

AUPHA

THE VOICE OF
**ACADEMIC
HEALTHCARE
MANAGEMENT**

Association of University Programs
in Health Administration

ANNUAL REPORT
2022 | 2023

AUPHA achieves excellence and innovation in healthcare 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 healthcare management and policy education, and scholarship.

AUPHA'S PHILOSOPHY

AUPHA achieves excellence and innovation in healthcare 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.

Our Commitment to Diversity, Equity, Inclusion, Belonging, and Social Justice

As a global leader in advancing higher education and scholarship in healthcare management and health policy, AUPHA strives to promote diversity, equity, inclusion, and social justice toward the goal of belonging. The AUPHA Board of Directors and leadership built our mission, vision, and values on a guiding principle of social justice which recognizes the uniqueness of each individual's self-identity. Our philosophy of excellence and innovation assures intentional efforts to attract and prepare the next generation of healthcare leaders. These leaders must reflect the communities they serve and be catalysts for positive social change.

Our Beliefs

AUPHA sees diversity as the presence of individual and intersectional differences that comprise the workforce. Equity is the ongoing commitment and sustained actions to dismantle the structures that perpetuate harm, ensure access to opportunities and resources, and restore the balance of power. Belonging is the foundation that creates thriving communities and represents the outcome we desire for all individuals to experience. Inclusion is the process of achieving belonging by respecting, valuing, and welcoming individual differences. Finally, we see social justice as removing structural and institutional barriers to the equitable allocation of opportunities and resources. Social justice requires full participation by historically marginalized and underrepresented communities and empowers, protects, and elevates their members.

Our Commitment

AUPHA stands firmly against all discrimination, and recognizes that racism is a public health emergency. We acknowledge the systemic oppressions that marginalized community members continue to encounter and their adverse consequences over the life course. The twin pandemics of racial violence and COVID-19 have galvanized our commitment to our member programs' students, faculty, and staff. We know that intentional and creative approaches are necessary to permeate equity, inclusion, and social justice in all educational, professional, program management, and community service initiatives. Through deliberate and dedicated efforts, AUPHA pledges to continue such innovation, test feasible approaches, and recommend evidence-based activities by partnering with internal and external stakeholders and international collaborators. Our consistent efforts will create thriving, diverse communities of resilient healthcare leaders who embody joy and wellness in their work to advance health equity.

From the Chair of the Board of Directors

Dear AUPHA Colleagues:

It has been a distinct and great privilege and the honor of my career to serve as your AUPHA Board Chair this past year, 2022-2023.

I want to thank my talented and dedicated Board colleagues for their collegiality and hard work during my term as Chair. Their service is incredibly commendable. It is a Board that AUPHA's membership can be proud of and have trust in. They are more representative of the full membership and the communities we serve than at any point in AUPHA's history.

On behalf of the Board, I want to recognize our superb AUPHA management: CEO and COO Dan Gentry and Jaime Stephens, respectively, and staff members Liza Assefa, Chris Sanyer, Jason Walker, Lena Dixon, Jenn Munt, and Nathan Kelley. As Dr. Gentry likes to say, "we are small but mighty." While the Board determines strategy, as the Board did with regard to the 2020-2024 AUPHA Strategic Plan, it is management — the staff — that operationalize, launch, and sustain the plan. And who serve the AUPHA membership so very well, day in and day out.

Please allow me to summarize our progress with regard to the 2020-2024 AUPHA Strategic Plan. In 2021, the Board and staff completed a comprehensive communication plan; and a prioritization list for AUPHA partnerships and external relations. In 2022, we produced AUPHA's first ever [Environmental Scan and Trends Report](#), launched three new faculty teaching awards, and recognized the first recipient

of the new Quint Studer Gratitude Prize for Teaching Excellence, AUPHA's first new Prize in 25 years. And this year, in 2023, we launched the new [AUPHA Art of Teaching Institute \(ATI\)](#) with its [seven courses](#); added a fourth teaching award; and produced

a brand new [AUPHA Body of Knowledge \(BOK\)](#), the first in over a decade, with not only an expanded 25 domains, but a new section for Curriculum Guidance for teachers and program directors. We are making excellent progress toward completion of the full strategic plan by the end of 2024.

2023 was a banner year for AUPHA, the celebration of our 75th Anniversary. In addition to honoring our founding in 1948, we very much looked forward to our future, with the Annual Meeting theme and overall theme for the entire year of "Leading Boldly Into the Future." I've heard nothing but praise regarding our joyful gathering of more than 330 AUPHA members at the Annual Meeting in National Harbor, Maryland, in June.

I want to thank the AUPHA staff for compiling so much valuable information in one place and creating a very readable and visually appealing 2022-2023 Annual Report. I hope you enjoy reading about all of the benefits, events and other activities, recognitions, and accomplishments of our Association over the past year.

Sincerely,
Brian Malec, PhD, LFHIMSS



From the President and Chief Executive Officer

AUPHA Colleagues:

It is my pleasure, on behalf of the AUPHA Board, leadership, and staff, to present our Annual Report for 2022-2023.

The breadth, scope, and volume of this Annual Report, 44 pages in length, compared to the AUPHA Annual Report just four years ago, prior to the pandemic, 38 pages in length, is emblematic of the ever-increasing value of AUPHA membership.

The Report includes specific sections on financial and audit reports; our 10 Corporate Partners and two Corporate Sponsors, up from a total of five four years ago, prior to the pandemic; data from the Annual Survey of all program members at the undergraduate and masters level, with an overall response rate of 67%, compared to less than 25% four years ago; reporting of special data collected by and from the practitioner scholar group within our AUPHA community; a full listing of all AUPHA university program members and a description of our overall academic community; a comprehensive inventory of benefits, what AUPHA does for our members; recognition of your efforts on behalf of AUPHA, what I like to call the "AUPHA Brain Trust," including the Annual Meeting Planning Committee, our Faculty Forum Chairs and Chair-Elects, the AUPHA Board, and for the first time all volunteer reviewers for the *Journal of Health Administration Education*, in addition to our Editor and Editorial Board; a summary of activity

on the AUPHA Network for the past year; AUPHA Undergraduate Certification and recognition of the review team chairs, reviewers, and assistant reviewers; HAMPCAS, AUPHA's central application system for

graduate program applications, including recognition of our participating programs; AUPHA's 2023 prize, award, and scholarship recipients; and finally and very importantly, our philanthropic donors.

What's reflected in this Report is the incredible combined work of the AUPHA community — all of you, our members. Led by the AUPHA Board that is singularly and passionately focused on our mission, vision, and values; and powered by our small but mighty AUPHA staff that I am proud of, and excited to work with every single day.

I am grateful for the AUPHA community, honored to help lead the healthcare management academy, and humbled to serve this amazing community of scholars, teachers, and leaders.

Warmly,
Dan



AUPHA Staff

Liza Assefa, MBA

DIRECTOR OF FINANCE

Lena Dixon

EXECUTIVE ASSISTANT

Dan Gentry, PhD, MHA

PRESIDENT AND CHIEF EXECUTIVE OFFICER

Nathan Kelley, MPA

CERTIFICATION AND ASSESSMENT MANAGER

Jennifer Munt, MS

DIRECTOR OF EDUCATION AND PROFESSIONAL DEVELOPMENT

Chris Anne Sanyer

DIRECTOR OF MEMBERSHIP

Jaime E. Stephens, CMP, CAE

VICE PRESIDENT AND CHIEF OPERATING OFFICER

Jason Chong Walker

MANAGER OF MEETINGS

2022–2023 AUPHA Board of Directors



Brian Malec, PhD
CHAIR
California State
University, Northridge



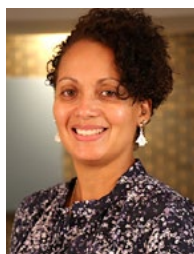
Ellen Averett, PhD
University of Kansas
Medical Center



Richard Hirth, PhD
University of Michigan



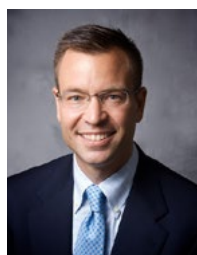
Jason S. Turner, PhD
PAST CHAIR
Rush University



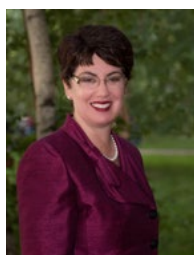
Rhonda BeLue, PhD
University of Texas at
San Antonio



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West Virginia University



Reid Oetjen, PhD
CHAIR-ELECT
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New York University



Nancy Borkowski, DBA
TREASURER
The University of
Alabama at Birmingham



Nailya DeLellis, PhD
Central Michigan
University



Laurie Shanderson, PhD, MPA, FACHE
Methodist College



Cathleen Erwin, PhD, MBA
SECRETARY
Auburn University



Mario Garner, EdD, MHA, FACHE
St. Luke's Health —
The Vintage Hospital



Monica Vargas-Mahar, MHA, FACHE
Carondelet Health
Network



Dan Gentry, PhD, MHA
**PRESIDENT AND CHIEF
EXECUTIVE OFFICER**
AUPHA

Statement of Financial Position

Association of University Programs in Health Administration
2022, 2021, and 2020

| | 12/31/2022 | 12/31/2021 | 12/31/2020 |
|--|------------------|------------------|------------------|
| ASSETS | | | |
| Current Assets | | | |
| Checking/Savings | 1,679,073 | 1,734,532 | 1,445,074 |
| Accounts Receivable | 31,321 | 5,720 | 10,433 |
| Other Current Assets | 446,150 | 79,164 | 60,959 |
| Total Current Assets | 1,756,544 | 1,819,416 | 1,516,466 |
| Fixed Assets | 11,528 | 3,157 | 328 |
| Other Assets | 3,036,876 | 4,334,973 | 4,284,774 |
| TOTAL ASSETS | 4,804,948 | 6,157,546 | 5,801,568 |
| LIABILITIES AND EQUITY | | | |
| Current Liabilities | | | |
| Accounts Payable | 13,845 | 10,162 | 5,623 |
| Other Current Liabilities | 846,827 | 984,227 | 819,145 |
| Long Term Liabilities | 724 | 8,350 | 20,413 |
| Total Liabilities | 861,396 | 1,002,739 | 845,181 |
| Equity | | | |
| Unrestricted and Restricted Net Assets | 5,360,688 | 4,935,750 | 4,367,332 |
| Net Change in Assets | (1,417,136) | 219,056 | 589,055 |
| Total Equity | 3,943,552 | 5,154,806 | 4,956,387 |
| TOTAL LIABILITIES AND EQUITY | 4,804,948 | 6,157,545 | 5,801,568 |

Summary of Statement of Activities

Association of University Programs in Health Administration
2022, 2021, and 2020

| | 12/31/2022 | 12/31/2021 | 12/31/2020 |
|--------------------------------------|--------------------|------------------|------------------|
| ORDINARY REVENUE/EXPENDITURES | | | |
| Revenue | | | |
| 40000 – Operating Revenue | 1,572,037 | 1,397,109 | 1,323,920 |
| 46400 – Other Revenue | 482,198 | 258,519 | 163,102 |
| Total Revenue | 2,054,235 | 1,655,628 | 1,487,022 |
| EXPENDITURES | | | |
| 60000 – Salaries and Wages Expense | 1,114,225 | 990,727 | 895,051 |
| 60500 – Occupancy and Equipment | 53,114 | 72,726 | 67,672 |
| 60600 – Operations | 107,085 | 86,342 | 75,543 |
| 60700 – Program Expenses | 275,506 | 259,623 | 212,131 |
| 62100 – Professional Fees | 153,792 | 104,333 | 108,988 |
| 63100 – Travel and Meetings | 241,919 | 17,589 | 15,159 |
| 65100 – Other Expenses | 78,162 | 61,314 | 69,903 |
| Total Expenditures | 2,023,803 | 1,592,654 | 1,444,447 |
| OTHER REVENUE/EXPENDITURES | | | |
| Net Other Revenue | (1,118,133) | 156,084 | 546,481 |
| Net Change in Assets | (1,087,701) | 219,056 | 589,055 |

Independent Auditor's Report

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

Opinion

We have audited the accompanying financial statements of the Association of University Programs in Health Administration (a nonprofit organization), which comprise the statements of financial position as of December 31, 2022 and 2021, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Association of University Programs in Health Administration as of December 31, 2022 and 2021, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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

Responsibilities of Management for the Financial Statements

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

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

Patrick J. Leary, Sr., CPA, CFE

Lutherville, Maryland

May 12, 2023

2022-2023 Corporate Partners

American College of Healthcare Executives

The American College of Healthcare Executives (ACHE) is an international professional society of more than 48,000 healthcare executives who lead hospitals, healthcare systems, and other healthcare organizations. ACHE offers its prestigious, gold standard FACHE® credential, signifying board certification in healthcare management. ACHE's established network of 76 chapters provides access to networking, education, and career development at the local level. In addition, ACHE is known for its magazine, *Healthcare Executive*, its career development programs, and its publishing division, Health Administration Press. Through such efforts, ACHE works toward its goal of being the preeminent professional society for leaders dedicated to advancing health. www.ache.org



Jones & Bartlett Learning

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



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



Commission on Accreditation of Healthcare Management Education

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



Medical Group Management Association

Founded in 1926, the Medical Group Management Association (MGMA) is the nation's largest association focused on the business of medical practice management. MGMA consists of 15,000 group medical practices ranging from small private medical practices to large national health systems representing more than 350,000 physicians. MGMA helps nearly 60,000 medical practice leaders and the healthcare community solve the business challenges of running practices so that they can focus on providing outstanding patient care. Specifically, MGMA helps its members innovate and improve profitability and financial sustainability, and it provides the gold standard on industry benchmarks such as physician compensation. The association also advocates extensively on its members' behalf on national regulatory and policy issues. To learn more, go to mgma.com or follow us on [LinkedIn](#), [Twitter](#), and [Facebook](#).



National Association of Health Services Executives

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



Health Administration Press

Health Administration Press (HAP) has, for more than 50 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



National Association of Latino Healthcare Executives

The National Association of Latino Healthcare



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

Peregrine Global Services

At Peregrine, innovative technology meets human connection. We believe the best



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

David A. Winston Health Policy Fellowship

The David A. Winston Health Policy Fellowship



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

SUPPORTERS

AcademyHealth

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



HIMSS

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



Benchmarking

AUPHA's benchmarking efforts underwent a major transition between 2019-2020 and 2020-2021. This change significantly reduced the burden of reporting for programs and led to the highest response rate in known records in 2021. Further refinements were made in 2022, resulting in a final survey of just 19 questions, many of which ask about data that programs already pull for accrediting bodies. The response rate in 2022 paralleled that of 2021, with the 162

undergraduate and graduate programs that responded representing just over 67% of the Full and Associate Membership in 2022.

In addition to undergraduate and graduate sections, this year's benchmarking report includes highlights from two surveys related to practitioners in academia sent in the spring of 2023.

Undergraduate Benchmarking Data

The following benchmarks are based on survey data collected from AUPHA undergraduate programs for the 2021-2022 academic year. The data in these tables represents information collected directly from 70 AUPHA undergraduate member programs — a response rate of 69%. This information was collected through a survey that AUPHA distributes annually to all Full and Associate Undergraduate Members. All Full Undergraduate Members are required to complete the survey to maintain their AUPHA Certification. In addition to 51 Full Undergraduate Members, 19 Associate Undergraduate Members completed the survey.

For reference, figures from the prior year's survey are also included in the table. Year-to-year comparisons should be made with caution when comparing data prior to the implementation of the survey in 2020-2021, as there is no perfect overlap between the composition of groups and response rates in prior years were much lower.

TABLE 1: UNDERGRADUATE FACULTY BY STATUS IN 2021-2022¹

| Status | Median | Min | Max | <i>n</i> | 2020-2021 Median (<i>n</i> =65) |
|------------------------|--------|-----|-----|----------|----------------------------------|
| Full-Time ² | 3.5 | 1 | 30 | 68 | 3 |
| Part-Time | 2 | 0 | 12 | | 1 |
| Adjunct ³ | 6 | 0 | 35 | | 5 |

1. The minimum number of total faculty reported for a program was one, while the maximum was 51. The bound for outliers on the upper range was 44. One program reported 44 faculty, while an additional program reported 51 faculty.
2. The data for Full-Time faculty contains five outliers of 16, 16, 20, 24, and 30. Three of these values are considered extreme, as they fall outside the upper fence of $Q3+3 \cdot IQR$. The maximum with outliers removed is 10. The minimum is unchanged and the median is three.
3. The data for Adjuncts includes three outliers of 23, 29, and 35. The maximum with outliers removed is 17. The median is 5.5 and the minimum is unchanged.

TABLE 2: UNDERGRADUATE FACULTY BY GENDER IN 2021-2022

| Gender | Mean ¹ | <i>n</i> | 2020-2021 Mean (<i>n</i> =65) |
|------------|-------------------|----------|--------------------------------|
| Female | 54.3% | 65 | 50.9% |
| Male | 41.8% | | 43.4% |
| Non-Binary | 1.8% | | NA ² |
| Other | 0.0% | | 0.0% |
| Unknown | 2.0% | | 5.7% |

1. Readers may note that in some tables, the percents in a given column do not add perfectly to 100%. This is due to rounding.
2. Non-binary was not a category in the 2020-2021 survey. Please take this note into consideration when viewing all similar tables below.

TABLE 3: UNDERGRADUATE FACULTY BY ETHNICITY AND RACIAL IDENTITY IN 2021-2022

| Category | Ethnicity/Racial Identity | Mean | <i>n</i> | 2020-2021 Mean (<i>n</i> =66) |
|-----------------|---------------------------------------|-------|----------|--------------------------------|
| Ethnicity | Of Hispanic/Latin Origin ¹ | 5.2% | 68 | 3.7% |
| Racial Identity | American Indian/Alaskan Native | 0.5% | 69 | 0.1% |
| | Asian | 11.5% | | 7.2% |
| | Black | 15.9% | | 16.2% |
| | Native Hawaiian/Pacific Islander | 0.1% | | 0.1% |
| | White | 58.5% | | 59.8% |
| | Two or More Races | 1.0% | | 0.7% |
| | Other Races | 1.2% | | 1.5% |
| | Unknown | 11.1% | | 14.4% |

1. Some programs have indicated that their data collection measures for this question cause a discrepancy in the total number of faculty reported for each question. For example, one program does not collect unique information on racial identity, but instead has participants who identify as "two or more races" indicate each race separately in responses. As a result, they may report additional faculty or students in questions on racial identity than the totals they provide for other questions. Similarly, some programs do not separate ethnicity from racial identity and therefore do not have separate data on racial identity for individuals reporting that they are of Hispanic/Latin origin (see note one above). Please take these notes into consideration for all similar tables below.

TABLE 4: UNDERGRADUATE ADMISSIONS STATISTICS, 2021-2022¹

| Category | Median | Average | Min | Max | <i>n</i> | 2020-2021 Average (<i>n</i> =17) | 2020-2021 <i>n</i> |
|----------------------------------|--------|---------|-----|-----|-----------------|-----------------------------------|--------------------|
| Admissions Target | 40 | 53.6 | 0 | 130 | 14 ² | 55.5 | 61 |
| Admissions Actual (New Students) | 36 | 55.5 | 0 | 16 | 64 | 51 | 62 |

1. Of the 14 programs that reported both their admissions targets and their actual enrollments, three programs met their target exactly. Five programs reported enrollment numbers below their target while the remaining six programs reported enrollment numbers that exceeded their target.

2. There are no required questions in this survey. This year, many fewer programs chose to report on their target enrollment numbers. The reason for this drop is unclear.

The following tables represent data for undergraduate students who graduated between July 2021 and June 2022. The minimum number of graduates for a program was zero. When asked, programs reporting this number indicated that they had students enrolled but had not yet graduated a class. The maximum number of graduates was 216. The upper bound for outliers was 137.5, with five programs falling above that, having 145, 149, 175, 187, and 216 graduates respectively. 216 is an extreme outlier, falling above the outer upper fence.

TABLE 5: UNDERGRADUATE STUDENTS BY GENDER IN 2021-2022

| Gender | Mean | <i>n</i> | 2020-2021 Mean (<i>n</i> =57) |
|------------|-------|----------|--------------------------------|
| Female | 71.4% | 65 | 71.1% |
| Male | 19.2% | | 23.6% |
| Non-Binary | 0% | | NA |
| Other | 0.0% | | 0.5% |
| Unknown | 9.5% | | 4.8% |

TABLE 6: UNDERGRADUATE STUDENTS BY ETHNICITY AND RACIAL IDENTITY IN 2021-2022

| Category | Ethnicity/Racial Identity | Mean | <i>n</i> | 2020-2021 Mean | 2020-2021 <i>n</i> |
|-----------------|----------------------------------|-------|----------|----------------|--------------------|
| Ethnicity | Of Hispanic/Latin Origin | 17.9% | 57 | 16.3% | 56 |
| Racial Identity | American Indian/Alaskan Native | 0.3% | 59 | 0.4% | 57 |
| | Asian | 8.1% | | 10.3% | |
| | Black | 21.9% | | 22.5% | |
| | Native Hawaiian/Pacific Islander | 2.5% | | 0.7% | |
| | White | 37.8% | | 45.9% | |
| | Two or More Races | 1.4% | | 3.4% | |
| | Other Races | 8.6% | | 1.5% | |
| | Unknown | 19.3% | | 15.3% | 51 ¹ |

1. In 2020-2021, full program members and associate program members received different surveys. The survey sent to one group did not contain "unknown" as an option for some questions, which is why there is a different *n* shown in the table above and some below. This was rectified for 2021-2022.

TABLE 7: MEAN PROPORTIONS OF UNDERGRADUATE STUDENT OUTCOMES, THREE MONTHS POST-GRADUATION, 2021-2022

| Outcome | Mean | <i>n</i> | 2020-2021 Mean (<i>n</i> =49) |
|--|-------|----------|--------------------------------|
| Continued Study (additional degree or license) | 14.2% | 55 | 8.2% |
| Professional Position in Healthcare | 41.0% | | 32.3% |
| Professional Position Outside of Healthcare | 4.6% | | 4.6% |
| Other | 3.1% | | 2.8% |
| Still Searching/Unemployed | 4.8% | | 5.1% |
| Unknown | 32.3% | | 47% |

TABLE 8: MEAN PROPORTIONS OF UNDERGRADUATE STUDENT PLACEMENTS IN HEALTHCARE POSITIONS, THREE MONTHS POST-GRADUATION IN 2021-2022

| Outcome | Mean | <i>n</i> | 2020-2021 Mean (<i>n</i> =11) |
|-----------------------------------|-------|----------|--------------------------------|
| Biotech/Pharmaceutical | 3.6% | 55 | 4.4% |
| Consultant | 3.4% | | 3.0% |
| Hospital/Health System | 63.3% | | 47.1% |
| Insurance/Managed Care Firm | 5.1% | | 10.5% |
| Post-acute/Long-term/Hospice Care | 7.4% | | 11.4% |
| Physician Group Practice | 15.6% | | 19.0% |
| Health Policy | 1.1% | | 3.3% |
| Health Law | 0.5% | | 1.2% |

TABLE 9: UNDERGRADUATE STARTING SALARIES, THREE MONTHS POST-GRADUATION IN 2021-2022¹

| Category | Min | Max | Median | Weighted Mean | <i>n</i> | 2020-2021 Median (<i>n</i> =25) |
|--|----------|----------|----------|---------------|----------|----------------------------------|
| Median Starting Salary (not including bonuses) | \$29,500 | \$70,000 | \$46,500 | \$44,042 | 23 | \$49,920 |
| Number of Graduates Reporting Jobs | 2 | 60 | 15.5 | N/A | | 16 |

1. Several programs reported either median starting salary or number of graduates reporting jobs rather than both. To obtain the weighted mean, any responses that only answered one of the questions were discarded. There was one program that reported a median starting salary of \$1250 for 16 graduates. This response was struck as outside of the reasonable parameters for responses. The same method was used for graduate data on starting salaries and fellowships.

TABLE 10: PROGRAMS REPORTING LEADERSHIP CHANGES IN 2021-2022

| Response | Count | Percentage | <i>n</i> | 2020-2021 Percents (<i>n</i> =44) |
|----------|-------|------------|----------|------------------------------------|
| Yes | 13 | 24.1% | 54 | 29.5% |
| No | 41 | 76.0% | | 70.5% |

TABLE 11: PROGRAMS REPORTING COMPETENCY AND/OR CURRICULUM CHANGES IN 2020-2021¹

| Response | Count | Percentage | <i>n</i> | 2020-2021 Percents (<i>n</i> =44) |
|-------------------------------|-------|------------|----------|------------------------------------|
| Yes – Curriculum Changes Only | 13 | 24.1% | 54 | 18.2% |
| Yes – Competency Changes Only | 0 | 0.0% | | 0.0% |
| Yes – Changes to both | 5 | 9.3% | | 9.1% |
| No | 36 | 66.7% | | 68.2% |

1. This question was revised between 2020-2021 and 2021-2022 due to the range of responses received in 2020-2021. In 2020-2021, the question was open-ended, and responses were interpreted according to the categories above. However, there was an additional category of "Yes – no additional information," which was reported at 4.5%. In 2021-2022, the question first asked survey respondents to indicate the type of changes and then provided an open-ended opportunity to describe them in more detail, which is why this category no longer exists.

Graduate Benchmarking Data

As mentioned in the introductory paragraph, the following graduate benchmarks are based on AUPHA's new graduate data collection survey. With just 19 questions, many graduate programs have found that they already have much of the data requested on hand due to reporting requirements for program or college/school level accreditors. A total of 92 masters programs responded to this survey with a response rate of 66.7%. Just over a quarter of those responses are from Associate Graduate Members. Doctoral programs are not included in the data below.

TABLE 12: GRADUATE FACULTY AND STUDENTS BY STATUS IN 2019-2020¹

| Status | Median | Min | Max | <i>n</i> | 2020-2021 Median (<i>n</i> =83) |
|------------------------|--------|-----|-----|----------|----------------------------------|
| Full-Time ² | 6 | 0 | 39 | 90 | 6 |
| Part-Time ³ | 1 | 0 | 41 | | 1 |
| Adjunct ⁴ | 6 | 0 | 87 | | 6 |

1. The minimum number of total faculty reported for a program was three, while the maximum was 136. The bound for outliers on the upper range was 37.5 and six programs fell outside this range, with 43, 44, 46, 70, 90, and 136 faculty total.
2. The data for Full-Time faculty contains five outliers of 20, 23, 23, 29, and 39, two of which are extreme. The maximum with outliers removed is 16. Both the minimum and median are unchanged.
3. The data for Part-Time faculty contains four outliers of 16, 18, 35, and 41, two of which are extreme. The maximum with outliers removed is 12. Both the minimum and median are unchanged.
4. The data for Adjunct faculty contains six outliers, four of which are considered extreme. The outliers are 31, 35, 41, 43, 83, and 87. The max without outliers is 23, while the median is five. The minimum remains unchanged.

TABLE 13: GRADUATE FACULTY BY GENDER IN 2021-2022

| Gender | Mean | <i>n</i> | 2020-2021 Mean (<i>n</i> =83) |
|------------|-------------------|----------|--------------------------------|
| Female | 43.9% | 90 | 40.0% |
| Male | 55.8% | | 50.2% |
| Non-Binary | 0.2% | | N/A |
| Other | 0.1% | | 0.0% |
| Unknown | 0.0% ¹ | | 9.8% |

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

TABLE 14: GRADUATE FACULTY BY ETHNICITY AND RACIAL IDENTITY IN 2021-2022

| Category | Ethnicity/Racial Identity | Mean | <i>n</i> | 2020-2021 Mean | 2020-2021 <i>n</i> |
|-----------------|----------------------------------|-------|----------|----------------|--------------------|
| Ethnicity | Of Hispanic/Latin Origin | 3.7% | 89 | 2.9% | 81 |
| Racial Identity | American Indian/Alaskan Native | 0.2% | 89 | 0.2% | 83 |
| | Asian | 9.1% | | 8.0% | |
| | Black | 7.0% | | 5.7% | |
| | Native Hawaiian/Pacific Islander | 0.1% | | 0.1% | |
| | White | 73.0% | | 66.4% | |
| | Two or More Races | 0.6% | | 0.4% | |
| | Other Races | 0.5% | | 2.2% | |
| | Unknown | 9.4% | | 17.0% | |

TABLE 15: GRADUATE ADMISSION STATISTICS¹

| Category | Median | Average | Min | Max | <i>n</i> | 2020-2021 Median | 2020-2021 <i>n</i> |
|----------------------------------|--------|---------|-----|-----|----------|------------------|--------------------|
| Admissions Target | 27 | 33.9 | 5 | 99 | 41 | 30 | 79 |
| Admissions Actual (New Students) | 24 | 30.4 | 2 | 116 | 85 | 27 | 81 |

1. Of the 41 programs that reported both their admissions targets and their actual enrollments, seven programs met their target exactly. 21 programs reported enrollment numbers below their target while the remaining 13 programs reported enrollment numbers that exceeded their target.

The following tables represent data for master's students who graduated between July 2021 and June 2022. The minimum number of graduates for a program was four, while the maximum was 86. The upper bound for outliers was 63.5, with eight programs falling above that, having 67, 68, 75, 77, 77, 82, 84, and 86 graduates respectively.

TABLE 16: GRADUATE STUDENTS BY GENDER IN 2021-2022

| Gender | Mean | <i>n</i> | 2020-2021 Mean (<i>n</i> =76) |
|------------|-------|----------|--------------------------------|
| Female | 65.9% | 79 | 64.5% |
| Male | 33.0% | | 35.3% |
| Non-Binary | 0.0% | | N/A |
| Other | 0.0% | | 0.1% |
| Unknown | 1.0% | | 0.0% |

TABLE 17: GRADUATE STUDENTS BY ETHNICITY AND RACIAL IDENTITY IN 2021-2022

| Category | Ethnicity/Racial Identity | Mean | <i>n</i> | 2020-2021 Mean (<i>n</i> =79) | 2020-2021 <i>n</i> |
|-----------------|----------------------------------|-------|----------|--------------------------------|--------------------|
| Ethnicity | Of Hispanic/Latin Origin | 12.4% | 78 | 8.4% | 75 |
| Racial Identity | American Indian/Alaskan Native | 0.5% | 80 | 0.4% | 75 |
| | Asian | 13.0% | | 17.4% | |
| | Black | 13.3% | | 14.6% | |
| | Native Hawaiian/Pacific Islander | 0.4% | | 0.5% | |
| | White | 46.2% | | 53.3% | |
| | Two or More Races ⁴ | 2.4% | | 2.1% | |
| | Other Races | 0.4% | | 3.3% | |
| | Unknown | 23.8% | | 8.3% | 67 |

TABLE 18: MEAN PROPORTIONS OF GRADUATE STUDENT OUTCOMES, THREE MONTHS POST-GRADUATION, 2021-2022

| Outcome | Mean | <i>n</i> | 2020-2021 Mean (<i>n</i> =72) |
|--|-------|----------|--------------------------------|
| Continued Study (additional degree or license) | 2.5% | | 2.4% |
| Professional Position in Healthcare | 72.9% | | 77.2% |
| Professional Position Outside of Healthcare | 1.9% | 75 | 1.9% |
| Other | 15.3% | | 9.7% |
| Still Searching/Unemployed | 1.6% | | 2.8% |
| Unknown | 5.8% | | 6.0% |

TABLE 19: MEAN PROPORTIONS OF GRADUATE STUDENT PLACEMENTS IN HEALTHCARE POSITIONS, THREE MONTHS POST-GRADUATION, 2021-2022

| Outcome | Mean | <i>n</i> | 2020-2021 Mean (<i>n</i> =72) |
|-----------------------------------|-------|----------|--------------------------------|
| Administrative Fellowship | 19.0% | | 18.0% |
| Biotech/Pharmaceutical | 5.5% | | 5.1% |
| Consultant | 10.2% | | 10.8% |
| Hospital/Health System | 49.7% | | 47.5% |
| Insurance/Managed Care Firm | 5.7% | 75 | 4.0% |
| Post-acute/Long-term/Hospice Care | 2.8% | | 2.7% |
| Physician Group Practice | 6.4% | | 10.0% |
| Health Policy | 0.8% | | 1.5% |
| Health Law | 0.1% | | 0.4% |

TABLE 20: GRADUATE STUDENT STARTING SALARIES, THREE MONTHS POST-GRADUATION IN 2021-2022

| Category | Min | Max | Median | Weighted Mean | <i>n</i> | 2020-2021 Median | 2020-2021 <i>n</i> |
|---|----------|-----------|----------|---------------|----------|------------------|--------------------|
| Median Starting Salary: Fellowships | \$52,500 | \$87,000 | \$62,750 | \$64,695 | 42 | \$62,000 | 45 |
| Number of Graduates Reporting Fellowships | 1 | 38 | 4 | N/A | | 3 | 57 |
| Median Starting Salary: Jobs ¹ | \$43,000 | \$105,000 | \$70,720 | \$73,614 | 65 | \$67,533 | 61 |
| Number of Graduates Reporting Jobs | 2 | 45 | 12 | N/A | | 12 | |

1. The numbers presented in this row do not include the four outliers reported in the data. The upper bound for outliers is \$113,952.5 and the outliers reported were \$122,715; \$124,253; \$140,000; and \$275,000. The median with outliers is \$72,181 and the weighted mean without outliers is \$82,012.

AUPHA Practitioner Scholar Survey

In the spring of 2023, the Practitioner Scholar Faculty Forum collaborated with AUPHA on two surveys designed to collect data on the roles of practitioners in member programs. One survey went to program directors while the other went to individuals.* Both surveys defined a practitioner scholar as an individual who:

1. Has been (or currently is) a practicing leader in the healthcare delivery sectors AND
2. Is currently in a teaching (faculty appointment, lecturer of record) and/or administrative role (mentoring, student or career services, recruitment/placement, competencies, curriculum, relationship management) in at least one AUPHA undergraduate or graduate member healthcare management program.

While there is not a way to determine the response rate for the individual survey, 61% of graduate and undergraduate member programs responded to the program director

survey. **Dan Fisher, PhD, MHA**, a member of the Practitioner Scholar Faculty Forum and Assistant Professor at the University of North Carolina Wilmington, led efforts to analyze the data and has graciously provided highlights for publication in this year's Annual Report. A further analysis of the data will likely appear in a peer-reviewed publication in the future and include members of the forum who helped envision and craft this project: **Jack Buckley, MBA, FACHE**, Texas A&M Health Science Center; **Mark Herzog, MHSA, FACHE**, Rochester Institute of Technology; **Diane Howard, PhD, MPH, FACHE**, Rush University; **Robert Malte, MBA**, University of Washington Seattle; and **William Tuttle, DSc, MHA, LFACHE**, University of Memphis.

Education and Experience

Practitioner scholars bring a wealth of experience to healthcare administration programs. Their education levels (see Table 21) provide flexibility for healthcare administration programs to properly credential practitioner scholars to teach various courses.

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

TABLE 21: PRACTITIONER SCHOLAR EDUCATION LEVELS

| | Doctoral Degree | Master's Degree Only |
|-----------------------|------------------|-----------------------|
| Highest Degree Earned | 25 (52.1%) | 23 (47.9%) |
| Common Degrees | PhD – 13 (27.1%) | MHA/MHSA – 16 (33.3%) |
| | DSc – 3 (6.3%) | MBA – 11 (22.9%) |
| | DrPH – 2 (4.2%) | MPH – 2 (4.2%) |
| | MD/DO – 2 (4.2%) | |
| | EdD – 2 (4.2%) | |

TABLE 22: PRACTITIONER SCHOLARS' YEARS EXPERIENCE IN HEALTHCARE INDUSTRY

| | Individuals (n=48) | Percentage (%) |
|---------------|--------------------|----------------|
| 1-3 Years | 0 | 0.0% |
| 4-6 Years | 2 | 4.2% |
| 7-10 Years | 6 | 12.5% |
| 11-20 Years | 7 | 14.6% |
| Over 20 Years | 33 | 68.8% |

TABLE 23: PRACTITIONER SCHOLARS' PROFESSIONAL CREDENTIALS AND LICENSURES¹

| | Individuals (n=48) | Percentage (%) |
|---|--------------------|----------------|
| Healthcare Leadership (e.g., FACHE, FACMPE, CAE) | 16 | 33.3% |
| LTC (e.g., LNHA, ALD, ALM) | 4 | 8.3% |
| Clinical (e.g., RN, MD/DO, LCSW) | 7 | 14.6% |
| Healthcare Finance/Insurance (e.g., HFMA, CHFP, PAHM) | 3 | 6.3% |
| Coding (e.g., CCS, CPC, CEMC) | 2 | 4.2% |

1. There is some overlap as some individuals had multiple credentials/licensures. Overall, more than 60% (N=29) of practitioner scholars had at least one type of credential/licensure.

Professional Connections

Most practitioner scholars (83.3%) have more than 10 years of experience in the healthcare workforce, and almost one-third of them are still working in the healthcare industry. With their experience, current positions in the healthcare industry, and professional affiliations, practitioners have a wealth of connections and a broad network to help connect students to mentors, internships, and other experiential opportunities.

Utilization of Scholar Practitioners in Academia

The tables below share data collected related to the roles, employment status, compensation, and course topics taught by practitioner scholars.

TABLE 24: PRACTITIONER SCHOLAR ROLES IN HEALTHCARE ADMINISTRATION PROGRAMS¹

| Role | |
|--|------------|
| Student advisor or mentor | 39 (81.3%) |
| Instructor/Course director of record | 38 (79.2%) |
| Academic department committee member | 31 (64.6%) |
| Helped to place students in internships, fellowships, or positions | 29 (60.4%) |
| Guest speaker for an event | 22 (45.8%) |
| Represented the department at local, regional, or national professional organizations or events | 22 (45.8%) |
| Guest lecturer for a course | 21 (43.8%) |
| Mentored student organizations, either internally or local/regional student chapters of national organizations | 20 (41.7%) |
| Served as an advisor for case competition teams | 19 (39.6%) |
| Led or coordinated alumni activities | 8 (16.7%) |

1. Participants could select multiple roles they've served in over the past two years at the university.

TABLE 25: PRACTITIONER SCHOLAR EMPLOYMENT STATUS

| Status | |
|--------------------------------|------------|
| Full-time | 29 (60.4%) |
| Part-Time (non-adjunct status) | 4 (8.3%) |
| Adjunct | 14 (29.2%) |
| Emeritus | 1 (2.1%) |
| Total | 48 |

TABLE 26: PRACTITIONER SCHOLAR COMPENSATION STATUS

| Status | |
|--------------------------------|------------|
| Yes - Salary | 33 (68.8%) |
| Yes - By Credit Hour or Course | 7 (14.6%) |
| Yes - Flat Rate Honoraria | 4 (8.3%) |
| No | 4 (8.3%) |
| Total | 48 |

TABLE 27: PRACTITIONER SCHOLAR TEACHING BY COURSE TOPICS¹

| Topic | |
|--|------------|
| Healthcare Systems | 13 (27.1%) |
| Leadership | 11 (22.9%) |
| Professional Development Seminar | 9 (18.8%) |
| Practicum/Internship/Residency | 9 (18.8%) |
| Strategy & Management | 8 (16.7%) |
| Finance | 7 (14.6%) |
| Policy | 7 (14.6%) |
| Operations/Administration | 6 (12.5%) |
| Human Resources/Human Capital Management | 6 (12.5%) |
| Long-Term Care | 6 (12.5%) |
| Evidence-based QI/QA | 5 (10.4%) |
| Organizational Theory & Behavior | 5 (10.4%) |
| Capstone | 4 (8.3%) |
| Health Economics | 4 (8.3%) |
| Other/Clinical Courses | 4 (6.3%) |
| Communication/Marketing | 3 (6.3%) |
| Public Health/Population Health | 3 (6.3%) |
| Law & Ethics | 2 (4.2%) |
| Quantitative Methods/Statistics | 2 (4.2%) |
| Medical Practice Administration | 2 (4.2%) |
| Health Informatics | 2 (4.2%) |
| Qualitative Research | 1 (2.1%) |
| Interprofessional Healthcare | 1 (2.1%) |

1. Participants could select multiple topics they teach (mean = 2.48).

Support for Practitioner Scholars in Academia

The tables below share information about orientation and administrative support practitioner scholars have access to when transitioning to academia.

TABLE 28: PRACTITIONER SCHOLAR ACCESS TO DEDICATED WORKSPACE

| Response | |
|---------------------------|------------|
| Yes – Personal Office | 26 (55.3%) |
| Yes – Shared Workspace | 5 (10.6%) |
| No – Fully Online Program | 5 (10.6%) |
| No – Not Provided | 11 (23.4%) |
| Not Answered | 1 (2.1%) |
| Total | 48 |

TABLE 29: PRACTITIONER SCHOLAR ADMINISTRATIVE SUPPORT¹

| Response | |
|-------------------------------|------------|
| Administrative Support Staff | 27 (56.3%) |
| Undergraduate Student Workers | 3 (6.3%) |
| Graduate Assistants | 8 (16.7%) |
| Teaching Assistants | 11 (22.9%) |
| None | 11 (22.9%) |
| Total | 48 |

1. Participants could select multiple administrative supports.

TABLE 30: PRACTITIONER SCHOLAR ORIENTATION AND TRAINING TO ROLE & DEPARTMENT

| Response | |
|--|------------|
| Orientation/Training to Both Role & Department | 13 (27.1%) |
| Orientation/Training to Role Only | 6 (12.5%) |
| Orientation/Training to Department Only | 5 (10.4%) |
| No Orientation/Training | 24 (50.0%) |
| Total | 48 |

Who We Are

Membership in AUPHA is represented by a large and highly diverse set of institutions, members, and faculty. As of July 2023, there were a total of 255 graduate and undergraduate programs from 198 separate institutions. Also included are doctoral programs, affiliate members, international programs, and 121 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 accredited by specialized accrediting bodies (if graduate). The number of Associate Undergraduate program members continues to grow as more programs show interest in Undergraduate Certification.

MEMBERSHIP COMPARISON

| MEMBERSHIP TYPE | 2017 | 2023 |
|----------------------------|------------|------------|
| Full Graduate | 78 | 95 |
| Associate Graduate | 64 | 52 |
| Total Graduate | 142 | 147 |
| Full Undergraduate | 46 | 50 |
| Associate Undergraduate | 43 | 52 |
| Total Undergraduate | 89 | 102 |
| Total Doctoral | 7 | 6 |
| Total Programs | 238 | 255 |
| Total Institutions | 183 | 197 |
| Individuals | 139 | 121 |

Member Programs

The following programs were members of AUPHA as of July 2023. Click an institution for more information on programs. The letters following a listing indicate institutions with multiple program memberships and the program types – Undergraduate (U), Graduate (G), Doctoral (D), or Executive (E).

- ▶ [American College of Education](#)
- ▶ [Appalachian State University](#) (G) (U)
- ▶ [Arcadia University](#)
- ▶ [Army-Baylor University](#)
- ▶ [AT Still University](#)
- ▶ [Auburn University](#)
- ▶ [Baptist Health Sciences University](#)
- ▶ [Barry University](#)
- ▶ [Baruch College](#)
- ▶ [Bay Path University](#)
- ▶ [Baylor University](#)
- ▶ [Belmont Abbey College](#)
- ▶ [Belmont University](#)
- ▶ [Boston University Questrom School of Business](#)
- ▶ [Boston University School of Public Health](#)
- ▶ [Brigham Young University](#)
- ▶ [California Northstate University](#)
- ▶ [California State University - Chico](#)
- ▶ [California State University - Long Beach](#) (G) (U)
- ▶ [California State University, Northridge](#) (G) (U)
- ▶ [Campbell University](#)
- ▶ [Carnegie Mellon University](#)
- ▶ [Central Michigan University](#) (D) (G) (U)
- ▶ [City University of New York \(CUNY\)](#)
- ▶ [Clarkson University](#)
- ▶ [Clayton State University](#) (G) (U)
- ▶ [Colorado Technical University](#)
- ▶ [Columbia University](#)
- ▶ [Concordia College](#)
- ▶ [Concordia University-Irvine](#)
- ▶ [Cornell University](#)
- ▶ [Creighton University](#) (G) (U)
- ▶ [Dalhousie University](#)
- ▶ [Davenport University](#)
- ▶ [Des Moines University](#)
- ▶ [DeSales University](#) (G) (U)
- ▶ [Dillard University](#)
- ▶ [Drexel University](#)
- ▶ [Duquesne University](#) (G) (U)
- ▶ [East Carolina University](#)
- ▶ [Eastern Kentucky University](#)
- ▶ [Eastern Michigan University](#)
- ▶ [Eastern Virginia Medical School](#)
- ▶ [Fayetteville State University](#)
- ▶ [Florida A&M University](#)
- ▶ [Florida Atlantic University](#) (G) (U)
- ▶ [Florida Gulf Coast University](#) (G) (U)
- ▶ [Florida International University](#) (G) (U)
- ▶ [Franciscan Missionaries of Our Lady University](#)
- ▶ [George Mason University](#) (D) (G) (U)
- ▶ [Georgetown University](#) (G) (U)
- ▶ [Georgia Southern University](#)
- ▶ [Georgia State University](#)
- ▶ [Governors State University](#) (G) (U)
- ▶ [Grand Valley State University](#)
- ▶ [Hampton University](#)
- ▶ [Hofstra University](#)
- ▶ [Howard University](#) (G) (U)
- ▶ [Huazhong University of Science and Technology](#)
- ▶ [Icahn School of Medicine at Mount Sinai](#)
- ▶ [Idaho State University](#)
- ▶ [Indiana University Richard M. Fairbanks School of Public Health](#) (G) (U)
- ▶ [Iowa State University](#)
- ▶ [James Madison University](#)
- ▶ [Johns Hopkins University](#) (D) (G)
- ▶ [King's College](#)
- ▶ [Lake Erie College of Osteopathic Medicine \(LECOM\)](#)
- ▶ [Lipscomb University](#)
- ▶ [Loma Linda University](#) (G) (U)
- ▶ [Long Island University](#) (G) (U)
- ▶ [Louisiana State University - New Orleans](#)
- ▶ [Loyola University Chicago](#) (G) (U)
- ▶ [Marshall University](#)
- ▶ [Medical University of South Carolina](#) (D) (G)
- ▶ [Methodist College](#)
- ▶ [Methodist University](#)
- ▶ [Metropolitan State University of Denver](#) (G) (U)
- ▶ [MGH Institute of Health Professions](#)

- ▶ [Minnesota State University Moorhead](#)
- ▶ [Missouri Southern State University](#)
- ▶ [Missouri State University](#)
- ▶ [National University](#) (D) (G) (U)
- ▶ [New York City College of Technology/CUNY \(HPCM\)](#)
- ▶ [New York City College of Technology/CUNY \(HSA\)](#)
- ▶ [New York University](#)
- ▶ [Norfolk State University](#) (G) (U)
- ▶ [North Carolina A&T State University](#)
- ▶ [Northeastern University](#) (G) (U)
- ▶ [Old Dominion University](#)
- ▶ [Palm Beach State College](#)
- ▶ [Pennsylvania College of Health Sciences](#)
- ▶ [Pennsylvania State University - Harrisburg](#)
- ▶ [Pennsylvania State University](#) (G) (U)
- ▶ [Pennsylvania State University World Campus](#)
- ▶ [Pfeiffer University](#)
- ▶ [Portland State University](#)
- ▶ [Queens University of Charlotte](#)
- ▶ [Radford University](#) (G) (U)
- ▶ [Robert Morris University](#)
- ▶ [Rochester Institute of Technology](#)
- ▶ [Rush University](#)
- ▶ [Rutgers University](#) (G) (U)
- ▶ [Sacred Heart University](#)
- ▶ [Saint Louis University](#)
- ▶ [Samford University](#) (G) (U)
- ▶ [Seton Hall University](#)
- ▶ [Southern Illinois University - Carbondale](#)
- ▶ [State University of New York - Cortland](#)
- ▶ [Stevenson University](#)
- ▶ [Stevenson University Online](#)
- ▶ [Stonehill College](#)
- ▶ [Stony Brook University](#)
- ▶ [Suffolk University](#)
- ▶ [Taipei Medical University](#)
- ▶ [Temple University](#) (G) (GBus)
- ▶ [Tennessee State University](#)
- ▶ [Texas A&M Health Science Center](#)
- ▶ [Texas A&M University - Corpus Christi](#)
- ▶ [Texas Southern University](#) (G) (U)
- ▶ [Texas State University](#) (G) (U)



- ▶ [Texas Woman's University Houston](#)
- ▶ [The Chicago School of Professional Psychology](#)
- ▶ [The Christ College of Nursing and Health Sciences](#)
- ▶ [The George Washington University](#)
- ▶ [The Ohio State University](#)
- ▶ [The University of Alabama at Birmingham](#) (D) (DSc) (G) (U)
- ▶ [Toronto Metropolitan University](#)
- ▶ [Towson University](#)
- ▶ [Trinity University](#) (E) (G)
- ▶ [Tulane University](#)
- ▶ [Uniformed Services University of Health Science](#)
- ▶ [Universite De Montreal](#)
- ▶ [University of Arkansas for Medical Sciences](#)
- ▶ [University of Arkansas Fort Smith](#)
- ▶ [University of Baltimore](#)
- ▶ [University of California - Los Angeles](#)
- ▶ [University of California San Francisco](#)
- ▶ [University of Central Florida](#) (G) (U)
- ▶ [University of Cincinnati](#)
- ▶ [University of Colorado Denver](#) (E) (G)
- ▶ [University of Detroit Mercy](#)
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- ▶ [University of Houston - Clear Lake](#)
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- ▶ [University of Kansas Medical Center](#)
- ▶ [University of Kentucky](#) (G) (U)
- ▶ [University of Louisiana at Lafayette](#)
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- ▶ [University of Memphis](#)
- ▶ University of Miami (E) (G) (U)
- ▶ [University of Michigan](#)
- ▶ [University of Michigan - Flint](#)
- ▶ University of Minnesota (E) (G) (U)
- ▶ [University of Minnesota Duluth](#)
- ▶ [University of Missouri](#)
- ▶ [University of Mount Olive](#)
- ▶ [University of Nebraska Medical Center](#)
- ▶ University of Nevada Las Vegas (G) (U)
- ▶ [University of New Hampshire](#)
- ▶ [University of New Haven](#)
- ▶ [University of New Mexico](#)
- ▶ [University of New Orleans](#)
- ▶ [University of North Carolina at Chapel Hill](#)
- ▶ [University of North Carolina at Charlotte](#)
- ▶ [University of North Carolina at Wilmington](#)
- ▶ University of North Florida (G) (U)
- ▶ [University of North Texas Health Science Center](#)
- ▶ [University of Oklahoma Health Sciences Center](#)
- ▶ University of Phoenix (G) (U)
- ▶ [University of Pittsburgh](#)
- ▶ University of Scranton (G) (U)
- ▶ [University of South Carolina](#)
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- ▶ [University of Southern California](#)
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- ▶ Virginia Commonwealth University (E) (G)
- ▶ [Weatherford College](#)
- ▶ Weber State University (G) (U)
- ▶ [Webster University](#)
- ▶ West Virginia University (G) (U)
- ▶ [Western Kentucky University](#)
- ▶ Wichita State University (G) (U)
- ▶ Winston-Salem State University (G) (U)
- ▶ [Winthrop University](#)
- ▶ Xavier University (G) (U)

What We Do for Members

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

Health Professions Week

AUPHA participated in Health Professions Week (HPW) for the sixth consecutive year. HPW is a free, week-long event designed to expose high school and college level students to the diverse careers within healthcare. The 2022 HPW was held November 5-11, 2022, and included participation from 20+ other health-related associations. Throughout the week, HPW hosted #HealthTalks and #SelfCareSunday tutorials on YouTube, webinars, scavenger hunts, on-demand materials, and a virtual fair. Over 3000 registrants learned about the various healthcare fields, as well as foundational skills for future students. A special thank you to the AUPHA members listed below who represented the health administration field during the virtual fair:

- **Reza Amini, PhD, MPH**
University of Michigan – Flint
- **Gergana Kodjebacheva, PhD, MA**
University of Michigan – Flint
- **Carmen Saunders-Russell, EdD, CRA, RT(R)(M)**
California State University, Northridge

In 2023, HPW will rebrand itself and become a free, yearlong series of events for students to be able to participate in. Registrants will receive access to a personalized website with curated, on-demand content introducing the participating health professions. All future healthcare professionals — including high school, college, and graduate students, both domestic and international — are welcome to register for access to no-cost webinars, live speakers, panel discussions, and much more.

Academic Program and Practitioner Workshop

AUPHA's 2023 Academic Program and Practitioner Workshop was held in conjunction with ACHE's Congress on March 21, 2023. Over 80 people attended the Workshop featuring Sandro Galea, MD, MPH, DrPH, dean and Robert A. Knox Professor of Health at Boston University's School of Public Health, as the opening Joint ACHE/AUPHA Breakfast keynote speaker. Dr. Galea's keynote focused on *Data and Value-Informed Decision Making for Health Equity*, which fit perfectly with the Workshop's overall theme of *What Do the Data Say? Healthcare Decisions Demand Evidence*.

The Workshop continued with a series of events that included a diverse group of panelists. They discussed the role of data, evidence-based decision-making contexts, challenges, and implications of value-driven decision-making generally, as well as the implications for health equity. A special thank you to **Carla Jackie Sampson, PhD, MBA, FACHE**, *New York University*, for moderating the panel, and panelists **Christopher Boone, PhD, FACHE, FHIMSS, AbbVie**, **Michael Drew, Jr., MHA Program Student, Loyola University Chicago**, **Edmond Hooker, MD, DrPH, Xavier University**, and **Nir Menachemi, PhD, MPH, Indiana University**.

The closing session was an interactive, hands-on activity that allowed attendees to discuss and review what students need to be competent in this area, where this curriculum content and competencies should be taught, and what teaching and assessment methods best align with the topics. Thank you to the session's co-facilitators **Ellen Averett, PhD, MHSA, University of Kansas Medical Center**, and **Bankole "Banky" Olatosi, PhD, University of South Carolina**.

Annual Meeting

The 2023 AUPHA Annual Meeting was held in National Harbor, Maryland, from June 29 to July 1, 2023, with an attendance of 330 individuals. The theme of the meeting was *Celebrating 75 Years of Excellence: Leading Boldly into the Future*. In addition to the diverse set of keynote presentations, sessions, and posters at the Annual Meeting, AUPHA celebrated its 75th anniversary throughout.

AUPHA thanks the many corporate and program sponsors who contributed to the success of this year's meeting. A complete listing of these sponsors may be found on page 26 of this Annual Report. A special thanks also to the following members of the 2023 Annual Meeting Planning Committee (AMPC), chaired by **Reid Oetjen, PhD**:

- ▶ **George Audi, PhD, MHA**
Florida A&M University
- ▶ **Mark Bittle, DrPH, MBA, FACHE**
Johns Hopkins University
- ▶ **Robert Bonar, DHA**
The George Washington University
- ▶ **Stephen Bowman, PhD, MHA**
University of Arkansas for Medical Sciences
- ▶ **Karen Dielmann, DEd**
Pennsylvania College of Health Sciences
- ▶ **Tina DiFranco, JD, BSN**
University of Baltimore
- ▶ **Rita DiLeo, DSc, MPA**
University of Scranton
- ▶ **Elaine Elder, ScD**
Colorado Technical University
- ▶ **Connie Evashwick, ScD, FACHE, CPH**
- ▶ **Cynthia Faulkner, DHSc**
Indiana Wesleyan University
- ▶ **Richard Greenhill, DHA, FACHE**
Texas Tech University Health Sciences Center
- ▶ **Beth Hawks, PhD, MHA**
Uniformed Services University of Health Sciences
- ▶ **Maureen Connelly Jones, PhD, RN**
University of Kentucky
- ▶ **Stephanie Jones, DHA**
Purdue Global
- ▶ **Saleema Karim, PhD, MBA, MHA**
Virginia Commonwealth University
- ▶ **Christopher Louis, PhD**
Boston University
- ▶ **Patricia MacTaggart, JD, MHA**
The George Washington University
- ▶ **P.J. Maddox, PhD**
George Mason University
- ▶ **Gail Marcus, DHA, MBA, MSE**
Hofstra University
- ▶ **Andrew McCart, PhD, MBA**
University of Louisville
- ▶ **Rodney McCurdy, PhD, MHA**
Northcentral University
- ▶ **Jennifer Newman, DPA**
California State University, Northridge
- ▶ **Dawn Oetjen, PhD**
University of Central Florida
- ▶ **Reid Oetjen, PhD (Chair)**
University of Central Florida
- ▶ **Ashley Victoria Parks, DrPH**
Appalachian State University
- ▶ **Wayne Psek, MD, PhD, MBA**
The George Washington University
- ▶ **Liliya Roberts, MD**
University of Maryland Global Campus
- ▶ **Carmen Teresa Saunders-Russell, EdD, CRA, RT(R)(M)**
California State University, Northridge
- ▶ **Dany Schieffler, PhD**
Sacred Heart University
- ▶ **Denise Smith, PhD**
University of North Carolina Wilmington
- ▶ **Paula Song, PhD**
Virginia Commonwealth University
- ▶ **Carla Stebbins, PhD, MHA**
Rochester Institute of Technology
- ▶ **William Tuttle, DSc, MHA, FACHE**
University of Memphis
- ▶ **Kevin Valadares, PhD**
University of Southern Indiana
- ▶ **Tiffany Vickers, PhD**
Utah Tech University
- ▶ **Jorge Villegas, PhD, MBA**
University of Illinois Springfield
- ▶ **Victor Weeden, DHA, FACHE**
University of South Florida
- ▶ **Pia Woodley, DBA**
Florida A&M University
- ▶ **Phillip Zane, JD**
George Mason University

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

Annual Meeting Program Sponsors

Thank you to these 2023 Annual Meeting Sponsors! We are grateful to those listed below and appreciate their generosity, loyalty, and support of AUPHA and the Annual Meeting.

GOLD LEVEL

Cornell University
The George Washington University
Johns Hopkins University
New York University
The Ohio State University
Rush University
Southern Illinois University
Tulane University

The University of Alabama at Birmingham
University of California, Los Angeles
University of Central Florida
University of Minnesota
University of North Carolina at Charlotte
University of Pittsburgh
Virginia Commonwealth University
Weber State University

SILVER LEVEL

Appalachian State University
A.T. Still University
Baylor University
Boston University
Clarkson University
George Mason University
Loyola University Chicago
Penn State World Campus

Saint Louis University
Suffolk University, Sawyer Business School
University of Baltimore
University of Florida
University of the Incarnate Word
University of Iowa
University of Kansas Medical Center

University of Memphis
University of Miami
University of Michigan
University of Missouri
University of North Carolina at Chapel Hill
University of South Florida
University of Utah

BRONZE LEVEL

Auburn University
Columbia University
Duquesne University

Idaho State University
Indiana University
Fairbanks, School of Public Health

Medical University of South Carolina
University of Arkansas for Medical Sciences

University of Scranton
University of Wisconsin-Milwaukee

Corporate Sponsors

GOLD LEVEL



SILVER LEVEL



Faculty Forums and Discussion Groups

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

Discussion Groups

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

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

Faculty Forums

Faculty Forums have formal governance and meet annually.

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

A special thanks to these 2022-2023 Faculty Forum Leaders:

CULTURAL PERSPECTIVES AND INCLUSIVE EXCELLENCE

- ▶ Chair: **Jacqueline Wiltshire, PhD**
Indiana University, Richard M. Fairbanks School of Public Health
- ▶ Chair Elect: **Julie Carmalt, PhD**
Cornell University/Sloan Program in Health Administration

DISTANCE LEARNING

- ▶ Chair: **David Mendez, PhD**
University of Michigan
- ▶ Chair Elect: **Jillian Harrington, EdD**
University of Central Florida

ETHICS AND LAW

- ▶ Chair: **Michael J. McDonough, DMH, FACHE**
Rutgers University
- ▶ Chair Elect: **Tina DiFranco, JD, BSN**
University of Baltimore

FINANCE, ECONOMICS, AND INSURANCE

- ▶ Chair: **Michele M. McGowan, DBA**
Kings College
- ▶ Chair Elect: **Karen Clancy, PhD, MBA**
University of Kentucky

GLOBAL HEALTHCARE MANAGEMENT

- ▶ Chair: **Natalia Rekhter, PhD, MHSA**
Governors State University
- ▶ Chair Elect: **Richard G. Greenhill, DHA, MS, MBA, FACHE, CPHQ**
Texas Tech University Health Sciences Center

HEALTH INFORMATION MANAGEMENT

- ▶ Chair: **Brian T. Malec, PhD, LFHIMSS**
California State University, Northridge (UG)
- ▶ Co-Chair: **Shannon H. Houser, PhD, MPH, RHIA, FAHIMA**
The University of Alabama at Birmingham (G)

HEALTH POLICY

- ▶ Chair: **Jean Abraham, PhD**
University of Minnesota
- ▶ Chair Elect: **Rhonda BeLue, PhD**
University of Texas at San Antonio

INNOVATIVE TEACHING

- Chair: **Amanda Dorsey, MSHI, FHIMSS**
The University of Alabama at Birmingham (G)
- Chair Elect: **Stephen Duarte, EdD, MHA**
Weatherford College

INTERPROFESSIONAL EDUCATION

- Chair: **Suzanne Boren, PhD, MHA**
University of Missouri
- Chair Elect: **Sarah Kercsmar, PhD**
University of Kentucky

MANAGEMENT AND LEADERSHIP

- Chair: **Justine Mishek, MHA**
University of Minnesota
- Chair Elect: **Kimberly Enard, PhD, MBA, MSHA, FACHE**
Saint Louis University (G)

POST ACUTE CARE

- Chair: **Sandi Lane, PhD**
Appalachian State University
- Chair Elect: **Robert Rados, MHA, PhD**
Southern Illinois University - Carbondale

PRACTITIONER SCHOLAR

- Chair: **Mark Herzog, MHSA, FACHE**
Rochester Institute of Technology
- Chair Elect: **William A. Tuttle, DSc, MHA, LFACHE**
University of Memphis (G)

PUBLIC AND POPULATION HEALTH

- Chair: **Dean G. Smith, PhD**
*Louisiana State University Health Sciences Center
New Orleans*

QUALITY AND SAFETY

- Chair: **M. Paige Powell, PhD**
Virginia Commonwealth University (G)
- Chair Elect: **Wendy Whitner, PhD, MPH**
Towson University

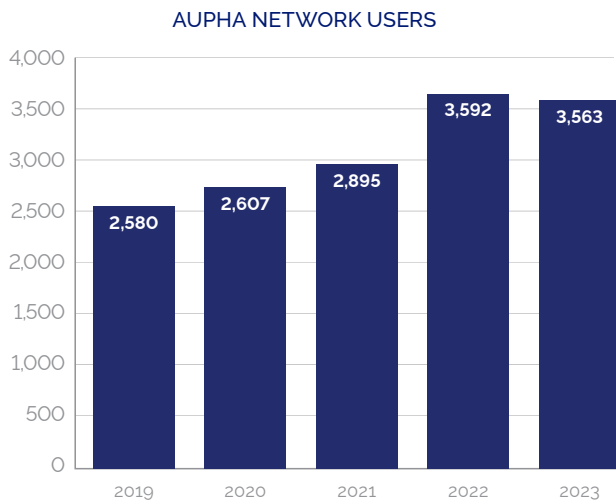
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Network

The AUPHA Network is the most popular and most valued resource offered by AUPHA. The Network allows members to share with the entire membership, to communicate within focused communities, and to connect one to one. These graphs and charts show trends for the past four years, from 2019 through the second quarter of 2023. As the data shows, the Network proved a very useful tool during the height of the pandemic. Activity has now returned to pre-pandemic levels.

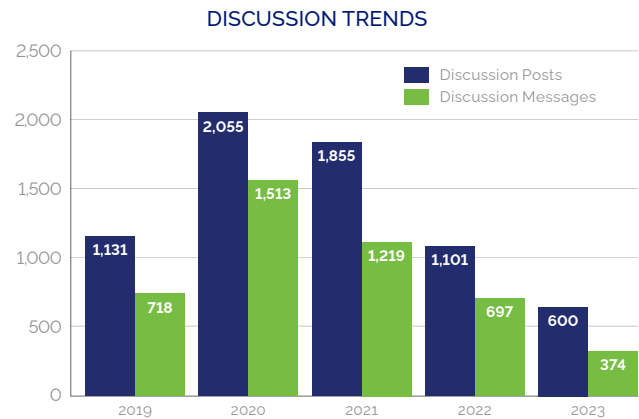
Network Users

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



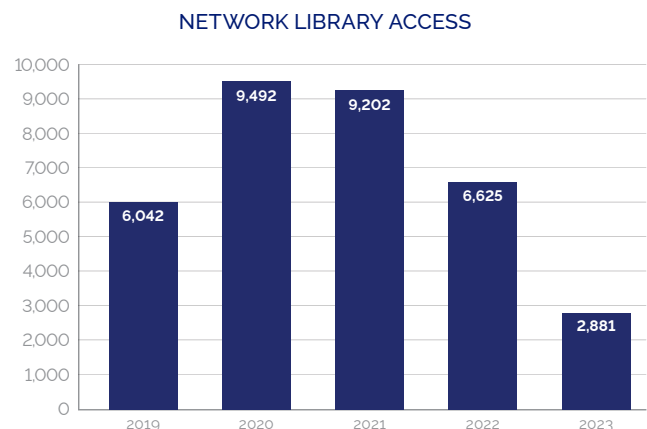
Discussion Trends

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. The increase in activity in 2020 and 2021 corresponds to the increased reliance on digital communication during this period. Activity returned to pre-pandemic levels in 2022 and should continue for the remainder of 2023.



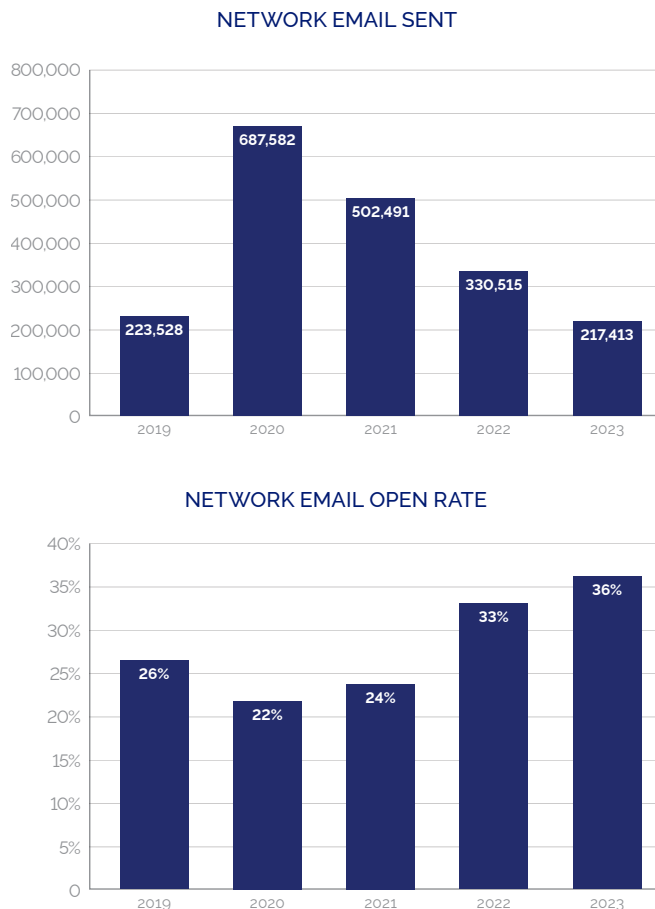
Library Access

Another important resource in the Network are Libraries. Nearly every community has a library where resources, including documents and videos, are posted to share. AUPHA virtual meetings and webinars accounted for the increased library access during the pandemic. Activity has reverted to pre-pandemic levels.



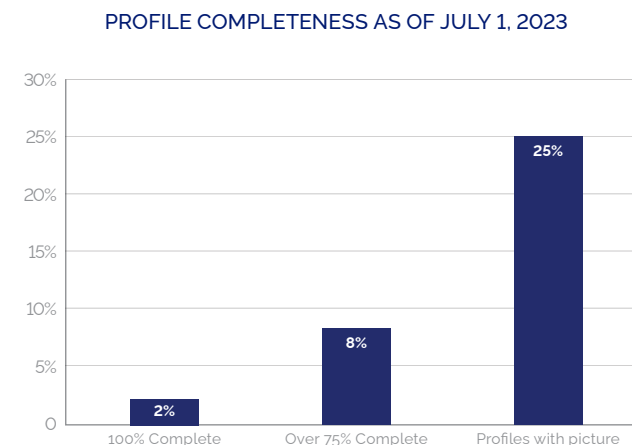
Network Emails and Open Rate

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 current average open rate for non-profits is 28%.



Network Profiles

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



What are people looking for?

This word cloud is a visual representation of the top 10 searched for terms on the AUPHA website last year. "Scholarship" is perennially the most searched for term. Current and prospective students access the AUPHA website for information and resources, including information about health administration as a career. The top faculty searches include "Body of Knowledge," "Art of Teaching," "certification," and "meeting."



Upsilon Phi Delta Honor Society

Upsilon Phi Delta (UPD) is AUPHA's honor society. The mission of the Upsilon Phi Delta Honor Society is to recognize, reward, and encourage academic excellence in the study of healthcare management and policy. 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 July 2023, there were 144 UPD chapters.

AUPHA pledged to fund two \$2,500 competitive UPD Grants for six years, starting in 2019. The grants are awarded to one Undergraduate UPD Chapter and one Graduate UPD Chapter. UPD Chapters in good standing are eligible to apply for a grant. Grants must be used to benefit the UPD Chapter and the program's healthcare management students. The final grants will be awarded in 2024.

The 2023 Upsilon Phi Delta Grants were awarded to the Undergraduate UPD Chapter at University of Baltimore and the Graduate UPD Chapter at Trinity University.

The Trinity University Chapter will use the grant to support MHA students in their efforts to serve marginalized communities. The University of Baltimore Chapter will use the grant to provide funds for several community service projects.

Undergraduate Certification

In 1984, AUPHA piloted what has become the Undergraduate Certification process, recognizing undergraduate health administration programs through a rigorous peer review. Programs undergoing certification are examined by a review team of expert faculty, many who have gone through the certification process themselves. The review team assesses the program on criteria established by AUPHA and its Undergraduate Program Committee (UPC), which span six broad areas: program structure, student support, professional alumni linkages, curriculum and teaching, experiential and applied learning, and program evaluation/improvement.

Every four years, AUPHA and the UPC review and revise the criteria used for undergraduate certification. The most recent review and revision began in fall 2022, resulting in updated criteria that were approved by AUPHA's Board of Directors in March 2023. The process included a town hall and survey to collect member feedback, as well as an open comment period for program directors once revisions had been drafted by teams led by UPC members. AUPHA's Board of Directors first reviewed the revisions in January 2023, provided commentary, and then approved a final round of edits in March. These newly approved criteria apply to all programs undergoing review in 2025 and beyond. Programs currently preparing progress reports from past review cycles continue to use the old criteria until they have completed a review under the new criteria.

Program directors and reviewers alike consistently report that the undergraduate certification process allows them to make many improvements and refinements to their own programs. As of July 2023, there were 50 undergraduate programs certified by AUPHA. It is anticipated that this number will rise to 51 by the end of 2023.

2022 Undergraduate Certification Reviews

In 2022, AUPHA recognized the following undergraduate healthcare management programs for successfully meeting the established criteria for AUPHA certification and eligibility criteria for Full Certified Undergraduate membership:

- California State University-Long Beach
 - Clayton State University
 - Florida A&M University
 - Huazhong University of Science and Technology
 - Idaho State University
 - James Madison University
 - Pennsylvania College of Health Sciences
 - Samford University
 - Towson University
 - University of New Orleans
 - University of North Florida
- AUPHA would like to recognize the work and leadership of these 2022 review team chairs:
- **George Audi, PhD, MHA**
Florida A&M University
 - **Macey Buker, PhD, CPA**
University of Minnesota-Crookston
 - **Leonard Friedman, PhD, MPH, FACHE**
The George Washington University
 - **Holly Hampe, DSc, RN, MHA, MRM**
Robert Morris University
 - **Jeff Harrison, PhD, MBA, MHA, FACHE**
University of North Florida
 - **Cristian Lieneck, PhD, FACMPE, FACHE, FAHM, CPHIMS**
Texas State University
 - **Ning Lu, PhD, MPH**
Governors State University
 - **Michael Matthews, PhD, MHA**
Winthrop University
 - **Warren McDonald, PhD**
Methodist University
 - **Elaine Purdy, MED, MBA, DHA**
Franciscan Missionaries of Our Lady University
 - **Natalia Rekhter, PhD, MHSA**
Governors State University
 - **Jacqueline E. Sharpe, RN, MSN, CHES, PhD**
Hampton University
- AUPHA thanks the members of the 2022 review teams for their invaluable service to the entire AUPHA membership:
- **Galo Alava, MD, MBA**
Saint Leo University
 - **Jim Bellamy, PhD, MPH, CNMT**
Old Dominion University
 - **Virginia Blair, DHA, RN, CPHQ**
George Mason University
 - **Melinda Brown, MHA**
Missouri Southern State University
 - **Mark Bush, DHA, MBA**
University of Central Florida
 - **Jennifer Bushelle-Edghill, PhD**
Fayetteville State University
 - **John Cantiello, PhD**
George Mason University
 - **Jennifer Chubinski, PhD**
Xavier University

- ▶ **Karen Clancy, PhD, MBA**
University of Kentucky
- ▶ **Vanessa Crowther, DrPH**
Florida A&M University
- ▶ **Steve Davis, PhD, MPA, MSW**
West Virginia University
- ▶ **Theresa DeVito, EdD, RN**
Bay Path University
- ▶ **Elaine Elder, ScD**
Colorado Technical University
- ▶ **Ethel Elkins, DHSc**
University of Southern Illinois
- ▶ **Kimberly Elliott, PhD**
University of Texas at Tyler Health Science Center
- ▶ **Rachel Ellison, PhD**
University of Louisiana at Lafayette
- ▶ **Candace Florence, EdD, MS**
Colorado Technical University
- ▶ **Anita Franzione, DrPH, MPA, CPH**
Rutgers University
- ▶ **Shelly Gompf, MA, SPHR**
Concordia College
- ▶ **Natallia Gray, PhD, CPHQ**
Iowa State University
- ▶ **Robbya Green-Weir, PhD, MHSA, CCDP**
Florida A&M University
- ▶ **Ruiling Guo, DHA, MPH, MLIS, AHIP**
Idaho State University
- ▶ **Janet Hahn, PhD**
Western Michigan University
- ▶ **Jan Hill, PhD**
Baptist Health Sciences University
- ▶ **Tasia Hilton-Betton, PhD, MA**
Colorado Technical University
- ▶ **Hengameh Hosseini, PhD**
University of Scranton
- ▶ **Lara Jaskiewicz, PhD, MPH, MBA**
Grand Valley State University
- ▶ **Briana Jegier, PhD**
Baptist Health Sciences University
- ▶ **Sarah Johnson, MSED**
Indiana University Richard M. Fairbanks School of Public Health
- ▶ **Maureen Jones, PhD, RN**
University of Kentucky
- ▶ **Wittney Jones, PhD, MEd**
National University

- ▶ **Karen Kent, PhD**
DeSales University
- ▶ **Sarah Kerckmar, PhD**
University of Kentucky
- ▶ **Heather Lee, MPH**
The University of Alabama at Birmingham
- ▶ **Faina Linkov, PhD, MPH**
Duquesne University
- ▶ **Mike McDonough, DMH, FACHE**
Rutgers University
- ▶ **William Miller, PhD, MHA**
University of Scranton
- ▶ **Chris Nesser, PhD, MBA**
University of the Incarnate Word
- ▶ **Lori Peterson, PhD, MBA**
Northeastern State University
- ▶ **Wayne Psek, MD, PhD, MBA**
The George Washington University
- ▶ **Melissa Rhodes, MPA**
East Carolina University
- ▶ **Liliya Roberts, MD**
University of Maryland Global Campus
- ▶ **Rafael Rosado-Ortiz, MD, MBA-HCM**
Saint Leo University
- ▶ **MaryMargaret Sharp-Pucci, PhD, MPH**
Loyola University Chicago
- ▶ **Odell Stroud Jr.**
Florida A&M University
- ▶ **Garvita Thareja, PhD, MBA**
Metropolitan State University of Denver
- ▶ **Alan Weisman, MA, LFACHE**
University of Baltimore

Accreditation

AUPHA Full Graduate Member programs are recognized for having withstood the rigors of peer review wherein curricula, faculty, educational outcomes, and student and employer satisfaction are critically examined by external review teams.

AUPHA recognizes all program and school/college level (not university or institutional level) specialized accreditors recognized by the U.S. Department of Education (ED), by the Council for Higher Education Accreditation (CHEA), or with ISO international certification.

As of July 2023, AUPHA had 95 Full Graduate Member programs.

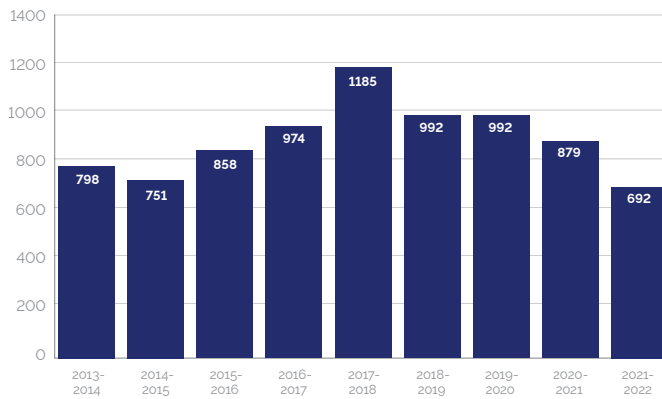
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HAMPCAS

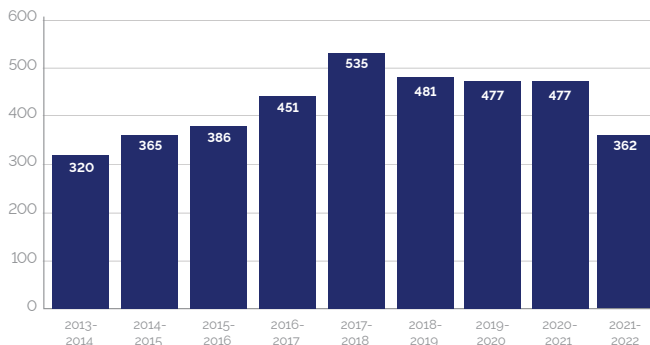
The Healthcare Administration, Management & Policy Centralized Application Service (HAMPCAS) has provided graduate member programs a free applicant processing tool since 2011. The service offers two versions: one in which programs process all applicants through the HAMPCAS portal and the other in which programs use HAMPCAS to supplement their existing systems. Many programs use HAMPCAS to access additional applicants, some of whom may have profiles that differ from those coming through the program's existing applicant system.

Applicants using the system may complete applications for multiple programs. In the past, AUPHA has reported both the number of unique applicants and the total number of applications submitted per cycle. Due to some post-cycle adjustments, some of these numbers from past years have been updated to accurately reflect the final count.

TOTAL APPLICATIONS PER HAMPCAS CYCLE (SEP–AUG)



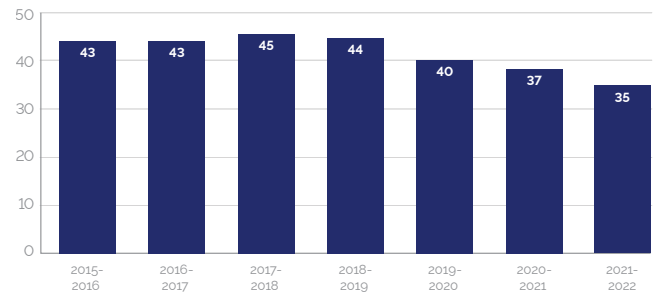
UNIQUE APPLICANTS PER HAMPCAS CYCLE (SEP–AUG)



This year, AUPHA has also included information on the number of programs that participated in each cycle, as well as demographic data for applicants in the 2021-2022 cycle.

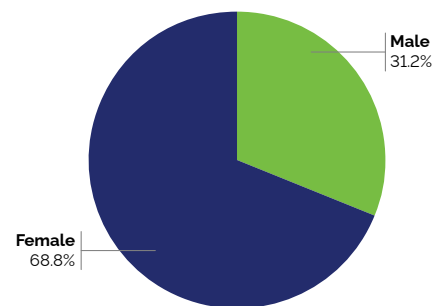
Please note: the graph below reports the total number of programs enrolled in HAMPCAS for each cycle. In some instances, a college or university may have more than one program participating in the system. For example, in 2021-2022, thirty-two schools participated in HAMPCAS, with a total of thirty-five programs represented.

TOTAL PROGRAM PARTICIPANTS PER HAMPCAS CYCLE (SEP–AUG)

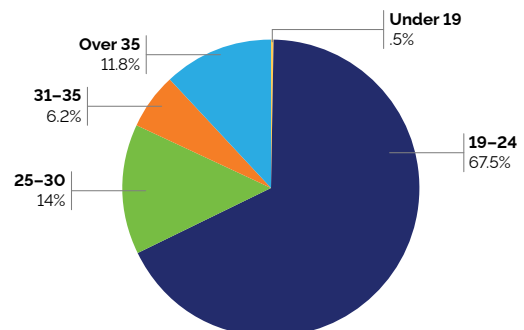


Below are charts that provide demographic information for HAMPCAS applicants in the 2021-2022 cycle based on sex/gender, age group, and ethnicity/race.

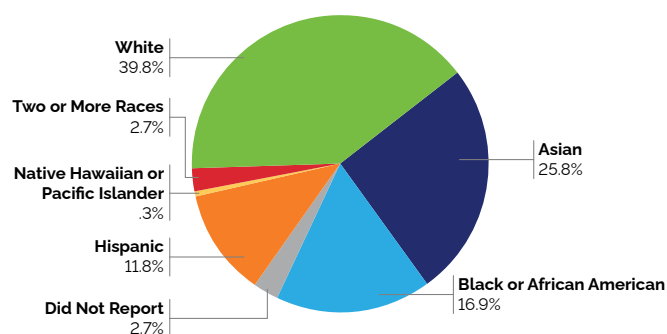
APPLICANTS BY SEX OR GENDER DISTRIBUTION (2021-2022)



APPLICANTS BY AGE GROUP (2021-2022)



APPLICANTS BY ETHNICITY AND RACE (2021-2022)



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

In 2022-2023, the following colleges and universities had at least one graduate degree program participating in the HAMPCAS system:

- ▶ California Northstate University
- ▶ Columbia University, Mailman School of Public Health
- ▶ Des Moines University
- ▶ The George Washington University
- ▶ Georgia Southern University
- ▶ Governors State University
- ▶ Hofstra University
- ▶ Icahn School of Medicine at Mount Sinai
- ▶ Indiana University, Richard M. Fairbanks School of Public Health
- ▶ New York University, Robert Wagner School of Public Service
- ▶ The Ohio State University
- ▶ Regis University

- ▶ Rush University
- ▶ Saint Louis University
- ▶ Seton Hall University
- ▶ Stony Brook University
- ▶ Texas A&M University School of Public Health
- ▶ Trinity University
- ▶ Tulane University
- ▶ The University of Alabama at Birmingham
- ▶ University of Arkansas for Medical Sciences
- ▶ University of Detroit Mercy
- ▶ University of Georgia
- ▶ University of Iowa
- ▶ University of Memphis
- ▶ University of Missouri-Columbia
- ▶ University of North Texas Health Science Center
- ▶ University of Pittsburgh
- ▶ University of South Carolina
- ▶ Virginia Commonwealth University
- ▶ West Virginia University

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 2022, there were 30 manuscripts submitted to the *Journal*. Of that total, 14 were accepted for publication, 9 are waiting for revision and resubmission, and 7 were rejected. Combining the revisions with the rejections, this yields a 47% acceptance rate.

The breakdown of the published papers is as follows:

- 16 Original Articles
- 13 Teaching Tips and Tools
- 4 Program Management
- 1 Distinguished Contribution

The total of the published papers above includes several papers that were in the backlog from 2021 and published in 2022.

A special topic issue on alumni engagement is planned for 2024.

Thank you to the individuals below who served as *JHAE* reviewers during 2022-2023:

- **Patricia Alafaireet, PhD, MHA**
University of Missouri
- **Ellen Averett, PhD, MHSA**
University of Kansas Medical Center
- **Rhonda BeLue, PhD, CMQ/OE**
University of Texas at San Antonio
- **Lee Wilson Bewley, PhD, FACHE**
University of Louisville
- **LaVonna Blair Lewis, PhD, MPH**
University of Southern California
- **Emily Bonazelli, DHA, MS**
A.T. Still University
- **Mark Bonica, PhD, MBA**
University of New Hampshire
- **Sue Boren, PhD, MHA**
University of Missouri
- **Nancy Borkowski, DBA**
The University of Alabama at Birmingham

- **Gail Bullard, DHEd, MSHA, RN, LBBH**
Ferris State University
- **Lawton Robert Burns, PhD**
University of Pennsylvania
- **Stephen Burrows, DPM, MBA, CPHIMS**
Sacred Heart University
- **Jeffrey Canar, PhD**
Rush University
- **John Cantiello, PhD**
George Mason University
- **Erik Carlton, DrPH**
West Virginia University
- **Rosemary Caron, PhD, MPH**
University of New Hampshire
- **Leigh Cellucci, PhD**
East Carolina University
- **Jennifer Chubinski, PhD**
Xavier University
- **Karen Clancy, PhD, MBA**
University of Kentucky
- **Lindsey Creapeau, EdD, LALD, CDP, FACHCA**
University of Wisconsin
- **Lumbe Davis, DHSc, MPH, CHES**
Saint Leo University
- **Steve Davis, PhD, MPA, MSW**
West Virginia University
- **Ganisher Davlyatov, PhD**
University of Oklahoma Health Sciences Center
- **Gloria Deckard, PhD, MPA**
Florida International University
- **Conan Dickson, PhD**
Johns Hopkins University
- **Karen Dielmann, DEd**
Pennsylvania College of Health Sciences
- **Stephen Duarte, EdD, MHA**
Weatherford College
- **Elaine Elder, ScD**
Colorado Technical University
- **Kathy Eljiz, PhD**
Healthcare Systems Consultant, New South Wales, Australia
- **Erick Farmer, PhD**
Florida A&M University
- **Cynthia Faulkner, DHSc**
Indiana Wesleyan University
- **Paul Fishman, PhD**
University of Washington
- **Thomas Garipey, PhD**
Stonehill College

- ▶ **Lindsay Garr, DHSc, MHA**
Weber State University
- ▶ **Natalia Gray, PhD, CPHQ**
Iowa State University
- ▶ **Ruiling Guo, DHA, MPH, MLIS, AHIP**
Idaho State University
- ▶ **Randa Hall, MBA, MSHA**
The University of Alabama at Birmingham
- ▶ **Jennifer Hefner, PhD, MPH**
The Ohio State University
- ▶ **Edmond Hooker, MD, DrPH**
Xavier University
- ▶ **Jami Jones, PhD**
Medical University of South Carolina
- ▶ **Wittney Jones, PhD, MEd**
National University
- ▶ **Julie Kapp, MPH, PhD**
University of Missouri
- ▶ **Randy Kearns, DHA**
University of New Orleans
- ▶ **Joan Kiel, PhD, CHPS**
Duquesne University
- ▶ **Dae Hyun Kim, MD, ScD**
Georgetown University
- ▶ **Forest Kim, PhD, MHA, MBA, MA, FACHE**
Baylor University
- ▶ **Christopher King, PhD, FACHE**
Georgetown University
- ▶ **Maria Kronenburg, PhD, MBA**
University of Virginia
- ▶ **Amy Landry, MSHA, PhD**
The University of Alabama at Birmingham
- ▶ **Cristian Lieneck, PhD, FACMPE, FACHE, FAHM, CPHIMS**
Texas State University
- ▶ **Darren Liu, DrPH, FGSA**
West Virginia University
- ▶ **Brian Malec, PhD, LFHIMSS**
California State University, Northridge
- ▶ **Linda Mast, PhD, FACMPE**
National University
- ▶ **Michele McGowan, DBA**
Kings College
- ▶ **Reid Oetjen, PhD**
University of Central Florida
- ▶ **Douglas Olsen, NHA, FACHCA, MBA, PhD**
University of Wisconsin - Eau Claire
- ▶ **Sherneada Owens, DDS, MPA**
Texas A&M University - Corpus Christi
- ▶ **Victoria Parker, DBA, EdM**
Boston University School of Public Health
- ▶ **Ashley Parks, DrPH**
Appalachian State University
- ▶ **Bernardo Ramirez, MD, MBA**
University of Central Florida
- ▶ **Eric Richardson, PhD, MBA, MPH, PHR, CHHR, SHRM-CP**
University of North Carolina at Wilmington
- ▶ **Jeff Ritter, DBA**
Stony Brook University
- ▶ **Julie Robbins, PhD**
The Ohio State University
- ▶ **Julie Sakowski, PhD**
Appalachian State University
- ▶ **Mark Sciegaj, PhD, MPH**
Pennsylvania State University
- ▶ **Lee Seidel, PhD**
University of New Hampshire
- ▶ **Laurie Shanderson, PhD, MPA, FACHE**
Methodist College
- ▶ **Geoffrey Silvera, PhD, MHA**
The University of Alabama at Birmingham
- ▶ **Trent Spaulding, PhD, CISSP**
Appalachian State University
- ▶ **Marie St. Rose, PhD, RN**
Norfolk State University
- ▶ **Elizabeth Unni, MBA, PhD**
Touro College of Pharmacy
- ▶ **Kevin Valaderes, PhD**
University of Southern Indiana
- ▶ **Joy Volarich, MBA, MHA, FHFMA**
The George Washington University
- ▶ **Charles Wainright, PhD, MHA, FACHE**
Belmont University
- ▶ **Daniel West, PhD**
University of Scranton
- ▶ **Dunc Williams, PhD, MHA**
Medical University of South Carolina
- ▶ **Andrew Wiss, PhD, EdM**
The George Washington University
- ▶ **David Wyant, PhD, MBA**
Belmont University

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

The Exchange

The Exchange, AUPHA's digital quarterly newsletter, is delivered four times per year through MemberSuite, AUPHA's Customer Management System (CMS). It is distributed to nearly 5,000 members and subscribers and contains current information on AUPHA's internal and external activities. It includes blogs from both AUPHA's Board Chair and its President and CEO, employment opportunities, and program and/or faculty news from member programs.

The Communique

The Communique is a digest of information that comes out more frequently than *The Exchange*, usually twice-monthly and sometimes weekly, and contains timely information of interest to the AUPHA membership and *Exchange* subscribers. *The Communique* was conceived as an alternative to numerous emails and messages that were previously sent to members both through MemberSuite and through the Open Forum.

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.

Practitioner Scholar Resources

Over the past year, the Practitioner Scholar Faculty Forum has created [two new resources](#) for programs to use related to recruitment and onboarding of practitioners. The first is a slide deck that can be used to recruit practitioners into roles in academia, while the second is a guide that can be used to help introduce practitioners to the structures and organization of colleges and universities. Both resources can be found in the library of the [Practitioner Scholar Faculty Forum](#) and in the libraries of the undergraduate and graduate program director communities.

2023 Prize, Award, and Scholarship Recipients

Foster G. McGaw Scholarships

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



Thousands of scholarships totalling several million dollars 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.

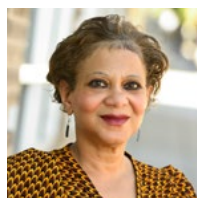
In 2022, alone, these 72 program members disbursed 141 scholarships totaling nearly \$90,000.

- ▶ Appalachian State University (U)
- ▶ Army-Baylor University
- ▶ Auburn University
- ▶ Baylor University
- ▶ Boston University School of Public Health
- ▶ California State University - Chico
- ▶ Central Michigan University (U)
- ▶ Clarkson University
- ▶ Columbia University
- ▶ Cornell University/Sloan Program in Health Administration
- ▶ Dalhousie University
- ▶ Des Moines University
- ▶ East Carolina University
- ▶ Florida International University (G)
- ▶ George Mason University (G)
- ▶ George Mason University (U)
- ▶ Georgia Southern University
- ▶ Grand Valley State University
- ▶ Idaho State University (U)
- ▶ Indiana University Richard M. Fairbanks School of Public Health (G)
- ▶ James Madison University
- ▶ Loyola University Chicago (U)
- ▶ Medical University of South Carolina (D)
- ▶ New York University (G)
- ▶ Pennsylvania State University (G)
- ▶ Pennsylvania State University (U)
- ▶ Pennsylvania State University World Campus
- ▶ Rush University
- ▶ Rutgers University (G)
- ▶ Saint Louis University (G)
- ▶ Southern Illinois University - Carbondale
- ▶ Stonehill College
- ▶ Stony Brook University
- ▶ Suffolk University
- ▶ Texas State University (G)
- ▶ Texas State University (U)
- ▶ Texas Woman's University Houston
- ▶ The George Washington University
- ▶ The University of Alabama at Birmingham (U)
- ▶ Toronto Metropolitan University
- ▶ Towson University
- ▶ Universite De Montreal
- ▶ University of Central Florida (G)
- ▶ University of Illinois Chicago
- ▶ University of Kansas Medical Center
- ▶ University of Louisville
- ▶ University of Miami (E)
- ▶ University of Michigan
- ▶ University of Michigan - Flint
- ▶ University of Minnesota Duluth
- ▶ University of Minnesota, Executive MHA
- ▶ University of Missouri
- ▶ University of Nevada Las Vegas (G)
- ▶ University of North Carolina at Chapel Hill (G)
- ▶ University of North Carolina at Charlotte
- ▶ University of North Florida (G)
- ▶ University of North Texas Health Science Center
- ▶ University of Oklahoma Health Sciences Center
- ▶ University of Phoenix (G)
- ▶ University of Pittsburgh
- ▶ University of Scranton (G)
- ▶ University of South Carolina
- ▶ 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
- ▶ Virginia Commonwealth University (E)
- ▶ Weber State University (G)
- ▶ Xavier University (G)
- ▶ Xavier University (U)

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.



2023 WILLIAM B. GRAHAM PRIZE RECIPIENT
Lisa A. Cooper, MD, MPH
Johns Hopkins University

Baxter International Foundation

The Gary L. Filerman Prize for Educational Leadership

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

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

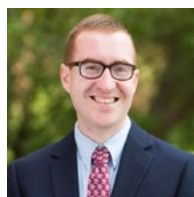


2023 GARY L. FILERMAN PRIZE RECIPIENT
Dean G. Smith, PhD
Louisiana State University Health Sciences Center



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.



2023 JOHN D. THOMPSON PRIZE RECIPIENT
Patrick Shay, PhD
Trinity University



The Quint Studer Gratitude Prize for Teaching Excellence

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

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



2023 QUINT STUDER GRATITUDE PRIZE RECIPIENT
Amy Yarbrough Landry, MSHA, PhD
The University of Alabama at Birmingham

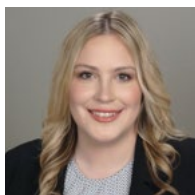


Bachrach Family Scholarship for Excellence in Healthcare Administration



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

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

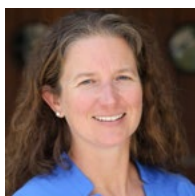


2023 BACHRACH SCHOLARSHIP RECIPIENT
Leslee Milby
Indiana University

Glandon Family Scholarship for the Advancement of Healthcare Management Education



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



2023 GLANDON FAMILY SCHOLARSHIP RECIPIENT
Jennifer Chubinski, PhD
Xavier University

David A. Winston Health Policy Fellowship

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

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

2023 WINSTON HEALTH POLICY FELLOWSHIP RECIPIENTS

Katarina (Katja) Morgan

Harvard University's T.H. Chan School of Public Health

Ari Panzer

Duke University's Sanford School of Public Policy

David A. Winston Health Policy Scholarship

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

2023 WINSTON SCHOLARSHIP RECIPIENTS

Brian Cortese

University of Pennsylvania - MD/ MBA

Jack Pistor

Duke University - MPP

Jonathan Amos

University of Michigan - MPH

Beryl Bortey

University of North Carolina at Chapel Hill - MPH

Caroline Guiot

Yale University- MBA/MPH

Amanda Mauer

New York University - MPH

Joshua Woods

Vanderbilt University - MPH

Christian Tejeda

Brown University - MPH

Grace Chamberlin

University of North Carolina at Chapel Hill - MPH

Emma Hochman Mitnick

Columbia University - MPH

Sonia Iyengar

Harvard University - MD/MPP

Radhika Purandare

Columbia University - MPH

Caitlin Otter

Harvard University - MPH

Lili Muskal

University of California, Berkeley - MPH

Isabella Eisenhart

Columbia University - MPH

Jericho Asis

Harvard University - MPH

Gabriela Soto

University of California, Los Angeles - MPH

Adriana Tejeda

University of Michigan - MPH

Bugbee-Falk Book Award

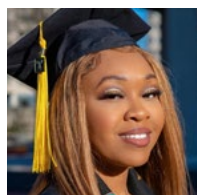
The Bugbee-Falk Book Award was established in honor of the extraordinary contributions of Mr. George Bugbee and Dr. Isidore S. Falk to the development of health services administration education. The award consists of several books from the field of healthcare management and general management and is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



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

Corris Boyd Scholars Program

The HCA Corris Boyd Scholars Program was established in 2006 to provide scholarships to deserving minority students entering AUPHA full member programs. The Program honors Corris Boyd, a senior healthcare executive with HealthTrust Purchasing Group and HCA, who was a proponent of excellence and leadership and dedicated to increasing diversity. Mr. Boyd died in 2005. The recipient receives a \$20,000 per year scholarship, for a period of two years, towards a master's program in healthcare management from the AUPHA full member program of their choice.



2022 CORRIS BOYD SCHOLARSHIP
RECIPIENT
Adaugo Omeirondi
Johns Hopkins University



2023 CORRIS BOYD SCHOLARSHIP
RECIPIENT
Emily Ha
University of North Carolina at Chapel Hill

2023 AUPHA Engagement Award Recipients



Congratulations to these award recipients:

- **Eric Richardson, PhD**, *University of North Carolina at Wilmington, for Faculty Service to AUPHA*
- **Rush University** *as the Established Program Member*
- **The University of Texas at Tyler Health Science Center** *as the New Program Member*

2023 AUPHA Teaching Excellence Awards

Three Teaching Excellence Awards were established in 2021, with one additional award established in 2022. The first of these three was the Teaching Excellence Award for Diversity, Inclusion, Belonging, and Social Justice, sponsored by the "Better Together" collaboration—the American College of Healthcare Executives (ACHE); the American Hospital Association's Institute for Diversity and Health Equity (IFDHE); the National Association of Health Services Executives (NAHSE); and the National Association of Latino Healthcare Executives (NALHE). The recipients of the **2023 Teaching Excellence Award for Diversity, Inclusion, Belonging, and Social Justice** were **Stephan Davis, DNP, MHSA, FACHE, FAAN**, *Virginia Commonwealth University*, and **Darren Liu, DrPH, FGSA**, *West Virginia University*.

The recipient of the **Teaching Excellence Award for Health Policy**, sponsored by the American Hospital Association, was **Courtney Haun, PhD**, *Samford University*.

Recipients of the **Teaching Excellence Award for Healthcare Management and Leadership**, sponsored by the American College of Healthcare Executives, were **Michael Matthews, PhD, MHA**, *Winthrop University*, and **Michael Rozier, SJ, PhD**, *Saint Louis University*.

The recipient of the most recently established award, **Teaching Excellence in Practice Management and Ambulatory Care**, sponsored by the Medical Group Management Association (MGMA) was **Cristian Lieneck, PhD, MHA, FACMPE, FACHE, FAHM, CPHIMS**, *Texas State University*.

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

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

We are grateful to these individuals and organizations who contributed to these and other AUPHA programs from July 2022 through June 2023.

INDIVIDUAL DONATIONS

- **Ellen Averett, PhD**, and **Peter Smith** on behalf of the Jewish Community Foundation — Diversity, Equity, Inclusion, Belonging, and Social Justice Fund; Gary L. Filerman Prize
- **Dan Gentry, PhD, MHA**, and **Patrick Dunn** — Bachrach Family Scholarship; Bugbee-Falk Book Award; Diversity, Equity, Inclusion, Belonging, and Social Justice Fund; Gary L. Filerman Prize
- **Ruiling Guo, PhD** — Quint Studer Gratitude Prize for Teaching Excellence
- **Cristian Lieneck, PhD, MHA, FACMPE, FACHE, FAHM, CPHIMS** — Teaching Excellence Award in Practice Management and Ambulatory Care
- **Roberta Shapiro** and **Gerald L. Glandon, PhD** — Glandon Family Scholarship
- **Quint Studer** — Quint Studer Gratitude Prize for Teaching Excellence

*A special thanks and gratitude to **Gary L. and Jane Filerman** for including AUPHA in their estate planning.*

Moving Forward

2023-2024

Moving forward over the next year, AUPHA will stay focused on three overarching priorities:

- ▶ ever increasing the value of AUPHA membership for all members
- ▶ completion of the last two of the 11 initiatives that make up the AUPHA 2020-2024 Strategic Plan: the AUPHA Leadership Academy and Leadership Mentoring Circles
- ▶ continued focus on diversity, equity, inclusion, and belonging (DEIB), through a three-pronged strategy of specific focused initiatives, integrating DEIB into everything AUPHA does, and collaborating with our partner organizations

Leading Boldly Into the Future

Our theme for the 2023 AUPHA Annual Meeting and more generally for the celebration of AUPHA's founding 75 years ago has been "Leading Boldly Into the Future." Perhaps never in the history of the healthcare management academy have we needed bold leadership more.

Bold leadership starts with the courage to question everything we know, that we've created, and that we take for granted as "the way we do things." There are many similarities between the crises in healthcare and in higher education in the U.S. and beyond. Financing challenges, healthcare and education delivery models, workforce shortages and misalignment, and gaps between what's

being offered and what is needed and desired by those seeking healthcare and those wishing to pursue higher education are some.

The next few years will provide an opportunity for those of us in academia to reinvent how higher education is delivered. We have the opportunity to reimagine what's possible based on the outcomes that need to be achieved; the different types of students that pursue higher education; new and innovative delivery models that might work best - or at least better; with higher levels of student and graduate success; all done as efficiently as possible.

The same is true for healthcare. There is so much to be shared, learned, and considered in order to transform healthcare delivery systems into ones that can truly achieve the Quadruple Aim of enhancing patient experience, improving population health, reducing costs, and improving the work life of healthcare providers. We must learn both from our distant past in terms of what has worked and has not, and from our more recent past with regard to our successes and failures in the wake of the COVID pandemic. We must move forward to reimagine, with increased emphasis on innovation, reinvention, and entrepreneurship.

As a purposeful, committed, and optimistic community of scholars, and as the Voice of Academic Healthcare Management, AUPHA is positioned to take a leading role in transforming both higher education and healthcare to better, and more equitably, serve the needs of all.





**Association of University Programs
in Health Administration**

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