

AUPHA

2011
annual report

of the Association of
University Programs in
Health Administration

What is AUPHA Who are Our Members?

The Association of University Programs in Health Administration (AUPHA) is a global network of colleges, universities, faculty, individuals and organizations dedicated to the improvement of healthcare delivery through excellence in healthcare management and policy education. Our mission is to foster excellence and drive innovation in health management and policy education, and promote the value of university-based management education for leadership roles in the health sector. AUPHA is the only non-profit entity of its kind that works to improve the delivery of health services—and thus the health of citizens throughout the world—by educating professional managers. AUPHA's membership includes the premier baccalaureate, master's, executive and doctoral degree programs in health administration education in the United States, Canada and around the world. The AUPHA faculty and individual members represent more than 400 colleges and universities.

Strategic Framework

OUR VISION

To develop leaders who possess the values and competencies necessary to drive improvement throughout the health system.

OUR MISSION

To foster excellence and drive innovation in health management and policy education, and promote the value of university-based management education for leadership roles in the health sector.

OUR VALUES

- Excellence
- Innovation
- Collaboration
- Diversity
- Learning

AUPHA will be viewed as the **EMBODIMENT OF EXCELLENCE**

in health management and policy education.

AUPHA will be the **INTELLECTUAL HOME**

for directors and faculty of programs in health management and policy education.

The quality of program graduates will increase as a result of the **INCREASED QUALITY OF TEACHING & SCHOLARSHIP**

at member programs.

Professional education in health management and policy will be the **ACADEMIC PATHWAY OF CHOICE & EXPECTATION**

for future leaders in the health sector.

AUPHA members will receive and perceive **CONSISTENT & INCREASING VALUE**

in their membership investment.

AUPHA VALUES

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

Excellence: AUPHA believes that excellence in education leads to excellence in healthcare management practice, and ultimately leads to improved quality, efficiency and accessibility in healthcare delivery.

Innovation: AUPHA promotes innovation, encourages the adoption of new strategies and disseminates best practices in healthcare management and policy education.

Collaboration: AUPHA collaborates in the generation and translation of research and the integration of theory and practice in interprofessional work environments.

Diversity: AUPHA believes diversity—in people, in programs and in perspectives—is essential for an effective interprofessional workforce.

Learning: AUPHA pursues continual learning to advance and share knowledge, to foster the development of pedagogy and to improve teaching and practice.

LETTER FROM THE PRESIDENT AND CHIEF EXECUTIVE OFFICER



Innovation.

It is quite the buzz word these days. Everybody wants to be innovative.

Innovations abound in the health sector. Look no further than the biotech, pharmaceutical, and device manufacturing sectors of our field. Meanwhile, CMS is looking for innovative ways to transform healthcare by finding new ways to pay for and deliver care that improve care and health while lowering costs.

Innovation means different things to different people or in different contexts. Innovation may be creating a new concept or product that has never existed before, serving an unmet need that many may not have even known they had. Or innovation may come from finding a new way of doing what we have always done, just doing it better, more efficiently, effectively, and with different outcomes.

At a recent gathering of association executive colleagues, I was asked if I thought of AUPHA as an innovative association. My initial response was that no, we aren't doing anything that hasn't been done before. But then I stopped and really thought about it, and soon realized that we are, in fact, highly innovative. We have taken on new projects, products, and processes that most associations haven't even considered yet.

As our members and stakeholders, I hope that many of you already recognize what it took me some time to discover. But by way of a reminder, let me share with you some of the recent innovations currently underway at AUPHA.

In 2010, in response to the desire to facilitate the interaction of our members between annual meetings and provide a platform for the Faculty Forums (formerly Networks) to share and disseminate information, we launched the AUPHA Network. At the time, AUPHA was among the early adopters of this dynamic technology that has provided an essential communication tool for AUPHA and its members over the last two years. The platform has proven so successful that many larger

associations are now adopting it, including the American Society of Association Executives which has a highly engaged and active membership, as you might imagine!

In 2011, AUPHA launched the centralized application service, HAMPCAS, to enable applicants to apply to participant programs through a centralized portal. This innovative service will change the way students apply to graduate school as more and more programs join the system. In launching HAMPCAS, healthcare management joins several other health professions in offering this opportunity to our programs and students.

In 2012, AUPHA will roll out two more services that put us on the cutting edge of association best practice. At the 2012 Annual Meeting, we will be debuting both the Benchmarking for Education in Healthcare Management (BEHM) system and a fully electronic self study submission platform for undergraduate certification review. BEHM will allow programs to provide their annual program survey data in an ongoing data repository then benchmark their data against the field. The online self study will greatly ease the documentation burden for undergraduate programs seeking certification and remove the significant paper burden borne by reviewers.

Finally, in 2011 AUPHA officially entered the virtual world, transitioning from an office where 8 people worked side by side to a virtual environment where 8 of the 9 staff are working remotely at least 40% of the time.

When taken as a whole, one could say that in the last two years, AUPHA has found many ways to innovate and strive to proactively meet the needs of our members and stakeholders. I hope you will agree that these innovations have made the Association a stronger force in the field and a valuable addition to your portfolio of resources.

AUPHA BOARD MEMBERS AND STAFF



Members of the AUPHA Board of Directors during the 2011 annual meeting, including incoming and outgoing members.

AUPHA would like to recognize and thank our board members. The generous commitment of time and energy on the part of these dedicated professionals makes it possible for AUPHA to pursue its vision and fulfill its mission.

BOARD MEMBERS

Peter Fitzpatrick, EdD, RPh, Chair
Clayton State University

Sharon Schweikhart, PhD, Chair Elect
The Ohio State University

Mark Allan, MBA, MSW
Boston University

Keith Benson, MHA, PhD
Winthrop University

Julia Costich, JD, PhD
University of Kentucky

Jeffrey Flaks
Hartford Hospital

S. Robert Hernandez, DrPH
University of Alabama at Birmingham

Kenneth Johnson, PhD, FACHE
Weber State University

Christy Lemak, PhD, FACHE
University of Michigan

Mary Kay Madsen, PhD, RN, FAAIDD
University of Wisconsin – Milwaukee

Craig Nesta, JD, MBA, MS, FACHE, FHFMA
Boston University

Bernardo Ramirez, MD
University of Central Florida

Quint Studer
Studer Group

Andrew Sumner, ScD
Georgia State University

Jon Thompson, PhD
James Madison University

Thomas Vaughn, MHSA, PhD
University of Iowa

Lydia Middleton, MBA, CAE
Association of University Programs in Health Administration

AUPHA STAFF

Lydia Middleton, MBA, CAE
President and Chief Executive Officer

Liane Piñero-Kluge, CAE
Chief Operating Officer

Elizabeth M. Assefa
Accounting Assistant

Kristi Donovan, MS, CAE
Senior Director of Professional Affairs

Lucinda Flowers
Director of Meetings and Events

Lacey Meckley
Membership Director

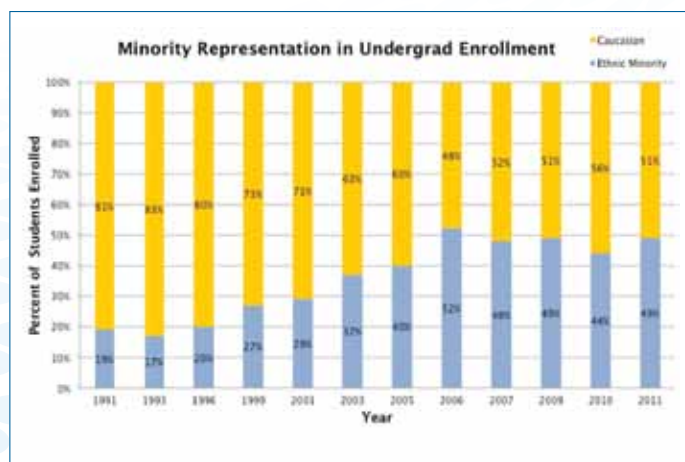
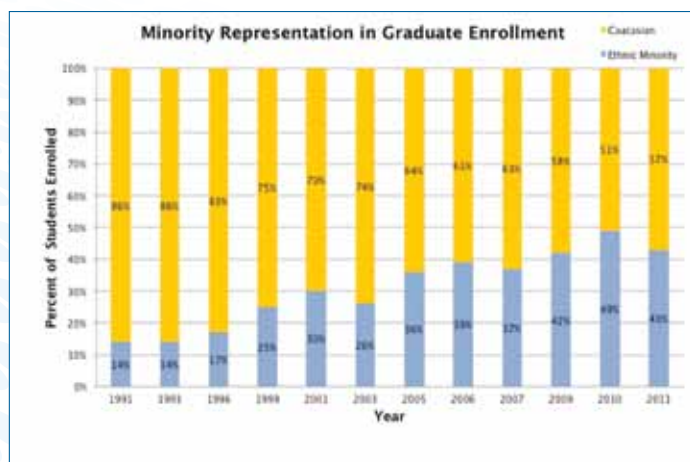
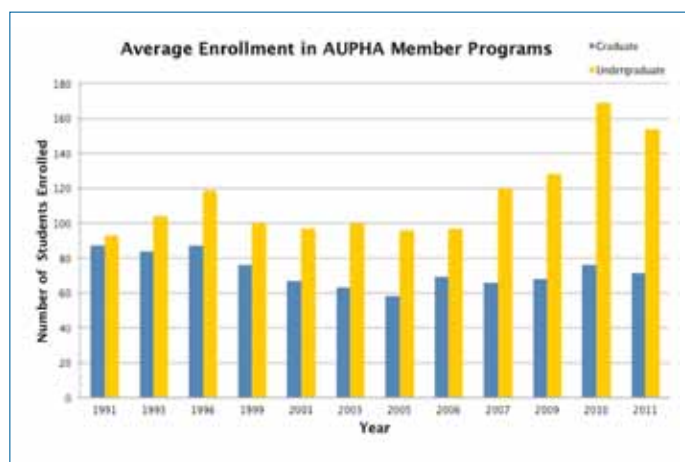
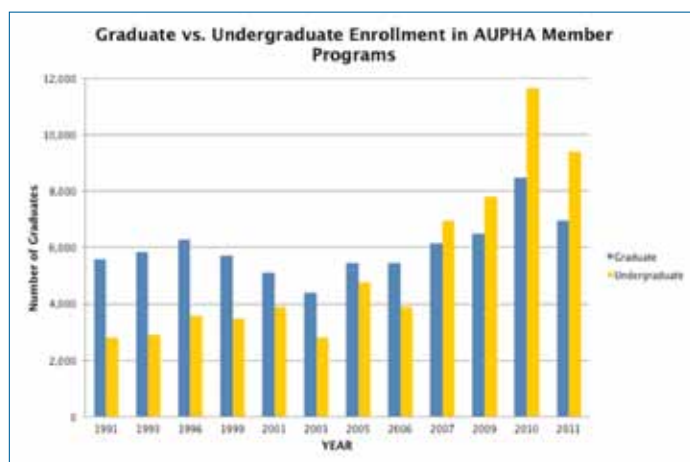
Kimberly Starks
Director of Finance and Administration

Stephanie Williams
Administrative Assistant, Marketing, Membership & Meetings

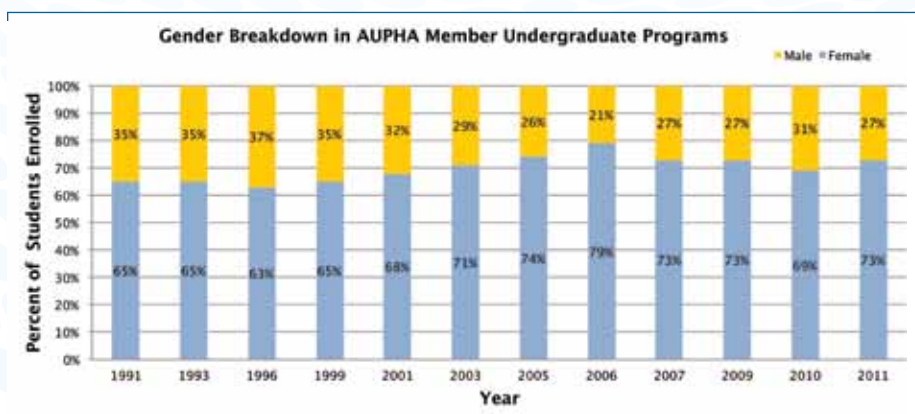
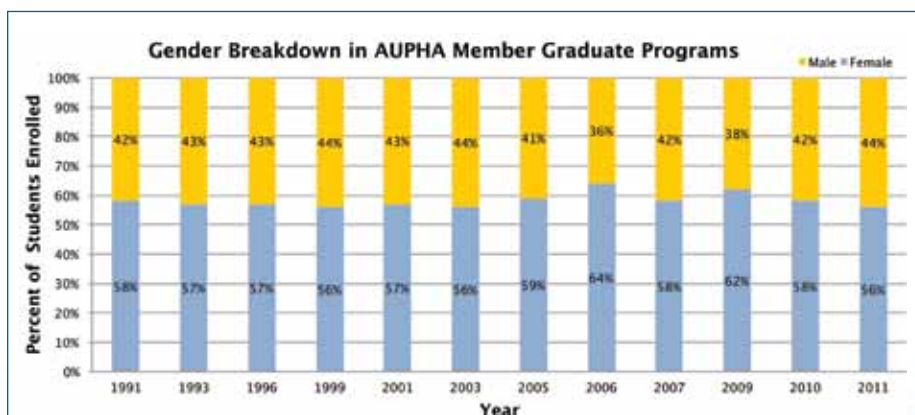
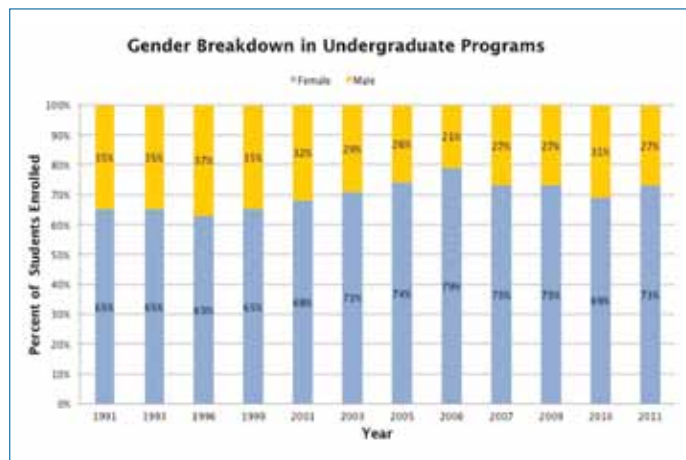
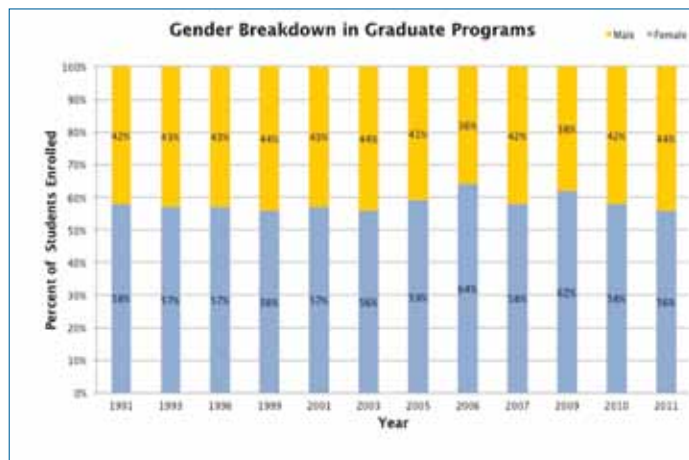
TRENDS IN OUR PROGRAMS

The data in these charts is based upon responses from the 2010-2011 program survey and reflects a total of 155 responses to the enrollment portion (from a total of 184 respondents to the survey). No projections were made. The chart representations will be supplemented and enhanced in future reports using data from both the

Benchmarking for Education in Healthcare Management (BEHM) system, as well as data from the Healthcare Administration, Management, and Policy Centralized Application Service (HAMPCAS). See New Initiatives section for more information.



TRENDS IN OUR PROGRAMS (continued)



STRATEGIC PLANNING

The Board engaged in a strategic planning session in early 2011 designed to reconfirm the strategic framework (see page 1) and develop new strategic foci within that framework to drive future program development. Those foci fell into four broad areas:

International Membership and a Global

Presence: AUPHA has long considered itself a global organization representing excellence in healthcare management education. However, the membership is comprised almost exclusively of programs in the US and Canada. As a result of this new strategic focus, AUPHA has begun to look globally at opportunities to expand membership and engagement. Working with other collaborative bodies around the world, such as the European Health Management Association (EHMA), the Consejo Latinoamericano de Escuelas de Administración (CLADEA), and the Society for Health Administration Programs in Education (SHAPE), AUPHA hopes to serve as a central resource and convener of healthcare management educators worldwide.

Creating Closer Linkages with Practice: Under this broad heading, AUPHA has developed several initiatives with the goal of moving academe and practice closer together at the national and local level. Primary among those initiatives will be an effort to develop resources to meet the needs of the leadership development training function within practice organizations. Additionally, AUPHA is working to enhance fellowship opportunities and resources to increase the number of placements. Future efforts will include a focus on growing the pool of adjunct faculty and providing them resources to support their work. At the 2011 business meeting, members also suggested that AUPHA consider producing a video that markets the degree and the value added of hiring a program graduate that could be shared with the practice community. This remains on the agenda for future consideration.

Defining the Body of Field: The recent revision to the CAHME standards for accreditation have left the field without a list of expected content in a graduate program curriculum. As the association that represents the field, it is critical that AUPHA serve as a resource to programs and students regarding the expected content in a healthcare management curriculum. Until recently, that source was the CAHME standards at the graduate level and the Undergraduate Certification Criteria at the undergrad level. The Board agreed that there is a need to provide guidance to programs as well as current and future students as to the core body of knowledge encompassed in a healthcare management curriculum. To that end, AUPHA engaged the AUPHA Faculty Forums (formerly Networks) in examining and defining the Body of Knowledge for their particular area. The Forums have been working over the past year to develop a clear outline of what can and should be covered under their focus area.

Diversity: The Board has acknowledged that AUPHA and the field of healthcare management education has made strides in expanding diversity, but that much work remains to be done. From the makeup of our Board of Directors to the speakers at our meetings, it is essential that the association reflect its core values. Work on defining a diversity workplan will begin at the 2012 AUPHA Annual Meeting when the Board will be meeting with the leadership of the Diversity Faculty Forum to identify potential directions for research into this important topic.

MEMBER RESOURCES AND EDUCATION



NETWORK

In its third year of operation, the AUPHA Network has continued to attract increasing participation by members. More than 4,000 materials, discussion comments, and blog posts have contributed to a searchable repository of knowledge about the teaching of healthcare management. The Network offers a convenient, accessible platform for members to exchange ideas and share resources.

Emerging patterns of engagement reveal that members tend to be most active at the beginning of the school year (during September and October) and in late spring, prior to AUPHA's Annual Meeting. Even during slower seasons, however, traffic continues to increase each year as members recognize the AUPHA Network's value.

To support and encourage member engagement, in 2011 AUPHA introduced a quarterly webinar that helps members get started on the Network. Training was also provided at the Annual Meeting. The association has also worked to strengthen the bridge between the Network and the Faculty Forums (formerly Networks) through continued development of the Body of Knowledge, a resource intended to define the content recommended for any AUPHA member program. Encouraging members and volunteer leaders to submit reference materials and use the discussion boards to provide feedback on draft documents has served to engender familiarity with the system and stimulate increased participation.

Also, in 2011, AUPHA launched the Open Forum, a discussion group for all AUPHA members. When a member posts a question, issue, or notification, nearly 1,500 of their peers have the opportunity to respond, building a repository of documented knowledge about teaching healthcare management.

Fourteen Faculty Forums (formerly Networks) call the AUPHA Network their online home. These communities, each led by volunteers, are charged with collaborating to develop healthcare management education resources. They develop goals, create work plans and take on special projects as needed by the community. Active Faculty Forums include:

- Advancing Women Leaders in Healthcare Management Education
- Diversity
- Ethics
- Finance, Economics & Insurance
- Global Healthcare Management
- Health Policy
- Information Management
- Innovative Classroom Teaching
- Long-Term Care
- Management
- Medical Group Practice/Ambulatory Care
- Public Health
- Quality Improvement

MEETINGS & WORKSHOPS

Annual Meeting

The June 2011 Annual Meeting was a success, drawing both record attendance of over 360 attendees, and the highest attendee ratings to date. The meeting, entitled *Ideas You Can Use*, included the HCA Forum featuring Anne Hatcher of HCA, the Pattullo Lecture featuring Uwe Reinhard, PhD of Princeton University, and a practitioner panel featuring Joan Brennan, DNP, RN, vice president of quality and performance excellence at AtlantiCare; Rob Colones, president and CEO of McLeod Health; and David Fox, MBA, president of Advocate Good Samaritan Hospital.

➤ "The rigorous planning and validation of content was evident."

"What I found most valuable was the quality of the general and focused educational sessions, the welcoming of everyone, and the number of connections that I made. It was a great conference."

New to the 2011 Annual Meeting was the addition of education mini-sessions. Lasting just 20 minutes, each mini-session focused acutely on a specific topic. Topics included planning, implementing, and evaluating hybrid courses; the role of the executive scholar in the academic community; ideas for teaching and assessing leadership competencies; and incorporating Six Sigma into healthcare management education.

The 2011 meeting featured 36 poster presentations. The first place award for best poster went to Carol Molinari, PhD of the University of Baltimore and Mary Helen McSweeney-Feld, PhD of Towson University for their poster entitled, "Cultural Competency: An Experiential Capstone Project for Healthcare Management Students."

Leaders Conference

On March 22, 2011 the 2011 Leaders Conference was held in partnership with the American College of Healthcare Executives (ACHE) during their annual Congress on Healthcare Leadership.

Colleagues from the worlds of practice and academe convened to explore the vital roles that each community plays in developing and preparing the future leaders of the healthcare industry. The featured presentation, *Practice and Academe: Sharing the Responsibility of Preparing Future Leaders*, was given by Jennifer Ryan, Sr. Staff to the President & CEO, Northwestern Memorial HealthCare; Sharon Schweikhart, PhD, Ohio State University; and Tom Vaughn, PhD, University of Iowa.

Breakout sessions focused on program management issues as well as student assessment, classroom exercises, and global education issues, among others.

Undergraduate Workshop

More than sixty faculty members gathered in Birmingham, Alabama in November 2011 for a workshop designed to address the unique issues and opportunities that face this sector of AUPHA members. It was the sixth undergraduate workshop that AUPHA has hosted, and participants raved about the quality of the learning and the sense of collegiality they experienced during the course of the meeting.

For the first time, the meeting was held at the campus of an AUPHA member program—the University of Alabama at Birmingham.

➤ "I always leave AUPHA meetings energized and with so many great ideas for how to improve our program and its courses, along with a personal sense of being part of an incredibly collegial community of practice..."

AUPHA WEBINARS

Program Director Webinar Series

Two years ago, AUPHA expanded its traditional pre-annual meeting New Program Director Workshop to create the Program Director Webinar series. The 2011 offerings included Program Director 101 and Program Director 202.

PD 101 is presented annually and is a web-based version of the New Program Director Orientation. Designed for new and future Program Directors, PD 101 explores the roles and responsibilities most commonly associated with the position and offers tips for success. It includes an overview of topics such as work-life balance; student and faculty issues; administrative structures; budget; and certification and accreditation.

It also addresses ways to get the most out of AUPHA membership, as a program director and on behalf of one's faculty and students.

PD 202, entitled, *Marketing, Promoting and Maintaining Your Brand*, reviewed tried and true methods of marketing and promoting a healthcare management (HCMN) program. It also addressed ways to assess who qualifies for entry to a program, to suggest alternative pathways for those who do not qualify, and to support student success. In addition, the presentation included suggestions and recommendations for protecting HCMN faculty from over-extension in an era of rising enrollments.

AUPHA Webinar Series

The 2011 webinar series also included *Teaching Through Experience: Learning Healthcare Management in Clinical Settings* and *Teaching Change Management: A Mini-Case Simulation Approach*. The first, *Teaching Through Experience*, began with the premise that breaking down learning barriers requires moving beyond pure knowledge retention towards affective learning by either bringing real-world experiences into the classroom or taking the classroom into the clinical setting. The presentation focused on how to develop and implement clinical experiential learning opportunities using case studies from Rush University, Ohio State University, and Johns Hopkins University—three programs that systematically embed such opportunities into their curriculum. The session was created and presented by Shital Shah, PhD and Daniel Gentry, PhD of Rush University; Eric Seiber, PhD of Ohio State University; and Ann-Michele Gundlach, EdD and Teresa Schwartz, MS of Johns Hopkins University.

Teaching Change Management described the use of a simulation exercise in teaching change management to graduate and undergraduate health services administration students. Managing organizational change is a critical competency, and some managers may only gain through experience the leadership skills needed to minimize resistance to change. Simulations grounded in both the theory of change management and the application of these principles in the healthcare field, offer students hands-on experience, and are an ideal teaching medium. The course described in the presentation gave students the opportunity to identify the forces for and against change; understand and

balance stakeholder interests; and apply change. The session was presented by Nancy Borkowski, DBA and Gloria Deckard, PhD of Florida International University.

These webinars are available for download in the AUPHA Network and in the AUPHA Online Store.

EXHIBITING



In the past year, AUPHA has taken part in several exhibiting opportunities to increase the visibility of healthcare management, promote its member programs, and to continue its support of various organizations. AUPHA was one of thirty-four exhibitors, seventeen of which were current AUPHA Member Programs, at the ACHE Congress on Healthcare Leadership, held each March in Chicago, IL. AUPHA also had a presence, promoting the field and the AUPHA member programs at the American Public Health Association's Annual Meeting, which was held in Washington, DC in October 2011. AUPHA has also played a significant role in the Medical Group Management Association and Academy of Management Annual Meetings.

ANNUAL MEETING GALLERY



OPENING GENERAL SESSION

UCLA's Diana Hilberman with Harvard's Regina Herzlinger at the opening session



Clayton State's Alphonso Ogbuehi during Q & A



Practitioner Panelists:
Joan Brennan and Dave Fox discuss
high-performance healthcare

The Graham Prize reception



Peter Fitzpatrick with
HCA Forum speakers,
Anne Hatcher, Louis Caputo, and
Joe Hill of HCA



Rene McEldowney, Eileen Morrison, and Paula Bobrowski at the
Graham Prize reception



Long-time member, Andrew James visits with students and first-time
attendees from U of South Carolina



Karen Wager, Andi White, Mike Meacham, and Abby Kazley from one of
2011's host schools, Medical University of South Carolina



Presenter Amy Martin with colleagues at the annual meeting
welcome reception



2011 Pattullo Lecturer, Uwe Reinhardt with member faculty from
Drexel University

CERTIFICATION

2011 UNDERGRADUATE REVIEWS

AUPHA recognizes those baccalaureate healthcare management programs meeting the established criteria as eligible for full membership and AUPHA Certification. In a process comparable to specialty accreditation of graduate healthcare management programs, AUPHA conducts a peer review process for those programs willing to undergo the rigors of external review in the interest of program excellence. The Certification process involves the preparation of a detailed self-study by the applicant health administration program, based on standards established by AUPHA. The self-study provides a detailed picture of the program's structure, educational processes, and evaluation/improvement mechanisms. A panel of peers is appointed by the Undergraduate Program Committee to review the self-study materials and seek clarification or amplification of the self-study information in preparation for a panel review session. Panel review involves the face-to-face meeting of the appointed peer panel with the program director, selected faculty, and college/university administrators for the purpose of thoroughly examining the program. The Panels' reports and recommendations are the basis of certifying the program and seeking changes for program improvement.

In 2011, AUPHA reviewed and approved the following programs for Full Certified Undergraduate Program status:

- University of Central Florida
- Central Michigan University
- Dillard University
- Drexel University
- George Mason University
- University of Nevada, Las Vegas
- Old Dominion University
- University of South Dakota
- Winthrop University

The following programs submitted their self studies in November of 2011 and will undergo a panel review for Full Certified Undergraduate Program status at the 2012 Annual Meeting in Minneapolis, MN:

- University of Alabama
- Auburn University
- University of Baltimore
- East Carolina University
- Eastern Washington University
- Pennsylvania State University
- Ryerson University
- University of Scranton
- University of Southern Indiana
- Texas Southern University

CRITERIA REVISION

AUPHA and the Undergraduate Program Committee regularly review and revise the Criteria for Undergraduate Certification to ensure that AUPHA and its programs are keeping pace with changes in the field. In response to the need to bring the criteria in line with the current realities of undergraduate healthcare management education, AUPHA began the process of undergraduate certification criteria revision in the summer of 2010. By fall 2010, a Criteria Review Committee was formed and tasked with developing a draft revised Criteria. The proposed revisions to the criteria were widely vetted and discussed by the membership, then presented to the AUPHA Board in June 2011. The AUPHA Board approved the resulting Criteria.

A primary goal of the criteria revision was to clarify those criteria that had proven cumbersome for programs to demonstrate and review teams to evaluate. Examples include the number of full-time faculty appointed to and teaching in the program and the minimum numbers of hours required for an internship.

The new Criteria asks the program to state its mission, goals, and objectives, which must be action-based, observable, and measureable. The program is then required to tie much of the succeeding criteria back to its stated mission, goals, and objectives.

The most significant change centered on curriculum. Programs are required to develop a set of competencies that tie back to its mission, goals, and objectives. Additionally, the Criteria now contain a list of content areas that must be covered within the program curriculum.

An important aspect of the revised Criteria is that a program may be delivered by any modality and remain eligible for undergraduate certification. Several fully online programs are currently considering pursuit of Undergraduate Certification, and the new Criteria do not preclude them from doing so as long as they meet the other rigorous criteria that reflect a strong and substantive undergraduate educational experience.

The revised Criteria will go into effect for all programs standing for certification in 2013 and beyond. A copy of the revised criteria is available on the AUPHA website.

ACCREDITATION

Full Member AUPHA programs, both graduate and undergraduate, are recognized for having withstood the rigors of peer review where curricula, faculty, educational outcomes, and student and employer satisfaction are critically examined by external review teams. For graduate programs, the standard is achieving accreditation by the Commission on Accreditation of Healthcare Management Education (CAHME).

AUPHA continues to support graduate accreditation as a Corporate Member of CAHME. Lydia Middleton represents AUPHA as the CAHME Corporate Member Representative.

In 2011, CAHME also underwent a substantive review of its Standards for Accreditation. The proposed new standards presented significant concerns to many AUPHA constituents. AUPHA provided a sounding board for those programs and a vehicle for expression of concerns. AUPHA's recommendations to the CAHME Standards Committee resulted in several substantive changes to the proposed Criteria. The new CAHME Criteria will go into effect in 2013.

PUBLICATIONS

JOURNAL OF HEALTH ADMINISTRATION EDUCATION

In 2011, the *Journal of Health Administration Education* (JHAE) completed its conversion to an IP-accessible format, a service that many subscribers have requested following conversion to an electronic journal. In the past year, the *Journal* published the following issues:

v 28 no 1: Featuring the following articles:

- *Editorial: Healthcare Management Education Programs—How are we really doing?* by S. Robert Hernandez, DrPH & Richard Shewchuk, PhD
- *Pattullo Lecture: What We Need to Keep Healthcare Reform Moving in the Right Direction* by George C. Halvorson
- *Article: Curriculum Mapping for Program Evaluation and CAHME Accreditation* by Martin S. Perlin, MBA, DBA
- *Article: Program Management Issues: Lessons Learned: Reflections of a Former Graduate Health Administration Program Director* by Stephen J. O'Connor, PhD, FACHE
- *Article: Teaching Tips & Tools: Unique Aspects of Teaching Health Economics in Health Administration Programs: Invitation for Discussion* by Maia Platt, PhD

v 28 no 2: Featuring the following articles:

- *Editorial: Collaboration and Teamwork: Working Together for a Better Future* by S. Robert Hernandez, DrPH & Richard Shewchuk, PhD
- *Article: Renewal Through Team Development: Experiencing an Emerging Program Design in Interprofessional Education for Healthcare Practitioners* by Colla J. MacDonald, EdD, Douglas Archibald, PhD, Derek Puddester, MD, MEd, FRCPC, & Irmajean Bajnok, RN, PhD
- *Article: Using Service Learning to Teach Teamwork and Peer Learning Skills to Health Services and Information Management Students* by Robert James Campbell, EdD & Bonita Sasnett, EdD

- *Article: Managerial Epidemiology in Health Administration Education: Population Health in the Age of Healthcare Reform* by Rosemary M. Caron, PhD, MPH & Edmond Hooker, MD, DrPH
- *Teaching Tips & Tools: Does Practice Make Perfect?: An Approach to Incorporating Simulations and Role Plays in Healthcare Administration Students' Curriculum?* by Patricia D. Royal, EdD
- *Teaching Tips & Tools: Building Bridges Between Medicine and Management* by Stephen F. Loebs, PhD, Aaron Fields, MHA, Hagop S. Mekjran, MD, & Andrew Thomas, MD, MBA

v 28 no 3: Featuring the following articles:

- *Editorial: Academic and Professional Challenges our Programs Face* by S. Robert Hernandez, DrPH & Richard M. Shewchuk, PhD
- *Article: Improving Healthcare Management Education Using Principles from Baldrige and Evidence-Based Management* by Kenneth R. White, PhD, RN, FACHE, Christy H. Lemak PhD, & John R. Griffith MBA, FACHE
- *Article: Do Students Know What They Know? Self-Reported Competencies in Undergraduate Health Administration Education* by Theresa "Teta" Barry, PhD
- *Article: Global Healthcare Management Education: Essential Competencies and Major Curricular Challenges* by Michael A. Counte, PhD, Bernardo Ramirez, MD, & William Aaronson, PhD
- *Article: Faculty Productivity Expectations Among CAHME-Accredited Programs* by Mark L. Diana, PhD, Claudia Campbell, PhD, T. J. Stranova, ScD, & Hugh W. Long, PhD, JD
- *Book Review: Achieving Service Excellence: Strategies for Healthcare*, 2nd Edition, Fottler, Ford, and Heaton by Carol Molinari, PhD

v 28 no 4: Featuring the following articles:

- *Editorial: Working toward Effective Change in Healthcare* by S. Robert Hernandez, DrPH & Richard M. Shewchuk, PhD
- *Pattullo Lecture: On the Much Used (and Abused) Word "Value" in Healthcare* by Uwe Reinhardt, PhD

- *Article: Administrator as Architect: A Primer of Evidence-Based Design* by Carrie R. Rich, MS, William J. Oetgen, MD, MBA, Christine W. McEntee, BSN, MHA, Tama Duffy Day, MA, & Carolyn M. Clancy, MD
- *Article: Adoption and Implementation of Competency Based Education—The Army-Baylor Approach* by Brad Beauvais, PhD, FACHE, Suzanne J. Wood, PhD, FACHE, Paul Brezinski, PhD, FACHE, Matt Brooks, PhD, FACHE, Forest Kim, PhD, FACHE, & A. David Mangelsdorff, PhD
- *Teaching Tips & Tools: Rapid Testing of Marketplace Innovation: The Case of Health Information Exchange* by John W. Huppertz, PhD, Delon R. McAllister, BS, Corinne Simisky, MBA, & Jonathan Wetzel, MBA
- *Teaching Tips & Tools: Bringing Studer Into the Classroom: Teaching Tools for Healthcare Management Programs* by Amer Kaissi, PhD



HEALTHCARE MANAGEMENT EDUCATION DIRECTORY OF PROGRAMS

The AUPHA Directory converted to a completely online format following the last printed edition in 2008. This online directory is the only directory of its kind, focusing on healthcare

management education. In 2011, AUPHA opened access to the Directory to the general public at no cost, thus making information on our member programs and the field more accessible to prospective students.

The Directory lists programs at the baccalaureate, master's, and doctoral levels. It features information on accreditation and certification of programs, cost to complete the degree, curriculum descriptions, admissions procedures and requirements, and is searchable by geographic locations, type of degree, special offerings, and more.

Out of over 5,000 pages on the AUPHA website, the Directory page has remained within the top 10 most visited pages for all of 2011. Seven of the top 10 pages visited in 2011 were directory pages, pages with direct links to the directory, or listings of our member programs.

AUPHA-HAP PUBLICATIONS

The following books were published in 2011 under the AUPHA/HAP Imprimatur:

- *Fundamentals of Human Resources in Healthcare* by Bruce J. Fried, PhD, Myron D. Fottler, PhD
- *Applying Quality Management in Healthcare: A Systems Approach*, Third Edition by Diane L. Kelly, DrPH, RN
- *Management of Healthcare Organizations: An Introduction* by Peter C. Olden, PhD
- *Health Policy Issues: An Economic Perspective*, Fifth Edition by Paul J. Feldstein, PhD
- *Introduction to the Financial Management of Healthcare Organizations*, Fifth Edition by Michael Nowicki, EdD, FACHE, FHFMA
- *Healthcare Finance: An Introduction to Accounting and Financial Management*, Fifth Edition by Louis C. Gapenski, PhD
- *The Law of Healthcare Administration*, Sixth Edition by J. Stuart Showalter, JD



FACULTY COMPENSATION SURVEY

Collected annually from the AUPHA member programs, this data provides the framework for current salary decisions and future recruitment and salary planning. The survey provides comparative information such as graduate vs. undergraduate salaries, faculty salaries by school/department location of the program, and more.

AWARDING EXCELLENCE

PRIZES



**Edward H. Wagner,
PhD**

The William B. Graham Prize for Health Services Research

The Graham Prize 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.

The Prize recognizes national or international contributions of researchers who apply analytic methods to examine and evaluate the organization, financing, and/or delivery of health services. It is awarded to individuals who have significantly contributed to public health in one of three primary areas: Health Services Management, Health Policy Development, and Healthcare Delivery. The winner is selected annually by an international committee of past Prize winners, distinguished academics, and internationally recognized researchers. The Prize includes an award of \$25,000 to the individual and \$25,000 to a not-for-profit institution that supports the winner's work.

The 2011 recipient of the William B. Graham Prize is Edward H. Wagner, PhD, professor of health services at the University of Washington School of Public Health and Community Service, founding director of the Group Health Research Institute, and the director of its MacColl Institute for Healthcare Innovation. He serves as principal investigator for the Cancer Research Network (CRN).



**Barry Greene,
MA, PhD**

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 the field, and who have enriched their

institutions, their students, and healthcare management education 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 with the generous support of the University of Minnesota's Healthcare Alumni Associations/Foundation and the many friends of Dr. Filerman. Nominations for the Prize are submitted annually by individuals from AUPHA member programs or affiliate programs or by individual members of the Association.

The 2011 recipient of the Filerman Prize is Barry Greene, MA, PhD, Professor Emeritus of the Department of Health Management and Policy, University of Iowa.



**Hector Rodriguez,
PhD, MPH**

John D. Thompson Prize for Young Investigators

The John D. Thompson Prize for Young Investigators is awarded to faculty from AUPHA member programs whose work contributes to knowledge in health services. It was established to honor John D. Thompson, a professor of health administration who set exemplary

standards in teaching, commitment to learning, collegial relationships, and health services research.

The John D. Thompson Prize is intended to serve as a benchmark for pre-tenure work. To be eligible, a nominee must be a faculty member at a Full Member Program of AUPHA, have been awarded a PhD no more than six years prior to consideration, and have not yet achieved tenure.

The 2011 Thompson Prize was awarded to Hector Rodriguez, PhD, MPH of the University of California, Los Angeles (UCLA). Dr. Rodriguez is an Assistant Professor in the Department of Health Services at the University of California, Los Angeles, a Faculty Associate at the UCLA Center for Health Policy Research, and Affiliate Investigator at the Department of Veteran's Affairs Health Services Research & Development (Dept. of VA HSR&D), Center for the Study of Healthcare Provider Behavior.

FELLOWSHIPS



Miraya Jun

David A Winston Health Policy Fellowship

The Winston Fellowship offers a twelve-month postgraduate experience in Washington, D.C. to students from AUPHA member universities. This Fellowship was established in 1987 to commemorate the contributions and personal commitment of David A. Winston, who played a significant role in shaping American health policy at both the state and federal levels.



Jennifer Schmitzer

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.

The 2011 Winston Fellows are Miraya Jun of Johns Hopkins Bloomberg School of Public Health and Jennifer Schmitzer of Yale University. The two arrived in Washington in June 2011 to begin their year-long, post-graduate fellowships.

SCHOLARSHIPS & AWARDS:



Prince Baawuah



Jared Dunlap

Corris Boyd Scholars Program

The HCA Corris Boyd Scholars Program was established in 2006 to provide scholarships to two deserving minority students entering full member AUPHA programs. The Program honors Corris Boyd, a senior healthcare executive with HealthTrust Purchasing Group and HCA who was dedicated to increasing diversity and a proponent of excellence in leadership. Mr. Boyd died in 2005. In 2011, two students were selected to receive a \$20,000/year scholarship towards a master's degree in

healthcare management from the AUPHA-member school of their choice.

The 2011 scholars are Prince Baawuah, who is currently working on his Master of Public Health at the University of Michigan, and to Jared Dunlap who entered the Mailman School of Public Health at Columbia University to also pursue a Master of Public Health in Healthcare Management.

According to Lydia Middleton, "Once again, we were stunned by the quantity and caliber of qualified students applying for this scholarship. Prince and Jared embody the promise and values that the Corris Boyd Scholarship was formed to foster."

David A. Winston Health Policy Scholarship

The David A. Winston Health Policy Scholarship Program 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 scholarship recognizes student excellence and achievement based on the student's record along with recommendations from faculty and colleagues. Ten \$5,000 scholarships are offered each year to students who demonstrate their potential to succeed in health policy at the state or federal level upon receiving their master's in healthcare management degree.

AUPHA congratulates the 2011 scholarship recipients:

- Carlye Burd, Columbia University
- Judy Chang, University of Washington
- Rebecca Chimis, University of Michigan
- Mariana Cotlear, Columbia University
- Andrea Ducas, Columbia University
- Amber Hsiao, Columbia University
- Asha Natarajan, Saint Louis University
- Kelli Todd, University of Iowa
- Eli Tomar, University of California, Los Angeles
- Samantha Wellerstein, University of California, Los Angeles

The Foster G. McGaw Scholarship

The Foster G. McGaw Scholarship, which provides financial support to undergraduate and graduate students in healthcare management, was established in 1975 and endowed by Foster G. McGaw. Founder of the American Hospital Supply Corporation, McGaw recognized the importance of healthcare management education and of AUPHA's contribution to the field.

Scholarship funds are awarded in years when endowment funds allow to all AUPHA full graduate and undergraduate programs. The faculty within each program disperse the monies at their discretion to students most deserving of recognition. More than 1,000 scholarships have been awarded since the program began.

Bugbee-Falk Book Award

Each year, AUPHA bestows the Bugbee-Falk Book Award to a group of outstanding students in our member programs. Recognizing the lifetime accomplishments of George Bugbee and Isidore S. Falk, MD, the award helps students establish their professional libraries by providing them with works by respected authors in the field.

AUPHA extends congratulations to the winners of the 2011 Bugbee Falk Book Award:

- Luis Diego Concepcion, Texas State University–San Marcos
- Meredith Kimball, University of North Carolina–Chapel Hill
- Peggy Lee Ranke, San Diego State University
- Nithya Sundararaman, University of Miami
- Sukhpreet Pabla, University of Southern California
- David M. Lutz, Pennsylvania State University
- Ronald M. Nguyen, University of Kansas Medical Center

NEW INITIATIVES

AUPHA HAS GONE VIRTUAL

Late in 2010, the AUPHA management team proposed to the Board that AUPHA could realize significant cost savings while increasing productivity by moving into a virtual work environment. The staff argued that technology had advanced to the point where non-face-to-face interactions could be highly effective, and employees who work from home or in another convenient environment demonstrate significant increases in performance and morale.

The Board agreed that AUPHA was a good candidate for moving into the virtual workspace. While many organizations have taken the leap and gone fully virtual, the AUPHA staff and Board agreed that it was important that the organization maintain a bricks & mortar presence in the DC area. So in August of 2011, after 8 months of transition, AUPHA finally gave up its 3,500 square foot office space and moved into the adjacent suite of about 900 square feet. The office is staffed full time by the administrative assistant to the CEO, and other administrative and accounting staff work part time in the office, part time off site.

The new operational model is working well. Staff communicate via email, instant message, and video conferencing, coming together monthly for a day of face-to-face engagement. All documents are housed offsite on a virtual server, and all phones are voice over IP. Members continue to report the same level of staff responsiveness now as two years ago, which was the primary benchmark for success. The association is saving roughly \$70,000 per year in rental cost as a result of this transition.

HIMSTA

As significant investment continues in developing and implementing the electronic health record across the US, it remains critical for those in key roles in both provider and vendor organizations to grasp the complexities and decisional factors related to successful HIT implementation. Graduates of healthcare

management programs must understand health IT and its applications and utilization to effectively manage complex healthcare systems as well as fill workforce needs in the vendor, insurance, and consulting sectors.

AUPHA and CAHME joined forces in 2010 to address the issue of insufficient capacity within our member programs to meet the expectations for health information technology competency in our program graduates. Thanks to a generous grant from the Health Information Management Systems Society, and a subsequent grant from Siemens, AUPHA and CAHME were able to launch the Health Information Management, Systems, & Technology Analysis project (HIMSTA) project. The purpose of the three-year effort is to develop a health IT curriculum for graduate and undergraduate programs in healthcare management.

The project scope not only includes the curriculum design, but also the development of course modules that can be combined to form stand-alone courses as well as integrated individually into existing courses, and the development of all teaching tools necessary to deliver the modules, including syllabi; class exercise; simulations; case studies; exam questions; and instructor manuals.

The resulting curriculum will cover eight knowledge domains, and provide fourteen modules of classroom-ready content within those domains. The eight domains are as follows:

- Information Management
- Strategy and Planning
- Assessment, System Selection and Implementation
- Management of Information Systems and Resources
- Assessing Emerging Technologies
- Assessment of the Value of IT
- Security and Privacy
- Systems and Standards

Each module will contain the following:

- A syllabus
- Instructional material including short audio lectures with slides
- Discussion questions/topics
- Suggested readings
- Links to useful websites
- 3 to 5 assessment questions
- An instructor manual

Rollout of the modules is planned for Winter 2013, to be followed by development of train-the-trainer opportunities as funding allows.

HAMPCAS

In September 2011, AUPHA launched the Healthcare Administration, Management, and Policy Centralized Application Service (HAMPCAS). The web-based system is the first centralized application service specifically for students applying to graduate programs in health administration, healthcare management, and health policy. The service enables prospective students to submit a single, standardized application to multiple participating institutions and offers admissions staff a single portal for access to applications and applicant data. Participation in HAMPCAS is a complimentary member benefit available to AUPHA graduate member programs.

Admissions processes have traditionally been labor-intensive and expensive, involving large amounts of paper and significant person hours to organize and verify student data. With HAMPCAS, those requirements are vastly reduced.

With the inaugural cycle well underway, a variety of reports have recently been made available to schools to summarize demographic information and academic performance relating to their applicant pool. The on-demand reports can be used to compare data against any segment of a program's applicant pool or compare the pool against the aggregate of all HAMPCAS applicants. Reports that are currently available include:

- Ages
- Countries of Citizenship
- Colleges Attended
- Citizenship Status
- Countries of Birth
- Degree Awarded
- Degree Expected
- Ethnicities and Races
- Financial Aid
- Genders
- GPAs by Year
- GPAs by Subject
- Majors
- State/Provinces of Residence

For its inaugural cycle, HAMPCAS had a targeted 20 program participation rate, but was able to launch with 30 graduate programs participating. The HAMPCAS schools reflect the various geographic markets represented in AUPHA's membership, as well as the many settings in which the AUPHA members are housed—including health sciences, allied health, management/business, public health, nursing, and medicine. The following schools were part of the launch of HAMPCAS in 2011:

AUPHA Full Graduate Members

- **University of Alabama at Birmingham**, Department of Health Services Administration
- **University of Arkansas for Medical Sciences**, Fay W. Boozman College of Public Health
- **Cornell University**, The Sloan Program in Health Administration, College of Human Ecology
- **Georgetown University**, Department of Health Systems Administration, School of Nursing & Health Studies
- **Georgia State University**, Institute of Health Administration, Robinson College of Business
- **Governors State University**, Department of Health Administration, College of Health & Human Services
- **University of Iowa**, School of Public Health, Department of Health Management and Policy
- **University of Miami**, School of Business Admin., Exec. MBA Program in Health Sector Mgmt. & Policy

- **University of Michigan**, School of Public Health, Health Management and Policy Program
- **University of Minnesota**, School of Public Health, Division of Health Policy and Management
- **University of Missouri–Columbia**, School of Medicine, Health Management & Informatics Program
- **Ohio State University**, College of Public Health, Division of Health Services Management & Policy
- **Rush University**, College of Health Sciences, Department of Health Systems Management
- **Saint Louis University**, School of Public Health, Department of Health Management & Policy
- **Temple University**, Fox School of Business, Department of Risk, Insurance & Healthcare Management
- **Texas A&M Health Science Center**, School of Rural Public Health, Department of Health Policy and Management
- **Texas Woman’s University**, Program in Health Care Administration, College of Health Sciences
- **Trinity University**, Graduate Program of Health Care Administration
- **Tulane University**, School of Public Health & Tropical Medicine, Dept. of Global Health Systems and Development
- **Virginia Commonwealth University**, Graduate Prgrm. in Health Admin./MHA Prgrm., School of Allied Health Prof.
- **University of Washington–Seattle**, Department of Health Services, School of Public Health

AUPHA Associate & Associate Candidate Graduate Members

- **AT Still University**, Health Administration Program, School of Management
- **Carnegie Mellon University**, Heinz College, Health Care Policy & Management
- **Des Moines University**, College of Health Sciences, Graduate Program in Health Care Administration
- **University of Detroit Mercy**, Health Services Administration Graduate Program, College of Health Professions
- **Loyola University Chicago**, MBA Healthcare Management, Graduate School of Business

- **Montana State University–Billings**, College of Allied Health Professions, Department of Health Administration
- **University of North Texas Health Science Center**, School of Public Health, Dept. of Health Management & Policy
- **University of the Pacific**, Eberhardt School of Business, MBA in Healthcare Management
- **Winston-Salem State University**, School of Business and Economics

BODY OF KNOWLEDGE

Historically, accredited graduate programs in healthcare management have been guided by the content requirements previously proscribed in the standards established by Commission on the Accreditation of Healthcare Management Education (CAHME). The 2011 revision of the CAHME standards eliminated the content requirements in order to allow programs more freedom to define their own mission and more latitude for creatively meeting the demands of students and the marketplace.

In anticipation of the revision of CAHME standards, the AUPHA Board of Directors determined that the association has a responsibility to define the scope of the profession, providing clarity on where the field of healthcare management begins and ends. This is typically accomplished through defining a body of knowledge and setting standards that can be used to demonstrate which individuals or organizations possess that body of knowledge.

The AUPHA Board has identified several strategic initiatives for prioritization over the next three years, including an initiative called “Defining the Field.” Among several distinct areas of focus encompassed by this effort, the most immediate is developing a Body of Knowledge for the field of healthcare management education. AUPHA sees the field as a broad spectrum. At one end are programs focused on the delivery setting with a strong emphasis on public and community health. The opposite end is represented by the more entrepreneurial reaches of the healthcare industry, with programs focused on preparing students for roles in areas such as consulting, biotech, the pharmaceutical industry, and device manufacturing.

The first step in advancing this agenda was engaging AUPHA's thirteen Faculty Forums (formerly Networks) to begin building the body of knowledge for their respective content areas. The Networks include Advancing Women Leaders in Healthcare Management, Diversity, Ethics, Finance, Economics & Insurance, Global Healthcare Management, Health Information

Management, Health Policy, Innovative Classroom Teaching, Long-Term Care, Management, Medical Group Management, Public Health, and Quality Improvement. For more information about how members can contribute to this broad-ranging and important initiative, please contact any of the AUPHA Faculty Networks.

ESTABLISHING THE BENCHMARKING EDUCATION IN HEALTHCARE MANAGEMENT PLATFORM

Related to the Body of Knowledge, the development of the Benchmarking Education in Healthcare Management Education (BEHM) program will enable member programs to compare their own statistics and performance against aggregate data from their peer programs. This innovative online platform will be available free of charge to all Full, Associate Candidate, and Associate member programs of the association.

Members that submit their annual program survey information will be able to compare their program's data with data supplied by other programs meeting specific search criteria. A variety of reports will enable comparisons of, for example, application numbers, or internship requirements. Information from specific programs will not be visible to other users; it will be aggregated for comparison purposes. Data provided for 2010-11 surveys have been loaded into the system to enable members to compare their own numbers from year to year. To the extent possible, the platform will minimize repetitive entry of data that remains the same each year.

While the BEHM platform is offered free of charge, it does carry a pay-to-play expectation insofar as comparison data will only be accessible to members that submit their own data. The intention is to drive participation and so as to optimize the quality and quantity of the data included.

Capturing program survey data in the BEHM platform will generate benefits for member programs and for the healthcare management field as a whole. The information is used not only by programs and AUPHA, but also by outside organizations such as the Bureau of Labor Statistics. AUPHA plans to make the aggregate data about the field available to others at a fee.

The BEHM platform is scheduled for beta-testing in Spring 2012 and will be introduced at the 2012 AUPHA Annual Meeting.

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FULL GRADUATE PROGRAM MEMBERS

Arizona State University	New York University	University of Arkansas for Medical Sciences	University of North Carolina at Charlotte
Armstrong Atlantic State University	Northwestern University	University of California– Los Angeles	University of North Florida
Army-Baylor University	Ohio State University	University of Central Florida	University of Oklahoma Health Sciences Center
Baruch College & Mt. Sinai School of Medicine	Pennsylvania State University	University of Colorado Denver	University of Pittsburgh
Baylor University	Rush University	University of Colorado Denver/Network for Healthcare Mgmt	University of Puerto Rico– Medical Science Campus
Boston University	Saint Louis University	University of Florida	University of Saint Thomas
California State University– Long Beach	San Diego State University	University of Iowa	University of Scranton
Columbia University	Simmons College	University of Kansas Medical Center	University of South Carolina
Cornell University	Temple University	University of Kentucky	University of Southern California
Dalhousie University	Texas A&M Health Science Center	University of Memphis	University of Toronto
George Mason University	Texas State University–San Marcos	University of Miami	University of Washington Seattle
George Washington University	Texas Tech University	University of Michigan	Virginia Commonwealth University
Georgetown University	Texas Woman's University Houston	University of Minnesota	Virginia Commonwealth University–MSHA
Georgia State University	Trinity University	University of Minnesota, Executive MHA	Washington State University
Governors State University	Tulane University	University of Missouri	Xavier University
Indiana University	Union Graduate College	University of North Carolina at Chapel Hill	
Johns Hopkins University	Universite de Montreal		
Marymount University	University of Alabama at Birmingham		
Medical University of South Carolina			

FULL UNDERGRADUATE PROGRAM MEMBERS

Appalachian State University	Georgetown University	Stonehill College	University of New Hampshire
Auburn University	Governors State University	Tennessee State University	University of North Carolina at Chapel Hill
California State University– Chico	Howard University	Texas Southern University	University of North Florida
California State University– Long Beach	Idaho State University	Texas State University– San Marcos	University of Scranton
California State University, Northridge	James Madison University	Towson University	University of South Dakota
Central Michigan University	Mary Baldwin College	University of Alabama	University of Southern Indiana
Clayton State University	Methodist University	University of Alabama at Birmingham	University of Wisconsin–Milwaukee
Dillard University	Metropolitan State College of Denver	University of Baltimore	Weber State University
Drexel University	Old Dominion University	University of Central Florida	Western Kentucky University
East Carolina University	Oregon State University	University of Connecticut	Winthrop University
Florida A&M University	Our Lady of the Lake College	University of Michigan–Flint	
George Mason University	Pennsylvania State University	University of Nevada– Las Vegas	
	Ryerson University		

ASSOCIATE GRADUATE PROGRAM MEMBERS

AT Still University*	Montana State University–Billings*	The Sage Colleges*	University of Pennsylvania
Barry University*	National University*	Uniformed Services University of Health Science*	University of South Florida*
Boston University*	Oregon Health & Science University*	University of California–Berkeley	University of Texas at Arlington*
Carnegie Mellon University*	Pacific University*	University of Cincinnati*	University of Texas at Dallas
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Des Moines University*	Portland State University*	University of Illinois at Chicago*	University of the Pacific
Florida International University*	Rosalind Franklin University of Medicine and Science	University of Maryland University College	Walden University
Georgia Southern University*	Saint Joseph's College of Maine	University of North Texas Health Science Center*	Weber State University*
Hofstra University*	Seton Hall University*		Winston–Salem State University*
Kings College*	Suffolk University*		Yale University
Lindenwood University*	Texas Southern University*		
Louisiana State University Health Sciences Center*			
Loyola University Chicago*			

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Alma College*	Globe University	Loyola University Chicago*	Texas A&M University–Corpus Christi*
Ashford University	Ithaca College*	Mercy College of NW Ohio*	Thomas More College*
California Baptist University	Jackson State University*	Midway College*	University of Minnesota Duluth*
Concordia College*	Jefferson College of Health Sciences*	Mount Olive College*	University of Ontario Institute of Technology*
Concordia University–Irvine*	Kaplan University, School of Health Science*	New York City College of Technology/CUNY	University of Phoenix
Davenport University	Lancaster General College of Nursing & Health Sciences*	New York University*	University of Puerto Rico*
Eastern Kentucky University*	Lindenwood University*	Norfolk State University	University of St. Francis
Eastern Washington University*	Loma Linda University	Saint Leo University*	Winston–Salem State University*
Franklin University–Columbus*	Lourdes University	Saint Louis University*	
		South University*	

ASSOCIATE DOCTORAL PROGRAMS

Central Michigan University

AFFILIATE MEMBERS

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Studer Group

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Hadassah College of Jerusalem, Israel	Manchester University, United Kingdom	Ulm University, Germany	University of Oslo, Executive MHA, Norway
Huazhong University of Science and Technology, China	MediClubGeorgia, Georgia		

* Any academic unit providing a degree at the bachelor or master level in healthcare management in a regionally accredited university that has made a commitment to stand for AUPHA certification (undergraduate) or CAHME accreditation (graduate) within 8 years of acceptance into the membership category.

2011 AUDIT LETTER



INDEPENDENT AUDITORS' REPORT

To the Board of Directors
Association of University Programs in Health Administration
Arlington, Virginia

We have audited the accompanying statement of financial position of the Association of University Programs in Health Administration (AUPHA) as of December 31, 2011, and the related statements of activities and change in net assets, functional expenses and cash flows for the year then ended. These financial statements are the responsibility of AUPHA's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from AUPHA's 2010 financial statements and, in our report dated June 10, 2011, we expressed an unqualified opinion on those statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of AUPHA's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of AUPHA as of December 31, 2011, and its change in net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Gelman, Rosenberg & Freedman Certified Public Accountants

2011 STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS

ASSOCIATION OF UNIVERSITY PROGRAMS IN HEALTH ADMINISTRATION

STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS FOR THE YEAR ENDED DECEMBER 31, 2011 WITH SUMMARIZED FINANCIAL INFORMATION FOR 2010

	2011				2010
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total	Total
REVENUE AND SUPPORT					
Membership dues	\$ 674,902	\$ -	\$ -	\$ 674,902	\$ 625,858
Grants (Note 7)	-	356,066	-	356,066	409,412
Contributions	171,899	-	2,500	174,399	193,359
Annual meeting and conference	228,803	-	-	228,803	187,368
Investment income (Note 2)	14,787	49,964	-	64,751	179,092
Advertising	44,706	-	-	44,706	36,678
In-kind services (Note 13)	45,000	-	-	45,000	45,000
Rental and copier revenue	5,436	-	-	5,436	2,443
Royalty income	66,924	-	-	66,924	58,521
Administrative fees (Note 11)	18,528	-	-	18,528	6,001
Advertising, exhibits and mailing lists	10,117	-	-	10,117	13,163
Publications and videos	10,380	-	-	10,380	14,579
Other revenue	42,305	-	-	42,305	54,973
Net assets released from donor restrictions (Note 5)	<u>351,156</u>	<u>(351,156)</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total revenue and support	<u>1,684,943</u>	<u>54,874</u>	<u>2,500</u>	<u>1,742,317</u>	<u>1,826,447</u>
EXPENSES					
Program Services:					
Membership	321,408	-	-	321,408	261,658
Annual Meeting and Conference	306,810	-	-	306,810	272,294
Scholarships and Awards	361,819	-	-	361,819	285,341
Publications	<u>59,540</u>	<u>-</u>	<u>-</u>	<u>59,540</u>	<u>67,214</u>
Total program services	<u>1,049,577</u>	<u>-</u>	<u>-</u>	<u>1,049,577</u>	<u>886,507</u>
Supporting Services:					
Management and General	508,768	-	-	508,768	563,559
Fundraising	<u>557</u>	<u>-</u>	<u>-</u>	<u>557</u>	<u>5,260</u>
Total supporting services	<u>509,325</u>	<u>-</u>	<u>-</u>	<u>509,325</u>	<u>568,819</u>
Total expenses	<u>1,558,902</u>	<u>-</u>	<u>-</u>	<u>1,558,902</u>	<u>1,455,326</u>
Change in net assets	126,041	54,874	2,500	183,415	371,121
Net assets at beginning of year	<u>666,093</u>	<u>1,364,197</u>	<u>540,000</u>	<u>2,570,290</u>	<u>2,199,169</u>
NET ASSETS AT END OF YEAR	\$ <u>792,134</u>	\$ <u>1,419,071</u>	\$ <u>542,500</u>	\$ <u>2,753,705</u>	\$ <u>2,570,290</u>

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Mary Baldwin College
University of Memphis
University of Miami
University of North Carolina at Charlotte
University of North Florida
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Sciences Center
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Association of University Programs in Health Administration

2000 14th Street North

Suite 780

Arlington, VA 22201

(703) 894-0940

www.aupha.org