of Public Health
- ▶ California State University Chico
- ▶ California State University Long Beach (UG)
- ▶ Central Michigan University (UG)
- ▶ Clarkson University
- ▶ Clayton State University (UG)
- ▶ Columbia University
- ▶ Concordia University Irvine (G)
- ▶ Cornell University Sloan Program in Health Administration
- ▶ Dalhousie University
- ▶ Des Moines University
- ▶ East Carolina University
- ▶ Florida A&M University (UG)
- ▶ Florida International University (G)
- ▶ George Mason University (G)
- ▶ George Mason University (U)
- ▶ Georgetown University (G)
- ▶ Georgia Southern University
- ▶ Governors State University (UG)
- ▶ Grand Valley State University
- ▶ Howard University (UG)
- ▶ Huazhong University of Science and Technology
- ▶ Idaho State University (UG)
- ▶ Indiana University Indianapolis Richard M Fairbanks School of Public Health (G)
- ▶ James Madison University
- ▶ Johns Hopkins University (D)
- ▶ Johns Hopkins University (G)
- ▶ Lipscomb University
- ▶ Loma Linda University (UG)
- ▶ Loyola University Chicago (UG)
- ▶ Medical University of South Carolina (D)
- ▶ Medical University of South Carolina (G)
- ▶ Metropolitan State University of Denver (UG)
- ▶ National University (D)
- ▶ Old Dominion University (UG)
- ▶ Oregon Health & Science University/Portland State University
- ▶ Robert Morris University
- ▶ Rush University
- ▶ Rutgers University (G)
- ▶ Saint Joseph's University
- ▶ Saint Louis University (G)
- ▶ Samford University (UG)
- ▶ Seton Hall University (G)
- ▶ Southern Illinois University - Carbondale
- ▶ Stonehill College
- ▶ Suffolk University
- ▶ Texas A&M Health Science Center
- ▶ Texas State University (G)
- ▶ Texas State University (UG)
- ▶ Texas Woman's University Houston
- ▶ The George Washington University
- ▶ The Ohio State University
- ▶ The Pennsylvania State University (UG)
- ▶ The University of Alabama at Birmingham (G)
- ▶ The University of Alabama at Birmingham (U)
- ▶ Toronto Metropolitan University, Ted Rogers School of Management
- ▶ Towson University
- ▶ Tulane University
- ▶ Uniformed Services University of Health Science
- ▶ Université De Montreal
- ▶ University of Arkansas for Medical Sciences
- ▶ University of Baltimore
- ▶ University of California - Los Angeles
- ▶ University of Central Florida (G)

- ▶ University of Cincinnati
- ▶ University of Colorado Denver
- ▶ University of Colorado Denver/Network for Healthcare Management (E)
- ▶ University of Florida
- ▶ University of Houston - Clear Lake
- ▶ University of Kansas Medical Center
- ▶ University of Kentucky (G)
- ▶ University of Louisville (G)
- ▶ University of Maryland
- ▶ University of Miami (E)
- ▶ University of Miami (G)
- ▶ University of Michigan - Flint
- ▶ University of Minnesota Duluth
- ▶ University of Minnesota, Executive MHA
- ▶ University of Missouri
- ▶ University of Nevada Las Vegas (UG)
- ▶ University of New Hampshire
- ▶ University of New Orleans
- ▶ University of North Carolina at Chapel Hill (G)
- ▶ University of North Carolina Wilmington
- ▶ University of North Florida (G)

- ▶ University of North Florida (UG)
- ▶ University of North Texas Health Science Center
- ▶ University of Oklahoma Health Sciences Center
- ▶ University of Phoenix (G)
- ▶ University of Pittsburgh
- ▶ University of Scranton (UG)
- ▶ University of South Carolina
- ▶ University of South Dakota
- ▶ University of South Florida
- ▶ University of Southern California
- ▶ University of Texas Health Science Center at Houston
- ▶ University of the Incarnate Word
- ▶ University of Utah, David Eccles School of Business
- ▶ Virginia Commonwealth University (E)
- ▶ Virginia Commonwealth University (G)
- ▶ Weber State University (G)
- ▶ Webster University
- ▶ Wichita State University (U)
- ▶ Winston-Salem State University (UG)
- ▶ Winthrop University
- ▶ Xavier University (G)
- ▶ Xavier University (UG)

The William B. Graham Prize for Health Services Research

The Graham Prize for Health Services Research was established to succeed the Baxter International Foundation Prize for Health Services Research, which was established in 1985 and has long been internationally regarded as the premier recognition for health services research.

Today, this prize is the highest distinction that researchers in the health services field can achieve. The award focuses on individuals who have significantly increased the quality of or access to health service delivery worldwide—specifically, those who have helped eliminate barriers to the education and prevention of noncommunicable diseases; highlighted the importance of proper nutrition in underserved communities; increased access to clean water and/or produced innovative health solutions or technologies.



2025 WILLIAM B. GRAHAM PRIZE RECIPIENT

Katherine Biacker, PhD

University of Chicago

Harris School of Public Policy



The Gary L. Filerman Prize for Educational Leadership

The Filerman Prize for Educational Leadership recognizes individuals from AUPHA member programs who have made outstanding contributions to the field of healthcare management education, who have exhibited leadership in their field, and who have enriched their institutions, their students, and healthcare management through their work. It was established to honor Gary L. Filerman, PhD, the first president of AUPHA, for his many years of service to the association and to healthcare management education.

The Filerman Prize is administered by AUPHA through an original gift in 1995 from the University of Minnesota's Healthcare Alumni Associations/Foundations and additional contributions in Dr. Filerman's honor since then.



2025 GARY L. FILERMAN PRIZE RECIPIENT

Nancy Borkowski, DBA, FACHE, FHFMA

The University of Alabama at Birmingham



The John D. Thompson Prize

The Prize recognizes junior and mid-career faculty based on their overall contributions to the field of health administration education, broadly defined. This includes scholarly and practice-oriented research, teaching accomplishments, and other relevant experiences and achievements in areas such as curriculum and program building; student mentoring; and leadership in the health administration education field. Mid-career faculty, e.g. those who are at the Associate Professor level and/or have been in an academic position for an appropriate length of time, allowing for the building of a strong, multi-faceted record, are the desired focus for this award.



2025 JOHN D. THOMPSON PRIZE RECIPIENT

Sarah Kercsmar, PhD, MHA

University of Kentucky

The Quint Studer Gratitude Prize for Teaching Excellence

The Quint Studer Gratitude Prize for Teaching Excellence was established to honor Quint Studer — healthcare executive and entrepreneur; teacher, coach, and mentor; and community builder and humanitarian — for his many years of service to the fields of healthcare management and leadership and healthcare management and policy education; and for his service to, and love for, AUPHA.



The Studer Gratitude Prize recognizes individuals from AUPHA member programs for outstanding teaching and mentoring; leadership in educational programming and pedagogy; and dissemination of innovative and promising practices for teaching and mentoring, and course and curriculum development.



2025 QUINT STUDER GRATITUDE PRIZE RECIPIENT

Chris Calkins, PhD, MHA

Penn State College of Health and Human Development

The Bachrach Family Scholarship for Excellence in Healthcare Administration



AUPHA was engaged to partner with the Bachrach family to administer the Bachrach Family Scholarship for Excellence in Healthcare Administration. This endowed scholarship was established with the intent of creating a durable legacy to the education of students in areas and at institutions that contributed to the success of David and Linda Bachrach.

The scholarship is available to students enrolled full-time in an AUPHA Full Graduate Member program in healthcare administration during the second year of their program of study. It recognizes the demonstrated successful academic performance as an undergraduate as well as during their first year of graduate study, with preference to otherwise qualified students who are the first in their immediate family to pursue graduate level education, qualified students who can demonstrate an economic need for such financial support, and/or qualified women applicants.



2025 BACHRACH SCHOLARSHIP RECIPIENT
Dolma Sherpa
Johns Hopkins University

The Glandon Family Scholarship for the Advancement of Healthcare Management Education



The Glandon Family Scholarship for the Advancement of Healthcare Management Education was established to create an endowment for a faculty scholarship at an AUPHA member program with the intent of creating a durable legacy in support of quality healthcare management education. The scholarship is aimed at these future educational leaders by giving them recognition and financial support at an early stage of their academic career. Applicants for this scholarship may be from an undergraduate OR graduate AUPHA member program



2025 GLANDON FAMILY SCHOLARSHIP RECIPIENT
Ganisher Davlyatov, PhD
University of Oklahoma Health Sciences Center

David A. Winston Health Policy Fellowship

Winston

The David A. Winston Health Policy Fellowship offers a twelve-month postgraduate experience in Washington, DC, to students with a minimum of a master's degree in any discipline, field, or profession from any school or program that is housed in an accredited college or university.

The objective of the David A. Winston Health Policy Fellowship is to provide a unique opportunity to learn about the political system through direct exposure to public and private sector roles in health policy development. The Fellowship embodies Mr. Winston's commitment to the public/private partnership necessary for a high-quality, market-oriented healthcare system.

2024-2025 WINSTON HEALTH POLICY FELLOWSHIP RECIPIENTS

Samuel Avila

The George Washington University's Milken Institute School of Public Health

Jack Pitsor

Duke University's Sanford School of Public Policy

David A. Winston Health Policy Scholarship

The David A. Winston Health Policy Scholarship aims to increase the number and quality of individuals trained in healthcare policy at the state and federal levels by providing financial support to deserving health policy students for furthering their education. The \$10,000 scholarship recognizes a student's academic, leadership, and service record, along with recommendations from faculty and colleagues.

RECIPIENTS OF THE 2025 SCHOLARSHIP

Abigail Marilyn Kaluza

Harvard University – MPH

Jade Chan

Columbia University – MPH

Aishwarya Grandhe

The George Washington University – MPH

Julia Long

Harvard University – MPP

Alixandria James

Columbia University – MPH

Justis Gordon

Johns Hopkins University – MSPH

Amber Garcia

University of Michigan – MPP/MPH

Kelsey Linzell

Saint Louis University – JD/MPH

Breanna Barrett

Duke University – MSc-GH

Liam Chai

Harvard University – MPP

Brian DuVal

Vanderbilt University – MPH

Nikita James Perry

University of Pennsylvania – MD/MBA

Caitlin Rowley Gallamore

Georgetown University – MPP

Reo Hayashizaki

Harvard University – JD/MPH

Charis Elisabeth Haynes

Brown University – MPH

Nathalie Boadi

Loyola University Chicago – MPH

Haley Widom

Columbia University – MPH

Rohini Achal

Johns Hopkins University – MSPH

Bugbee-Falk Student Book Award



The Bugbee-Falk Student Book Award was established in honor of the extraordinary contributions of Mr. George Bugbee and Dr. Isidore S. Falk to the development of health services administration education. The award consists of several books from the field of healthcare management and general management and is intended to form the foundation of the recipient's professional library. Books are given to selected program members annually, and faculty have the discretion to select the student recipient using whatever criteria they deem appropriate.

Seventeen titles were selected in 2023, with 35 students receiving books valued at approximately \$15,000. Thank you to the many authors and publishers who generously participated this year.

Borkowski Family Scholarship

This endowed scholarship, established in the summer of 2025 and generously funded by Michael and Nancy Borkowski through the Borkowski Family Fund, will be used to develop a new course on Simulations within AUPHA's *Art of Teaching Institute (ATI)* and establish endowed scholarships to enable doctoral students to earn AUPHA's *Certificate for Teaching in Healthcare Management*.



2025 Engagement Award Recipients

Congratulations to these award recipients:



- **Loyola University Chicago MHA Program**
Award for Engagement with AUPHA - New Program Member
- **Medical University of South Carolina MHA Program**
Award for Engagement with AUPHA - Established Program Member
- **Kevin Broom, PhD, University of Pittsburgh**
Award for Faculty Service to AUPHA
- **Karen Clancy, PhD, MBA, University of Kentucky**
Award for Faculty Service to AUPHA

Supporting AUPHA's Awards, Scholarships, Prizes, and Initiatives

AUPHA relies on contributions from members and others for endowed awards, scholarships, and prizes in order to sustain these programs.

We are grateful to these individuals and organizations who contributed to these and other AUPHA programs from July 2024 through September 2025.

- **Nancy Borkowski, DBA** – Bugbee-Falk Book Award; **Nancy Borkowski, DBA, and Family** – The Borkowski Family Scholarship
- **Dan Gentry, PhD, MHA, and Patrick Dunn** – Bachrach Family Scholarship, Bugbee-Falk Book Award, Gary L. Filerman Prize for Educational Leadership, and Diversity, Equity, Inclusion, Belonging, and Social Justice Fund
- **Ruiling Guo, DHA, MPH, MHS, AHIP** – Diversity, Equity, Inclusion, Belonging, and Social Justice Fund, Gary L. Filerman Prize for Educational Leadership
- **Richard Hirth, PhD** – Bugbee-Falk Book Award
- **Michele M. McGowan, DBA, CPA, FHFMA** – Bugbee-Falk Award
- **Quint Studer** – Quint Studer Fund

2025 AUPHA Teaching Excellence Awards

As part of the 2020-2025 Strategic Plan, three Teaching Excellence Awards were established in 2021, with an additional award established in 2022 and another established in 2025.

The new **Teaching Excellence Award for Post-Acute, Long-Term Care** is sponsored by the Post-Acute Leadership Institute (PALI). The first recipient of this award was **Amy Dore, DHA, Metropolitan State University of Denver**.

The **Teaching Excellence Award in Cultural Perspectives and Inclusive Excellence**, sponsored by the "Better Together" collaboration — 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 (N.A.H.S.E.); and the National Association of Latino Healthcare Executives (NALHE), was awarded to **Leandra Celaya, MSc, The University of Alabama at Birmingham**.

The recipient of the 2025 **Teaching Excellence Award for Health Policy**, sponsored by the American Hospital Association, was **Jillian Harrington, EdD, MS, University of Central Florida**.

Two recipients were named for the 2025 **Teaching Excellence Award for Healthcare Management and Leadership**, sponsored by the American College of Healthcare Executives. They were **Debra Zevallos, DBH, MHA, FACHE, University of Cincinnati** and **Geoffrey Silvera, PhD, MHA, The University of Alabama at Birmingham**.

The recipient of the 2025 **Teaching Excellence in Practice Management and Ambulatory Care**, sponsored by the Medical Group Management Association (MGMA) was **Natalia Rekhter, PhD, MHSA, Governors State University**.

Guided by Vision, Grounded in Values, Shaping the Future

As we reflect on a year of remarkable progress and purpose, our eyes are set firmly on the horizon—and the promise of what lies ahead. The AUPHA 2030 Strategic Plan, adopted in 2025, charts an ambitious and inspiring course for the next five years. Rooted in AUPHA's foundational values of Excellence, Innovation, Collaboration, Diversity, and Learning, the plan builds on the legacy of our first 75 years while responding to the evolving needs of our field, our members, and the communities we ultimately serve.

At the heart of the 2030 Plan are two transformative priorities that will shape our work and our impact:

1. Elevating the Visibility and Value of Healthcare Management and the Academy

We are redoubling our efforts to spotlight the field of healthcare management as a meaningful, mission-driven career pathway for future students at every level—bachelor's, master's, and doctoral.

Simultaneously, we are committed to lifting up the immense opportunities and rewards available in the academic profession. From classroom teaching to applied research, from program leadership to practitioner scholarship, we aim to inspire the next generation of educators and academic leaders.

Through targeted outreach, storytelling, mentorship, and collaboration, we will make our field—and our collective purpose—more visible and more compelling than ever.

2. Deepening Engagement Across AUPHA's Very Big Tent

With renewed energy, we are working to enhance how AUPHA communicates the breadth and depth of the resources, services, and experiences it offers to members. From our peer networks to professional development institutes and academies, from publications to signature events, AUPHA delivers unmatched value—and we are committed to tailoring this value to meet the diverse needs of our community.

Whether a faculty member is just entering the field, rising into academic leadership, or refining their role as a senior scholar or mentor, we will offer intentional, relevant, and timely support for every stage of their professional journey.

Strengthening Leadership and Governance

In tandem with these strategic priorities, AUPHA continues to refine its governance and management practices to ensure they are transparent, inclusive, forward-thinking, and effective. Under the leadership of a dedicated and visionary Board of Directors, we have made ongoing investments in board development, staff continuing education and professional development, and strategic alignment.

We are also embracing the responsible use of emerging technologies—AI, data analytics, and collaborative platforms—to strengthen organizational effectiveness and enhance the member experience. Our commitment to continuous improvement, ethical stewardship, and shared leadership will remain a hallmark of our work.

Our Collective Future

As we move forward, we do so with deep appreciation for the strength of our community—faculty, program directors, institutional leaders, students and alumni, and partners and sponsors—who bring passion, wisdom, and creativity to the vital work of preparing tomorrow's healthcare leaders. The year ahead will bring new opportunities to innovate, connect, and lead.

With excitement for what's next, and with the AUPHA 2030 Strategic Plan as our compass, we are poised not only to navigate the future, but to shape it.

**2024–2025
AUPHA
ANNUAL REPORT
OCTOBER 2025**

AUPHA
THE VOICE OF
ACADEMIC
HEALTHCARE
MANAGEMENT

**Association of University Programs
in Health Administration**

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