CALL FOR PAPERS

Journal of Health Administration Education

Special Issue: Alumni Engagement in Healthcare Management Education

Guest Editors
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Overview

Since the 2007 implementation of competency-based education (CBE), the field of healthcare management education placed greater emphasis on integrating demand-side (i.e. industry-driven) input when shaping the educational experience for future health industry leaders. For many programs, their alumni serve as a primary, ongoing connection to the health industry. We propose a special edition of JHAE focusing on how programs engage alumni practitioners to optimize the educational experience for the leaders of tomorrow’s health industry.

From the broader literature, much of the research on alumni engagement focused on the relationship to philanthropy (Billings 2009, McGill et all, 2009, Bowman 2010, Radcliffe 2011, Aslinger 2018, Drezner and Pizmony-Levy 2021). Other lines of research defined subcomponents of alumni engagement (Jain 2019), identified factors that influenced alumni engagement levels (Nailos 2009, Hummel 2010, Volin 2016, Berger 2016, Hall 2016, and Johnson 2019), and focused on engaging alumni directly in the education process (Ellison 2015, Gigliotti 2015). Since the 2007 implementation of CBE, JHAE published several related articles, which fell within a few primary themes. Researchers engaged alumni to update existing competency models (Kazley et al, 2016), develop specific competencies (Hewitt et al, 2017), or design curricular content (Hooker, 2008). Most of the related research within JHAE engaged alumni to assess career outcomes such as employment settings and career progression (Temple and Thompson, 2014), career roles/settings (Thompson et al, 2007), the value of fellowships (Gharfeh et al, 2014), the value of certifications (Ramamonjarivelvo et al, 2020), the impact of interprofessional education (Hooker, Zuccheri, and Hill, 2013), and how curricula prepared alumni for their careers (Isaac et al, 2010). One article even assessed how the alumni base influenced admissions decisions (Erskine et al 2016).

For this special issue of the Journal, we seek papers focused on: (1) frameworks to engage alumni throughout the educational experience, (2) empirical analyses of alumni engagement, and (3) innovative alumni engagement practices. Topics could include, but are not limited to:

- Original research in areas related to alumni engagement in the educational process;
- Original research in areas related to innovations in alumni engagement;
- Course-based engagement;
- Department or Program-level engagement;
- Engagement across the alumni life cycle;
- Faculty/student collaborative research;
- Case studies of best practices;
SUBMISSION PROCESS

Author(s) must submit a 300-word abstract by August 31st, 2022 to editorjhae@gmail.com. The abstract should include the paper title, the overall purpose of the study and the research problem(s) investigated, a description of the methods/study design, any major findings/trends found in your analysis; and a brief summary of your interpretations/conclusions. In addition, the abstract should include author(s) names, affiliation(s), addresses, and contact information including email.

The corresponding author will receive notification by September 30th, 2022 of the editors’ decision regarding the abstracts. Only invited manuscripts will be considered for publication, and final papers will be due by December 31st, 2022. Invited manuscripts should follow the general instructions for submitting manuscripts at the AUPHA website: http://www.aupha.org/publications/journalofhealthadministrationeducation

Publication date for this themed issue is anticipated to be June of 2023.