

2012
annual report

of the Association of
University Programs in
Health Administration

AUPHA

What is AUPHA? Who Are Our Members?

The **Association of University Programs in Health Administration (AUPHA)**

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

STRATEGIC FRAMEWORK

OUR VISION

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

OUR MISSION

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

OUR VALUES

- Excellence
- Innovation
- Collaboration
- Diversity
- Learning

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| <p>AUPHA will be viewed as the</p> <p>EMBODIMENT OF EXCELLENCE</p> <p>in health management and policy education.</p> | <p>AUPHA will be the</p> <p>INTELLECTUAL HOME</p> <p>for directors and faculty of programs in health management and policy education.</p> | <p>The quality of program graduates will increase as a result of the</p> <p>INCREASED QUALITY OF TEACHING & SCHOLARSHIP</p> <p>at member programs.</p> | <p>Professional education in health management and policy will be the</p> <p>ACADEMIC PATHWAY OF CHOICE & EXPECTATION</p> <p>for future leaders in the health sector.</p> | <p>AUPHA members will receive and perceive</p> <p>CONSISTENT & INCREASING VALUE</p> <p>in their membership investment.</p> |
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AUPHA VALUES

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

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

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

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

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

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

2012 AUPHA BOARD MEMBERS

BOARD MEMBERS



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LETTER FROM THE PRESIDENT AND CHIEF EXECUTIVE OFFICER



Creating a Home for Best Practices

As I reflect on all that has been accomplished at AUPHA over the 12 months that comprise the year 2012, the theme that comes to mind is a pursuit of best practice in the field. AUPHA's mission and purpose have always related to identifying and

promulgating best practices, but in 2012, more than ever before, I believe we delivered on that promise to our membership.

Several initiatives over the past year have served to strengthen our commitment to being a home for best practices in healthcare management education. The most tangible is the rollout of the Benchmarking for Healthcare Management Education (BEHM) platform that was launched at the Annual Meeting in 2012. BEHM is an online data entry portal where AUPHA member programs report their annual data—which was previously reported to AUPHA via an annual survey—then compare themselves to other programs. The platform allows various filters of the data, so a CAHME-accredited graduate program in a private school of public health could compare itself to like programs. Or, if a user wanted to know what the typical faculty size was for a program in a school of business, that data could be easily extracted and used to inform decision making about faculty recruitment.

The comparisons that are generated through BEHM can also be converted into PDF or PowerPoint charts for use in presentations, publications, etc. This is the first time that programs can get an apples-to-apples comparison of how their program stacks up against other programs in the field. There is considerable pressure from government and accreditors today for programs to report not only their outcomes, but where their outcomes stack up against other programs. The BEHM data will allow programs to answer the questions posed to them by both internal and external stakeholders as to how well they demonstrate the current best practice in the field.

Another way in which AUPHA has pursued the identification and promulgation of best practice throughout the field is by exploring how healthcare management is taught outside of the United States, and sharing with faculty outside of the United States information on how healthcare management is taught in the US. This examination of what we have in common and what we can learn from our international colleagues was launched at the 2012 AUPHA Annual Meeting when we hosted 18 international faculty as part of the first annual AUPHA Global Symposium. This meeting provided the first

of what I hope will be many opportunities for our US and Canadian faculty to interact with faculty teaching similar content around the world.

Following on that initiative, over the past year I personally attended gatherings of academic healthcare management programs in Australia, China, Latin America, and Europe, and AUPHA helped fund a faculty trip to India to meet with programs there. All of this travel has resulted in a significantly higher level of visibility for AUPHA and the work of our faculty outside of the United States. This creates a means for us to share broadly the best practices we have identified and which we promulgate primarily through the Network and BEHM, and learn what is working well in other settings that can inform our teaching and program leadership at home.

A third initiative that has grown out of the desire to not only identify, but also play a role in defining best practice, is the Body of Knowledge project. Over the course of the year, AUPHA engaged our faculty forums and committed volunteers in an effort to define what the appropriate content of a healthcare management curriculum should be and what a student should know upon graduation from a program that defines itself as offering a degree in healthcare management. The resulting product is a tool that programs and faculty may use to ensure that they are offering comprehensive coverage of the topic areas that are widely accepted as being appropriate and necessary in a curriculum. Additionally, it can serve to inform students about what they can expect in a healthcare management program in terms of knowledge attainment. The Body of Knowledge now lives as a WIKI on the AUPHA Network and is intended to be a living, breathing electronic resource. It is our hope that over the coming year, faculty will take the opportunity to review it, comment on it, edit it, and/or add to it to further enhance its comprehensiveness and appropriateness for the field.

All that AUPHA has accomplished this past year is the result of visionary leadership from the Board of Directors, tireless and outstanding work on the part of the AUPHA staff, and the time and talent contributed to the association by our many committed volunteers, without whom none of this would be possible. My everlasting thanks to all of you for what you do for AUPHA, our members, and our field.

A handwritten signature in black ink that reads "Sophia J. Middleton". The signature is fluid and cursive, with a long horizontal line extending from the end.

PROGRAM SNAPSHOT

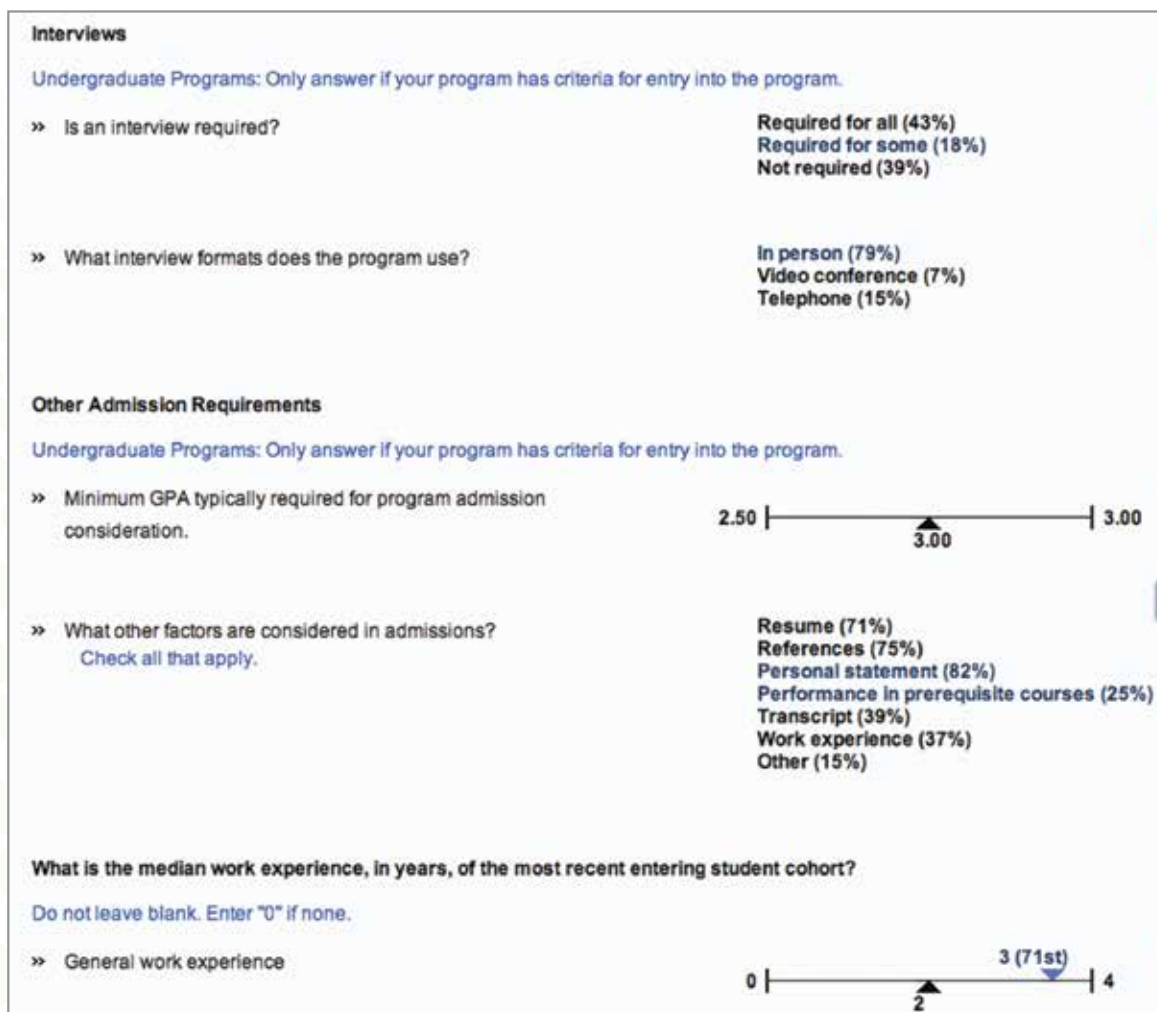
The Benchmarking for Education in Healthcare Management (BEHM) platform officially launched in 2012. The launch of this web-based benchmarking platform continues AUPHA's commitment to increasing member value and to being the home for best practices in healthcare management education by allowing programs to identify areas of strength, reveal areas for improvement, and start the process of further strengthening the program as a whole. It provides the program the freedom to use the data once collected by the AUPHA Annual Program Survey in a way that will best work to the program's advantage by offering comparisons and reports via pre-set filters.

Member programs are provided with login credentials to their own password-protected account. Programs report their data, such as data on program enrollment, graduate placement, and faculty demographics, and then have the opportunity to compare

their data to data entered by other AUPHA member programs. The platform contains pre-set filters to allow programs to compare themselves to programs that meet criteria selected by the program. Reports can then be generated and downloaded for the program to use in presentations and publications, or as support for program improvement.

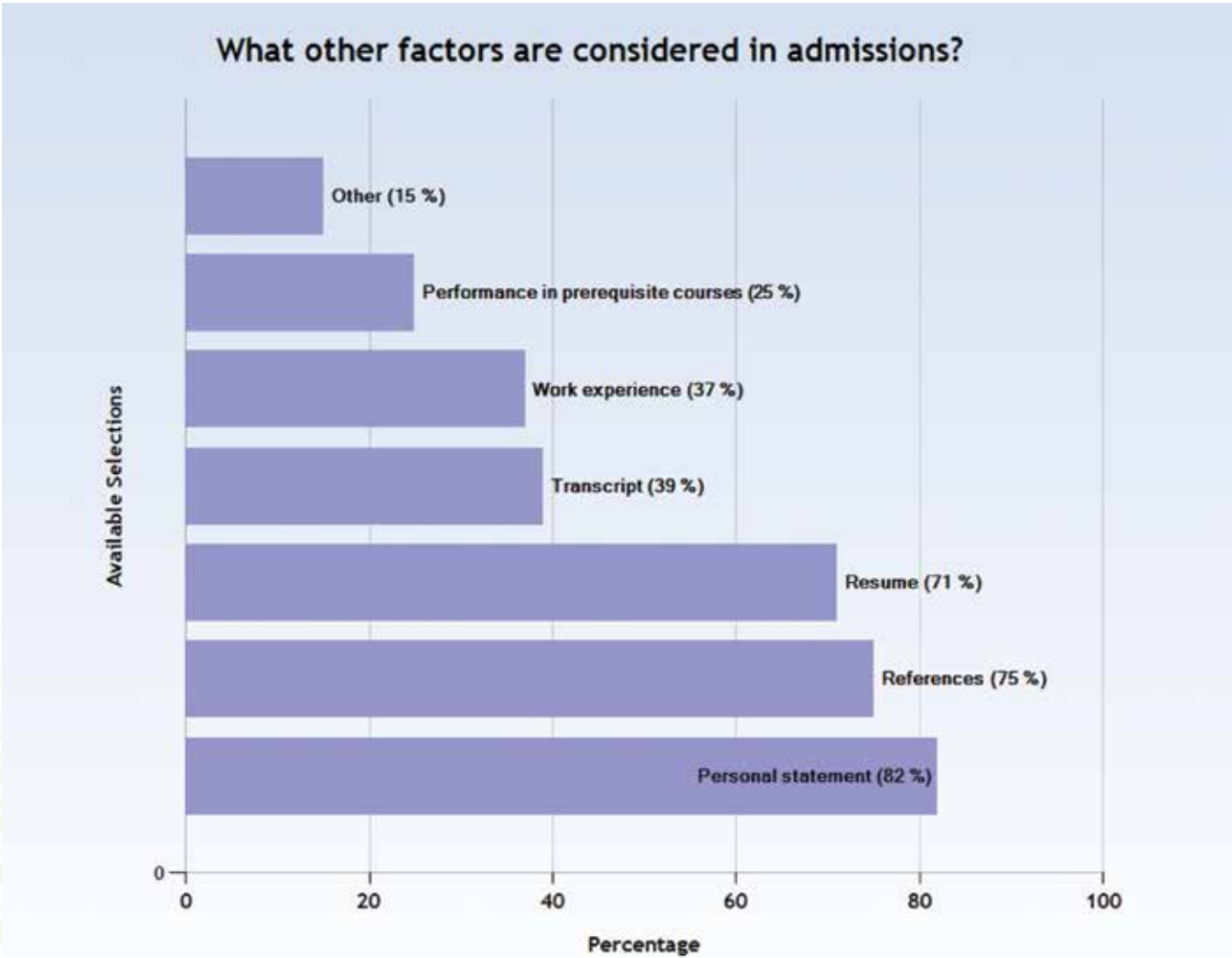
Case Study Using BEHM

University A is interested in improving its candidate selection process. Currently, the program requires a 3.0 GPA and uses a personal statement and the performance in pre-requisite courses as consideration for admission, with only some of their applicants are required to interview in person. The program is interested in seeing if this is the standard among other AUPHA member programs. The screen shot below shows the percentage list for each multiple-choice question, with University A's data shown in blue.



The Program Director would like to push for the program to require all applicants to interview in person and provide a resume. By clicking on the small bar graph image to the right of the question, the program director is able to download a bar graph

that depicts the comparison results. The image below shows that 71% of programs require a resume, which is one of the top three requirements of all responding programs.



MEMBER RESOURCES



AUPHA NETWORK

In its fourth year of operation, the AUPHA Network has continued to attract increasing participation by members. Since 2011, the amount of materials, discussion comments, and blog posts has doubled to 8,000, contributing to a searchable repository of knowledge about the teaching of healthcare management. The Network offers a convenient, accessible platform for members to exchange ideas and share resources.

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

To support and encourage member engagement, late in 2012 AUPHA introduced a monthly webinar that helps members get started on the Network. The association has also worked to strengthen the bridge between the Network and the Faculty Forums through development of the Body of Knowledge, a resource intended to define the content recommended for any AUPHA member program. Encouraging members and volunteer leaders to submit reference materials and use the discussion boards to provide feedback on draft documents has served to engender familiarity with the system and stimulate increased participation.

Another useful tool offered by the Network is the AUPHA Open Forum, a discussion group for all AUPHA members. When a member posts a question, issue, or notification, nearly 2,000 of their peers have the opportunity to respond, building a repository of documented knowledge about teaching healthcare management.

The AUPHA Network is home to 14 faculty forums. These communities, each led by a volunteer, are charged with collaborating and developing healthcare management resources. They develop goals, create work plans, and take on special projects as needed by the community. The currently recognized Faculty Forums are:

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

HAMPCAS

In September 2012, AUPHA opened the Healthcare Administration, Management, and Policy Centralized Application Service (HAMPCAS) for its second cycle. The web-based system is the first centralized application service specifically for students applying to graduate programs in health administration, healthcare management, and health policy. Participating schools represent the diverse AUPHA member program base, as well as the many academic settings in which our programs reside, including allied health, health sciences, management/business, medicine, and public health. While HAMPCAS programs come from a variety of academic perspectives, they all have similar goals in mind—to increase awareness of their program and degree offerings, diversify and enhance their applicant pools, and simplify the application and admissions process. HAMPCAS has proven a successful instrument in helping member schools obtain these goals.

For students, HAMPCAS simplifies the application experience. The service provides applicants with a convenient way to apply to multiple member programs through a single standardized application, resulting in substantial time and cost savings. In addition to eliminating the duplication of work—preparing multiple copies of credentials for applications—the service also makes it easy for prospective applicants to research schools in preparation to apply. Students find the application easy to navigate and appreciate the ability to pay the fee and check their application status online.

While managing the admissions process is typically labor intensive and costly for admissions officers, HAMPCAS provides a centralized location where they can obtain applications and applicant data, run reports and analysis, verify transcripts and test scores, and get customer support. The admissions offices of HAMPCAS programs experience a significant cost savings and reduced administrative burden, allowing them to reallocate resources away from administrative tasks towards recruitment and marketing efforts.

The HAMPCAS web-based admission software, WebAdMIT, enhances members' ability to manage data by providing a comprehensive view of applicant information. It also provides the ability to customize scoring models or rubrics to rank applicants, the potential to send and track batch or individual emails, as well as manage, score, and comment on interview questions and responses. WebAdMIT grants schools access to data typically

available only at the end of a cycle, allowing participants to run reports in real-time against any segment of their applicant pool, or for comparison against the aggregate.

The successful experiences of HAMPCAS programs is due in part to the increased visibility the service provides, as participants are part of a national branding effort and are promoted to a larger, more diverse applicant pool. HAMPCAS programs are also marketed in a variety of ways: through the National Association of Advisors to the Health Professions, websites such as ExploreHealthCareers.org and Idealist, through Facebook, Twitter, and AUPHA exhibits, meetings, websites, and AUPHA's quarterly publication, the *Exchange*.

System enhancements are made to the service annually based on member program feedback and experiences, in an effort to continually improve the service. Initially, test scores were self-reported by applicants, with official scores sent directly to schools. Along with many other enhancements in 2012, official GRE scores are now reported directly to HAMPCAS, further simplifying the process for both admissions staff and applicants. In the coming years, AUPHA and the HAMPCAS Advisory Council intend to work with additional testing organizations to report official scores into the system.

Participating programs are finding qualified candidates through the service and HAMPCAS applications have increased by 25 percent in 2012. Cornell University notes an increased awareness of the MHA degree in general, and their Sloan MHA Program in particular. Since joining the service in 2011, overall applications to Cornell have increased, while applications to Cornell via HAMPCAS have nearly doubled. HAMPCAS' inaugural member program, Rush University, has seen a steady growth rate in their applicant pool since they converted to the HAMPCAS system. Rush is one of the few universities to use HAMPCAS as their only means of accepting applications, and their total applicant pool has increased approximately 20 percent since joining. They are also seeing applications from a much more diverse geographic region, and have an enhanced ability to understand their full pool of applicants and the ability to see what is coming in the pipeline.

Participation in HAMPCAS is a complimentary AUPHA member benefit, and the service continues to welcome new and interested programs.

HAMPCAS (continued)

The following schools accepted applications through HAMPCAS in 2012:

AUPHA Full Graduate Members:

University of Alabama at Birmingham

Department of Health Services Administration
School of Health Professions

University of Arkansas for Medical Sciences

Master of Health Services Administration Program
Fay W. Boozman College of Public Health

Cornell University

The Sloan Program in Health Administration
College of Human Ecology

Georgetown University

Department of Health Systems Administration
School of Nursing and Health Studies

Georgia State University

Institute of Health Administration
Robinson College of Business

Governors State University

Department of Health Administration
College of Health and Human Services

University of Iowa

Department of Health Management and Policy
College of Public Health

University of Miami

Executive MBA Program in Health Sector
Management & Policy
School of Business Administration

University of Michigan

Health Management and Policy Program
School of Public Health

University of Minnesota

Division of Health Policy and Management
School of Public Health

University of Missouri–Columbia

Health Management and Informatics Program
School of Medicine

Ohio State University

Division of Health Services Management & Policy
College of Public Health

University of Pittsburgh

Department of Health Policy & Management
School of Public Health

Rush University

Department of Health Systems Management
College of Health Sciences

Saint Louis University

Department of Health Management and Policy
School of Public Health

Temple University

Department of Risk, Insurance & Healthcare
Management
Fox School of Business

Texas A&M Health Science Center

Department of Health Policy & Management
School of Rural Public Health

Texas Woman's University

Program in Health Care Administration
College of Health Sciences

Trinity University

MS in Health Care Administration Program
Department of Health Care Administration

Tulane University

Department of Health Systems Management
School of Public Health and Tropical Medicine

Virginia Commonwealth University

Graduate Program in Health Administration
School of Allied Health Professions

University of Washington–Seattle

Department of Health Services
School of Public Health

AUPHA Associate & Associate Candidate Graduate Members:

AT Still University

Health Administration Program
School of Health Management

Carnegie Mellon University

Health Care Policy and Management Program
Heinz College

Des Moines University

Graduate Program in Health Care Administration
College of Health Sciences

University of Detroit Mercy

Health Services Administration Graduate Program
College of Health Professions

University of Illinois at Chicago

Department of Health Policy and Administration
School of Public Health

Montana State University–Billings

Department of Health Administration
College of Allied Health Professions

**University of North Texas Health Science
Center**

Department of Health Management and Policy
School of Public Health

University of the Pacific

MBA in Healthcare Management
Eberhardt School of Business

Seton Hall University

Department of Political Science and Public Affairs
College of Arts and Sciences

Stevenson University

Healthcare Management Master's Program
School of Graduate and Professional Studies

Winston-Salem State University

Master of Healthcare Administration Program
School of Business and Economics

SPOTLIGHT ON EDUCATION

ANNUAL MEETING

AUPHA's educational offerings are always highly rated by the membership. The Annual Meeting, held each summer, is the largest of the association's meetings, drawing an annual attendance of approximately 350 individuals. Attendance at the Annual Meeting continues to increase each year, a testament to its timely, topical, and sometimes provocative content. AUPHA is grateful to the Annual Meeting Planning Committee for their dedication and commitment in developing a high-quality and focused educational offering.

The 2012 Annual Meeting, held in Minneapolis, Minnesota, introduced a new component to the meeting, the Global Symposium. The Symposium, held immediately prior to the opening of the Annual Meeting, focused on global aspects of healthcare management education and the development and enhancement of partnerships between U.S. and international programs. Eighteen international programs were represented at this inaugural event. The Symposium will continue as an integral part of the Annual Meeting moving forward and will serve to advance the international membership and global presence directive of AUPHA's 2011 Strategic Plan.

The Pattullo Lecture, the Meeting's Opening General Session, featured Ann Bancroft, polar explorer and educator extraordinaire, who brought her incredible polar journeys to life using actual video footage and powerful still photography. The Studer Group Forum, generously sponsored by Studer Group, showcased John Touissant, MD, the Founder and CEO of Thedacare, Center for Healthcare Value.

The *Transforming Healthcare into Health: What the Future Holds for Program Graduates* panel featured leaders from three sectors of the healthcare industry who shared their unique perspectives on how healthcare delivery will be transformed in the coming years as a result of technology and policy changes.

Leaders Conference

AUPHA continues to partner with the American College of Healthcare Executives (ACHE), holding its Leaders Conference during ACHE's annual Congress on Healthcare Leadership each March. This partnership provides AUPHA members attending Congress with added value and convenience, and offers ACHE attendees a chance to network with their AUPHA colleagues. Leaders Conference opens with a joint AUPHA/ACHE Breakfast Presentation, providing faculty an opportunity to learn about issues of importance to the education and practice community. In 2012, an audience of over 100 heard Major General David Rubenstein, FACHE, Chief, U.S. Army Medical Service Corps, address current and future challenges facing healthcare leaders in his keynote presentation, *Healthcare Leadership: Thoughts From My Foxhole*. Concurrent breakout sessions followed General Rubenstein's presentation, focusing on topics including intra-university collaborations, student performance assessment, and the future of graduate healthcare management education.

Undergraduate Workshop

AUPHA's next Undergraduate Workshop, which is held in odd-numbered years, will be held at Loyola University-Chicago in October of 2013. This will be the second time the meeting will be held at the campus of an AUPHA member program—the most recent Undergraduate Workshop was held at the University of Alabama at Birmingham in November of 2011. This Workshop is specifically geared towards the undergraduate segment of the membership and offers faculty members an intimate setting in which to network with their peers and share best practices unique to the undergraduate setting.

AUPHA Webinar Series

AUPHA offers a series of educational and interactive webinars designed to inform attendees about the latest issues and advancements in healthcare management education.

AUPHA's 2012 webinar series was highly valued by the many members that participated. Particularly well-attended were those webinars focusing on hospital consolidation, building a new curriculum, and teaching change management. These and past webinars are available for download in the AUPHA Network.

The Program Director Webinar Series was developed several years ago and includes offerings at various levels: Program Director 101 level (*New Program Director Orientation*), 201 level (focusing on four key areas, including *Building a Faculty*, and *Student Recruitment*), and 202 level, (*Marketing, Promoting, and Maintaining Your Brand*). In 2012, the Program Director 301 level webinar, *Succession Planning*, was added to the series and provides guidelines for a smooth transition when turnover occurs. AUPHA's 2012 webinar series was highly valued by the many members that participated.

TAKING A LOOK AT FACULTY DIVERSITY

In 2004, the Sullivan Commission surveyed the status for minority healthcare professionals in medical, dental, and nursing education. The report stated “The nation is in a state of unprecedented demographic transformation. We are getting older and growing more diverse. Therefore, our health needs are changing dramatically....In future years, our health professionals will have even less resemblance to the general population if minority enrollments in schools of medicine, dentistry, and nursing continue to decline and if health professions education remains mired in the past and—despite some improvements—inherently unequal and increasingly isolated from the demographic realities of mainstream America” (*Missing Persons: Minorities in the Health Professions*, 2004).

While the Sullivan Report addressed medical, dental, and nursing schools, the findings are also applicable to healthcare administration and public health policy and management programs in the United States. The situation is even more critical because there has been no analysis of the state of healthcare administration or public health policy and management programs in the United States. These programs are vitally important because of the integral role they play in the delivery of healthcare and the development of healthcare policy. Student diversity has increased over the last several years; however, the composition of minority faculty in healthcare administration and public health is not representative of the demography of the country, nor even of our student body.

There has been no national quantitative assessment of minority faculty (African American, Hispanic/Latino, and Native Americans) to understand, from their perspective, the current work environment, progress toward tenure, and future outlook. In 2012, the AUPHA Board of Directors agreed to fund research, in partnership with the Robert Wood Johnson Foundation, to assess the status of health administration minority faculty. Investigators will conduct national assessment of the landscape of minority faculty in AUPHA member and Council of Education in Public Health (CEPH) accredited programs. The final report is due to AUPHA in late spring 2013.

This research is designed in two stages. First, the demography of minority faculty in health administration and public health policy and management programs will be assessed. Second, the research seeks to understand the perceived challenges and strengths related to hiring, retaining, and the career advancement of health administration and public health policy and management program minority faculty from their perspective.

AUPHA intends to use the results of this important research to inform the Board of Directors as to future programming to address the challenges of increasing faculty diversity and support systems for minority faculty.

NEW INITIATIVES

BODY OF KNOWLEDGE

With the intent to identify and delineate the content that students in health management programs should learn during the course of their studies, nearly fifty AUPHA volunteers contributed to the development of the profession's first Body of Knowledge, published in late 2012. Working through the AUPHA Faculty Forums, members came together to explicitly define that knowledge that will prepare the next generation of healthcare managers.

The Body of Knowledge differs from competencies in that it refers to the knowledge base, or content, rather than the student's ability to demonstrate skill using the content. It assumes that competency in application requires a basic knowledge of facts, theories, and analytical approaches. The Body of Knowledge is distinct from accreditation requirements of CAHME or CEPH in that it encompasses detailed subject matter in addition to broad topics.

The Body of Knowledge is not intended to be taken as a series of course outlines nor collectively as a required curriculum. Rather, the broad content areas and the detailed learning objectives have been determined by the field of academicians and practitioners as information that a student should gain at some point in their course of study. How learning objectives are grouped into courses, what format is used to achieve learning, or how learning is evaluated are not included in this resource, as these are deemed to be the purview of individual universities.

The Body of Knowledge was compiled with input from faculty of health management programs throughout the AUPHA membership and was reviewed and revised with broad input. Delivered in Wiki form, the Body of Knowledge has become a living resource; as our field is constantly evolving, it is expected that the Body of Knowledge will also evolve. By posting the resource in document format and in an interactive Wiki platform, AUPHA offers all users the opportunity to see the reflections of others who are striving to teach healthcare management. Special thanks to consultant Connie Evashwick, PhD, for serving as editor of this resource.

Body of Knowledge topics include:

- Diversity
- Economics
- Epidemiology
- Ethics
- Financial Management (including accounting)
- Global Healthcare Management
- Health Insurance
- Health Policy
- Health Systems and Hospitals
- Healthcare Law
- Human Resources
- Information Technology
- Leadership
- Long-Term Care
- Marketing
- Medical Group Practice
- Organizational Behavior and Management Theory
- Organizational Structure and Governance
- Public Health Systems
- Quality and Patient Safety
- Strategic Planning

ANNUAL MEETING GALLERY



CERTIFICATION

In a process comparable to specialty accreditation of graduate healthcare management programs, AUPHA conducts a peer review process for those undergraduate programs willing to undergo the rigors of external review in the interest of program excellence. Programs seeking certification must submit an extensive self-study detailing the program's structure, educational processes, and evaluation/improvement mechanisms in response to criteria established by AUPHA and its Undergraduate Program Committee (UPC). A panel of peers thoroughly examines the applicant program. The Panel's report and recommendations serve as the basis for certifying the program and driving program improvement.

AUPHA Certification places a seal of approval on programs successfully meeting the rigorous quality standards. External stakeholders look to AUPHA Certification as a way to distinguish a program from its peers. Increasingly, prospective students are also looking for AUPHA Certification when searching for a program where they will invest in their future.

In 2012, AUPHA recognizes the following baccalaureate healthcare management programs meeting the established criteria as eligible for full membership and AUPHA Certification.

- ▶ University of Alabama
- ▶ Auburn University
- ▶ University of Baltimore
- ▶ East Carolina University
- ▶ Pennsylvania State University
- ▶ Ryerson University
- ▶ University of Scranton

AUPHA extends special recognition to **Eastern Washington University** for achieving AUPHA Certification for the first time in 2012.

ACCREDITATION

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

At the graduate level, this standard is met by achieving accreditation by the Commission on Accreditation of Healthcare Management Education (CAHME). CAHME accreditation is designed to foster high-quality professional education for healthcare management education. CAHME accreditation demonstrates that the program strives to be exceptional and:

- ▶ Meets the highest standards of quality in healthcare management education.
- ▶ Utilizes appropriate academic content.
- ▶ Includes membership in a network of professional colleagues that transcends boundaries of universities, colleges, and professional associations.

While many colleges and universities purport to offer training for the field of healthcare management, programs that seek and maintain CAHME accreditation have gone further and have adopted the philosophy that education is subject to a Continuous Quality Improvement Process.

AUPHA continues to serve as a conduit of communication between those programs that are accredited or seeking accreditation and the CAHME staff and Board. The AUPHA Leaders Conference and Annual Meeting both provide opportunities for CAHME to meet with and update program faculty. Additionally, AUPHA and CAHME communicate frequently on issues of interest or concern to the graduate programs.

PUBLICATIONS

JOURNAL OF HEALTH ADMINISTRATION EDUCATION

The *Journal of Health Administration Education* continues to be an IP-accessible publication following conversion to an electronic journal in 2011. In the past year, the Journal published the following issues:

v 29 no 1: Featuring the following articles:

Editorial: Selected Approaches for Improving our Educational Programs by S. Robert Hernandez, DrPH & Richard M. Shewchuk, PhD

Article: Enhancing Public Health System Financial Performance Through Changes in MPH Program Content by Louis C. Gapenski, PhD, Michael E. Morris, MPH, MPA, CPH, & Peggy A. Honoré, DHA

Article: Surveying Perceptions of MBA and MHA Degree Options in a Health Services Management Program by Winston W. Isaac, PhD, Pria M.D. Nippak PhD, Candace J. Ikeda-Douglas, MSc, & James Pringle MBA

Article: A Transformative Framework for Improving Healthcare Management Education by Charles Wainright, PhD, MHA, FACHE, Grady S. York, EdD, & Beth Woodard, PhD, MHSA

Teaching Tips & Tools: Online and Blended Learning: Are We Delivering Quality Undergraduate Programs in Health Administration? by Carol A. Molinari, PhD

2011 Graham Prize Remarks by John Park & Edward Wagner, MD, MPH

v 29 no. 2: Featuring the following articles:

Editorial: How can we chart a true course in winds of change? by S. Robert Hernandez, DrPH & Richard M. Shewchuk, PhD

Article: What Do Healthcare Management Students Think About Interprofessional Teams And How Do Students Compare To Their Clinical Peers? by Janet R. Buelow, PhD, Rod McAdams, PhD, & Bryan Riemann, PhD, ATC, FNATA

Article: Success of Business Plan Development Course Offered to Physicians Enrolled in a Master's in Medical Management Program: A Pilot Educational Project by Kishore J. Harjai, MD, MMM, & Babs Carryer, MPM

Article: Identifying and Developing Leadership Competencies in Health Research Organizations: A Pilot Study by Pamela L. Davidson, MSHS, PhD, Ricardo Azziz, MD, MBA, MHA, James Morrison, BS, Janet Rocha, MA, & Jonathan Braun, MD, PhD

Teaching Tips & Tools: Does Interprofessional Education Including Reflection Impact Course Performance? by Bonita S. Sasnett, EdD, & Thomas Ross

Program Management Issues: The Development of a Set of Program Competencies for an Undergraduate Healthcare Administration Program by Susan Casciani, MHSA

v 29 no 3: Featuring the following articles:

Editorial: Selected Contributions to the Field by S. Robert Hernandez, DrPH & Richard M. Shewchuk, PhD

Article: A Journey of Knowledge Sharing and Continuous Learning by Janice M. Engberg, PhD, Janine R. A. Kamath, MBA, MS, Amerett L. Donahoe-Anshus, MA, & R. Nicole Blegen, MBA

Article: Profiles of Non-traditional Adult MHA and MBA Students and Their Choice of Degree Program by Bradford R. Frazier, PhD, Carlton C. Young, JD, PhD, & David R. Williams, PhD, FACHE

Teaching Tips & Tools: Use of an Audience Response System to Teach Problem-Solving in Health Administration by Abby Swanson Kazley, PhD, & Dustin Annan-Coultas, PhD

Article: Does Role Playing Improve Students' Course Performance or Self-Assessment of their Interpersonal Skills? by Patricia D. Royal, EdD & Thomas Ross, PhD

2012 Graham Prize Remarks: Giving Real Economics in Healthcare the Benefit of the Doubt: Two Steps Forward and One Step Back by Mark V. Pauly, PhD

v 29 no 4: Featuring the following articles:

Editorial: Selected Methods for Improving Health Administration Education by S. Robert Hernandez, DrPH & Richard M. Shewchuk, PhD

2012 Studer Group Forum by John Touissant

Article: A new approach for assessing student competency achievement: The SLU MHA competency-based oral comprehensive examination by Ana Maria T. Lomperis, PhD, Kathleen N. Gillespie, PhD, Connie Evashwick, ScD, FACHE, CPH, & Jason Turner, PhD

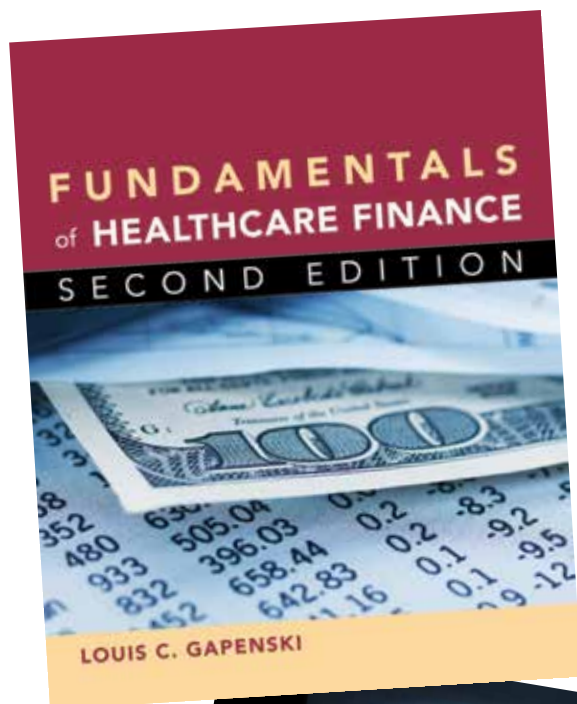
Article: Analyzing the Gender Gap in the Salary of Health Administration Faculty by Bisakha Sen, PhD, Michael A. Morrissey, PhD, Peter M. Ginter, PhD, & Nir Menachemi, PhD

Teaching Tips & Tools: On Beyond Clickers: Twitter as a Classroom Response System by John E. Paul, PhD, MSPH & Nicholas Iannitti, MHA

Teaching Tips & Tools: Expanding the Definition of an Internship: Embracing Non-Conventional Graduate Students by Kendall Cortelyou-Ward, PhD, Jennifer Sumner, PhD, & Timothy Rotarius, PhD

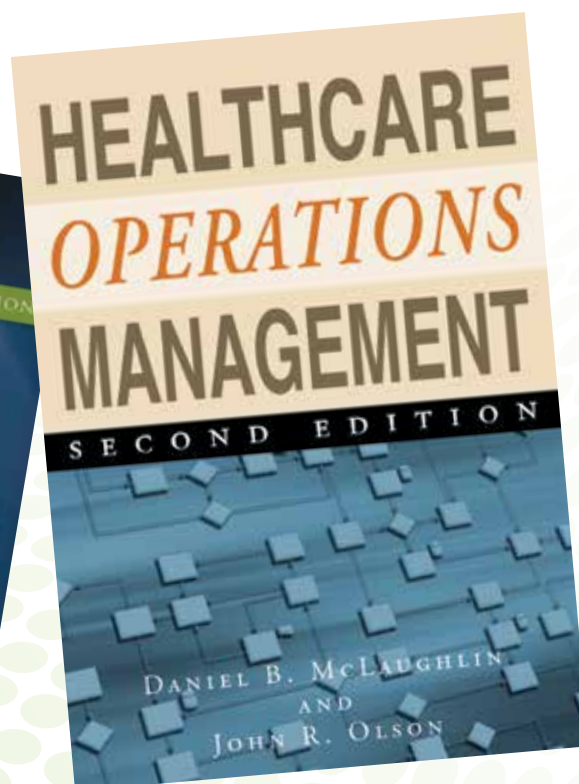
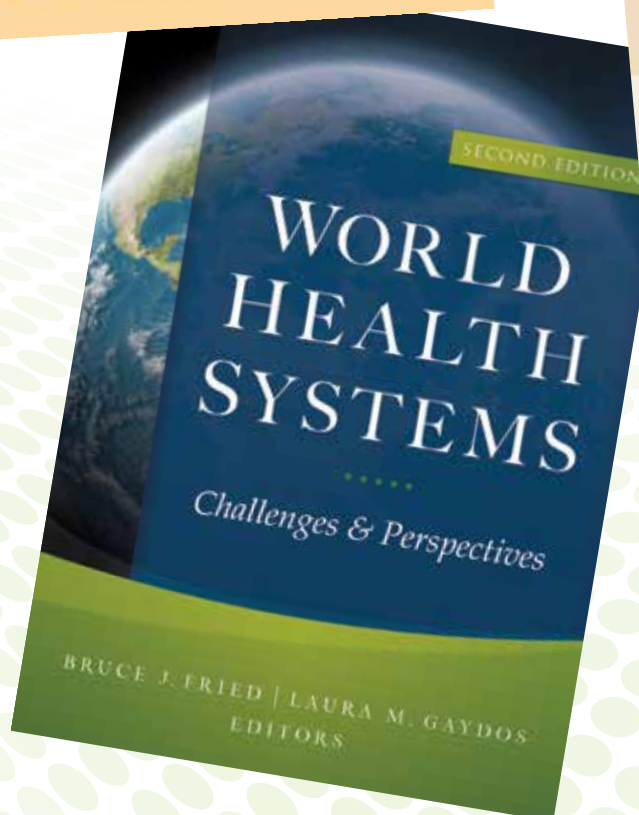
AUPHA-HAP PUBLICATIONS

The following books were published in 2012 under the AUPHA/HAP Imprimatur:



- ▶ *Fundamentals of Healthcare Finance*, Second Edition by Louis C. Gapenski
- ▶ *Health Informatics: A Systems Perspective* by Gordon D. Brown, Timothy B. Patrick, & Kalyan S. Pasupathy
- ▶ *Risk Adjustment for Measuring Health Care Outcomes*, Fourth Edition, Lisa I Iezzoni, Editor
- ▶ *Dimensions of Long-Term Care Management: An Introduction*, Mary Helen McSweeney-Feld & Reid Oetjen, Editors
- ▶ *World Health Systems: Challenges and Perspectives*, Second Edition, Bruce J. Fried & Laura M. Gaydos, Editors
- ▶ *Healthcare Operations Management*, Second Edition by Daniel B. McLaughlin & John R. Olson

All of the books above are available in e-book format from CafeScribe, CourseSmart, and Kno.



AWARDING EXCELLENCE



The William B. Graham Prize for Health Services Research

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

The Prize recognizes national or international contributions of researchers who apply analytic methods to examine and evaluate the organization, financing, and/or delivery of health services. It is awarded to individuals who have significantly contributed to public health in one of three primary areas: Health Services Management, Health Policy Development, and Healthcare Delivery. The winner is selected annually by an international committee of past Prize winners, distinguished academics, and internationally recognized researchers. The Prize includes an award of \$25,000 to the individual and \$25,000 to a nonprofit institution that supports the winner's work.

The 2012 recipient of the William B. Graham Prize was **Mark V. Pauly, PhD**. Dr. Pauly is Bendheim Professor in the Department of Health Care Management, Public Policy and Management, and Insurance and Risk Management at The Wharton School of the University of Pennsylvania. He is Co-Director of the Roy and Diana Vagelos Life Sciences and Management Program and Professor of Economics in the School of Arts and Sciences at the University of Pennsylvania.



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 education through their work. It was established to honor Gary L. Filerman, PhD, the first president of AUPHA, for his many years of service to the association and to healthcare management education.

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

The 2012 recipient of the Filerman Prize for Educational Leadership was **John (Jack) Wheeler, PhD**, Professor of Health Management and Policy at the University of Michigan.



John D. Thompson Prize for Young Investigators

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

administration who set exemplary standards in teaching, commitment to learning, collegial relationships, and health services research.

The 2012 Thompson Prize was awarded to **George L. Wehby, PhD**, Assistant Professor of Health Economics at the University of Iowa.

RECOGNIZING STUDENT EXCELLENCE

Bugbee-Falk Book Award

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

Congratulations to the winners of the 2012 Bugbee-Falk Book Award:

Valerie Lumpkins

University of Arkansas for Medical Sciences

Mandy Low

California State University - Long Beach

Laronda James

California State University - Northridge

Kirk Owen

Dalhousie University

Roybn McGrath

Governors State University

Fadi Rammo

Johns Hopkins University

Kathryn L. Roberts

Medical University of South Carolina

The Foster G. McGaw Scholarship

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

Scholarship funds are awarded to all AUPHA full graduate and undergraduate programs in years when endowment funds allow. While no new funds were allocated in 2012, programs carrying existing balances were able to award scholarships to deserving students. More than 1,500 scholarships have been awarded since the program began.

Corris Boyd Scholars Program

The HCA Corris Boyd Scholars Program was established in 2006 to provide scholarships to two deserving minority students entering Full AUPHA 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.



Carolina Garcia



Mohamed Jalloh

In 2012, two students were selected to receive a \$20,000/year scholarship towards a master's program in healthcare management from the AUPHA-member school of their choice.

The 2012 scholars are **Carolina Garcia**, now a graduate student at Northwestern University, who is working on a Master of Business Administration, and **Mohamed Jalloh**, currently pursuing a Master of Health Administration at the University of North Carolina at Chapel Hill.

DAVID A. WINSTON HEALTH POLICY FELLOWSHIP

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

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



Elizabeth Karan



Yajuan Lu



Swarna Vallurupalli

The 2012 Winston Fellows are **Elizabeth Karan** of the University of Minnesota; **Yajuan Lu** of the University of Pittsburgh; and **Swarna Vallurupalli** from St. Louis University.

David A. Winston Health Policy Scholarship

The David A. Winston Health Policy Scholarship Program aims to increase the number and quality of individuals trained in healthcare policy at the state and federal levels by providing financial support to deserving health policy students for furthering their education. The scholarship recognizes student excellence and achievement based on the student's record along with recommendations from faculty and colleagues. Ten \$5,000 scholarships are offered each year to students who demonstrate their potential to succeed in health policy at the state or federal level upon receiving their master's in healthcare management or health policy degree.

Congratulations to the 2012 scholarship recipients:

Beatrice Abiero

Pennsylvania State University

Krutika Amin

University of North Carolina at Chapel Hill

Phillip Berger

University of Missouri

Asha Cesar

The George Washington University

Colin Goldfinch

University of Washington

Erynne Jones

University of California - Los Angeles

Artair Rogers

Georgetown University

Erin Shigekawa

University of Michigan

Erica Tibbals

The George Washington University

Willow Yonika

Columbia University

David A. Winston Health Policy Symposium

In addition to receiving a generous scholarship, recipients of the Winston Scholarship are hosted in Washington, DC for a full day symposium on current health policy issues. The 2012 symposium featured the following program:

Perspective from the Administration

Michael Hash, US Department of Health & Human Services

Perspective from the Opposition

Thomas Barker, Foley Hoag LLP

Perspectives from the Senate

Meghan Taira, Office of Sen. Charles Schumer & Jay Khosla, Senate Committee on Finance

Perspectives from the Insurance Industry

Karen Ignagni, AHIP

Perspectives from the House

Howard Cohen, Committee on Energy and Commerce & Cybele Bjorklund, Committee on Ways & Means

Perspectives from the Providers

Chip Kahn, Federation of American Hospitals & Margaret Garikes, American Medical Association

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University of Colorado Denver/Network for
Healthcare Management
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Dalhousie University
University of Florida
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The George Washington University
Georgetown University
Georgia State University
Governors State University
University of Illinois At Chicago
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University of Iowa
Johns Hopkins University
University of Kansas Medical Center
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Marymount University
Medical University of South Carolina
University of Memphis
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University of Saint Thomas
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California State University - Northridge
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Clayton State University
Drexel University
East Carolina University
Eastern Washington University
Florida A&M University
George Mason University
Georgetown University
Governors State University
Howard University
Idaho State University
James Madison University
Mary Baldwin College
Methodist University
Metropolitan State University of Denver
University of Michigan - Flint
University of Nevada - Las Vegas
University of New Hampshire
University of North Carolina at Chapel Hill
University of North Florida
Old Dominion University
Oregon State University
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Pennsylvania State University
Ryerson University
University of Scranton
University of South Dakota

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Loyola University Chicago
Montana State University - Billings
National University
University of North Texas
Health Science Center
Oregon Health & Science University*
Pacific University
Pennsylvania State University -
World Campus
Pfeiffer University
Portland State University
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University of Texas at Arlington
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Health Science
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Mercy College of Ohio
University of Miami
Midway College
University of Minnesota Duluth
Mount Olive College
National University
New York University
Saint Louis University
South University
Southern Illinois University - Carbondale
Texas A&M University - Corpus Christi
Winston-Salem State University

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Walden University

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University of Southern Indiana
University of St. Francis
Texas Southern University
Walden University

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Central Michigan University
Virginia Commonwealth University
Walden University

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Baskent University
Charles Sturt University
Edith Cowan University
Esan University
Fiji National University
Flinders University
University of Georgia, School of Health Care
Griffith University
Haohsiung Medical University
Hong Kong Polytechnic University
Jean Moulin - Lyon 3 University
Latrobe University.

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Queensland University of Technology
Slovak Medical University - Bratislava
Southern Cross University
St. Elizabeth University
Tongji Medical University
Ulm University
Universidad de Buenos Aires

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CLADEA
Commission on Accreditation of Healthcare Management Education
The Decision Group
European Health Management Association
International Study Programs
Society for Health Administration Program in Education
The Studer Group
The University of Chicago Graduate Program in Health Administration and Policy
Universidad Anahuac Mexico Norte

*Multiple degrees offered at this level. Please visit the AUPHA Directory for more details on this and all other AUPHA Member Programs.

INDEPENDENT AUDITOR'S REPORT

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

We have audited the accompanying financial statements of the Association of University Programs in Health Administration (AUPHA) (a non-profit organization), which comprise the statement of financial position as of December 31, 2012, and the related statements of activities and change in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes 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.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of AUPHA as of December 31, 2012, and the change in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

ASSOCIATION OF UNIVERSITY PROGRAMS IN HEALTH ADMINISTRATION

STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS FOR THE YEAR ENDED DECEMBER 31, 2012 WITH SUMMARIZED FINANCIAL INFORMATION FOR 2011

| | 2012 | | | | 2011 |
|--|--------------------------|----------------------------|--------------------------|----------------------------|----------------------------|
| | Unrestricted | Temporarily Restricted | Permanently Restricted | Total | Total |
| REVENUE AND SUPPORT | | | | | |
| Membership dues | \$ 702,916 | \$ - | \$ - | \$ 702,916 | \$ 674,902 |
| Grants (Note 8) | - | 103,651 | - | 103,651 | 356,066 |
| Contributions | 174,300 | - | - | 174,300 | 174,399 |
| Annual meeting and conference | 283,416 | - | - | 283,416 | 228,803 |
| Investment income (Note 2) | 50,231 | 171,381 | - | 221,612 | 64,751 |
| Advertising | 52,473 | - | - | 52,473 | 44,706 |
| In-kind services (Note 13) | 45,000 | - | - | 45,000 | 45,000 |
| Rental and copier revenue | 7,014 | - | - | 7,014 | 5,436 |
| Royalty income | 70,112 | - | - | 70,112 | 66,924 |
| Administrative fees (Note 11) | 18,868 | - | - | 18,868 | 18,528 |
| Mailing lists | 3,989 | - | - | 3,989 | 10,117 |
| Publications | 7,135 | - | - | 7,135 | 10,380 |
| Other revenue | 53,490 | - | - | 53,490 | 42,305 |
| Net assets released from donor restrictions (Note 5) | <u>273,952</u> | <u>(273,952)</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| Total revenue and support | <u>1,742,896</u> | <u>1,080</u> | <u>-</u> | <u>1,743,976</u> | <u>1,742,317</u> |
| EXPENSES | | | | | |
| Program Services: | | | | | |
| Membership | 376,548 | - | - | 376,548 | 321,408 |
| Annual Meeting and Conference | 393,013 | - | - | 393,013 | 306,810 |
| Scholarships and Awards | 286,120 | - | - | 286,120 | 361,819 |
| Publications | <u>70,009</u> | <u>-</u> | <u>-</u> | <u>70,009</u> | <u>59,540</u> |
| Total program services | <u>1,125,690</u> | <u>-</u> | <u>-</u> | <u>1,125,690</u> | <u>1,049,577</u> |
| Supporting Services: | | | | | |
| Management and General | 482,992 | - | - | 482,992 | 508,768 |
| Fundraising | <u>3,856</u> | <u>-</u> | <u>-</u> | <u>3,856</u> | <u>557</u> |
| Total supporting services | <u>486,848</u> | <u>-</u> | <u>-</u> | <u>486,848</u> | <u>509,325</u> |
| Total expenses | <u>1,612,538</u> | <u>-</u> | <u>-</u> | <u>1,612,538</u> | <u>1,558,902</u> |
| Change in net assets | 130,358 | 1,080 | - | 131,438 | 183,415 |
| Net assets at beginning of year | <u>792,134</u> | <u>1,419,071</u> | <u>542,500</u> | <u>2,753,705</u> | <u>2,570,290</u> |
| NET ASSETS AT END OF YEAR | \$ <u>922,492</u> | \$ <u>1,420,151</u> | \$ <u>542,500</u> | \$ <u>2,885,143</u> | \$ <u>2,753,705</u> |

ASSOCIATION OF UNIVERSITY PROGRAMS IN HEALTH ADMINISTRATION

**STATEMENT OF FINANCIAL POSITION
AS OF DECEMBER 31, 2012
WITH SUMMARIZED FINANCIAL INFORMATION FOR 2011**

ASSETS

| | <u>2012</u> | <u>2011</u> |
|--|----------------------------|----------------------------|
| CURRENT ASSETS | | |
| Cash and cash equivalents | \$ 715,620 | \$ 772,617 |
| Investments (Notes 2 and 12) | 2,466,251 | 2,244,641 |
| Accounts receivable, net of allowance for doubtful accounts of \$750 and \$2,800 for 2012 and 2011, respectively | 1,570 | 1,231 |
| Grants receivable, current portion (Note 3) | 89,000 | 164,000 |
| Administrative fees receivable (Note 11) | 103,648 | 84,911 |
| Prepaid expenses | <u>36,767</u> | <u>22,070</u> |
| Total current assets | <u>3,412,856</u> | <u>3,289,470</u> |
| FURNITURE AND EQUIPMENT | | |
| Furniture | 7,316 | 8,058 |
| Equipment | <u>146,136</u> | <u>125,441</u> |
| | 153,452 | 133,499 |
| Less: Accumulated depreciation | <u>(120,037)</u> | <u>(108,402)</u> |
| Net furniture and equipment | <u>33,415</u> | <u>25,097</u> |
| OTHER ASSETS | | |
| Grants receivable, noncurrent portion (Note 3) | <u>86,199</u> | <u>169,684</u> |
| TOTAL ASSETS | <u>\$ 3,532,470</u> | <u>\$ 3,484,251</u> |

LIABILITIES AND NET ASSETS

| | | |
|--|----------------------------|----------------------------|
| CURRENT LIABILITIES | | |
| Accounts payable and accrued liabilities | \$ 56,751 | \$ 62,652 |
| McGaw scholarship payable | 42,758 | 51,473 |
| Upsilon Phi Delta fund payable | 33,543 | 26,613 |
| Accrued salaries and related benefits | 38,887 | 78,291 |
| Deferred revenue: | | |
| Membership | 403,263 | 462,067 |
| Meetings | 15,250 | 2,950 |
| Other | <u>56,875</u> | <u>46,500</u> |
| Total current liabilities | <u>647,327</u> | <u>730,546</u> |
| NET ASSETS | | |
| Unrestricted | 922,492 | 792,134 |
| Temporarily restricted (Note 4) | 1,420,151 | 1,419,071 |
| Permanently restricted (Note 7) | <u>542,500</u> | <u>542,500</u> |
| Total net assets | <u>2,885,143</u> | <u>2,753,705</u> |
| TOTAL LIABILITIES AND NET ASSETS | <u>\$ 3,532,470</u> | <u>\$ 3,484,251</u> |

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ALPHA

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2013 Annual Meeting

June 19-22, 2013

Portola Hotel

Monterey, California

2014 Leaders Conference

March 25, 2014

Hyatt Regency Hotel

Chicago, Illinois

2013 Undergraduate Workshop

October 25-27, 2013

Loyola University-Chicago

Chicago, Illinois

2014 Annual Meeting

June 18-21, 2014

Grand Hyatt San Antonio

San Antonio, Texas

2015 Annual Meeting

June 3-6, 2015

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Association of University Programs in Health Administration

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