

What is a Health Administrator?

Organizations:

AAMA – American Academy of Medical Administrators

Mission

To advance excellence in healthcare leadership through individual relationships, multi-disciplinary interaction, practical business tools and active engagement.

Credentialing Options Available through the American Academy of Medical Administrators

AAMA offers two types of credentials in general healthcare administration and in various specialties of this multi-faceted profession:

- **Examination-based credentials** (CAAMA) are earned by passing an examination based on a specified Body of Knowledge in healthcare administration, as defined by AAMA.

(CAAMA) - Credentialed by the American Academy of Medical Administrators

- **Experience-based credentials** (FAAMA, Diplomate, FACCA and FACCP) are earned by demonstration of professional development, service and experience in healthcare administration through *one* of the following paths
 - Original fellowship thesis of graduate school quality
 - Three case studies
 - Documentation of formal education, continuing education, organizational and professional service

ACHE – American College of Healthcare Administrators

Become Board Certified – FACHE (Fellow ACHE)

Maximize your professional potential by earning the premier credential in healthcare management. When you become board certified in healthcare management as an ACHE Fellow (FACHE), you'll have the knowledge, skills and confidence to succeed.

Board of Governors Exam

Where Do I DO My Degree/Additional Learning opportunities?

Traditional/Distance Learning/Online

Army Knowledge Online (AKO) /Defense Knowledge Online (DKO) – NEED CAC Card

Air Force Institute of Technology (AFIT) , part of Air University and Air Education and Training Command– Resident and online programs (CAC – Card)

Navy War College

The College of Distance Education (CDE) enrolls U.S. military officers and government civilian employees and a limited number of foreign officers in a curriculum that parallels offerings in the College of Naval Command and Staff.

If you have already been board selected and are applying for your second or third core course then you may apply directly without screen or re-screen by the Reserve Board.

The diploma may be earned through different programs:

- [Fleet Seminar Program](#)
- [Web-Enabled Program](#)
- [CD ROM-Based Program](#)

Overview

The Naval War College has been accredited by the New England Association of Schools and Colleges (NEASC) since 1 March 1984 to award the Master of Arts Degree in National Security and Strategic Studies to eligible resident students. Beginning in the fall of 2001, the accreditation was extended to the College of Distance Education's (CDE) Fleet Seminar Program (FSP) in the Washington, D.C. area. Today, students at all FSP sites have the opportunity to pursue a course of study leading to the awarding of the degree.

Eligibility and Application Requirements

- A. Eligibility. To be eligible to apply to the Graduate Degree Program, a student must:
1. Possess a baccalaureate degree from a regionally accredited institution;
2. Have completed one or more of the Fleet Seminar Program courses with no grade lower than a B-; and
3. Currently be serving as:
 - a. an active duty or reserve officer in the grade of O-3 or above in one of the "sea services" (USN, USMC, USCG),
 - b. an active duty or reserve officer in the grade of O-4 or above in one of the "non-sea services" (USA, USAF, National Guard, USPHS, NOAA),
 - c. a Federal employee in the grade of GS-11 or above (or equivalent), or
 - d. a "Congressional staffer." Used in this context "Congressional staffer" refers to those selected staff members in the federal Executive, Legislative, and Judiciary branches that through CNO agreement are eligible to take part in NWC's Fleet Seminar Program.
- B. Application Process. Students who meet the eligibility requirements listed above may apply to the Graduate Degree Program upon completion of their first Fleet Seminar Program course. To be considered by the Board for admission to the GDP, an applicant must:
1. Submit an application. A hyperlink to this online form can be found on the GDP webpage.
 2. Have two letters of recommendation be submitted on behalf of the applicant. At least one must be from a Naval War College faculty member familiar with the academic ability of the applicant. The other may be from a commanding officer or senior supervisor. Recommendation letters must be submitted directly to the Naval War College by the individual completing the recommendation. A hyperlink to the letter of recommendation form can be found on the GDP webpage. Letters have the option of being digitally signed.

3. Request official transcripts be sent directly from each institution where undergraduate or graduate work has been previously completed to the GDP Manager (Included in this must be an official transcript from the institution that granted the applicant his or her baccalaureate degree documenting its award).
4. Incomplete application packages that have been inactive for more than two years may be discarded/destroyed.

Graduate School USA – Executive Leader Programs-

Senior Executive Service (SES) Developmental Seminars

OPM has identified five fundamental executive core qualifications, which were designed to assess executive experience and potential.

They are:

- **Leading Change**

Encompasses the ability to develop and implement an organizational vision that integrates key national and program goals, priorities, values and other factors. Inherent in it is the ability to balance change and continuity -- to strive continually to improve customer service and program performance within the basic government framework, create a work environment that encourages creative thinking and maintain focus, intensity and persistence, even under adversity.

- **Leading People**

Involves the ability to design and implement strategies that maximize employee potential and foster exceptional ethical standards in meeting the organization's vision, mission and goals.

- **Results Driven**

Stresses accountability and continuous improvement. Includes the ability to make timely and effective decisions and produce results through strategic planning and the implementation and evaluation of programs and policies.

- **Business Acumen**

Focuses on the ability to acquire and administer human, financial, material and information resources in a manner that instills public trust and accomplishes the organization's mission, and to apply new technology that enhances decision-making.

- **Building Coalitions/Communication**

Explores the ability to explain, advocate and express facts and ideas in a convincing manner and negotiate with individuals and groups internally and externally. Also involves the ability to develop an expansive professional network with other

organizations and to identify the internal and external politics that impact the work of the organization.

Executive Core Qualifications

Leading Change	Leading People	Results Driven	Business Acumen	Building Coalitions/ Communication
Creativity and Innovation	Conflict Management	Accountability	Financial Management	Influencing/ Negotiating
Continual Learning	Leveraging Diversity	Customer Service	Human Resources Management	Interpersonal Skills
External Awareness	Integrity/Honesty	Decisiveness	Technology Management	Oral Communication
Flexibility	Team Building	Entrepreneurship		Partnering
Resilience		Problem Solving		Political Savvy
Service Motivation		Technical Credibility		Written Communication
Strategic Thinking				
Vision				

Master’s Degree Program

The U.S. Department of Homeland Security's National Preparedness Directorate, FEMA and the Naval Postgraduate School Center for Homeland Defense and Security (CHDS) have pioneered graduate education programs for homeland security. Over the last nine years, CHDS has built a cadre of graduate education programs and resources used by universities and agencies across the country. The M.A. program is offered at no cost to eligible local, tribal, state, and federal officials. To accommodate participants' time constraints, NPS requires students to be in residence only two weeks every quarter (for a total of twelve weeks for the whole program). Students complete the remainder of their coursework via the web. The degree is fully accredited by the Western Association of Schools and Colleges (WASC) and is awarded by the Naval Postgraduate School. The degree provides leaders with the knowledge and skills to:

- Develop strategies, plans and programs to prevent terrorist attacks within the United States, and reduce America’s vulnerability to terrorism;
- Build the organizational arrangements needed to strengthen homeland security, including local/tribal/state/federal, civil-military and interagency cooperation;

- Help mayors, governors, and federal officials improve homeland security preparedness by conducting “real world” actionable policy and strategy development.

The degree program requires 18 months of continuous enrollment and coursework and a thesis. It involves a significant commitment on the part of the participants and the agencies to which they are assigned. The courses are organized in quarters rather than semesters. Each quarter requires only two weeks in residence at the NPS campus, located in Monterey, California or at the National Capital Region campus located in West Virginia. The remainder of the coursework is completed via network-based learning. Participants spend an average of 15 hours per week during the network-based learning periods of study - reading assigned materials, participating in online discussions with faculty and other participants, and preparing papers and projects. Participants and their agency must be cognizant of this commitment and should view it as an investment in enhancing the individual’s and the jurisdiction’s homeland security capabilities.

The internationally respected faculty guide discussions and focus the attention of the participants, establishing the predicate for continued study through network-based learning methodologies for the non-residential period. The thesis is a qualitative or quantitative research project on a topic beneficial to the participant’s sponsoring agency and jurisdiction. It may, for example, have a strategic planning focus, a model-development perspective, or a threat-risk assessment concentration. The thesis project should be of significant benefit to the participant’s jurisdiction.

Master’s Program Curriculum and Course Descriptions

The curriculum is structured around the key policy and organizational design problems that future homeland security leaders are likely to confront, and the analytic skills they will need to meet those challenges.

Timeline

Students admitted to the 18-month program already hold positions with significant Homeland Security-related responsibilities. The demands of their jobs prevent most of these professionals from enrolling in a traditional in-residence MA program. To accommodate their time constraints, *NPS requires students to be in residence only two weeks every quarter (for a total of twelve weeks for the whole program)*. Students complete the remainder of their coursework via the web.

Cohort CA1305/1306

Naval Postgraduate School
Application deadline: May 1, 2013 [closed]

Cohort NCR1303/1304

National Capital Region
Application deadline: Dec 1, 2012 [closed]

Cohort CA1301/1302

Naval Postgraduate School
Application deadline: Dec 1, 2012 [closed]

Dates in-residence (IR)		Dates in-residence (IR)		Dates in-residence (IR)	
IR 1	Sep 4, 2013 - Sep 13, 2013	IR 1	Jun 5, 2013 - Jun 14, 2013	IR 1	May 1, 2013 - May 10, 2013
IR 2	Dec 2, 2013 - Dec 13, 2013	IR 2	Sep 16, 2013 - Sep 27, 2013	IR 2	Jul 22, 2013 - Aug 2, 2013
IR 3	Mar 10, 2014 - Mar 21, 2014	IR 3	Jan 6, 2014 - Jan 17, 2014	IR 3	Oct 21, 2013 - Nov 1, 2013
IR 4	Jun 16, 2014 - Jun 27, 2014	IR 4	Mar 31, 2014 - Apr 11, 2014	IR 4	Jan 20, 2014 - Jan 31, 2014
IR 5	Sep 29, 2014 - Oct 10, 2014	IR 5	Jul 7, 2014 - Jul 18, 2014	IR 5	Apr 14, 2014 - Apr 25, 2014
IR 6	Jan 5, 2015 - Jan 14, 2015	IR 6	Sep 29, 2014 - Oct 8, 2014	IR 6	Jul 7, 2014 - Jul 16, 2014
IR 7	Mar 23, 2015 - Mar 26, 2015	IR 7	Dec 15, 2014 - Dec 18, 2014	IR 7	Sep 22, 2014 - Sep 25, 2014
Grad	Mar 27, 2015	Grad	Dec 19, 2014	Grad	Sep 26, 2014

Criteria & Eligibility for Applying to the Master's Program

[Applications are now being accepted](#) for admission to the Spring and Summer 2014 cohort. Applicants may submit applications at any time, but to be considered for Spring and Summer 2014, complete application packets (including all required narratives, transcripts and letters of recommendation/support) should be received by Dec 1, 2013. *Please note:* All DHS components require their employees to apply through their training and education department before submitting an official application on the website. Please see the online application for a list of the points of contact for each component.

Please note that submitting an application does not indicate acceptance into the program. Each complete application will be reviewed and evaluated using an objective, weighted system

assessing the background, credentials, and experiences against the knowledge, skills, and abilities associated with the graduate coursework. Applicants will be notified of their status once the admissions committee makes its recommendation.

The Master's Degree Program is provided at no cost to State (including members of the National Guard under Title 32), Local municipality, Tribal, and U.S. Department of Homeland Security government employees (including the U.S. Coast Guard) accepted into the program. Non-DHS Federal government employees and U.S. military officers are also encouraged to apply; but are required to have financial sponsorship from their agency or command if they are accepted into the program.

The following are minimum qualifications applicants should have in order to be considered for admission:

- Employed full-time by a local, tribal, state, or federal government agency or the U.S. military, and have homeland security experience and responsibilities;
 - Be a United States citizen
- Possess an undergraduate degree from an accredited college or university. Accreditation is accepted from the following regional associations:
 - [Middle States Association of Colleges and Schools](#)
 - [New England Association of Schools and Colleges](#)
 - [North Central Association of Colleges and Schools](#)
 - [Northwest Association of Accredited Schools](#)
 - [Western Association of Schools and Colleges](#)
 - [Southern Association of Colleges and Schools](#)
- Graduated with a minimum 3.0 grade point average for all undergraduate coursework or awarded a graduate degree. Applicants with a grade point average below 3.0 will be considered if they have relevant work experience and qualifications to complement their academic record;
- If accepted to the program: 1) state, local, tribal and non-DHS federal participants agree to continue to serve in a public service, homeland security capacity for at least two years following graduation. (This may be the applicant's current position or one accepted after participating in the program, so long as you are serving in the public sector in a position related to homeland security.) 2) DHS participants agree to continue to serve DHS for at least two years following graduation [\[DHS Continued Service Agreement - PDF\]](#).

The criteria for acceptance to the CHDS Masters Degree program includes the requirement that students be employees of local, state, federal or tribal government agencies. It is the intent of the program sponsor and the Naval Postgraduate School that students remain local, state, tribal or federal employees during the 18-months they participate in the program. However, we understand that from time to time, unique circumstances may occur that result in a change in employment status, (e.g. agency reorganizations, change in administrations, etc.). These changes in status may affect continued enrollment and/or matriculation. Applicants and students who are currently facing or are concerned they that they will likely experience a change in government employment status (while enrolled in the program) should contact Glen Woodbury,

Director, Center for Homeland Defense and Security at glwoodbu@nps.edu or by phone at 831-656-3038.

Most students in the program are senior or fast-rising state, local and federal officials. DHS selects the students on the basis of their proven expertise in homeland security-related fields and the academic skills essential for the rigorous coursework at NPS. To encourage intergovernmental and interagency cooperation and network-building, the program enrolls military officers and federal officials in concert with local, tribal and state leaders.

DHS's National Preparedness Directorate, FEMA will pay all tuition, books, travel and lodging during each two week in residence session at NPS, as long as the participant is making acceptable progress in this Master of Arts Degree program. The participant's agency or organization will continue to be responsible for his or her salary, benefits, and related support during the completion of the degree. Computer equipment to facilitate study and research will be provided by CHDS to each participant.

Non-DHS federal employees and U.S. military officers are eligible to apply. If they are accepted into the program, their sponsoring agency will be responsible for paying tuition, books, travel, lodging and related program costs. Non-DHS federal employees and U.S. military officers are required to include in their application materials a statement from their sponsoring agency or command affirming financial support for the applicant's program expenses if the applicant is accepted. If you have any questions please contact:

Heather Issvoran
Director, Strategic Communications
Cell: 831-402-4672.

Medical Service Corps Junior Officer Week and Award of Excellence - Several nominated from amongst HSOs annually to attend. Applications announced on HS-PAC listserve annually.

The Interagency Institute for Federal Health Care Executives - A few exceptional USPHS Officers O-5 and above - medical and health service officers – Nominated by the Office of the Surgeon General (OSG); Requests accepted thru their Commission Corps Liaisons.

The Interagency Institute for Federal Health Care Executives is a two-week course that has been offered semi-annually for more than fifty-years. It is conducted under the sponsorship of the five federal health services, the Departments of the Army, Navy, Air Force and Veterans Affairs and the Public Health Service.

There are 55 slots each in the fall class and spring class for a total of 110/year. USPHS is allocated 4 slots in the spring and 6 slots in the fall class.

Senior Executive Service Candidate Development Programs (SESCDPs) open to O-6 and above. HHS also has one but it has been a couple of years since the last announcement.

Overview

Senior Executive Service Candidate Development Programs (SESCDPs) are OPM-approved training programs designed to develop the executive qualifications of employees with strong executive potential to qualify them for and authorize their initial career appointment to the SES. CDPs include a variety of activities that prepare candidates for success in the SES. In addition, CDPs advance the goal of a "corporate SES," a diverse corps of career executives who share a Governmentwide perspective. These executives share values and a common identity that reach beyond their individual professions or agencies. They are well positioned to lead change both within their agencies and throughout Government.

All CDPs address the five Executive Core Qualifications (ECQs) that embody the leadership skills needed to succeed in the SES. These skills apply to all SES positions and are in addition to the technical qualifications that agencies specify for particular positions. OPM's Guide to Senior Executive Service Qualifications describes these leadership skills (competencies) and the behaviors associated with the ECQs.

Typically, CDPs are 18-24 months and are open to GS-14s/15s or employees at equivalent levels from within or outside the Federal Government. Each agency decides how large its program will be, based on its executive resources needs.

Agencies use merit staffing procedures to select participants for their CDPs. Most CDP vacancies are announced Governmentwide. After certification by an OPM-administered [Qualifications Review Board \(QRB\)](#), CDP graduates, who competed at least government wide, are eligible for noncompetitive career appointment to any SES position for which they meet the professional/technical qualifications requirements. (Note that QRB certification does not guarantee placement in the SES.)

Agencies may tailor CDPs to meet their particular succession planning needs and organizational missions. However, programs must include the following items required by 5 CFR 412.302(c):

- an Individual Development Plan (IDP), based on individual needs and competencies;
- at least 80 hours of formal training that addresses the ECQs and includes individuals from outside the candidate's agency;
- at least 4 months of developmental assignments outside the candidate's position of record; and
- an SES mentor.

Current CDP vacancies are listed in OPM's website: www.usajobs.gov ([external link](#))

FEMA

Welcome to the National Preparedness Directorate National Training and Education

[Online Course Catalog](#)

[NPD Online Course Catalog User Guide](#)

The National Preparedness Directorate (NPD) online Course Catalog provides searchable, integrated information on courses provided or managed by FEMA's Center for Domestic Preparedness (CDP), Emergency Management Institute (EMI), and National Training and Education Division (NTED). The online course catalog is now available, however it is still under construction. If you have any questions or comments please contact EMI at trainwebmaster@fema.dhs.gov.



[Center for Domestic Preparedness \(CDP\)](#)

Train at the nation's premier all-hazards training center! FEMA's Center for Domestic Preparedness (CDP), located in Anniston, Alabama, is the United States Department of Homeland Security (DHS)'s only federally chartered Weapons of Mass Destruction (WMD) training center.



[Emergency Management Institute \(EMI\)](#)

Through its courses and integrated programs, EMI serves as the national focal point for the development and delivery of emergency management training to enhance the capabilities of State, local, and Tribal government officials; volunteer organizations; FEMA's disaster workforce; other Federal agencies; and the public and private sectors to minimize the impact of disasters and emergencies on the American public. EMI curricula are structured to meet the needs of this diverse audience with an emphasis on separate organizations working together in all-hazards emergencies to save lives and protect property. Particular emphasis is placed on governing doctrine such as the National Response Framework, National Incident Management System, and the National Preparedness Guidelines.



National Training and Education Division (NTED)

NTED serves the nation's first responder community, offering more than 150 courses to help build critical skills that responders need to function effectively in mass consequence events. NTED primarily serves state, local, and tribal entities in 10 professional disciplines, but has expanded to serve private sector and citizens in recognition of their significant role in domestic preparedness.

Which degree should I pursue?

Considerations for those contemplating a master's or doctoral degree in healthcare administration

A question that comes up frequently is what degree is best for having a healthcare management career? Answering is a challenge because there are many facets to consider.

Types of Master's and Doctoral Degrees

First, there are different types of master's degrees and doctorates. There are MHAs (Master of Health Administration), MBAs (Master of Business Administration), MPAs (Master of Public Administration), and MPHs (Master of Public Health) to identify just the more recognizable "three letter" administrative degrees. Likewise, there are PhDs (Doctor of Philosophy), DBAs (Doctor of Business Administration), DHAs (Doctor of Health Administration), DrPHs (Doctor of Public Health) and ScDs (Doctors of Science) at the more advanced level. These degrees differ in name mainly based on the school or unit of the college or university where the health administration program is located. But, they will differ also in terms of academic content of the curriculum based on differences associated with being in a business school or a school of public health or in another setting.

Then there are distinctions among academic programs and degrees based on whether students attend full-time or part-time and whether the learning is delivered in a traditional or non-traditional mode. Traditional learning involves being on campus in face-to-face learning situations, usually in a group such as the class of 2005. Non-traditional learning may involve learning via the Internet and/or a program that requires spending limited time on campus. Non-traditional learning may also be totally individualized or involve working with cohorts as happens with most executive programs.

Individuals' Characteristics and Motivations in Seeking an Advanced Degree

Finally, there are distinctions in the characteristics and intentions among the individuals contemplating pursuing one of the varieties of healthcare management graduate degrees. Two key factors to take into account are a person's prior education and professional experience. If one

already possesses a bachelor's degree in health administration, earning a new MHA may leave potential employers with the impression that you are presenting redundant credentials. Perhaps a better investment would be a MBA with a concentration in finance. If one has already established a solid administrative career leading healthcare organizations, perhaps fulfillment will come from adding a limited role teaching at the university level. In that case, a non-research-focused doctorate such as a DHA may be ideal. However, should that same seasoned executive wish to exit practice completely and enter academia, then following a classic research-oriented PhD curriculum would make more sense.

Now that those context-setting facets are on the table, here are some subsidiary issues that also come up.

Which Master's Degree is Best?

The influence of individual characteristics, program accreditation and reputation

The answer depends in part on the individual's prior education and experience and in part on the unique identity aspects of the graduate program. If one has a bachelor's degree in business with a major in accounting or finance, odds are the value-added by completing a "generic" versus a "differentiated" MBA (more on generic vs. differentiated in a moment) will be marginal. For such people attending an accredited MHA or MPH program may make more sense. The relevant accreditation to look for is from the Commission on Accreditation of Healthcare Management Education (CAHME). CAHME accredits master's level programs that offer MBAs, MHAs, MPAs, MPHs and other programs that grant a variety of degrees such as the MS (Master of Science) with or without a specialization such as MS Healthcare Administration. CAHME accredits the program, not the college, university or the school of public health in which a program resides. All CAHME-accredited programs must meet clear criteria related to curriculum content and design, faculty and university resources, and career development and progress of a program's graduates.

"Generic" and "differentiated" academic programs

Now, what about generic? All degree-granting programs are not regarded as equals in the employment marketplace. Graduates of positively differentiated programs generally receive a more ready and welcome reception from potential employers than do graduates of more generic programs. Factors that distinguish like programs (MBA vs. MBA, MHA vs. MHA) include the prominence of their faculty members and the professional reputation of their graduates. Positively differentiated programs have preeminent faculties who are widely recognized because they publish and consult. Some faculty members are "stars" so widely acknowledged as the leaders of their disciplines that the entire MBA program comes to share their reputation. One may find a certain MBA program that is recognized for its contributions in marketing, another for finance, and others for energy or for information technology. Also, such programs often produce highly successful and visible graduates who lead top firms or organizations in an industry.

There are some other subtle but important differentiations among MBA programs for those seeking graduate education in healthcare administration. The totally generic MBA program offers no unique health administration courses. If you enter with an already established track record of success in healthcare, such a program may serve you nicely. Partially differentiated MBA programs offer a concentration in healthcare management (perhaps 20 percent of all courses required for the degree) and so may allow those with no healthcare background to start on a new career. Fully differentiated MBA-based health administration programs offer a concentration in healthcare bolstered by a long history of prominent faculty, successful graduates and loyal alumni. Some of these programs may have only recently become part of their universities' business schools after an earlier period when they were independent units or were in another academic setting. A handful always belonged to the business school.

Program selection factors

A common set of characteristics can help distinguish among programs offering a master's in health administration whether the degree is a MBA, MPH or a MHA. Even though you may be considering a half-dozen or more CAHME-accredited programs, you should try differentiating them. Factors to consider include: 1) who is on the faculty, 2) what they publish, 3) how much they serve or consult with healthcare organizations, 4) and whether there is a large and distinguished alumni body that supports the program by hiring students and graduates for internships and for full-time jobs.

Finally, you may want to consider whether a program offers a joint degree option such as an MHA/MBA or an MHA/J.D. Although completing such programs may require longer and cost more, some students will seek the greater career flexibility that completing such programs can offer.

What Value Will a Doctorate Offer?

The relationship between individual motivation and type of degree

Whether it will be worthwhile to earn a doctoral-level credential now or in the future depends on two factors. One is your reasons for seeking the degree and the second is how others regard the degree once you have obtained it. If you feel it is a personal challenge you must overcome, then simply obtaining the degree may be valuable enough for you to invest the time, money and effort.

If you intend to do something with the degree, something not having it bars you from, then it becomes important how others regard your new credential. You must be clear on what it is you want to do and select a program that grants the degree associated with your goal.

Different doctorates for doing different things

Basically there are two types of doctoral degrees. There are degrees more closely identified with scholarly research, such as the Ph.D. and Sc.D.. Then there are degrees more closely associated

with administration or service such as the DHA, DBA, some Dr.P.H., and in a neighboring field, the Ed.D. (Doctor of Education).

Typically, Ph.D.'s do research, teach and write. If you have a passion to do those things, getting the degree will move you closer to being qualified to do that in a good college or university. Writing is only a first step toward getting published, and that's where others' opinions really enter the picture. Peer review is not necessarily something executives are comfortable with, especially not as carried out by serious academics.

Research is another challenge. Universities often expect faculty to do research, but may be reluctant to support it unless it is funded by an outside source. Outside sources have their own agendas on topics that they feel are relevant. That fact suggests that unless you have a knack for capturing resources so you can research what you feel is important, you may end up doing that "ivory tower" stuff practicing executives can't understand, or if they do understand it, which they often deride.

Perceived limitations on the value of doctoral degrees

This state of affairs is often indicative of why there is so often a gap between the town and gown communities (or between academe and practice). And that gap is why having a doctoral degree, especially a Ph.D., can make you less attractive to some employers than when you were purely an administrator with the expected master's degree.

Conventional wisdom tells us that with a doctoral degree after your name others often feel you stop being "one of us" and become "one of them." That suggests that if you consider getting a doctorate can be a way to use an academic credential to substitute for "time in the trenches" that won't be a successful strategy. (Getting a doctorate in an applied and technical discipline, however, may be an exception to this conventional wisdom. In fact, admission to such programs often requires "time in the trenches" as an admission requirement!)

As for credibility with physicians, don't bet on it. You will find yourself explaining "No, not that kind of doctor" so you don't have to hear a M.D. or D.O. explain for you. Ultimately, the value of the credential will be in the eyes of the degree holder. The doctorate can be a costly ornament or it can be a new kind of "union card."

Where are the jobs?

Traditional ?? Ones:

Health System Administrators (GS-670) ie - Chief Executive Officer (CEO)

AO (Administrative Officer)

Health Services Administrator (HSA)

Assistant Health Services Administrator (AHSA)

Check USAJOBS – Many HHS jobs in the respective agency are under the “Health Administrator” category

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