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.
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
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

Darren Liu, MHA, MS, DrPH
West Virginia University

Reid Oetjen, PhD
CHAIR-ELECT
University of Central Florida

Rosemary Caron, PhD, MBA
University of New Hampshire

Carla Jackie Sampson, PhD, MBA, FACHE
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*

<table>
<thead>
<tr>
<th></th>
<th>12/31/2022</th>
<th>12/31/2021</th>
<th>12/31/2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checking/Savings</td>
<td>1,679,073</td>
<td>1,734,532</td>
<td>1,445,074</td>
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<td>Accounts Receivable</td>
<td>31,321</td>
<td>5,720</td>
<td>10,433</td>
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<td>Other Current Assets</td>
<td>446,150</td>
<td>79,164</td>
<td>60,959</td>
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<td><strong>Total Current Assets</strong></td>
<td><strong>1,756,544</strong></td>
<td><strong>1,819,416</strong></td>
<td><strong>1,516,466</strong></td>
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<td><strong>Fixed Assets</strong></td>
<td>115,28</td>
<td>3,157</td>
<td>328</td>
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<td><strong>Other Assets</strong></td>
<td>3,036,876</td>
<td>4,334,973</td>
<td>4,284,774</td>
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<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td><strong>4,804,948</strong></td>
<td><strong>6,157,546</strong></td>
<td><strong>5,801,568</strong></td>
</tr>
<tr>
<td><strong>LIABILITIES AND EQUITY</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current Liabilities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>13,845</td>
<td>10,162</td>
<td>5,623</td>
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<td>Other Current Liabilities</td>
<td>846,827</td>
<td>984,227</td>
<td>819,145</td>
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<td>Long Term Liabilities</td>
<td>724</td>
<td>8,350</td>
<td>20,413</td>
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<td><strong>Total Liabilities</strong></td>
<td><strong>861,396</strong></td>
<td><strong>1,002,739</strong></td>
<td><strong>845,181</strong></td>
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<tr>
<td><strong>Equity</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Unrestricted and Restricted Net Assets</td>
<td>5,360,688</td>
<td>4,935,750</td>
<td>4,367,332</td>
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<tr>
<td>Net Change in Assets</td>
<td>(1,417,136)</td>
<td>219,056</td>
<td>589,055</td>
</tr>
<tr>
<td><strong>Total Equity</strong></td>
<td><strong>3,943,552</strong></td>
<td><strong>5,154,806</strong></td>
<td><strong>4,956,387</strong></td>
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<tr>
<td><strong>TOTAL LIABILITIES AND EQUITY</strong></td>
<td><strong>4,804,948</strong></td>
<td><strong>6,157,545</strong></td>
<td><strong>5,801,568</strong></td>
</tr>
</tbody>
</table>
## Summary of Statement of Activities

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

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

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

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

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

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
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 2021-2022

<table>
<thead>
<tr>
<th>Status</th>
<th>Median</th>
<th>Min</th>
<th>Max</th>
<th>n</th>
<th>2020-2021 Median (n=65)</th>
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<tbody>
<tr>
<td>Full-Time2</td>
<td>3.5</td>
<td>1</td>
<td>30</td>
<td>68</td>
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<tr>
<td>Part-Time</td>
<td>2</td>
<td>0</td>
<td>12</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Adjunct1</td>
<td>6</td>
<td>0</td>
<td>35</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

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*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

<table>
<thead>
<tr>
<th>Gender</th>
<th>Mean1</th>
<th>n</th>
<th>2020-2021 Mean (n=65)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>54.3%</td>
<td>65</td>
<td>50.9%</td>
</tr>
<tr>
<td>Male</td>
<td>41.8%</td>
<td></td>
<td>43.4%</td>
</tr>
<tr>
<td>Non-Binary</td>
<td>1.8%</td>
<td>65</td>
<td>NA2</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2.0%</td>
<td></td>
<td>5.7%</td>
</tr>
</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Ethnicity/Racial Identity</th>
<th>Mean</th>
<th>n</th>
<th>2020-2021 Mean (n=66)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td>Of Hispanic/Latin Origin1</td>
<td>5.2%</td>
<td>68</td>
<td>3.7%</td>
</tr>
<tr>
<td>Racial Identity</td>
<td>American Indian/Alaskan Native</td>
<td>0.5%</td>
<td></td>
<td>0.1%</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>11.5%</td>
<td></td>
<td>7.2%</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>15.9%</td>
<td></td>
<td>16.2%</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.1%</td>
<td>69</td>
<td>0.1%</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>58.5%</td>
<td></td>
<td>59.8%</td>
</tr>
<tr>
<td></td>
<td>Two or More Races</td>
<td>1.0%</td>
<td></td>
<td>0.7%</td>
</tr>
<tr>
<td></td>
<td>Other Races</td>
<td>1.2%</td>
<td></td>
<td>1.5%</td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td>11.1%</td>
<td></td>
<td>14.4%</td>
</tr>
</tbody>
</table>

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.
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 4: UNDERGRADUATE ADMISSIONS STATISTICS, 2021–2022**

<table>
<thead>
<tr>
<th>Category</th>
<th>Median</th>
<th>Average</th>
<th>Min</th>
<th>Max</th>
<th>n</th>
<th>2020-2021 Average (n=17)</th>
<th>2020-2021 n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions Target</td>
<td>40</td>
<td>53.6</td>
<td>0</td>
<td>130</td>
<td>142</td>
<td>55.5</td>
<td>61</td>
</tr>
<tr>
<td>Admissions Actual (New Students)</td>
<td>36</td>
<td>55.5</td>
<td>0</td>
<td>16</td>
<td>64</td>
<td>51</td>
<td>62</td>
</tr>
</tbody>
</table>

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.

**TABLE 5: UNDERGRADUATE STUDENTS BY GENDER IN 2021-2022**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Mean</th>
<th>n</th>
<th>2020-2021 Mean (n=57)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>71.4%</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>19.2%</td>
<td>23.6%</td>
<td></td>
</tr>
<tr>
<td>Non-Binary</td>
<td>0%</td>
<td>0.6%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0.5%</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>9.5%</td>
<td>4.8%</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Ethnicity/Racial Identity</th>
<th>Mean</th>
<th>n</th>
<th>2020-2021 Mean</th>
<th>2020-2021 n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicy Of Hispanic/Latin Origin</td>
<td>17.9%</td>
<td>57</td>
<td>16.3%</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Racial Identity</td>
<td>American Indian/Alaskan Native</td>
<td>0.3%</td>
<td>59</td>
<td>0.4%</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>8.1%</td>
<td></td>
<td>10.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>21.9%</td>
<td></td>
<td>22.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/Pacific Islander</td>
<td>2.5%</td>
<td></td>
<td>0.7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>37.8%</td>
<td></td>
<td>45.9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two or More Races</td>
<td>1.4%</td>
<td></td>
<td>3.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>8.6%</td>
<td></td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td>19.3%</td>
<td></td>
<td>15.3%</td>
<td></td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mean</th>
<th>n</th>
<th>2020-2021 Mean (n=49)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued Study (additional degree or license)</td>
<td>14.2%</td>
<td>8.2%</td>
<td></td>
</tr>
<tr>
<td>Professional Position in Healthcare</td>
<td>41.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Position Outside of Healthcare</td>
<td>4.6%</td>
<td>4.6%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>3.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Still Searching/Unemployed</td>
<td>4.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>32.3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mean</th>
<th>n</th>
<th>2020-2021 Mean (n=11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biotech/Pharmaceutical</td>
<td>3.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultant</td>
<td>3.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospital/Health System</td>
<td>63.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insurance/Managed Care Firm</td>
<td>5.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-acute/Long-term/ Hospice Care</td>
<td>7.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physician Group Practice</td>
<td>15.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Policy</td>
<td>11%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Law</td>
<td>0.5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Gradient 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 10: PROGRAMS REPORTING LEADERSHIP CHANGES IN 2021-2022

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
<th>n</th>
<th>2020-2021 Percent (n=44)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
<td>241%</td>
<td>54</td>
<td>29.5%</td>
</tr>
<tr>
<td>No</td>
<td>41</td>
<td>76.0%</td>
<td></td>
<td>70.5%</td>
</tr>
</tbody>
</table>

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.

TABLE 11: PROGRAMS REPORTING COMPETENCY AND/OR CURRICULUM CHANGES IN 2020-2021

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
<th>n</th>
<th>2020-2021 Percent (n=44)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes – Curriculum Changes Only</td>
<td>13</td>
<td>24.1%</td>
<td>54</td>
<td>18.2%</td>
</tr>
<tr>
<td>Yes – Competency Changes Only</td>
<td>5</td>
<td>8.9%</td>
<td></td>
<td>9.1%</td>
</tr>
<tr>
<td>Yes – Changes to both</td>
<td>5</td>
<td>8.9%</td>
<td></td>
<td>9.1%</td>
</tr>
<tr>
<td>No</td>
<td>36</td>
<td>58.5%</td>
<td></td>
<td>69.1%</td>
</tr>
</tbody>
</table>

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 135; and six programs fell outside this range, with 43, 44, 60, 70, 90, and 136 faculty total.
2. The data for Part-Time faculty contains five outliers of 20, 23, 29, 39, and 90, two of which are extreme. The maximum with outliers removed is 58. Both the minimum and median are unchanged.
3. The data for Part-Time faculty contains four outliers of 18, 35, and 41, two of which are extreme. The maximum with outliers removed is 39. 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 12: GRADUATE FACULTY AND STUDENTS BY STATUS IN 2019-2020

<table>
<thead>
<tr>
<th>Status</th>
<th>Median</th>
<th>Min</th>
<th>Max</th>
<th>n</th>
<th>2020-2021 Median (n=83)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>6</td>
<td>0</td>
<td>39</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Part-Time</td>
<td>1</td>
<td>0</td>
<td>41</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Adjunct</td>
<td>6</td>
<td>0</td>
<td>87</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

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 135; and six programs fell outside this range, with 43, 44, 60, 70, 90, and 136 faculty total.
2. The data for Full-Time faculty contains five outliers of 20, 23, 29, and 39, two of which are extreme. The maximum with outliers removed is 15. Both the minimum and median are unchanged.
3. The data for Part-Time faculty contains four outliers of 18, 35, and 41, two of which are extreme. The maximum with outliers removed is 39. 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

<table>
<thead>
<tr>
<th>Gender</th>
<th>Mean</th>
<th>n</th>
<th>2020-2021 Mean (n=83)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>43.9%</td>
<td>90</td>
<td>40.0%</td>
</tr>
<tr>
<td>Male</td>
<td>56.8%</td>
<td>90</td>
<td>50.2%</td>
</tr>
<tr>
<td>Non-Binary</td>
<td>0.2%</td>
<td>90</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.1%</td>
<td>90</td>
<td>0.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.0%</td>
<td>90</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

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

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

### TABLE 15: GRADUATE ADMISSION STATISTICS

<table>
<thead>
<tr>
<th>Category</th>
<th>Median</th>
<th>Average</th>
<th>Min</th>
<th>Max</th>
<th>n</th>
<th>2020-2021 Median</th>
<th>2020-2021 n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions Target</td>
<td>27</td>
<td>33.9</td>
<td>5</td>
<td>99</td>
<td>41</td>
<td>27</td>
<td>79</td>
</tr>
<tr>
<td>Admissions Actual (New Students)</td>
<td>24</td>
<td>30.4</td>
<td>2</td>
<td>116</td>
<td>85</td>
<td>27</td>
<td>81</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>Mean</th>
<th>n</th>
<th>2020-2021 Mean (n=76)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>65.9%</td>
<td>79</td>
<td>64.5%</td>
</tr>
<tr>
<td>Male</td>
<td>33.0%</td>
<td></td>
<td>35.3%</td>
</tr>
<tr>
<td>Non-Binary</td>
<td>0.0%</td>
<td>79</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
<td></td>
<td>0.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.0%</td>
<td></td>
<td>0.0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Ethnicity/Racial Identity</th>
<th>Mean</th>
<th>n</th>
<th>2020-2021 Mean (n=79)</th>
<th>2020-2021 n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity Of Hispanic/Latin Origin</td>
<td>12.4%</td>
<td>78</td>
<td>8.4%</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Racial Identity</td>
<td>American Indian/Alaskan Native</td>
<td>0.5%</td>
<td></td>
<td>0.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>13.0%</td>
<td></td>
<td>17.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>13.3%</td>
<td></td>
<td>14.6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.4%</td>
<td></td>
<td>0.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>46.2%</td>
<td></td>
<td>53.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two or More Races</td>
<td>2.4%</td>
<td>80</td>
<td>2.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Races</td>
<td>0.4%</td>
<td></td>
<td>3.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td>23.8%</td>
<td></td>
<td>8.3%</td>
<td>67</td>
</tr>
</tbody>
</table>
### TABLE 18: MEAN PROPORTIONS OF GRADUATE STUDENT OUTCOMES, THREE MONTHS POST-GRADUATION, 2021-2022

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mean</th>
<th>n</th>
<th>2020-2021 Mean (n=72)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued Study (additional degree or license)</td>
<td>2.5%</td>
<td>2.4%</td>
<td></td>
</tr>
<tr>
<td>Professional Position in Healthcare</td>
<td>72.9%</td>
<td>77.2%</td>
<td></td>
</tr>
<tr>
<td>Professional Position Outside of Healthcare</td>
<td>1.9%</td>
<td>1.9%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>15.3%</td>
<td>9.7%</td>
<td></td>
</tr>
<tr>
<td>Still Searching/Unemployed</td>
<td>16.0%</td>
<td>2.8%</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>5.8%</td>
<td>6.0%</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mean</th>
<th>n</th>
<th>2020-2021 Mean (n=72)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Fellowship</td>
<td>19.0%</td>
<td>18.0%</td>
<td></td>
</tr>
<tr>
<td>Biotech/Pharmaceutical</td>
<td>5.6%</td>
<td>5.1%</td>
<td></td>
</tr>
<tr>
<td>Consultant</td>
<td>10.2%</td>
<td>10.8%</td>
<td></td>
</tr>
<tr>
<td>Hospital/Health System</td>
<td>49.7%</td>
<td>47.5%</td>
<td></td>
</tr>
<tr>
<td>Insurance/Managed Care Firm</td>
<td>5.7%</td>
<td>4.0%</td>
<td></td>
</tr>
<tr>
<td>Post-acute/Long-term/Hospice Care</td>
<td>2.8%</td>
<td>2.7%</td>
<td></td>
</tr>
<tr>
<td>Physician Group Practice</td>
<td>6.4%</td>
<td>10.0%</td>
<td></td>
</tr>
<tr>
<td>Health Policy</td>
<td>0.8%</td>
<td>1.5%</td>
<td></td>
</tr>
<tr>
<td>Health Law</td>
<td>0.1%</td>
<td>0.4%</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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.

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### 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.
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 21: PRACTITIONER SCHOLAR EDUCATION LEVELS

<table>
<thead>
<tr>
<th>Highest Degree Earned</th>
<th>Doctoral Degree</th>
<th>Master’s Degree Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD – 13 (27.1%)</td>
<td>MHA/MHSA – 16 (33.3%)</td>
<td></td>
</tr>
<tr>
<td>DSc – 3 (6.3%)</td>
<td>MBA – 11 (22.9%)</td>
<td></td>
</tr>
<tr>
<td>DrPH – 2 (4.2%)</td>
<td>MPH – 2 (4.2%)</td>
<td></td>
</tr>
<tr>
<td>MD/DO – 2 (4.2%)</td>
<td>EdD – 2 (4.2%)</td>
<td></td>
</tr>
</tbody>
</table>

TABLE 22: PRACTITIONER SCHOLARS’ YEARS EXPERIENCE IN HEALTHCARE INDUSTRY

<table>
<thead>
<tr>
<th>Individuals (n=48)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 Years</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>4-6 Years</td>
<td>2 (4.2%)</td>
</tr>
<tr>
<td>7-10 Years</td>
<td>6 (12.5%)</td>
</tr>
<tr>
<td>11-20 Years</td>
<td>7 (14.6%)</td>
</tr>
<tr>
<td>Over 20 Years</td>
<td>33 (68.8%)</td>
</tr>
</tbody>
</table>

TABLE 23: PRACTITIONER SCHOLARS’ PROFESSIONAL CREDENTIALS AND LICENSURES

<table>
<thead>
<tr>
<th>Professional CREDENTIALS AND LICENSURES</th>
<th>Individuals (n=48)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthcare Leadership (e.g., FACHE, FACMPE, CAE)</td>
<td>16</td>
<td>33.3%</td>
</tr>
<tr>
<td>LTC (e.g., LNHA, ALD, ALM)</td>
<td>4</td>
<td>8.3%</td>
</tr>
<tr>
<td>Clinical (e.g., RN, MD/DO, LCSW)</td>
<td>7</td>
<td>14.6%</td>
</tr>
<tr>
<td>Healthcare Finance/Insurance (e.g., HFMA, CHFP, PAHM)</td>
<td>3</td>
<td>6.3%</td>
</tr>
<tr>
<td>Coding (e.g., CCS, CPC, CEMC)</td>
<td>2</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

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.

TABLE 24: PRACTITIONER SCHOLAR ROLES IN HEALTHCARE ADMINISTRATION PROGRAMS

<table>
<thead>
<tr>
<th>Role</th>
<th>Individuals (n=48)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student advisor or mentor</td>
<td>39 (81.3%)</td>
<td></td>
</tr>
<tr>
<td>Instructor/Course director of record</td>
<td>38 (79.2%)</td>
<td></td>
</tr>
<tr>
<td>Academic department committee member</td>
<td>31 (64.6%)</td>
<td></td>
</tr>
<tr>
<td>Helped to place students in internships, fellowships, or positions</td>
<td>29 (60.4%)</td>
<td></td>
</tr>
<tr>
<td>Guest speaker for an event</td>
<td>22 (45.8%)</td>
<td></td>
</tr>
<tr>
<td>Represented the department at local, regional, or national professional organizations or events</td>
<td>22 (45.8%)</td>
<td></td>
</tr>
<tr>
<td>Guest lecturer for a course</td>
<td>21 (43.8%)</td>
<td></td>
</tr>
<tr>
<td>Mentored student organizations, either internally or local/regional student chapters of national organizations</td>
<td>20 (41.7%)</td>
<td></td>
</tr>
<tr>
<td>Served as an advisor for case competition teams</td>
<td>19 (39.6%)</td>
<td></td>
</tr>
<tr>
<td>Led or coordinated alumni activities</td>
<td>8 (16.7%)</td>
<td></td>
</tr>
</tbody>
</table>

1. Participants could select multiple roles they’ve served in over the past two years at the university.
### TABLE 25: PRACTITIONER SCHOLAR EMPLOYMENT STATUS

<table>
<thead>
<tr>
<th>Status</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>29 (60.4%)</td>
</tr>
<tr>
<td>Part-Time (non-adjunct status)</td>
<td>4 (8.3%)</td>
</tr>
<tr>
<td>Adjunct</td>
<td>14 (29.2%)</td>
</tr>
<tr>
<td>Emeritus</td>
<td>1 (2.1%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

### TABLE 26: PRACTITIONER SCHOLAR COMPENSATION STATUS

<table>
<thead>
<tr>
<th>Status</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes - Salary</td>
<td>33 (68.8%)</td>
</tr>
<tr>
<td>Yes - By Credit Hour or Course</td>
<td>7 (14.6%)</td>
</tr>
<tr>
<td>Yes - Flat Rate Honoraria</td>
<td>4 (8.3%)</td>
</tr>
<tr>
<td>No</td>
<td>4 (8.3%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

### TABLE 27: PRACTITIONER SCHOLAR TEACHING BY COURSE TOPICS

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

### TABLE 28: PRACTITIONER SCHOLAR ACCESS TO DEDICATED WORKSPACE

<table>
<thead>
<tr>
<th>Response</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes – Personal Office</td>
<td>26 (55.3%)</td>
</tr>
<tr>
<td>Yes – Shared Workspace</td>
<td>5 (10.6%)</td>
</tr>
<tr>
<td>No – Fully Online Program</td>
<td>5 (10.6%)</td>
</tr>
<tr>
<td>No – Not Provided</td>
<td>11 (23.4%)</td>
</tr>
<tr>
<td>Not Answered</td>
<td>1 (2.1%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

### TABLE 29: PRACTITIONER SCHOLAR ADMINISTRATIVE SUPPORT

<table>
<thead>
<tr>
<th>Response</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Support Staff</td>
<td>27 (56.3%)</td>
</tr>
<tr>
<td>Undergraduate Student Workers</td>
<td>3 (6.3%)</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>8 (16.7%)</td>
</tr>
<tr>
<td>Teaching Assistants</td>
<td>11 (22.9%)</td>
</tr>
<tr>
<td>None</td>
<td>11 (22.9%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

1. Participants could select multiple administrative supports.

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation/Training to Both Role &amp; Department</td>
<td>13 (27.1%)</td>
</tr>
<tr>
<td>Orientation/Training to Role Only</td>
<td>6 (12.5%)</td>
</tr>
<tr>
<td>Orientation/Training to Department Only</td>
<td>5 (10.4%)</td>
</tr>
<tr>
<td>No Orientation/Training</td>
<td>24 (50.0%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>MEMBERSHIP TYPE</th>
<th>2017</th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Graduate</td>
<td>78</td>
<td>95</td>
</tr>
<tr>
<td>Associate Graduate</td>
<td>64</td>
<td>52</td>
</tr>
<tr>
<td>Total Graduate</td>
<td>142</td>
<td>147</td>
</tr>
<tr>
<td>Full Undergraduate</td>
<td>46</td>
<td>50</td>
</tr>
<tr>
<td>Associate Undergraduate</td>
<td>43</td>
<td>52</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>89</td>
<td>102</td>
</tr>
<tr>
<td>Total Doctoral</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Total Programs</td>
<td>238</td>
<td>255</td>
</tr>
<tr>
<td>Total Institutions</td>
<td>183</td>
<td>197</td>
</tr>
<tr>
<td>Individuals</td>
<td>139</td>
<td>121</td>
</tr>
</tbody>
</table>
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 (G) (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 (G) (G) (U)
- Georgetown University (G) (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 (G) (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 (G) (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 (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 (G) (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
University of Florida
University of Georgia
University of Houston - Clear Lake
University of Illinois Chicago
University of Iowa
University of Kansas Medical Center
University of Kentucky (G) (U)
University of Louisiana at Lafayette
University of Louisville
University of Maryland
University of Maryland Global Campus
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

University of South Dakota
University of South Florida
University of Southern California
University of Southern Indiana
University of Texas at Arlington
University of Texas at Tyler
University of Texas at Tyler Health Science Center
University of Texas Health Science Center at Houston
University of the Incarnate Word
University of Utah
University of Virginia
University of Washington Seattle
University of Wisconsin - Milwaukee
Utah Tech University
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)
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**

- Healthcare Solutions Group

**SILVER LEVEL**

- Goldin Group
Faculty Forums and Discussion Groups
AUPHA members are encouraged to Get Involved and join any of the 14 Faculty Forums 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 (ca)
- Co-Chair: Shannon H. Houser, PhD, MPH, RHIA, FAHIMA
  The University of Alabama at Birmingham (ca)

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 (a)
- 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 (a)

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 (a)

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 (a)
- 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 Boker, 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
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.

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

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.

Below are charts that provide demographic information for HAMPCAS applicants in the 2021-2022 cycle based on sex/gender, age group, and ethnicity/race.
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
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- Emily Bonazelli, DHA, MS
  A.T. Still University
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  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
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  George Mason University
- Erik Carlton, DrPH
  West Virginia University
- Rosemary Caron, PhD, MPH
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- Leigh Cellucci, PhD
  East Carolina University
- Jennifer Chubinski, PhD
  Xavier University
- Karen Clancy, PhD, MBA
  University of Kentucky
- Lindsey Creapeau, EdD, LALD, CDP, FACHCA
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  Saint Leo University
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  University of Oklahoma Health Sciences Center
- Gloria Deckard, PhD, MPA
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- 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 Eliž, PhD
  Healthcare Systems Consultant, New South Wales, Australia
- Errick Farmer, PhD
  Florida A&M University
- Cynthia Faulkner, DHSc
  Indiana Wesleyan University
- Paul Fishman, PhD
  University of Washington
- Thomas Gariepy, PhD
  Stonehill College
Lindsay Garr, DHSc, MHA
Weber State University

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Iowa State University

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Idaho State University

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The University of Alabama at Birmingham

Jennifer Hefner, PhD, MPH
The Ohio State University

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Xavier University

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Medical University of South Carolina

Wittney Jones, PhD, MEd
National University

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University of Missouri

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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

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**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

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 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 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.

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.

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 SCHOLARSHIP 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 Tejada
University of Michigan - MPH

Katarina (Katja) Morgan
Harvard University’s T.H. Chan School of Public Health

Ari Panzer
Duke University’s Sanford School of Public Policy
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.

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
Adaugbo 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.

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 entrepreneurism.

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.