From the President

Dear AUPHA university and individual members, Corporate Partners and Sponsors, and health industry and higher education colleagues:

On behalf of the AUPHA Board, leadership and staff, and member volunteers, it is my pleasure to present AUPHA’s first Environmental Scan and Trends Report (2021/2022). This report is one of 11 initiatives to come out of the most recent strategic planning efforts that began in 2019, and one of four major products in the 2020-2023 Strategic Plan. It is the result of a year’s worth of excellent work by Board leaders, staff, and more than two dozen AUPHA member volunteers. The Report reflects information culled from many varied health- and higher education-related organizations, the lay and peer-reviewed literature, and legitimate www/internet sources.

AUPHA thanks the Commission on Accreditation of Healthcare Management Education (CAHME) for its contributing sponsorship of the AUPHA Environmental Scan and Trends Report as part of CAHME’s Silver Level Corporate Partnership with AUPHA.

The current plan is to provide a new Report biennially. This will provide our university member leadership and faculty and individual members much of the important and timely information needed to continuously update and improve academic programs, curricula, and courses. It will also provide AUPHA with information critical to ensuring that all of our other member services and products are timely, relevant, and valuable.

Sincerely,

Daniel Gentry, PhD, MHA
President and CEO
The AUPHA Environmental Scan and Trends Report, produced biennially beginning in January 2022, will serve as an important resource for the Association and healthcare management and health policy academy; AUPHA’s university program members and individual members; AUPHA’s Corporate Partners; health industry organizations; education and practice colleagues across the health professions; and universities and colleges throughout higher education.

For AUPHA, the Environmental Scan and Trends Report will constantly and consistently inform all of AUPHA’s strategic priorities and member services to ensure they are timely, relevant, and at the forefront of healthcare management and health policy education; and with the overarching goal of continuing to add value to AUPHA membership.
A. Major Sources of Disruption, Change, and Improvement for Healthcare Management and Health Policy Academic Degree Programs, Curricula, and Courses

Work done during AUPHA’s most recent strategic planning efforts, begun in 2019 by the AUPHA Board of Directors and propelled forward by dozens of member volunteers, revealed that there are four main sources of disruption, change, and improvement for undergraduate, masters, and doctoral degree curricula and other degree requirements in health services, healthcare management, and health policy. This work included an exhaustive review of the literature and existing reports and other materials from government agencies, educational and professional associations, research organizations and think-tanks, and health-related consulting firms. Much of the framework and basis of the report was produced from an AUPHA member survey (205 individual responses) inquiring about the sources that influence change, and the information needed to ensure curricula are current, relevant to the field of practice, and always evolving. The four main sources of change are:

1. Health industry trends and their implications for healthcare management and health policy education,
2. Health policy changes and their implications for healthcare management and leadership and health policy education,
3. Job market for graduates and alumni—job types, titles, and roles; and the knowledge, skills, and abilities (KSAs) needed for success to perform well in those jobs—and the implications for healthcare management and leadership and health policy education,
4. Stakeholder (alumni and other practitioners, employers, advisory groups) input and feedback about changes, updates, improvement for healthcare management and leadership and health policy practice—and implications for healthcare management and health policy education.

The first major section (B) of this report is intended to address the first two of these four major influencers for disruption, change, and improvement in healthcare management and health policy curricula.

Because AUPHA is the “big tent” of health administration and policy programs, and at three different levels of higher education, the third and fourth sources of needed information for change are more specific to individual programs: their target market(s), current and future students, and graduates; what sectors of the health industry they emphasize; the jobs their students are prepared for and accept upon graduation; and the regions of North America, and the world, that they serve.

The second major section (C) of the report addresses higher education more generally—the environment and institutions in which AUPHA undergraduate, masters, and doctoral program leadership, faculty, and staff provide educational programming.
Health Industry Trends and Implications for Healthcare Management Education
B. Health Industry Trends and Implications for Healthcare Management Education

Through AUPHA Board discussions, strategic planning work group deliberations, reviews of resources from over 100 organizations, a comprehensive review of the literature, an AUPHA member survey, and consultation with CAHME leadership, the following nine curriculum content areas were identified as current priorities for the Academy’s consideration for disruption, change, and improvement.

1. Leadership
   - Leading for resilience, well-being, replenishment
   - Crisis management
   - Talent recruitment, development, and sustainability

   These three most salient issues for healthcare leadership have implications for essential skills related to emotional intelligence, empathy, and communication; technical skills related to strategy, adaptability, and contingency planning; disaster planning and crisis management; and qualities and traits for leading and managing in a manner consistent with being an employer of choice for health professionals.

   **AUPHA BOK Domain(s):**
   Communication, Interpersonal Relations; Diversity, Equity, Inclusion, and Belonging (DEIB); Ethics; Governance; Human Resources Management; Leadership; Management, Organizational Behavior; Professionalism; Strategic Planning, Strategy

2. Population Health/Population Health Management
   - Value
   - Partner engagement for community health efforts
   - Analytics

   These three most salient issues for population health and population health management have implications for content and competencies related to economics, finance, information, and analytics; community health assessment, needs, and resources; engaging and partnering collaboratively with healthcare organizations and social service providers in a community or region; and population health management approaches, programs, and best evidence-based practices.

   **AUPHA BOK Domain(s):**
   Community, Population, and Public Health; Diversity, Equity, Inclusion, and Belonging (DEIB); Epidemiology; Health Economics; Health Finance; Health Information Systems and Management; Health Operations, Process Improvement; Health Policy; Health Payment Methods, Insurance, and Value; Leadership; Long-Term Care, Post-Acute Care; Marketing; Quality and Safety: Strategic Planning, Strategy

3. Health policy
   - Payment models
   - ACA
   - The states

   These three most salient issues for health policy have implications for a broad array of curriculum content and competency areas including government and private payers; issues of risk and risk management; specific policies affecting financing of health services at the federal and state levels; consideration of community health and the social determinants of health; and partnerships between healthcare delivery organizations, insurers, and payers.

   **AUPHA BOK Domain(s):**
   Community, Population, and Public Health; Diversity, Equity, Inclusion, and Belonging (DEIB); Epidemiology; Health Economics; Health Finance; Health Law; Health Policy; Health Payment Methods, Insurance, and Value; Healthcare Organizations, Health Systems; Quality and Safety: Strategic Planning, Strategy

4. Strategy
   - Scenario planning, uncertainty, risk
   - Relationships
   - Value
   - Predicting and optimizing clinical and other staff needs

   These four most salient issues for strategy have implications for technical skills such as market analysis, environmental scanning, forecasting, and the data management and analytics required to understand community demographics, health status, and disparities;
financial and economic analyses and their implications for decision-making; relationship management and related leadership skills in an environment of high uncertainty, non-optimal levels of human and other resources, and, during a transition of volume to value, an appreciation for talent recruitment, development and retention, organizational culture, and an ability to lead and manage in an environment of uncertainty, the possibility of various scenarios, and varying levels of risk with regard to strategy and decision-making.

AUPHA BOK Domain(s):
Communication, Interpersonal Relations; Community, Population, and Public Health; Epidemiology; Health Economics; Health Finance; Health Information Systems and Management; Health Operations, Process Improvement; Health Policy; Health Payment Methods, Insurance, and Value; Leadership; Management, Organizational Behavior; Marketing; Quality and Safety; Strategic Planning, Strategy

5. Health Financing

- Transforming from volume to value
- The increasing costs of chronic care (with cancer now recognized as very often chronic)
- The increasing costs of prescription drugs (biologics in particular)

These three most salient issues for health financing have implications for an array of curriculum content and competency areas including government and private payers, and in particular for the new payment models in use for Medicare, Medicaid, and commercial insurance plans; issues of risk and risk management; policies affecting financing of health services at the federal and state levels, and specifically regarding transitioning from volume to value; consideration of community health and social determinants of health; partnerships between healthcare delivery organizations, insurers, and payers; models, programs, and best practices to increase quality and decrease costs for chronic conditions; and policy and market approaches to lower the costs of prescription drugs.

AUPHA BOK Domain(s):
Community, Population, and Public Health; Epidemiology; Health Economics; Health Finance; Health Information Systems and Management; Health Policy; Health Payment Methods, Insurance, and Value; Healthcare Organization, Health Systems; Leadership; Quality and Safety: Strategic Planning, Strategy

6. Technology and Information Systems/Data/Analytics

- Telemedicine
- EHR interoperability
- AI and machine learning

These three most salient issues for technology and information systems, data, and analytics have implications for strategic investment in and deployment of technology; management and integration of data at the patient, institution, and community levels; data analytics, interpretation of results, and translation to improved decision-making; Electronic Health Records (EHR) software, capabilities and deficits, and interoperability considerations; considerations of technology, AI, and machine learning based on desired outcomes, processes, and structure; and the human capital required for organizations to be successful across these areas.

AUPHA BOK Domain(s):
Analytics, Quantitative Methods, Statistics; Community, Population, and Public Health; Epidemiology; Ethics; Health Economics; Health Finance; Health Information Systems and Management; Health Operations, Process Improvement; Quality and Safety; Strategic Planning, Strategy

7. Quality and Safety

- Competencies
- The patient experience
- Employee safety, health, wellness, and wellbeing

These three most salient issues for quality and safety have implications for patient safety, quality outcomes, and satisfaction; policy and regulatory compliance; risk management; patient experience, loyalty, and community reputation; third-party reimbursement implications; the transition from volume to value; organizational values, culture, and compassion; being an employer of choice for
health professionals; employee wellness and wellbeing, and joy-in-work.

AUPHA BOK Domain(s):
Analytics, Quantitative Methods, Statistics; Communication, Interpersonal Relations; Community, Population, and Public Health; Diversity, Equity, Inclusion, and Belonging; Epidemiology; Health Economics; Health Information Systems and Management; Health Operations, Process Improvement; Human Resources Management; Leadership; Management, Organizational Behavior; Quality and Safety

8. Social justice—diversity, equity, and inclusion; disparities; sustainability
► Organizational culture
► Managing and leading for DEIB and social justice
► Social, civic and community responsibility
► Taking action to reduce and eliminate disparities

These four most salient issues for social justice, including diversity, equity, inclusion, and belonging (DEIB), health disparities, and sustainability, have implications for considerations of organizational mission, vision, and values; what it means to have a welcoming, inclusive, and compassionate culture; the traits, talents and skills to lead and manage for diversity; professionalism and belonging; corporate, social, and community responsibility; issues of equity in health and health services, and across the social determinants of health; health disparities and the historical, structural, political, and social bases of inequities in health; approaches, models, and best practices for eliminating health disparities.

AUPHA BOK Domain(s):
Communication, Interpersonal Relations: Community, Population, and Public Health; Comparative Health Systems, Global Health; Diversity, Equity, Inclusion, and Belonging; Epidemiology; Ethics; Health Economics; Health Finance; Health Information Systems and Management; Health Operations, Process Improvement; Health Policy; Healthcare Organization, Health Systems; Leadership; Management, Organizational Behavior; Professionalism; Quality and Safety; Strategic Planning, Strategy

9. Global health
► Health equity
► Emerging infectious diseases
► Global supply chain
► Climate change
► COVID-19 (special case and emphasis)

These five most salient issues for global health have implications for comparative health systems; current and emerging diseases, and in particular infectious diseases (animal to human, and human to human); health industry supply chain and global health commerce; inequities in health resources and health status across countries and regions; health implications of climate change, including the social determinants of health; epidemics and pandemics generally, and continuing considerations for COVID-19 specifically.

AUPHA BOK Domain(s):
Community, Population, and Public Health; Comparative Health Systems, Global Health; Diversity, Equity, Inclusion, and Belonging; Epidemiology; Ethics; Health Economics; Health Finance; Health Information Systems and Management; Health Operations, Process Improvement; Health Policy; Healthcare Organization, Health Systems; Leadership; Management, Organizational Behavior; Professionalism; Quality and Safety; Strategic Planning, Strategy
C. Higher Education Trends and Implications for Healthcare Management Education

Through AUPHA Board discussions, strategic planning work groups deliberations, reviews of resources from over 100 organizations, a comprehensive review of the literature, an AUPHA member survey, and consultation with CAHME leadership, the following nine important aspects of, and issues for, higher education were identified as current priorities for the Academy’s consideration for disruption, change, and improvement.

1. Financing, cost, tuition, student debt*
   - Financing models
   - Pricing models, price competition
   - Addressing student debt and higher education affordability

These three most salient issues for financing, cost, tuition, and student debt in higher education have implications for whether academic leaders prepare and manage expense budgets or more decentralized, accountability-based models; comparative benchmarks for price and value; competition for students; strategies for tuition discounting, such as scholarships, work study, and student jobs; and considerations for student access and equity.

2. Education delivery modalities—on-campus, distance, hybrid*
   - Effects of COVID-19
   - Post COVID-19—what to eliminate, what to keep, and where to innovate
   - Preferences and competitive advantage

These three most salient issues for education delivery modalities in higher education have implications for what models emerge post COVID-19 that are best aligned with academic program goals, type(s) of students, student demand for preferences, and quality and outcomes; lessons learned from COVID-19 regarding innovations to be retained or not; best practices for benchmarking for delivery of educational programming; and strategic decisions regarding target market, niche, and branding.

3. Enrollment, demographics, retention, graduation rates*
   - Enrollment trends
   - Shifting demographics, the “demographic cliff”
   - Retention and graduation strategies that work

These three most salient trends for enrollment, demographics, retention, and graduation rates in higher education have implications for forecasting for educational program demand, including the long-forecasted drop in numbers of college entry aged individuals in the next few years; the intensity of competition for students, with consideration for market segmentation; “right-sizing” academic budgets and resources to align with current and future student demand; proven strategies for retention and program completion specifically, and student and graduate success more generally.

4. DEIB—policies, initiatives for faculty and students*
   - Leading for DEIB in higher education
   - Student initiatives for DEIB and that work
   - Faculty and staff initiatives for DEIB

These three most salient trends for diversity, equity, inclusion, and belonging in higher education have implications for policies, initiatives, and leadership focused on and related to diversity, equity, inclusion, and belonging at every level of colleges and universities; planned, intentional efforts to recruit individuals from communities of color, women, LGBTQ, the differently abled, and other underrepresented groups for students, faculty and staff, and leadership; mission, vision, values, and organizational culture and compassion; incorporation of, and emphasis on, DEIB and other social justice issues into all academic degree programs, professional development approaches, and career planning activities.
5. Teaching—methods, improvement, best practices*
   ▶ The effects of COVID-19
   ▶ Engagement
   ▶ Experiential learning
   ▶ Assessment

These four most salient issues for teaching methods, improvement, and best practices in higher education have implications for competency-based education, teaching and learning methods, and assessment methods; alignment of teaching and learning methods with educational delivery modes and models; ensuring an engaging and inclusive learning environment, with specific considerations of DEIB; the continuum of applied learning approaches, from case-, problem-, and team-based learning, to simulations, to field work; and special considerations for the initial and continuing effects of COVID-19 on teaching and learning methods in higher education.

6. Job market for graduates, labor market, and employer needs*
   ▶ Trends prior to and during COVID-19 and predictions for post COVID-19
   ▶ Types and number of jobs
   ▶ Employer needs

These three most salient issues for the job market for graduates, the labor market, and employer needs in higher education, have implications for the interruption in hiring and onboarding that occurred in 2020 and 2021 due to COVID-19; the extent of substitution of entry level jobs for new graduates in non-acute care settings due to COVID-19 in 2020 and 2021; the effects of the “great resignation,” coupled with other employee departures from healthcare provider organizations during the pandemic; the relative demand for entry level jobs for graduates, with regard to both types of jobs and different sectors of the health industry; health industry employer needs globally, in the U.S., and in regional and local markets; and the resulting needs in competencies—knowledge, skills, abilities, and attitudes—given all of these other factors.

7. Alternative models of post high school education—“micro-programs,” certificates, badges; MOOCs; and new competitors (Google, Amazon, etc.)*
   ▶ Trends in traditional higher education
   ▶ Trends in educational, professional, and trade associations
   ▶ Alternatives to formal degree programs
   ▶ New entries, competitors, and collaborators (often at the same time) in higher education (Amazon, Google, and others)

These four most salient issues for alternative models of post high school education in higher education have implications for the wide and growing array of alternatives for learning and distinctions of achievements to traditional academic degree programs, both within and outside of institutions of higher learning; customization of degree and alternative educational programming; choices between degrees, certificates, accreditations, etc.; the upward trend, and exponential growth during the COVID-19 pandemic, of Massive Online Open Courses (MOOCs); and the entry of companies from other industries into the higher education, continuing education, and professional development markets, both as collaborators and competitors.

8. Faculty types, roles—tenure track, teaching, clinical/practice, full time and part time, etc.*
   ▶ Trends prior to COVID-19
   ▶ The effects of COVID-19
   ▶ What are the models and how prevalent are they

These three most salient issues for faculty types and roles in higher education have implications for the most appropriate faculty mix for specific degree programs, with consideration of college/school setting, program size, and relative institutional priorities across teaching, research, practice and service; trends prior to, during, and post COVID-19; comparisons and benchmarking of the most relative models for a program, department, or school/college with regard to tenure versus non tenure tracks, research versus teaching versus clinical appointments, academic versus practice qualified, and full-time versus part-time versus adjunct positions; and the growing and evolving role of practitioners in healthcare management and health policy academic programs.
9. Accreditation and certification issues*

- Accreditation burden across higher education
- Models, examples of improvement
- Expansion of accreditation and certification business models

These three most salient issues for accreditation and certification in higher education have implications for the human capital, time, information and other resources required to prepare for self-study and accreditation/certification; duplication of efforts and inefficiencies that result from multiple levels of accreditation/certification bodies and requirements; models, approaches and best practices that streamline accreditation/certification and that focus on critical success factors and the most important outcomes; focus on continuous quality improvement versus check-lists and compliance; expansion of accreditation/certification activities to educational programming and learning activities in or outside of institutions of higher learning that focus on non-degree programs, certificates, and other distinctions.

*With regard to implications of these trends for academic leadership (program director, division head, department chair, dean and associate deans), the sections of this portion of the next AUPHA Biennial Trends Report (2023-2024) will link trends with the curriculum/courses for the forthcoming AUPHA Leadership Academy, which will launch by July 2023.
D. Sources of Information

Organizations
- AcademyHealth
- Academy of Management
- Accenture
- Advisory Board
- Agency for Healthcare Research and Quality
- AHA Institute for Diversity and Health Equity
- American Association for Higher Education
- American Association of Colleges of Nursing
- American Association of Colleges of Osteopathic Medicine
- American Association of Colleges of Pharmacy
- American Association of Colleges of Podiatric Medicine
- American College of Healthcare Executives
- American Dental Education Association
- American Hospital Association
- American Physical Therapy Association
- American Psychological Association
- American Public Health Association
- American Society of Association Executives
- Aspen Institute
- Association Management Center
- Association of American Medical Colleges
- Association of American Veterinary Medical Colleges
- Association of Chiropractic Colleges
- Association of Schools Advancing Health Professions
- Association of Schools and Colleges of Optometry
- Association of Schools and Programs of Public Health
- Association of Specialized and Professional Accreditors
- Association to Advance Collegiate Schools of Business
- BII World Limited
- Bain and Company
- Baird Group
- Blue Cross Blue Shield Association
- Boston Consulting Group
- CDC Foundation
- Center for Medical Technology Policy
- Centers for Disease Control and Prevention
- Centers for Medicare and Medicaid Services
- CNBC
- CNN
- Commission on Accreditation of Healthcare Management Education
- Congressional Budget Office
- Council for Higher Education Accreditation
- Council on Education for Public Health
- Council on Linkages Between Academia and Public Health Practice
- Council on Social Work Education
- Deloitte and the Deloitte Health Equity Institute
- Duke Margolis Center for Health Policy
- ECG Management Consultants
- European Academy of Management
- Federation of Associations of Schools of the Health Professions
- Fierce Healthcare
- Fogarty International Center
- GE Healthcare Partners
- Global Health Care, LLC
- Government Accountability Office
- Harvard Business Publishing
- Health Resources and Services Administration
- Healthcare Financial Management Association
- Healthcare Information and Management Systems Society
- Human Rights Campaign
- Huron Consulting Group
- Institute for Healthcare Improvement
- International Hospital Federation
- Johnson and Johnson Center for Health Worker Innovation
- Josiah Macy Jr. Foundation
- Just Health Collective
- Kaiser Family Foundation
- Kaufman Strategic Advisors
- Korn Ferry
- Leavitt Partners
- LinkedIn
- McKinsey & Company
- Medical Group Management Association
- Medium
- Missouri Community Action Network
- Morrison Healthcare
- National Academy for State Health Policy
- National Academy of Medicine
Publications

- Academy of Management Learning and Education
- Advances in Health Care Management
- Advances in Health Economics and Health Services Research
- AHA 2022 Environmental Scan
- AMA Health Equity Guide
- American Educational Research Journal
- American Journal of Managed Care
- American Journal of Medical Quality
- American Journal of Public Health
- Annual Review of Public Health
- Becker’s Hospital Review
- Educational Research Review
- Ethnicity and Health
- European Journal of Health Economics
- Evaluation and the Health Professions
- Educational Evaluation and Policy Analysis
- Fast Company
- Forge
- Fortune
- Frontiers of Health Services Management
- Hastings Center Report
- Health Affairs
- Health Care Management Review
- Health Care Manager
- Health Economics and Policy
- Health Information Management Journal
- Health Policy
- Health Policy and Planning
- Health Services Management Research
- Health Services Research
- Healthcare Executive
- Healthcare Dive
- Healthcare Financial Management
- Healthcare IT News
- Healthcare Management Forum
- Healthcare Policy
- Healthcare Quality Index
- Inc.
- Inquiry
- International Journal of Health Services
» International Journal of Health Planning and Management
» International Journal of Public Health
» Issues in Law and Medicine
» Journal for Healthcare Quality
» Journal of Education Policy
» Journal of Health Administration Education
» Journal of Health Care Finance
» Journal of Health Care for the Poor and Underserved
» Journal of Health Disparities Research and Practice
» Journal of Health Economics
» Journal of Health and Human Services Administration
» Journal of Health Organization and Management
» Journal of Health Politics, Policy and Law
» Journal of Health Services Research and Policy
» Journal of Healthcare Management
» Journal of Higher Education
» Journal of Hospital Marketing and Public Relations
» Journal of Law, Medicine and Ethics
» Journal of Medical Economics
» Journal of Medical Practice Management
» Journal of Public Health
» Journal of Public Health Management and Practice
» Journal of Public Health Policy
» Journal of Racial and Ethnic Health Disparities
» Journal of the American Health Information Management Association
» Journal of the Learning Sciences
» Leadership in Health Services
» Managed Care
» Marketing Health Services
» Medical Care
» Medical Care Research and Review
» Medicine and Law
» Medscape
» Modern Healthcare
» Pharmaceuticals Policy and Law
» Policy and Medicine
» Population Health Management
» Public Health Reports
» Public Health Research and Practice
» Quality Management in Health Care
» Research in Healthcare Financial Management
» Review of Educational Research
» Social Work in Public Health
» Root
» The Business Journals
» The Chronicle of Higher Education
» The Conversation
» The Milbank Quarterly
» The New York Times
» The Wall Street Journal
» The Washington Post
» Value in Health
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