Annual Report 2020-2021
of the Association of University Programs in Health Administration
AUPHA achieves excellence and innovation in health management and policy education by embracing diversity and providing opportunities for learning and collaboration.

**AUPHA’S VISION**
To be recognized as the global leader in advancing higher education and scholarship in healthcare management and health policy.

**AUPHA’S MISSION**
AUPHA fosters excellence and innovation in health management and policy education, and scholarship.

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

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

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

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

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

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

**AUPHA’s Four Core Committees**

- **Diversity with Inclusion Committee (DIC)**
  Charged with addressing the ongoing challenge of the lack of diversity among AUPHA member program faculty and among students, especially at the graduate level.

- **Global Leadership Committee (GLC)**
  Charged with developing an AUPHA global presence.

- **Undergraduate Program Committee (UPC)**
  Charged with managing specific activities relevant to undergraduate program members.

- **Graduate Program Committee (GPC)**
  Charged with managing specific activities relevant to graduate program members.
“Because of COVID-19, and enabled by technology, online education progressed faster in 10 days than in the previous 10 years.” President Frenk also spoke of our need to create not a “new normal” but a “better normal.”

These and many other lessons have helped to reshape and fundamentally improve the work and performance of AUPHA.

Over the past year, Dan Gentry, AUPHA President/CEO, and I have written and spoken much of the AUPHA Board’s desire and intent to be more open, more inclusive—and to grow and expand the membership and national and global reach of AUPHA. The AUPHA vision statement inspires me: It is to be recognized as the global leader in advancing higher education and scholarship in healthcare management and health policy. We will do this, in part, by seeking to reduce restrictions to opportunities for membership and standing in our association, and by seeking to associate more fully with our colleagues in the medical, business, and allied health fields—many of whom share our interest in and commitment to healthcare management and health policy education and research.

This past year, the AUPHA board, staff, and membership have remained focused on developing and implementing our new strategic plan. The major pillars or themes of that plan are compelling and thrilling to me. They directly address our commitment to strengthening our programs and faculty and elevating our collective voice and standing across the health professions.

In my view, leadership and faculty development is the most important work of our association. Strong leaders and faculty build and sustain strong academic programs, which in turn help to build and sustain outstanding future healthcare leaders and scholars.

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Regarding our strategic plan, we again express sincere appreciation to our colleague Dr. Suzanne Wood for her tireless efforts to facilitate and shepherd this effort over the past two years. Her leadership and efforts are not lost on any of us.

Notwithstanding the terrible and lingering effects of COVID-19, our association—AUPHA—has experienced a year of record accomplishments, including:

- **2500** Discussion posts on the Network (this usually averages around 1300)
- **912** New threads on the Network (the highest previous number was 580)
- **496** Number of attendees at the 2020 Annual Meeting
- **77** Number of AUPHA webinars conducted, recorded, and posted, including plenaries, town hall meetings, panels, and special webinars—from the 2020 Academic Program and Practitioner Workshop, the 2020 Annual Meeting, and through year-long virtual engagement with the membership
- **41** 2021 Annual Meeting Program Sponsors with a record financial total

To our AUPHA staff and colleagues, thank you for helping each other, our students, and our association not only survive—but thrive in 2020 and in 2021 and beyond. I have often said that I am a better teacher, a better scholar, a better leader, and above all—a better person, because of my membership and active association with AUPHA.

_Sincerely,_

Tracy J. Farnsworth, EdD, MHSA, MBA, FACHE  
AUPHA Chair

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**AUPHA Staff**

- **Liza Assefa, MBA**  
  Director of Finance
- **Lena Dixon**  
  Office and Program Coordinator
- **Dan Gentry, PhD, MHA**  
  President and CEO
- **Mark Ryan**  
  Certification and Assessment Manager
- **Chris Anne Sanyer**  
  Director of Membership
- **Jaime E. Stephens, CMP, CAE**  
  Vice President and COO
- **Jason Chong Walker**  
  Manager of Meetings
Dear AUPHA colleagues:

On behalf of the AUPHA Board and staff, it is my pleasure to provide you with the 2020-2021 Annual Report.

As we’ve moved from one pandemic year into another, three prominent themes continue to occupy my thinking and actions as AUPHA’s President and CEO: community, value, and gratitude.

Community
Along with colleagues from medicine and nursing, I currently lead a group of health professions educators who, for 28 years, have gathered for a week each summer in New England. This interdisciplinary group of colleagues across mostly health administration, medicine, nursing, and patient advocacy, spend the week learning from one another with a focus on quality improvement in healthcare and in health professions education. The group has a strong sense of “community.” After skipping summer 2020, we decided to attempt a virtual gathering of what’s lovingly referred to as “Summer Camp” for 2021 — with a theme focused on well-being across our Summer Camp community, our practice communities, and our communities of learners.

As we’ve been preparing the last few months for the week in mid-July, I’ve spent as much, or more, time applying the concepts related to “community” to AUPHA. AUPHA is the professional community that has been most important to me for more than two decades. In her regular “Culture” column in a 2017 issue of The Atlantic, Megan Garber wrote “‘Community,’ after all, the Old English Dictionary notes, is rooted in the Middle French communauté. The word may have come to suggest a ‘body of people who live in the same place,’ but, initially, it meant something much simpler and much more powerful: ‘joint ownership.” I find this original meaning extremely appealing in the context of AUPHA.

Recently, during one of our live educational sessions for the virtual 2021 AUPHA Annual Meeting, Dr. Zac Pruitt asked the audience a question. “Why do you share what has worked well for your program, what you’ve learned, potential best practices?” It is a very important question. I shared my thoughts in the Zoom chat — that in addition to it being good visibility for your program, and that by sharing you are likely pushed to do the next great thing in your own program, it’s the right thing to do. “Right” in the sense that it’s what’s best for the field; what’s best for producing the next even-better-prepared generation of healthcare managers and leaders; and, the philosophy that’s most likely to maximize our contribution, as healthcare management and health policy educators, to improving health.

Value
It is to a large extent AUPHA members’ strong sense of “joint ownership” that brings so much value to our community. Since becoming President and CEO 16 months ago, I’ve often expressed AUPHA’s excellent value proposition as a function of the passion for the calling, commitment to the mission and vision, service to the profession, and generous sharing of intellectual capital, of our members. The ideas, innovations, best practices, challenges and solutions, lessons learned, and resources that make AUPHA a great value proposition for our program and individual members are provided by you, the community — the well-educated and trained, experienced and talented, smart and wise community of educators and scholars in healthcare management and health policy.

I think every day about AUPHA’s value to our field of healthcare management and health policy education. First and foremost that value is about providing programs and services; meetings, workshops and webinars; opportunities for engagement, collaboration, and networking; and,
continuing education and professional development to the academy. But when you pause and consider the indirect impact, the value of AUPHA expands exponentially: the value of shared learning to fellow faculty and staff colleagues; the value to students of curricular and extracurricular improvements and innovations; the value to graduates and alumni of career and life achievements; the value to healthcare organizations of better and better management and leadership approaches and results; and ultimately, the value to communities with regard to improving the human condition.

This Annual Report provides bountiful evidence of AUPHA's excellent value proposition — including services, meetings and other activities, and resources that were in place prior to the COVID-19 pandemic; the many and varied additional webinars, town halls, case studies and other teaching resources, and opportunities to engage with colleagues that AUPHA has added during the pandemic; and, the new Biennial Trends Report, updated and improved Body-of-Knowledge (BOK), new Art of Teaching Institute, and new Leadership Academy promised in AUPHA's 2020-2023 Strategic Plan.

Gratitude
In his most recent book, *The Calling: Why Healthcare Is So Special*, my friend, colleague, and Pensacola neighbor, Quint Studer, begins with what is one of my favorite of his own quotes: "A heart full of gratitude has little room for anything else." My heart is full. As I communicated in this space last year, I am grateful for so much.

I continue to be grateful for all of you — my cherished academic and practice colleagues and dear friends. You are a wonderful source of inspiration and encouragement.

I am grateful for the AUPHA staff — Liza Assefa, Lena Dixon, Mark Ryan, Chris Sanyer, Jaime Stephens, and Jason Walker. They are consummate professionals, each expertly qualified in their specialty areas of association management. They are great colleagues to each other and to me. They genuinely like, respect, and admire the AUPHA membership, which — although I have known them since they each joined the AUPHA staff — is something I did not know until I joined the team.

I am grateful to our AUPHA Board of Directors, for their consistent and persistent focus on mission and vision, philosophy and values, and strategy. I am grateful to them for their governance and their support of me and the AUPHA staff.

I am grateful for my own "calling," which like most of you has been entirely focused on healthcare — first as a teacher and mentor, and researcher; next, as an academic leader; and now as someone who's been given this gift of serving our field of healthcare management and health policy education, of serving all of you. Thank you!

Sincerely,

Dan
2020–2021 AUPHA Board of Directors

Tracy J. Farnsworth, EdD, MHSA, MBA, FACHE
Chair
Idaho State University

Steven Bateman, MHA
Weber State University

Reid Oetjen, PhD
University of Central Florida

Leigh W. Cellucci, PhD, MBA
Past Chair
East Carolina University

Nancy Borkowski, DBA, CPA, FACHE, FHFMA
University of Alabama at Birmingham

Laurie Shanderson, PhD, MPA, FACHE
Northcentral University

Suzanne J. Wood, PhD, MS, FACHE
Chair-Elect
University of Washington

Rosemary Caron, PhD, MPH
University of New Hampshire

William H. Tuttle, DSc, MHA, FACHE
Baptist College of Health Sciences

Jeffrey R. Helton, PhD, CMA, CFE, FHFMA
Treasurer
University of Colorado at Denver

Rupert Evans, DHA, FACHE
Governors State University

Jullet (Jaye) Davis Weaver, PhD, MHA
Florida A&M University

Jason S. Turner, PhD
Secretary
Rush University

Shou-Yih (Daniel) Lee, PhD
Virginia Commonwealth University

Dan Gentry, PhD, MHA
President and CEO
AUPHA

Brian T. Malec, PhD, LFHIMSS
California State University, Northridge
### Association of University Programs in Health Administration

#### Statement of Financial Position

2020, 2019, and 2018

<table>
<thead>
<tr>
<th></th>
<th>12/31/2020</th>
<th>12/31/2019</th>
<th>12/31/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Assets</td>
<td></td>
<td></td>
<td></td>
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<td>Checking/Savings</td>
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<td>1,096</td>
<td>1,451</td>
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<td>Other Assets</td>
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<td>3,901,590</td>
<td>3,489,724</td>
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<td><strong>TOTAL ASSETS</strong></td>
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<td><strong>5,224,212</strong></td>
<td><strong>4,433,019</strong></td>
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<tr>
<td><strong>LIABILITIES AND EQUITY</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Current Liabilities</td>
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<td>Accounts Payable</td>
<td>5,623</td>
<td>41,174</td>
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<td>Other Current Liabilities</td>
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<td>Long Term Liabilities</td>
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<td><strong>Total Liabilities</strong></td>
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<td>Equity</td>
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<tr>
<td>Unrestricted and Restricted Net Assets</td>
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<td>3,721,259</td>
<td>3,742,024</td>
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<td>Net Change in Assets</td>
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<td>651,146</td>
<td>8,962</td>
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<tr>
<td><strong>Total Equity</strong></td>
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<td><strong>4,372,405</strong></td>
<td><strong>3,751,986</strong></td>
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<tr>
<td><strong>TOTAL LIABILITIES AND EQUITY</strong></td>
<td><strong>5,801,568</strong></td>
<td><strong>5,224,212</strong></td>
<td><strong>4,433,019</strong></td>
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### ORDINARY REVENUE/EXPENDITURES

<table>
<thead>
<tr>
<th>Description</th>
<th>12/31/2020</th>
<th>12/31/2019</th>
<th>12/31/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40000 – Operating Revenue</td>
<td>1,323,920</td>
<td>1,536,849</td>
<td>1,528,200</td>
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<tr>
<td>46400 – Other Revenue</td>
<td>163,102</td>
<td>153,868</td>
<td>156,300</td>
</tr>
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<td><strong>Total Revenue</strong></td>
<td>1,487,022</td>
<td>1,690,717</td>
<td>1,684,500</td>
</tr>
<tr>
<td><strong>EXPENDITURES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60000 – Salaries and Wages Expense</td>
<td>895,051</td>
<td>760,285</td>
<td>673,610</td>
</tr>
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<td>60500 – Occupancy and Equipment</td>
<td>67,672</td>
<td>65,813</td>
<td>65,101</td>
</tr>
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<td>60600 – Operations</td>
<td>75,543</td>
<td>115,257</td>
<td>110,059</td>
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<tr>
<td>60700 – Program Expenses</td>
<td>212,131</td>
<td>241,543</td>
<td>234,097</td>
</tr>
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<td>62100 – Professional Fees</td>
<td>108,988</td>
<td>159,395</td>
<td>142,266</td>
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<tr>
<td>63100 – Travel and Meetings</td>
<td>15,159</td>
<td>210,280</td>
<td>228,290</td>
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<tr>
<td>65100 – Other Expenses</td>
<td>69,903</td>
<td>152,180</td>
<td>50,388</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>1,444,447</td>
<td>1,704,753</td>
<td>1,503,811</td>
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<tr>
<td><strong>OTHER REVENUE/EXPENDITURES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Other Revenue</td>
<td>546,481</td>
<td>665,182</td>
<td>-171,726</td>
</tr>
<tr>
<td><strong>Net Change in Assets</strong></td>
<td>589,055</td>
<td>651,146</td>
<td>8,962</td>
</tr>
</tbody>
</table>
Board of Directors and Management
Association of University Programs in Health Administration
Washington, DC

Opinion

We have audited the accompanying financial statements of the Association of University Programs in Health Administration (a nonprofit organization), which comprise the statement of financial position as of December 31, 2020, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Association of University Programs in Health Administration as of December 31, 2020, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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

Prior Period Financial Statements

The financial statements of the Association of University Programs in Health Administration as of December 31, 2019, were audited by other auditors whose report dated May 7, 2020, expressed an unmodified opinion of those statements.

Responsibilities of Management for the Financial Statements

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

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

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

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

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

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

Timonium, Maryland
May 6, 2021
2020-2021 Corporate Partners

American College of Healthcare Executives
The American College of Healthcare Executives is an international professional society of more than 40,000 healthcare executives who lead hospitals, healthcare systems, and other healthcare organizations. ACHE offers its prestigious FACHE credential, signifying board certification in healthcare management. ACHE’s established network of 77 chapters provides access to networking, education, and career development at the local level. In addition, ACHE is known for its magazine, Healthcare Executive, and its career development and public policy programs. Through such efforts, ACHE works toward its goal of being the premier professional society for healthcare executives dedicated to improving healthcare delivery. www.ache.org

American Hospital Association
The American Hospital Association (AHA) is the national organization that represents and serves hospitals, health care networks, patients and communities. Nearly 5,000 hospitals, health systems, other care providers and 43,000 individual members come together to form the AHA. Through our representation and advocacy activities, AHA ensures that members’ perspectives and needs are heard and addressed in national health policy development. The AHA also provides education and information on issues and trends for health care leaders. www.aha.org

CAHME
The Commission on Accreditation of Healthcare Management Education (CAHME) serves the public by advancing the quality of healthcare management education globally.

CAHME is an interdisciplinary group of educational, professional, clinical, and other health sector organizations devoted to quality improvement of education for healthcare management and administration professionals. www.cahme.org

Health Administration Press
Health Administration Press (HAP) has, for over 40 years, focused solely on publishing books and journals on all aspects of health services management. We are committed to bringing you the highest quality textbooks written by the leading experts in healthcare administration. HAP is the publishing partner of AUPHA and a division of ACHE. www.ache.org

Jones & Bartlett Learning
Jones & Bartlett Learning is a world-leading provider of instructional, assessment, and learning-performance management solutions for the secondary education, post-secondary education, and professional markets. Our educational programs and services improve learning outcomes and enhance student achievement by combining authoritative content with innovative, proven, and engaging technology applications. www.jblearning.com

Peregrine Global Services
Peregrine Global Services is the globally recognized leader in providing online exam services for colleges and universities related to program-level assessment, academic leveling, and APA writing style competency. We also provide leadership development, strategic planning, and academic consulting services for higher education institutions and academic organizations.

Programmatic assessment exams are available for Business Administration, Accounting and Finance, Early Childhood Education, Healthcare Administration, General Education, Criminal Justice, and Public Administration academic degree programs. www.peregrineglobal.com

Supporter

HIMSS
HIMSS is a cause-based, global enterprise producing health IT through leadership, education, events, market research, and media services around the world. Founded in 1961, HIMSS encompasses more than 80,000 individuals, of which more than two-thirds work in healthcare provider, governmental, and not-for-profit organizations across the globe, plus over 650 corporations and 470 not-or-profit partner organizations that share this cause. HIMSS, headquartered in Chicago services the global IT community with additional offices in the United States, Europe, and Asia. For over seventeen years, HIMSS has joined with AUPHA to offer the joint HIMSS/AUPHA Academic Forum. AUPHA is grateful to HIMSS for their continuing generosity and support. www.himss.org
AUPHA's benchmarking efforts are in a state of transition. On the undergraduate side, staff have been and continue to develop and implement reforms to increase the response rate to the annual Undergraduate Program Survey. In 2020, AUPHA staff reduced the size of the survey by 33% in an effort to make the tool easier to complete for members. We also implemented new incentives for undergraduate members to participate, including access to a blinded version of the dataset.

In the past, AUPHA has utilized data from CAHME’s annual program survey to populate the graduate portion of the benchmarking report. AUPHA is currently developing a modified methodology for collecting and reporting this data going forward. This year, we are reprinting the graduate data from the 2019-2020 Annual Report.

In addition to undergraduate and graduate sections, this year’s benchmarking reports includes faculty salary information (courtesy of Dr. Nir Menachemi) and highlights from 2020 and 2021’s strategic planning efforts.

### Undergraduate Benchmarking Data

The following benchmarks are based on survey data collected from AUPHA undergraduate programs from the 2019-2020 academic year. The data in these tables represents information collected directly from 19 AUPHA undergraduate member programs. This information is collected through a voluntary survey that AUPHA distributes annually to all Full and Associate Undergraduate Members.

The sample here represents a little less than 20% of AUPHA’s undergraduate membership, so results should be interpreted with caution. For reference, figures from the prior year’s survey are also included in the table. Year-to-year comparisons should also be made with caution as there is not perfect overlap between the composition of the two groups.

#### TABLE 1: UNDERGRADUATE FACULTY AND STUDENTS BY STATUS IN 2019-2020

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
<th>Median</th>
<th>Min</th>
<th>Max</th>
<th>n</th>
<th>2018-2019 Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Full-Time</td>
<td>3</td>
<td>0</td>
<td>10</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part-Time</td>
<td>0</td>
<td>0</td>
<td>31</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Adjunct</td>
<td>9</td>
<td>0</td>
<td>24</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>Full-Time</td>
<td>126</td>
<td>23</td>
<td>403</td>
<td>17</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Part-Time</td>
<td>23</td>
<td>0</td>
<td>194</td>
<td>3</td>
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</table>

#### TABLE 2: UNDERGRADUATE FACULTY BY GENDER, RACIAL IDENTITY AND YEARS OF EXPERIENCE IN 2019-2020

<table>
<thead>
<tr>
<th>Category</th>
<th>Gender/Ethnicity</th>
<th>Mean</th>
<th>n</th>
<th>2018-2019 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female</td>
<td>58.2%</td>
<td>19</td>
<td>46.7%</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>41.8%</td>
<td></td>
<td>53.7%</td>
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<tr>
<td></td>
<td>Other</td>
<td>0.0%</td>
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<td>0.0%</td>
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<tr>
<td>Racial Identity</td>
<td>American Indian/Alaskan Native</td>
<td>2.0%</td>
<td>17</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>7.9%</td>
<td></td>
<td>8.0%</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>18.1%</td>
<td></td>
<td>18.1%</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>4.3%</td>
<td></td>
<td>4.0%</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.0%</td>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>65.8%</td>
<td></td>
<td>68.4%</td>
</tr>
<tr>
<td></td>
<td>Two or More Races</td>
<td>1.3%</td>
<td></td>
<td>0.6%</td>
</tr>
<tr>
<td></td>
<td>Other Races</td>
<td>0.6%</td>
<td></td>
<td>0.9%</td>
</tr>
<tr>
<td>Years of Experience</td>
<td>10 or Fewer Years</td>
<td>61.6%</td>
<td>19</td>
<td>46.7%</td>
</tr>
<tr>
<td></td>
<td>10 to 20 Years</td>
<td>26.6%</td>
<td></td>
<td>37.5%</td>
</tr>
<tr>
<td></td>
<td>20+ Years</td>
<td>11.9%</td>
<td></td>
<td>15.7%</td>
</tr>
</tbody>
</table>
### TABLE 3: UNDERGRADUATE STUDENTS BY GENDER AND RACIAL IDENTITY IN 2019-2020

<table>
<thead>
<tr>
<th>Category</th>
<th>Gender/Ethnicity</th>
<th>Mean</th>
<th>n</th>
<th>2018-2019 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>74.4%</td>
<td>15</td>
<td>74.1%</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>25.6%</td>
<td></td>
<td>25.9%</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>0.0%</td>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Racial Identity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Indian/Alaskan Native</td>
<td>1.9%</td>
<td>16</td>
<td>0.4%</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>12.3%</td>
<td></td>
<td>7.3%</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>18.5%</td>
<td></td>
<td>24.7%</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>16.4%</td>
<td></td>
<td>8.1%</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.2%</td>
<td></td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>43.4%</td>
<td></td>
<td>55.2%</td>
</tr>
<tr>
<td></td>
<td>Two or More Races</td>
<td>3.5%</td>
<td></td>
<td>1.1%</td>
</tr>
<tr>
<td></td>
<td>Other Races</td>
<td>3.8%</td>
<td></td>
<td>3.0%</td>
</tr>
</tbody>
</table>

### TABLE 4: AVERAGE UNDERGRADUATE PROGRAM ADMISSIONS STATISTICS, 2019-2020

<table>
<thead>
<tr>
<th>Category</th>
<th>Average</th>
<th>Min</th>
<th>Max</th>
<th>n</th>
<th>2018-2019 Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates (median)</td>
<td>50</td>
<td>8</td>
<td>198</td>
<td>15</td>
<td>38.5</td>
</tr>
<tr>
<td>New Students</td>
<td>63</td>
<td>6</td>
<td>150</td>
<td>15</td>
<td>33.5</td>
</tr>
</tbody>
</table>

### TABLE 5: UNDERGRADUATE PROGRAM STARTING SALARIES, THREE MONTHS POST-GRADUATION (MEAN OF MEDIAN), 2019-2020

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>Min</th>
<th>Max</th>
<th>n</th>
<th>2018-2019 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median Starting Salary: Jobs</td>
<td>$44,493</td>
<td>$35,000</td>
<td>$55,000</td>
<td>10</td>
<td>$49,063</td>
</tr>
</tbody>
</table>

### TABLE 6: MEAN PROPORTIONS OF UNDERGRADUATE STUDENT OUTCOMES, THREE MONTHS POST-GRADUATION 2019-20*

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mean</th>
<th>n</th>
<th>2018-2019 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studied for Graduate Degree</td>
<td>23.4%</td>
<td>11</td>
<td>25.1%</td>
</tr>
<tr>
<td>Professional Position in Healthcare</td>
<td>47.2%</td>
<td></td>
<td>58.9%</td>
</tr>
<tr>
<td>Professional Position Outside of Healthcare</td>
<td>7.5%</td>
<td></td>
<td>5.9%</td>
</tr>
<tr>
<td>Other/Not Placed/Unknown</td>
<td>21.9%</td>
<td></td>
<td>10.1%</td>
</tr>
</tbody>
</table>

### TABLE 14: MEAN PROPORTIONS OF UNDERGRADUATE STUDENT PLACEMENTS IN HEALTHCARE POSITIONS, THREE MONTHS POST-GRADUATION IN 2018-2019*

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>n</th>
<th>2018-2019 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospital/Health System</td>
<td>40.5%</td>
<td></td>
<td>47.9%</td>
</tr>
<tr>
<td>Physician Practice</td>
<td>12.8%</td>
<td></td>
<td>16.9%</td>
</tr>
<tr>
<td>Nursing Homes</td>
<td>10.0%</td>
<td></td>
<td>15.6%</td>
</tr>
<tr>
<td>Consulting</td>
<td>4.3%</td>
<td>11</td>
<td>3.1%</td>
</tr>
<tr>
<td>Pharmaceutical/ Biotechnology</td>
<td>5.6%</td>
<td></td>
<td>3.1%</td>
</tr>
<tr>
<td>Other</td>
<td>26.7%</td>
<td></td>
<td>13.4%</td>
</tr>
</tbody>
</table>

*Includes two or more races and other races
Graduate Programs
As mentioned in the introductory paragraph, the following graduate benchmarks are based on data from 2018-19. These numbers were previously reported in the 2019-2020 AUPHA Annual Report. These data are derived from CAHME’s annual program survey. All CAHME accredited programs (and, therefore, AUPHA Full Graduate Members) are required to complete this survey. CAHME also distributes the survey to AUPHA Associate Graduate members, but the response rate is low. As with the undergraduate numbers, the figures below are based on a partial sample of the AUPHA Graduate Program Membership, heavily tilted toward Full Members. Conclusions should be drawn with caution.

<table>
<thead>
<tr>
<th>TABLE 8: GRADUATE FACULTY AND STUDENTS BY STATUS IN 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Students</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TABLE 9: MEAN PROPORTIONS OF GRADUATE FACULTY BY GENDER AND RACIAL IDENTITY IN 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
</tr>
<tr>
<td>Gender</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Racial Identity</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

** Includes American Indian/Alaska Native, Asian, Native Hawaiian/Pacific Islander, two or more races, and other races

<table>
<thead>
<tr>
<th>TABLE 10: MEAN PROPORTIONS OF GRADUATE STUDENTS BY GENDER AND RACIAL IDENTITY IN 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
</tr>
<tr>
<td>Gender</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Racial Identity</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

*Includes two or more races and other races
### TABLE 11: AVERAGE GRADUATE PROGRAM ADMISSIONS STATISTICS, 2018-2019

<table>
<thead>
<tr>
<th>Category</th>
<th>Average</th>
<th>Min</th>
<th>Max</th>
<th>n</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates (median)</td>
<td>22.5</td>
<td>4</td>
<td>217</td>
<td>80</td>
<td>Unreported</td>
</tr>
<tr>
<td>Applications (median)</td>
<td>70</td>
<td>9</td>
<td>252</td>
<td></td>
<td>93.8 (mean)</td>
</tr>
<tr>
<td>Offers (median)</td>
<td>42</td>
<td>7</td>
<td>154</td>
<td>79</td>
<td>60.1 (mean)</td>
</tr>
<tr>
<td>Matriculants (median)</td>
<td>24</td>
<td>5</td>
<td>85</td>
<td></td>
<td>36.1 (mean)</td>
</tr>
<tr>
<td>Acceptance Rate (mean)</td>
<td>67.7%</td>
<td>20.2%</td>
<td>100%</td>
<td>79</td>
<td>64.1%</td>
</tr>
<tr>
<td>Matriculant/Offer Rate (mean)</td>
<td>59.4%</td>
<td>15.1%</td>
<td>100%</td>
<td></td>
<td>60.1%</td>
</tr>
</tbody>
</table>

### TABLE 12: GRADUATE STUDENT STARTING SALARIES, THREE MONTHS POST-GRADUATION (MEAN OF MEDIAN), 2018-2019

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>Min</th>
<th>Max</th>
<th>n</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median Starting Salary: Fellowships</td>
<td>$60,209</td>
<td>$40,000</td>
<td>$78,250</td>
<td>45</td>
<td>$57,841</td>
</tr>
<tr>
<td>Median Starting Salary: Jobs</td>
<td>$68,932</td>
<td>$36,000</td>
<td>$105,000</td>
<td>62</td>
<td>$70,890</td>
</tr>
</tbody>
</table>

### TABLE 13: MEAN PROPORTIONS OF GRADUATE STUDENT OUTCOMES, THREE MONTHS POST-GRADUATION 2018-19*

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mean</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placed in Healthcare Position</td>
<td>73.3%</td>
<td></td>
</tr>
<tr>
<td>Placed in Non-Healthcare Position</td>
<td>2.6%</td>
<td></td>
</tr>
<tr>
<td>Already Employed and Remained in Same Position</td>
<td>12.2%</td>
<td>77</td>
</tr>
<tr>
<td>Studied for Another Graduate Degree</td>
<td>2.0%</td>
<td></td>
</tr>
<tr>
<td>Not Placed</td>
<td>4.2%</td>
<td></td>
</tr>
<tr>
<td>Unknown/Other</td>
<td>5.7%</td>
<td></td>
</tr>
</tbody>
</table>

* These data were not reported in the previous benchmarking report

### TABLE 14: MEAN PROPORTIONS OF GRADUATE STUDENT PLACEMENTS IN HEALTHCARE POSITIONS, THREE MONTHS POST-GRADUATION, 2018-2019*

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthcare Fellowship</td>
<td>19.0%</td>
<td></td>
</tr>
<tr>
<td>Hospital/Health System</td>
<td>40.9%</td>
<td></td>
</tr>
<tr>
<td>Consulting</td>
<td>9.6%</td>
<td></td>
</tr>
<tr>
<td>Physician Practice</td>
<td>6.7%</td>
<td></td>
</tr>
<tr>
<td>Insurance Agency</td>
<td>5.0%</td>
<td></td>
</tr>
<tr>
<td>Military/Veterans Health System</td>
<td>4.3%</td>
<td></td>
</tr>
<tr>
<td>Pharmaceutical/Biotech</td>
<td>2.8%</td>
<td></td>
</tr>
<tr>
<td>Governmental Agency</td>
<td>2.7%</td>
<td>75</td>
</tr>
<tr>
<td>Long-term Care Facility</td>
<td>1.9%</td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td>1.0%</td>
<td></td>
</tr>
<tr>
<td>Trade Association</td>
<td>0.8%</td>
<td></td>
</tr>
<tr>
<td>Home Health Agency</td>
<td>0.5%</td>
<td></td>
</tr>
<tr>
<td>National Health Organization (e.g., CVS)</td>
<td>0.4%</td>
<td></td>
</tr>
<tr>
<td>Foundation/Not-For-Profit</td>
<td>0.3%</td>
<td></td>
</tr>
<tr>
<td>Other**</td>
<td>4.1%</td>
<td></td>
</tr>
</tbody>
</table>

* These data were not reported in the previous benchmarking report
** Includes investment banking, venture capital, and other healthcare-related positions.
Faculty Salary Information

Nir Menachemi, PhD, Indiana University, has graciously shared some preliminary data analysis from the 2021 iteration of his salary survey, distributed to all health administration faculty in the United States. A more in-depth analysis of the results will be available in future papers in peer-reviewed journals. Other members of the research team were Casey Balio, PhD, Heather Taylor, MPH, and Ashley Robertson, PhD, JD.

- Proportion of 2021 respondents that reported receiving a pandemic-related furlough or salary reduction in past year: 18.1%
- Proportion of 2021 respondents that indicated their institution imposed a pandemic-related faculty hiring freeze: 81.2%

**TABLE 15: AVERAGE SALARIES BY YEAR AND RANK, INFLATION ADJUSTED TO FEBRUARY 2021 DOLLARS**

<table>
<thead>
<tr>
<th>Rank</th>
<th>2015</th>
<th>2018</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>$106,287 (n=93)</td>
<td>$109,113 (n=117)</td>
<td>$101,749 (n=86)</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$129,695 (n=81)</td>
<td>$125,572 (n=129)</td>
<td>$133,841 (n=91)</td>
</tr>
<tr>
<td>Full Professor</td>
<td>$183,229 (n=85)</td>
<td>$181,573 (n=140)</td>
<td>$188,973 (n=86)</td>
</tr>
</tbody>
</table>

Strategic Planning Survey Highlights

In 2020 and 2021, AUPHA distributed several surveys to the membership to obtain feedback on several upcoming initiatives born out of the AUPHA Strategic Plan. There was a strong response rate to each of the surveys, which provided valuable information for decision-making.

Communications Plan

- Respondents indicated the following preferences (in order) for how to receive AUPHA information: 1) AUPHA Network; 2) AUPHA direct email; 3) The AUPHA Exchange newsletter; and 4) social media.
- Respondents indicated a strong preference for LinkedIn as the most appropriate and desired social media outlet for AUPHA news and information.

Biennial Trends Report

- The top three areas that respondents want to see in the Trends Report are: 1) policy; 2) population health; and 3) strategy.
- Respondents identified stakeholder input, health industry trends, health policy changes, and student job outlook as the main factors that influence how they modify and improve their program curricula.
- Respondents identified financial issues (student debt, costs, etc.) and education delivery modalities as the most important trends in higher education.

AUPHA continues to undergo substantial efforts to improve the utility of future benchmarking reports. Staff are currently working with the Undergraduate Program Committee on additional reforms on the undergraduate side. One reform that is being discussed is to require AUPHA certified members to complete the survey. This by itself would provide an estimated 30% increase in sample size. In the coming years, AUPHA will continue to prioritize the enhancement and development of this member benefit. AUPHA member faculty are encouraged to provide their ideas and feedback on the benchmarking report directly to AUPHA staff to help guide the process.
Who Are We?

Membership in AUPHA is represented by a large and highly diverse set of institutions, members, and faculty. As of April 2021, there were a total of 236 graduate and undergraduate programs from 188 separate institutions. Also included are doctoral programs, affiliate members, international programs, and 118 individual members. The table below shows that most of AUPHA’s members are “Full Members,” indicating that they are either AUPHA certified (if undergraduate) or CAHME accredited (if graduate). The number of Associate Undergraduate program members continues to grow as more programs show interest in Undergraduate Certification.

MEMBERSHIP COMPARISON

<table>
<thead>
<tr>
<th>Membership Type</th>
<th>2015</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Graduate</td>
<td>79</td>
<td>75</td>
</tr>
<tr>
<td>Associate Graduate</td>
<td>60</td>
<td>61</td>
</tr>
<tr>
<td>Total Graduate</td>
<td>139</td>
<td>136</td>
</tr>
<tr>
<td>Full Undergraduate</td>
<td>46</td>
<td>48</td>
</tr>
<tr>
<td>Associate Undergraduate</td>
<td>35</td>
<td>49</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>81</td>
<td>97</td>
</tr>
<tr>
<td>Total Doctoral</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Total Programs</td>
<td>227</td>
<td>236</td>
</tr>
<tr>
<td>Total Institutions</td>
<td>179</td>
<td>188</td>
</tr>
<tr>
<td>Individuals</td>
<td>132</td>
<td>118</td>
</tr>
</tbody>
</table>

Member Programs

The following programs were members of AUPHA as of April 2021. Click an institution for more information on programs. The letters following the listing indicate Undergraduate (UG), Graduate (G), or Doctoral (D) programs.

- Alma College (UG)
- American College of Education (UG)
- Appalachian State University (UG) (G)
- Army-Baylor University (G)
- AT Still University (G)
- Auburn University (UG)
- Baptist Health Sciences University (UG)
- Barry University (G)
- Baruch College (G)
- Bay Path University (G)
- Baylor University (G)
- Belmont University (G)
- Boston University Questrom School of Business (G)
- Boston University School of Public Health (G)
- California Northstate University (G)
- California State University – Chico (UG)
- California State University - Long Beach (UG) (G)
- California State University, Northridge (UG)
- Campbell University (UG)
- Carnegie Mellon University (G)
- Central Michigan University (UG) (D)
- City University of New York (CUNY) (G)
- Clarkson University, Capital Region Campus (G)
- Clayton State University (UG) (G)
- Colorado Technical University (G)
- Columbia University (G)
Concordia College (UG)
Cornell University/Sloan Program in Health Administration (G)
Creighton University (G)
Dalhousie University (G)
Davenport University (UG)
Des Moines University (G)
DeSales University (UG) (G)
Dixie State University (UG)
Drexel University (UG)
Duquesne University (G)
D'Youville College (UG)
East Carolina University (UG)
Eastern Kentucky University (UG)
Eastern Michigan University (G)
Eastern Washington University (UG)
Fayetteville State University (UG)
Florida A&M University (UG)
Florida Atlantic University (UG) (G)
Florida International University (UG) (G)
Franciscan Missionaries of Our Lady University (UG)
George Mason University (UG) (G)
The George Washington University (G)
Georgetown University (UG)
Georgia Southern University (G)
Georgia State University (G)
Governors State University (UG) (G)
Grand Valley State University (G)
Hampton University (UG)
Hofstra University (G)
Howard University (UG)
Huazhong University of Science and Technology (UG)
Icahn School of Medicine at Mount Sinai (G)
Idaho State University (UG)
Indiana University Richard M. Fairbanks School of Public Health (UG) (G)
Ithaca College (UG)
James Madison University (UG)
Johns Hopkins University (G)
Kings College (G)
Lake Erie College of Osteopathic Medicine (LECOM) (G)
Liberty University (UG) (UG)
Lipscomb University (G)
Loma Linda University (UG) (G)
Long Island University (UG) (G)
Louisiana State University (G)
Loyola University Chicago (UG)
Marshall University (UG)
Marymount University (G)
Medical University of South Carolina (G) (D)
Methodist College (UG)
Methodist University (UG)
Metropolitan State University of Denver (UG) (G)
Minnesota State University Moorhead (UG)
- Missouri Southern State University (UG)
- Missouri State University (G)
- National University (UG) (G)
- New York City College of Technology/CUNY (UG)
- New York University (G)
- Norfolk State University (UG) (G)
- Northcentral University (G)
- Northeastern State University (UG)
- Northeastern University (UG) (G)
- The Ohio State University (G)
- Old Dominion University (UG)
- Palm Beach State College (UG)
- Pennsylvania College of Health Sciences (UG)
- Pennsylvania State University – Harrisburg (G)
- Pennsylvania State University (UG) (G)
- Pennsylvania State University World Campus (G)
- Pfeiffer University (G)
- Portland State University (G)
- Queens University of Charlotte (G)
- Radford University (UG) (G)
- Robert Morris University (UG)
- Rochester Institute of Technology (G)
- Rosalind Franklin University of Medicine and Science (G)
- Rush University (G)
- Rutgers University (UG) (G)
- Ryerson University (UG)
- Sacred Heart University (G)
- Saint Joseph's University (G)
- Saint Leo University (UG)
- Saint Louis University (UG) (G)
- Samford University (UG) (G)
- Seton Hall University (G)
- Southern Illinois University – Carbondale (UG)
- Stevenson University Online (G)
- Stonehill College (G)
- Stony Brook University (G)
- Suffolk University (G)
- Temple University (G) (G)
- Tennessee State University (UG)
- Texas A&M Health Science Center (G)
- Texas A&M University - Corpus Christi (UG)
- Texas Southern University (UG) (G)
- Texas State University (UG) (G)
- Texas Woman's University Houston (G)
- The Chicago School of Professional Psychology (G)
- Towson University (UG)
- Trinity University (G)
- Tulane University (G)
- Uniformed Services University of Health Science (G)
- Universite De Montreal (G)
- University of Alabama at Birmingham (UG) (G) (D)
- University of Arkansas for Medical Sciences (G)
- University of Arkansas Fort Smith (G)
- University of Baltimore (UG)
- University of California - Los Angeles (G)
- University of Central Florida (UG) (G)
- University of Cincinnati (G)
- University of Colorado Denver (G)
- University of Colorado Denver/Network for Healthcare Mgmt (G)
- University of Detroit Mercy (G)
- University of Florida (G)
- University of Georgia (G)
- University of Houston - Clear Lake (G)
- University of Illinois At Chicago (G)
- University of Iowa (G)
- University of Kansas Medical Center (G)
- University of Kentucky (UG) (G)
- University of Louisiana at Lafayette (UG)
- University of Louisville (G)
- University of Maryland Global Campus (G)
- University of Memphis (UG) (G)
- University of Miami (UG) (G)
- University of Michigan (G)
- University of Michigan – Flint (UG)
- University of Minnesota (UG) (G) (E)
- University of Minnesota Duluth (UG)
- University of Missouri (G)
- University of Nevada Las Vegas (UG) (G)
- University of New Hampshire (UG)
- University of New Haven (G)
- University of New Orleans (UG)
- University of North Carolina at Chapel Hill (G)
- University of North Carolina at Charlotte (G)
- University of North Carolina Wilmington (G)
- University of North Florida (UG) (G)
- University of North Texas (G)
- University of North Texas Health Science Center (G)
- University of Oklahoma Health Sciences Center (G)
- University of Phoenix (UG) (G)
- University of Pittsburgh (G)
- University of Scranton (UG) (G)
- University of South Carolina (G)
What We Do for Members
Raising the Visibility of the Profession and Increasing the Member Value Proposition

Strategic Plan
AUPHA’s 2020–2023 Strategic Plan is well underway. Following last year’s Strategic Planning Town Hall, over 140 members, shown on page 37, volunteered to contribute their time and energy into the implementation of the Plan. Their input and assistance has been invaluable. Special thanks to these Board members who led the work of the Strategic Plan over the past year: Pillar One: Rupert Evans, DHA, FACHE; Shou-Yih (Daniel) Lee, PhD; Reid Oetjen, PhD; Jason S. Turner; PhD; and President & CEO, Dan Gentry, PhD, MHA; Pillar Two: Nancy Borkowski, DBA, CPA, FACHE, FHFMA; Rosemary Caron, PhD; Leigh W. Cellucci, PhD, MBA; and Brian Malec, PhD; Pillar Three: Steve Bateman, MHA; Laurie Shanderson, PhD; Bill Tuttle, DSc, FACHE; and Jullet (Jaye) Davis Weaver, PhD. Pillar Four is led by members of the AUPHA staff. Gratitude and appreciation go to Suzanne J. Wood, PhD, MS, FACHE, for her tireless work on the Strategic Plan.

Strategic Plan - Pillar One
Pillar One focuses on AUPHA’s academic program members, by defining the Body of Knowledge (BOK) for health administration and policy education, and supporting the advancement of curricula with guidance. The pillar also focuses on developing leaders for member academic programs and recognizing excellence in academic leadership in health administration and policy.

Strategic Plan - Pillar Two
Pillar Two focuses on faculty, the individual members of our academic community. This pillar first seeks to provide opportunities for faculty to improve their teaching, and to earn a teaching certificate. Secondly, the work within Pillar Two will allow AUPHA to recognize teaching excellence for the health administration and policy academy.

Strategic Plan - Pillar Three
The work of Pillar Three will ensure AUPHA’s role as the voice of the health administration education profession. This includes putting systems in place to continually identify and communicate the most recent trends in healthcare management practice and health administration and policy education. Pillar Three also focuses on AUPHA’s relationships and influence through the development of a communications plan, enhanced public relations, and expansion of our advocacy efforts.

Strategic Plan - Pillar Four
Pillar Four provides the foundation for the first three pillars and for AUPHA’s organizational structures and processes. These enabling systems include good Board governance, robust staff development plans, ongoing financial sustainability and reinvestment, and continual strategic assessment and evaluation.

The numerous new initiatives in the 2020–2023 Strategic Plan promise new revenue streams, designed to strengthen and grow the association.

Health Professions Week
For the fourth consecutive year, AUPHA has participated in Health Professions Week (HPW). Health Professions Week is a free, week-long event for high school and college students to learn about the numerous opportunities in healthcare related fields. In 2020, AUPHA participated, along with 22 other associations, in a week of events that includes a virtual treasure hunt, a “Self-Care” day, an HPW Instagram Chat, and a virtual fair. Nearly 5,000 registrants learned about the various healthcare fields and skills that provide a good foundation for future students.

A special thank you to the AUPHA members below who represented the healthcare administration field during HPW’s virtual fair:

- Lee Bewley, PhD
  University of Louisville
- Linda Mast, PhD, FACMPE
  Northcentral University
- Forest Kim, PhD, MHA, MBA, MA, FACHE
  Baylor University
- Christopher Calkins, PhD, MPA
  Pennsylvania State University
- Steven Howard, PhD
  Saint Louis University
The 2021 Health Professions Week will be held November 4 – 11. A Call for Volunteers will be issued in late summer of 2021.

Meetings
As in 2020, the 2021 Annual Meeting was held virtually this past June, with an attendance of nearly 400. AUPHA would again like to thank the many sponsors who have enabled us to offer excellent keynote presentations, to keep the registration fee low, and to augment the meeting with the additional lighter sessions that made the meeting fun. Thank you! A complete listing of these sponsors may be found on page 28 of this Annual Report.

Sincere appreciation and thanks to these 2021 Annual Meeting Planning Committee (AMPC) members, led by Suzanne J. Wood, PhD, MS, FACHE, Committee Chair:

- **Keith J. Benson, PhD, MBA**
  University of Florida
- **John Brady, DHA, FACHE**
  Loyola University Chicago
- **Erik Carlton, DrPH**
  West Virginia University
- **Darcy Carter, DHSc, MHA, RHIA**
  Weber State University
- **Michelle Chyatte, DrPH, MPH**
  University of Cincinnati
- **Lesley Clack, ScD, CPH**
  University of Georgia
- **Kimberly Enard, PhD**
  Saint Louis University
- **John W. Fick, EdD, MS, FACHE**
  Retired
- **Richard Greenhill, DHA, PMP, FACHE**
  Texas Tech University Health Sciences Center
- **Ruiling Gao, DHA, MPH, MLIS, AHID**
  Idaho State University
- **Shivani Gupta, PhD**
  Individual Member
- **Rachel Haga, MHA**
  Virginia Commonwealth University
- **Emily Harris, MHA**
  Tulane University
- **Jami Jones, MHA, PhD**
  Medical University of South Carolina
- **Rebecca McIntyre, DHA, MHSA, CCRP**
  Radford University
- **William Miller, PhD, MHA**
  University of Scranton
- **Sandra Murdock, PhD, FACHE**
  Texas Woman’s University Houston
- **Reid Oetjen, PhD**
  University of Central Florida
- **Zachary Pruitt, PhD, MHA, FACHE**
  University of South Florida
- **Bernardo Ramirez, MD, MBA**
  University of Central Florida
- **Eric L. Richardson, PhD, MPH, MBA**
  University of North Carolina Wilmington
- **Suzanne J. Wood, PhD, MS, FACHE**
  University of Washington Seattle
Faculty Forums
To encourage robust participation in the AUPHA Network and to provide the greatest opportunity for members to connect and share their knowledge and expertise, AUPHA staff conducted a comprehensive review of the Faculty Forums at the beginning of 2021. Per the Discussion Group and Faculty Forum Policy and Guidelines, the AUPHA Board of Directors approved several changes to the Faculty Forums, including merging several forums and adding subject areas to others.

The following Faculty Forums are open to all AUPHA members:

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

Network
The AUPHA Network is one of the most important resources offered by AUPHA. The Network allows members to share with the entire membership, to communicate within focused communities, and to connect one to one. The following graphs and charts show the trends of Network usage in 2020 and the first quarter of 2021. In a usual cycle, community activity and messaging increases prior to the date of the Annual Meeting. Activity then falls off during the summer months. Due to the pandemic, Network activity in 2020 was quite a bit higher than usual.

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

AUPHA NETWORK USERS
**Discussion Trends**
A discussion post is the information shared in the Network through groups such as the Open Forum, Faculty Forums, and the Committee Communities. Discussion messages are messages sent in reply to discussion posts and among the groups. For reference, the discussion activity for 2019 follows the usual trend of falling off from January through March, picking up in the spring prior to the Annual Meeting, and then falling off again from late summer into fall. Messaging through the Network continues to increase. Discussion posts in the first quarter of 2021 were up 65% over first quarter 2019.

**Network Emails**
Another sign that the COVID-19 pandemic increased Network activity is the number of emails sent through the Network. Again, for comparison to a non-pandemic year, emails sent through the Network in 2020 and early 2021 outpace those sent in 2019.

**Library Access**
Another important resource in the Network are the libraries. Nearly every community has a library where members can post resources like documents and videos to share. The increase in resources downloaded and viewed in the second quarter of 2020 is due to the number of 2020 Virtual Annual Meeting recordings that were accessed.

**Email Open Rate**
A valuable measure of the effectiveness of digital communication are email open rates, which measure the percentage of emails that were opened compared to the total number of emails sent. The standard open rate is 20% and that rate has been consistently surpassed. The decline in the open rate during 2020 is a result of the number of emails received during this period.

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

### PROFILE COMPLETENESS AS OF MAY 1, 2021

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What are people looking for?

This word cloud is a visual representation of the 20 most searched for terms on the AUPHA website last year. While “Scholarship” is usually the most searched for term, “Health Administration” was also highly searched in 2020. Especially during the pandemic year, current and prospective students accessed the AUPHA website for information and resources, including information about health administration as a career. “Case studies,” “certification,” and “accreditation” are also popular search topics.

### Upsilon Phi Delta (UPD) Honorary Society

Upsilon Phi Delta is the AUPHA honorary society. The mission of the Upsilon Phi Delta Honor Society is to recognize, reward, and encourage academic excellence in the study of healthcare management and policy. UPD provides financial assistance through individual scholarships, in the amount of $500 each, to outstanding students pursuing academic degrees that prepare individuals for careers in healthcare management, policy, and leadership. Membership in the Upsilon Phi Delta Honor Society is open to individuals who meet the national and local standards of this organization and are accepted and inducted into chapter membership. As of April 2021, there are 135 UPD chapters.

AUPHA has pledged to fund two $2,500 competitive UPD Grants each year for the next three years. The grants will be awarded to one Undergraduate UPD Chapter and one Graduate UPD Chapter each year. UPD Chapters in good standing will be eligible to apply for a grant. Grants must be used to benefit the UPD Chapter and the program’s healthcare management students.

The 2021 Upsilon Phi Delta Grants have been awarded to the Undergraduate UPD Chapter at Florida A&M University and the Graduate UPD Chapter at Texas Woman’s University Houston.

Among other initiatives, the Texas Woman’s University Houston Chapter will use the grant to send students to conferences and pay professional associations dues for students. The Florida A&M University Chapter will use the grant to fund professional association dues and individual career coaching for students.
Undergraduate Certification
Since 1989, AUPHA has recognized undergraduate health administration programs through a rigorous certification process. Programs undergoing certification are examined by a review team of expert faculty, many who have gone through the certification process themselves. The review team assesses the program on 28 different criteria, established by AUPHA and its Undergraduate Program Committee, spanning six broad areas: program structure, student support, professional alumni linkages, curriculum and teaching, experiential and applied learning, and program evaluation/improvement.

Program directors and reviewers alike consistently report that this process allows them to make many improvements and refinements to their own programs. As of May 2021, there are 48 undergraduate programs certified by AUPHA. It is anticipated that this number will rise to 50 by the end of 2021.

2020 Undergraduate Certification Reviews
In 2020, AUPHA recognized the following undergraduate health management programs for successfully meeting the established criteria for AUPHA certification and eligibility for Full Certified Undergraduate membership:

- Auburn University
- George Mason University
- Governors State University
- Ryerson University
- Saint Leo University (*initial certification*)
- Texas Southern University
- Texas State University
- University of Central Florida
- Winston-Salem State University
- Xavier University (*initial certification*)

AUPHA thanks the members of the 2020 review teams for their invaluable service to the entire AUPHA membership. We would like to recognize, in particular, the work and leadership of the 2020 review team chairs:

- George Audi, PhD, MHA
  Florida A&M University
- Macey Bucker, PhD, CPA
  Dixie State University
- Holly Hampe, D.Sc., RN, MHA, MRM
  Robert Morris University
- Jeff Harrison, PhD
  University of North Florida
- Gergana Kodjebacheva, PhD, MA
  University of Michigan-Flint
- Bob Kulesher, PhD, MHA, FACHE
  East Carolina University
- Ning Lu, PhD, MPH
  Governors State University
- Warren McDonald, PhD
  Methodist University
- Marie St. Rose, PhD, RN
  Norfolk State University
- Jackie Sharpe, RN, MSN, CHES, PhD
  Hampton University
Annual Meeting Program Sponsors

Gold Level

University of Colorado Denver
University of South Florida
University of Utah
Weber State University
West Virginia University

Silver Level

Baylor University
Clarkson University
East Carolina University
Johns Hopkins University
The Ohio State University
Tulane University
University of Alabama at Birmingham
University of California, Los Angeles
University of Florida
University of the Incarnate Word
University of Iowa
University of Memphis
University of Minnesota
University of Missouri
University of Scranton
University of Washington
Virginia Commonwealth University
Western Governors University

Annual Meeting Corporate Sponsors

Silver Level

Berrett-Koehler Publishers

Special Thanks

A special thank you to our sponsor, NAHSE, for sponsoring the pre-conference keynote presentation featuring Adaeze Enekwechi, PhD, MPP.

A special thank you to our sponsor, AcademyHealth, for sponsoring the keynote presentation featuring Jay Bhatt, DO.
Accreditation
AUPHA Full Graduate Member programs are recognized for having withstood the rigors of peer review wherein curricula, faculty, educational outcomes, and student and employer satisfaction are critically examined by external review teams.

At the graduate level, this standard is met by achieving accreditation by the Commission on Accreditation of Healthcare Management Education (CAHME). CAHME accreditation is the benchmark for students and employers that ensures the integrity of graduate healthcare management education. It demonstrates that the program strives to be exceptional and:

► Meets the highest standards of quality in healthcare management;

► Utilizes appropriate academic content; and

► Includes membership in a network of professional colleagues that transcends boundaries of universities, colleges, and professional associations.

As of June 2021, 75 of AUPHA’s graduate program members were accredited by CAHME.

Exit Assessment
AUPHA has been working with Peregrine Global Services to greatly enhance Peregrine’s multiple-choice exit assessment for undergraduate health administration students. To complete this effort, AUPHA is facilitating the recruitment of volunteer AUPHA faculty to write over 4,000 questions in 34 topic areas. In 2020 alone, voluntary faculty members completed over 2,000 questions for the test bank. As of June 2021, the test bank project is over 67% complete.

HAMPCAS
The Healthcare Administration, Management & Policy Centralized Application Service (HAMPCAS) recorded a small year-over-year decrease in the number of unique applicants during the 2019-20 cycle, which ran from September 2019 to August 2020. There were 477 applicants in 2019-20 compared to 481 in 2018-19, a decrease of 0.8%. The total number of applications submitted in 2019-20 (992) is equal to the prior cycle’s total. Both of these trends compare favorably to the much sharper year-over-year decreases that occurred between 2017-18 and 2018-19.

For historical trends dating back to 2012-13, please refer to the charts below.
Publications
The Journal of Health Administration Education (JHAE) is AUPHA's quarterly, peer-reviewed journal, which includes research, case studies, teaching tools, and essays by leading health administration educators and professionals. The Journal addresses key policy issues in health administration management nationally and internationally and is the foremost authoritative guide on the latest academic and professional developments in the field.

In 2020, there were 73 manuscripts submitted to the Journal. Of that total, 53 were accepted for publication, 7 are waiting for revision and resubmission, and 13 were rejected. Combining the revisions with the rejections, this yields a 72.6% acceptance rate.

The breakdown of the 73 submissions is as follows:

- 44 Original Articles
- 17 Teaching Tips and Tools
- 11 Program Management
- 1 Correspondence

A special issue on COVID-19 was also released in 2021.

The Exchange
The Exchange, AUPHA's digital newsletter, is delivered approximately five times per year through MemberSuite, AUPHA's Customer Management System (CMS). It is distributed to nearly 5,000 members and subscribers, contains current information on AUPHA's internal and external activities, and includes blogs from both AUPHA's Board Chair and its President and CEO. Member programs are encouraged to submit program and/or faculty news for inclusion in The Exchange.

AUPHA’s Partnership with Health Administration Press (HAP)
HAP is a division of the Foundation of the American College of Healthcare Executives (ACHE), dedicated to fostering healthcare management excellence and committed to publishing the highest-quality content, written by leading experts in healthcare management.

Established in 1972, HAP is now one of the largest publishers in the field of healthcare management. HAP publishes professional books, textbooks for undergraduate and graduate courses, journals, and self-study courses. HAP is the publishing partner of AUPHA.

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

More than 1,000 scholarships have been awarded since the program was established in 1975. The scholarship was endowed by Foster G. McGaw, founder of the American Hospital Supply Corporation. McGaw recognized the importance of health administration education and AUPHA's contribution to the field.

In 2020, the 61 program members below disbursed 121 scholarships totaling over $61,000.

- Auburn University
- Baylor University
- Boston University Questrom School of Business
- California State University - Chico
- California State University, Northridge (UG)
- Clarkson University, Capital Region Campus
- Columbia University
- Cornell University/Sloan Program in Health Administration
Dalhousie University
Davenport University
East Carolina University
Florida A&M University (UG)
Florida International University (G)
George Mason University (G)
The George Washington University
Georgia Southern University
Governors State University (G)
Idaho State University
Indiana University Richard M. Fairbanks School of Public Health
James Madison University
Johns Hopkins University
Loyola University Chicago (UG)
Medical University of South Carolina (G)
Methodist University
Pennsylvania State University (UG)
Portland State University
Rush University
Ryerson University
Saint Louis University (G)
Seton Hall University
Southern Illinois University - Carbondale
Stonehill College
Texas State University (G)
Texas State University (UG)
Trinity University (G)
Universite De Montreal
University of Central Florida (G)
University of Colorado Denver/Network for Healthcare Mgmt
University of Illinois At Chicago
University of Kansas Medical Center
University of Kentucky
University of Miami (G)
University of Michigan
University of Michigan - Flint
University of Minnesota (G)
University of Minnesota Duluth
University of Minnesota, Executive MHA
University of Missouri
University of Nevada Las Vegas (UG)
University of New Haven
University of North Carolina at Chapel Hill (G)
University of North Carolina at Charlotte
University of North Florida (G)
University of North Florida (UG)
University of North Texas Health Science Center
University of South Carolina
University of South Dakota
University of South Florida
University of Southern California
University of Texas Health Science Center at Houston
University of the Incarnate Word
University of Utah
University of Wisconsin - Milwaukee
Weber State University (G)
Winston-Salem State University (UG)
Winthrop University
2021 Prize and Scholarship Recipients

The William B. Graham Prize for Health Services Research

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

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

2021 WILLIAM B. GRAHAM PRIZE RECIPIENT
Sherry Glied, PhD
New York University

The Gary L. Filerman Prize for Educational Leadership

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

The Filerman Prize is administered by AUPHA with the generous support of the University of Minnesota’s Healthcare Alumni Associations/Foundations and the many friends of Dr. Filerman.

2021 GARY L. FILERMAN PRIZE RECIPIENT
Leonard H. Friedman, PhD, MPH, FACHE
Boston University

The John D. Thompson Prize

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

2021 JOHN D. THOMPSON PRIZE RECIPIENT
Christopher J. Louis, PhD, MHA
Boston University

Bachrach Family Scholarship for Excellence in Healthcare Administration

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

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

2021 BACHRACH SCHOLARSHIP RECIPIENT
Ana Paula Gonzalez Lopez Soriano
Rush University
Glandon Family Scholarship for Advancement of Healthcare Management Education

The Glandon Family Scholarship for Advancement of Healthcare Management Education was established to create an endowment for a faculty scholarship at an AUPHA member program with the intent of creating a durable legacy in support of quality healthcare management education. While scholarships and awards exist for research and professional service, those committed primarily to educating our future healthcare leaders rarely exist. Many of these individuals become the core of academic programs with appropriate mentorship and motivation. The scholarship is aimed at these future educational leaders by giving them recognition and financial support at an early stage of their academic career. Ideally, the scholarship will be awarded to a faculty member from an undergraduate program in one year and from a graduate program the alternative year. The first Glandon Family Scholarship was awarded in 2020 to a faculty member from a graduate program member.

2021 GLANDON FAMILY SCHOLARSHIP FOR ADVANCEMENT OF HEALTHCARE MANAGEMENT EDUCATION RECIPIENT

John Brady, DHA, FACHE
Loyola University Chicago

David A. Winston Health Policy Fellowship

The David A. Winston Health Policy Fellowship offers a twelve-month postgraduate experience in Washington, DC, to students from AUPHA member universities. Established in 1987, this Fellowship commemorates the contribution and personal commitment of David A. Winston, who played a significant role in shaping American health policy at both the state and federal level.

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.

2021-22 WINSTON HEALTH POLICY FELLOWSHIP RECIPIENTS

Lauren Battle
Columbia University School of Public Health (2021)

Nadia Laniyan
Northwestern University (2020)

2021 AUPHA Engagement Award Recipients

Congratulations also to these award winners:

AUPHA FACULTY ENGAGEMENT AWARD
Sue M. Boren, PhD, MHA, University of Missouri

AUPHA NEW PROGRAM ENGAGEMENT AWARD
West Virginia University

AUPHA ESTABLISHED PROGRAM ENGAGEMENT AWARD
University of Washington
David A. Winston Health Policy Scholarship

The David A. Winston Health Policy Scholarship aims to increase the number and quality of individuals trained in healthcare policy at the state and federal levels by providing financial support to deserving health policy students for furthering their education. The scholarship recognizes student excellence and achievement based on the student’s record, along with recommendations from faculty and colleagues.

2021 WINSTON SCHOLARSHIP RECIPIENTS

Camille Almada
Icahn School of Medicine – MPH

Anjali Bhatla
University of Pennsylvania, Wharton – MD/MBA

Andrea Cooke
University of Pennsylvania – MHCI

Nicole Brussel Faria
Yale University – MPH

Susan M. Fleurant
University of Michigan – JD/MPH

Isabella Harnick
Cornell University – MHA

Keren Hendel
Duke University – MPP

Kathryn Horneffer
University of North Carolina at Chapel Hill – MPH

Emily Johnson
University of Minnesota – MHA

Lauren Johnson
The George Washington University – MPH

Katherine (Kasia) Kujawski
Drexel University – MPH

Aiden J. Lee
Harvard University – MPH

Alexandra Liss
Harvard University – MPH

Jeremy Rubel
The University of Pennsylvania, Wharton – MBA

Anna Rutherford
Cornell University – MHA

Payton Watt
University of Michigan – MPH

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

AUPHA relies on contributions from members and others for endowed awards, scholarships, and prizes in order to sustain the programs. The administration of the endowment funds requires time and effort by AUPHA staff and generally AUPHA members serving on committees. The amount of that effort varies by endowment fund but is never zero.

We are grateful to the individuals and organizations below who contributed to these and other AUPHA programs from January 2020 through June 2021.

INDIVIDUAL DONATIONS

► Anonymous, in honor of the AUPHA Staff – DEI Enrichment Fund
► Marshall Baker – Bachrach Family Scholarship
► Leigh W. and Tony Cellucci – Glandon Family Scholarship
► Tracy J. and Michelle Farnsworth – Glandon Family Scholarship
► Gary L. and Jane Filerman – Bugbee-Falk Book Award; Filerman Prize
► Dan Gentry and Patrick Dunn – Bachrach Family Scholarship; Bugbee-Falk Book Award; Filerman Prize; Glandon Family Scholarship
► Gerald L. Glandon and Roberta Shapiro – Glandon Family Scholarship
► Howard and Shannon Houser – Glandon Family Scholarship
► Diane M. Howard – Glandon Family Scholarship
► Quint Studer – Gratitude Symposium Fund
► Bill and Nita Tuttle – Glandon Family Scholarship

ORGANIZATIONAL DONATIONS

► Cornerstone Research – Glandon Family Scholarship
► Marshfield Clinic Health System – Gratitude Symposium Fund

A special thanks and gratitude to Gary L. Filerman for also including AUPHA in his estate planning.
Moving Forward

Moving forward, AUPHA — as the global association of programs and scholars committed to, and passionate about, healthcare management and health policy education — will focus on three priorities for 2021-2023, begin preparations for AUPHA’s 75th Anniversary in 2023, and explore AUPHA’s future beyond 2023.

Priorities for 2021-2023

Full Implementation of the AUPHA Strategic Plan

In August 2020, after thoughtful discussions and deliberations, and with broad input from membership, the AUPHA Board of Directors adopted the most comprehensive and ambitious strategic plan in decades — a plan that will propel AUPHA into the future. The four pillars in the plan emphasize programs, individuals, the profession, and association governance and management. The plan includes exciting new initiatives to revise and update the AUPHA Body of Knowledge (BOK); continually monitor and disseminate trends in healthcare management and health policy, and higher education; promote and recognize excellence in teaching and learning; promote and recognize excellence in academic leadership; be globally recognized as the voice of the healthcare management and health policy education profession; and, communicate AUPHA’s mission, vision, values, initiatives, and successes effectively.

AUPHA has engaged over 140 member volunteers in the Strategic Plan implementation work; most of the several dozen workgroups have already completed their tasks. Implementation is going as planned and deadlines are being met. The new AUPHA Biennial Trends Report will be released in December 2021. The new and improved AUPHA Body of Knowledge (BOK) will be completed by June 2022. And the AUPHA Art of Teaching Institute and AUPHA Leadership Academy will enroll their first registrants in 2022 and 2023, respectively.

Excellence in Diversity, Equity, Inclusion, and Social Justice

AUPHA’s core values include diversity, and the association’s first-ever philosophy statement adopted in 2020 has diversity at its core. AUPHA will work with and across our full membership, and with important partner organizations such as the American College of Healthcare Executives (ACHE), the National Association of Health Services Executives (NAHSE), the American Hospital Association’s (AHA) Institute for Diversity and Health Equity, and the National Association of Latino Healthcare Executives (NALHE) to act. Our broader efforts will leverage the combined work of these partners and others engaged in the “Better Together” movement led by ACHE. For AUPHA’s mission specifically, our work will be focused on curriculum content and competencies; faculty and student talent and professional development; social responsibility and public advocacy; and AUPHA governance and management.

Excellence in the Member Value Proposition

AUPHA is a mission- and vision-driven, values-centered, organization and community. The AUPHA community — our membership — is at the center of everything we do. Over the past 18 months, as the COVID-19 pandemic first revealed itself and has continued, AUPHA not only continued to provide all member benefits already in place, but responded with additional programming and resources to meet the shared challenges of members. Additionally, the Board and management leaned forward assertively to implement the 2020-2023 Strategic Plan in spite of the pandemic.

However, 2020 was, and 2021 has continued to be, unprecedented with regard to COVID’s impact on healthcare and higher education, and societal and global markets. AUPHA has been resilient these past 18 months — growing membership, maximizing non-dues revenues, lowering expenses, and increasing member engagement; strategies which have all led to increased member value. AUPHA has been — and will continue to be — keenly sensitive of, and responsive to, our academic and individual
program members needs and challenges; this is evidenced by complimentary registrations for both major meetings in 2020, and a temporary 10% discount on dues across all membership categories for 2021.

The Strategic Plan promises new initiatives, and, with those, additional revenue streams. These are designed to grow and diversify our sources of funding — keeping member dues affordable, leveraging economies-of-scale, being able to invest in the Association’s future, providing the best possible value proposition, and ensuring that AUPHA continues to thrive.

**2023 — AUPHA’s Diamond Anniversary**

AUPHA has a long, rich history. This legacy includes service by hundreds of past Board members, thousands of member volunteers, seven CEOs, and enduring partnerships with the American College of Healthcare Executives, the American Hospital Association, and other relationships that have remained strong. AUPHA has advocated for public policy, strategically partnered with professional and other academic associations, and led initiatives that have grown and strengthened the fields of healthcare management and health policy education and practice.

AUPHA’s legacy includes luminary recipients of distinguished prizes and awards, including the William B. Graham Prize for Health Services Research, John D. Thompson Prize, Gary L. Filerman Prize for Educational Leadership, George Bugbee and Isidore Falk Book Award; and, with newer distinctions such as the Bachrach Family Scholarship, the Glandon Family Scholarship for Advancement of Healthcare Management Education, and a soon-to-be announced new prize to recognize excellence in teaching.

Ensuring our legacy, building on our past, and boldly moving forward into AUPHA’s future requires sustainability in resources. Heading into 2022, AUPHA continues to be in a very strong financial position, despite challenges posed by the COVID-19 pandemic.

As communicated during both the 2021 AUPHA Annual Business Meeting and AUPHA Awards Session, there are numerous opportunities for AUPHA members — programs, individuals, partner organizations, and affiliates — to contribute to AUPHA’s lasting legacy and promising future. Please contact CEO Dan Gentry at dgentry@aupha.org to discuss your personal priorities for meaningful, tax-deductible contributions and/or estate planning to support AUPHA, or give at your convenience at https://aupha.users.membersuite.com/donations/donations-workflow.

We look forward to celebrating 75 years of AUPHA achievements in 2023. Stay tuned for exciting news about the 2023 AUPHA Annual Meeting location and dates and AUPHA’s 75th Anniversary, coming very soon!

**Beyond 2023 — An AUPHA Renaissance**

Throughout history, there have been periods of renewed energy, growth, and enlightenment following darker times of war, epidemics, economic collapse, and other societal and global challenges. AUPHA looks forward to a future, post COVID-19, of unprecedented growth - characterized by a renewed passion for learning and a thirst for new knowledge, increased curiosity for new ways of thinking and doing, and a culture of inquiry and discovery.

The AUPHA Renaissance will have as its foundation AUPHA’s vision to be recognized as the global leader in advancing higher education and scholarship in healthcare management and health policy, and AUPHA’s mission to foster excellence and innovation in healthcare management and health policy education, and scholarship. A renaissance guided by AUPHA’s values of excellence, innovation, collaboration, diversity, and learning; and, with a philosophy of diversity, inclusion, equity, and social justice that is both at the core of who we are as a community, and influences everything we do and how we do it.
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