



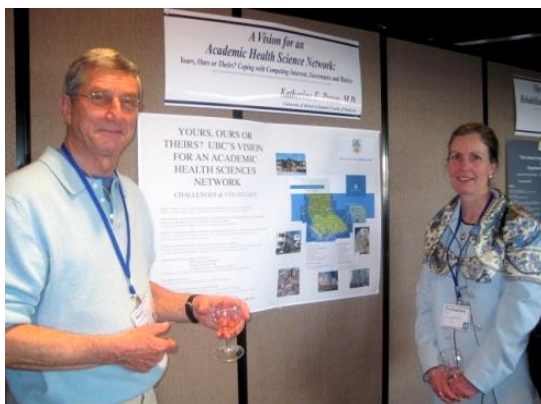
DREXEL UNIVERSITY COLLEGE OF MEDICINE'S

Hedwig van Ameringen
EXECUTIVE LEADERSHIP IN ACADEMIC MEDICINE®
Program for Women

2011

ELAM® FORUM ON EMERGING ISSUES

presented in two parts



Poster Symposium: Institutional Action Projects

**Organizational Impact and
Leadership Lessons**



TOTAL LEADERSHIP

**Be a Better Leader,
Have a Richer Life**

**Presented by
Stewart Friedman**

**April 14-15, 2011
Lafayette Hill, Pennsylvania**

Hedwig van Ameringen

**EXECUTIVE LEADERSHIP
IN ACADEMIC MEDICINE®**
Program for Women



2011 ELAM® FORUM ON EMERGING ISSUES

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AND
UNIVERSITY OF NEW MEXICO**

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CONTINUING MEDICAL EDUCATION

PROGRAM AUDIENCE

ELAM is intended for senior women faculty at U.S. and Canadian academic health centers who: have attained at least the rank of associate professor; have achieved significant administrative experience in personnel and budget matters, preferably both (e.g. chair, division chief); express a clear desire for attaining a leadership position; embrace strategic risk-taking in their career path; realistically assess their leadership opportunities, both internal and external; possess growth opportunities, either formal or informal, within their institution, and; have an expressed commitment from their institution to support their formal or informal advancement and opportunities for increased responsibility in the immediate to five-year range.

PROGRAM OBJECTIVES

1. Develop a strategic career approach that utilizes personal awareness and leadership strengths to enhance professional effectiveness.
2. Collaborate with diverse team members to build a community of leadership practice that enhances its members' effectiveness and career development.
3. Compare economic indicators and benchmarks/ financial trends for diverse academic health science organizations.
4. Compare the roles and responsibilities of various institutional leaders with respect to academic organizational structure, function and responsiveness to change.

ACCREDITATION STATEMENT

Drexel University College of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians. AMA: The Drexel University College of Medicine designates this live activity for a maximum of 130 AMA PRA Category 1 Credit(s)TM. Physicians should only claim credit commensurate with the extent of their participation in the activity. AOA: This program is eligible for 130 credits in Category 2A of the American Osteopathic Association.

The University of Kentucky College of Dentistry, accredited by the American Dental Association, designates this educational activity for a maximum of 130 continuing education business credit hours in Category C/Provider No. 1216 from the **Kentucky Board of Dentistry**.

FACULTY DISCLOSURE STATEMENT

It is the policy of Drexel University College of Medicine to insure balance, independence, objectivity, and scientific rigor in all its sponsored educational programs. Speakers at continuing medical education activities are required to disclose to the audience their financial relationships with the manufacturer(s) of any commercial products, goods or services related to the subject matter of the program topic. Any conflicts of interest must be resolved prior to the presentation and announced to the audience. The intent of this disclosure is to allow participants to form their own judgments about the educational content of this activity and determine whether the speaker's commercial interests influenced the presentation. In addition, speakers are required to openly disclose any off-label, experimental, or investigational use of drugs or devices discussed in their presentation.

The following individuals have no commercial relationships to disclose:

Stewart Friedman Maryellen Gusic Jesse Joad Joan Lakoski Luanne Thorndyke

The following Planning Committee Members have no commercial relationships to disclose: Diane Magrane, Page Morahan, Rosalyn Richman, Mary Anne Delaney, Brian Pelowski, Kristan McKinne, Olivia Lee and Katharine Gleason.



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for their partnership in sponsoring the
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WITT/KIEFFER
for its sponsorship of our
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We would like to extend our sincere thanks to

Elizabeth L. Travis, Ph.D., Associate Vice President for Women Faculty Programs, University of Texas M.D. Anderson Cancer Center

Nancy E. Davidson, M.D., Director, University of Pittsburgh Cancer Institute

Stephen K. Klasko, M.D., M.B.A., Senior Vice President, University of South Florida Health and Dean, School of Medicine, University of South Florida

William S. Dalton, M.D., Ph.D., President/Chief Executive Officer and Center Director, H. Lee Moffitt Cancer Center and Research Institute, Inc.

Beverly Mitchell, M.D., Director, Stanford University Comprehensive Cancer Center

Jeffrey K. Griffith, Ph.D., Executive Vice Dean, University of New Mexico School of Medicine

for their efforts in bringing our institutions together.

2011 ELAM Forum on Emerging Issues

A G E N D A

Poster Symposium: Institutional Action Projects – Organizational Impact and Leadership Lessons *facilitated by Maryellen Gusic and Luanne Thorndyke*

Thursday, April 14

1:00 – 5:00 PM

- This year's Forum is kicked off with a special poster session showcasing the Fellows' work on their Institutional Action Projects. *See inserted Symposium Program for more information.*

5:30 – 6:30 PM

- Dinner
-

Total Leadership: Be a Better Leader, Have a Richer Life *presented by Stewart Friedman*

Thursday, April 14

6:30 – 8:30 PM

- Total Leadership, Part I

Friday, April 15

7:30 – 9:30 AM

- Dean's Breakfast (*Deans or Deans' Designees only*)

9:30 – 11:30 AM

- Total Leadership, Part II

11:30 AM – 1:30 PM

- Lunch and Leader to Leader Dialogues for Fellows and Deans or Deans' Designees

1:30 – 3:00 PM

- Total Leadership, Part III



The 2011 ELAM[®] Forum on Emerging Issues

of Drexel University College of Medicine's
Executive Leadership in Academic Medicine[®] (ELAM) Program

Total Leadership: Be a Better Leader, Have a Richer Life

BIOGRAPHICAL SKETCH

Stewart D. Friedman, Founder and CEO, Total Leadership



Stew Friedman has been on the Wharton faculty since 1984. He became the Management Department's first Practice Professor in recognition of his work on the application of theory and research to the real challenges facing organizations. As founding director of the Wharton Leadership Program, in 1991 he initiated Wharton's required MBA and undergraduate leadership courses. He also started and directs the Wharton Work/Life Integration Project; its mission is to develop leaders and enable change through action learning and applied research.

In 2001 Stew concluded a two-year assignment as a senior executive at Ford Motor Company, where he was director of the Leadership Development Center (LDC), running a 50-person, \$25 MM operation. In partnership with the CEO, he launched a corporate-wide portfolio of initiatives designed to transform Ford's culture, in which over 2500 managers per year participated. He brought his concept of "total leadership" to Ford Motor, which created measurable change in both increased business results and enriched lives. While Stew was at Ford, the LDC received major media attention (including profiles in Fast Company, Training and Development, and CIO). Near the end of his tenure at Ford, an independent research organization (ICEDR) identified the LDC as having achieved "global benchmark" status for leadership development programs.

Stew worked for five years in health care before earning his Ph.D. (1984) from the University of Michigan. He has published numerous books and articles on work/life integration, leadership, and the dynamics of change, including the widely-cited Harvard Business Review articles, "Work and life: the end of the zero-sum game" (1998) and "Be a better leader, have a richer life" (2008), and "The Happy Workaholic: a role model for employees" (2003, Academy of Management Executive). His book, *Work and Family – Allies or Enemies?* (co-authored with Jeff Greenhaus, Oxford University Press, 2000) was recognized by the Wall Street Journal as one of the field's best. With *Integrating Work and Life: The Wharton Resource Guide* (Jossey-Bass, 1998), Stew edited the first collection of learning tools for building leadership skills for integrating work and life. His most recent book is the award-winning bestseller, *Total Leadership: Be a Better Leader, Have a Richer Life* (Harvard Business Press, 2008); the

program it describes is used by companies and individuals worldwide and it is the central intervention in a multi-year study, funded by the National Institutes of Health, on improving the careers and lives of women in academic medicine.

Stew has consulted with a wide range of organizations and executives, including Jack Welch and Vice President Al Gore; he serves on numerous advisory boards; and he conducts workshops globally on leadership and the whole person, creating change, and strategic human resources issues. The recipient of numerous teaching awards, he appears regularly in business media ([The New York Times](#) cited the “rock star adoration” he inspires in his students), and was chosen by Working Mother as one of America’s 25 most influential men in having made things better for working parents.

Thursday, April 14, 2011, 6:30 – 8:30 pm
Friday, April 15, 2011, 9:30 – 11:30 am and 1:30 – 3:00 pm

**Total Leadership:
Be a Better Leader,
Have a Richer Life**
Stewart Friedman

Summary

Total Leadership, the result of decades of research and practical application, is a step-by-step guide through a series of challenging exercises designed to improve performance in all parts of life – work, home, community, and self—by finding mutual value among them.

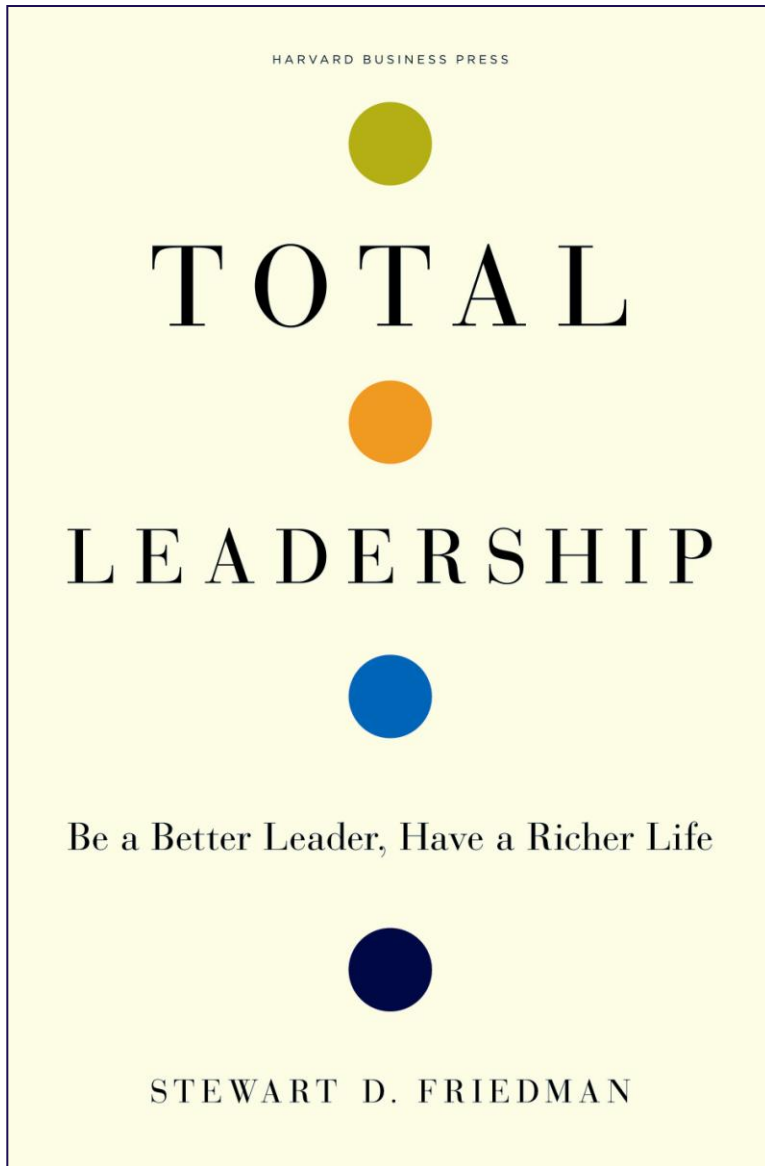
Key Learning Objectives

After the Forum, you will be able to:

- Understand how to apply the concepts and methods of Total Leadership
- Know what it means for you to lead with impact in all domains of your life
- Better grasp the alignment of your actions with your values and your satisfaction and performance in all four domains of life
- Understand the value of recognizing and supporting the whole person through better understanding of who are the most important people (your key stakeholders) in all parts of your life
- Be more aware of sources of both compatibility and conflict among stakeholder expectations
- Generate practical ideas for creating sustainable change for achieving “four-way wins”

Recommended Reading

- Friedman, Stewart D. Total Leadership: Be a Better Leader, Have a Richer Life. Harvard Business School Press (June 8, 2008). [[Link](#)]



Stew Friedman The Wharton School

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ELAM Forum on Emerging Issues

April 2011

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Improving performance in all parts of life

- Understand background of Total Leadership – achieving four-way wins
- Explore what it means to lead with impact in all domains of your life
- Assess the alignment of your actions with your values and your satisfaction and performance in all four domains of life
- Understand the value of recognizing and supporting the whole person
- Assess compatibility and conflict among stakeholder expectations
- Understand the purpose of stakeholder dialogues and prepare for them
- Generate ideas for creating sustainable change



What kind of leadership do we need now?



A new kind of leadership

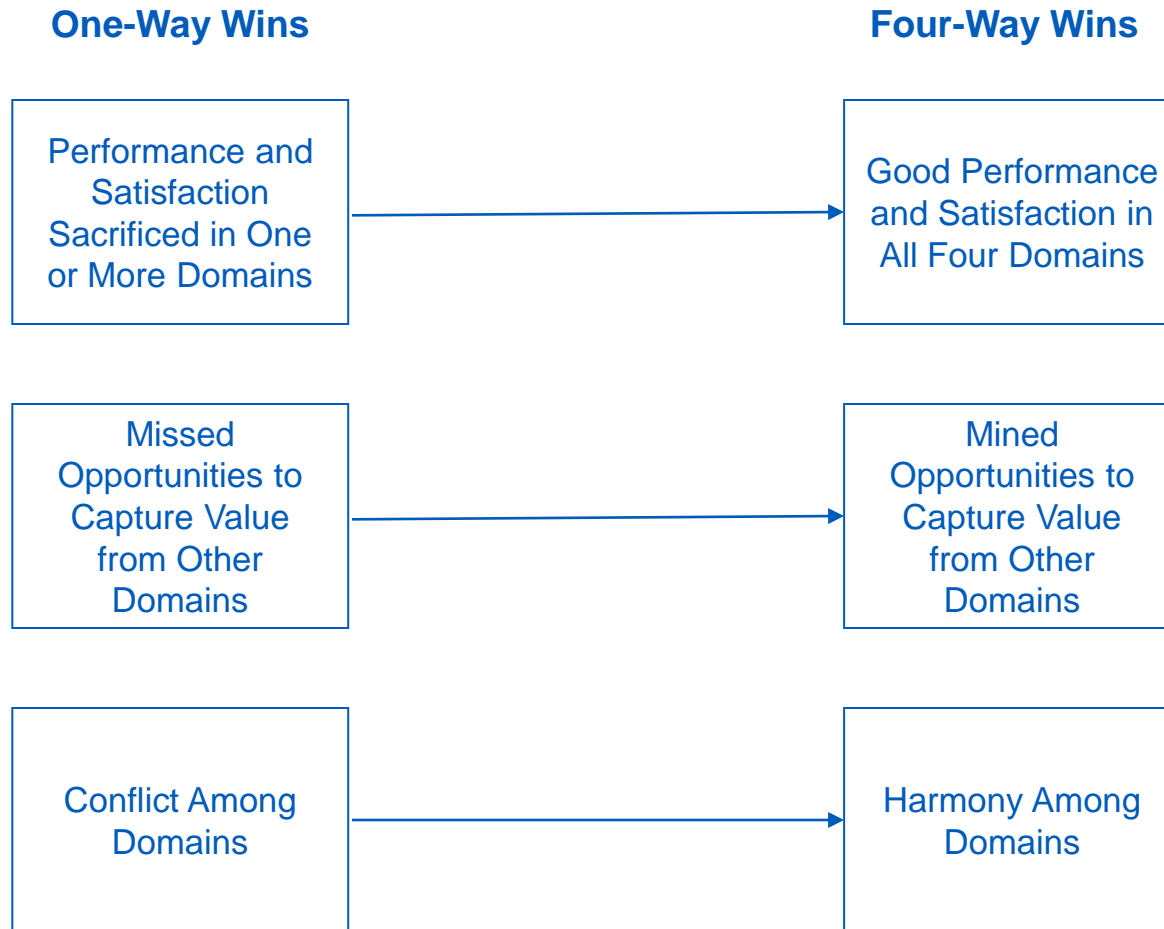
- Mobilize people towards a *personal* leadership vision
- Focus on results in all domains of life and harmony among them
- Influence at all levels and in all domains of life
- Demonstrate authenticity, integrity, creativity

Leadership at work isn't just about work. It's about life.



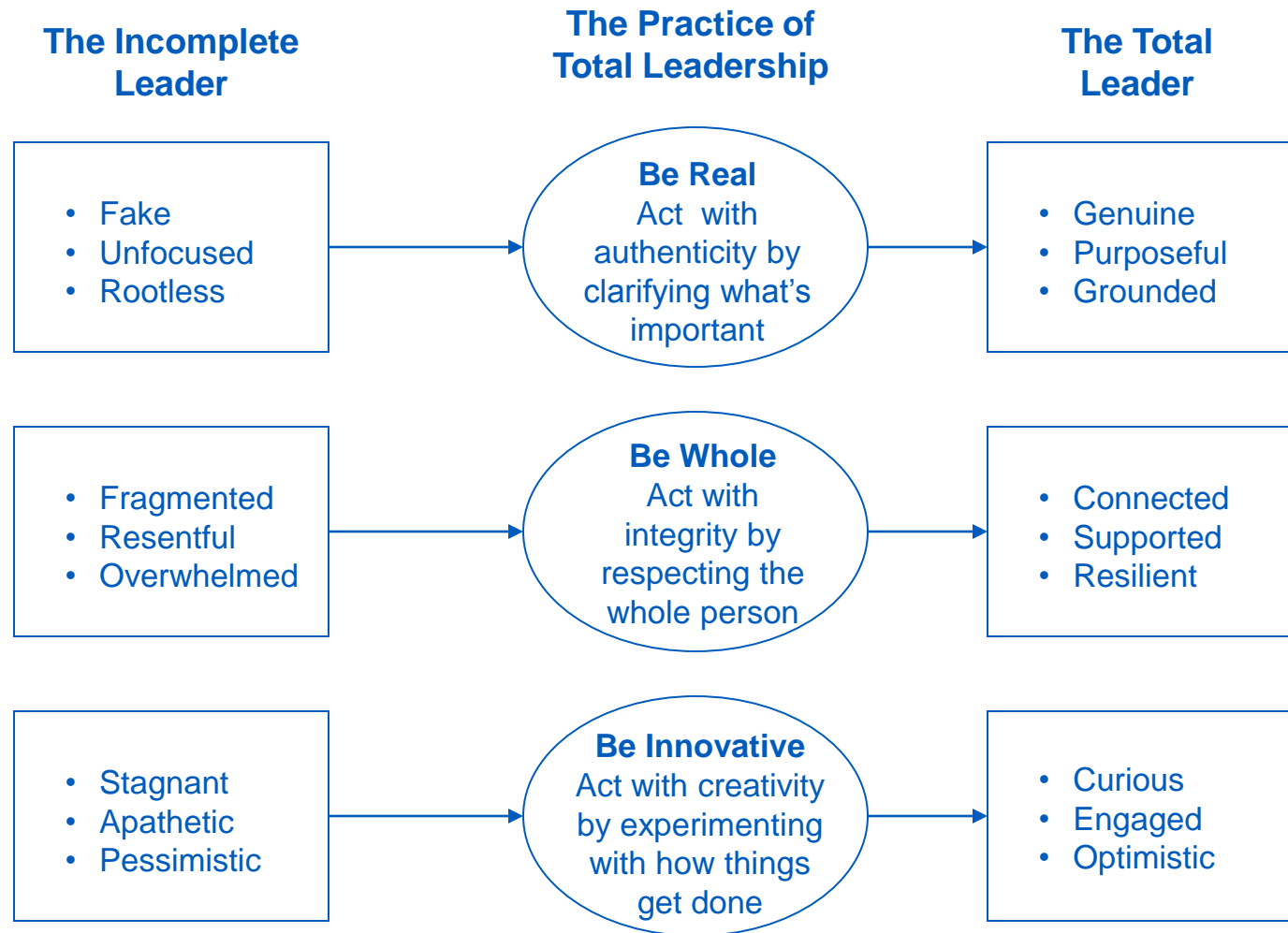
From one-way to four-way wins—purpose of Total Leadership

Improving performance by integrating work, home, community, and self.





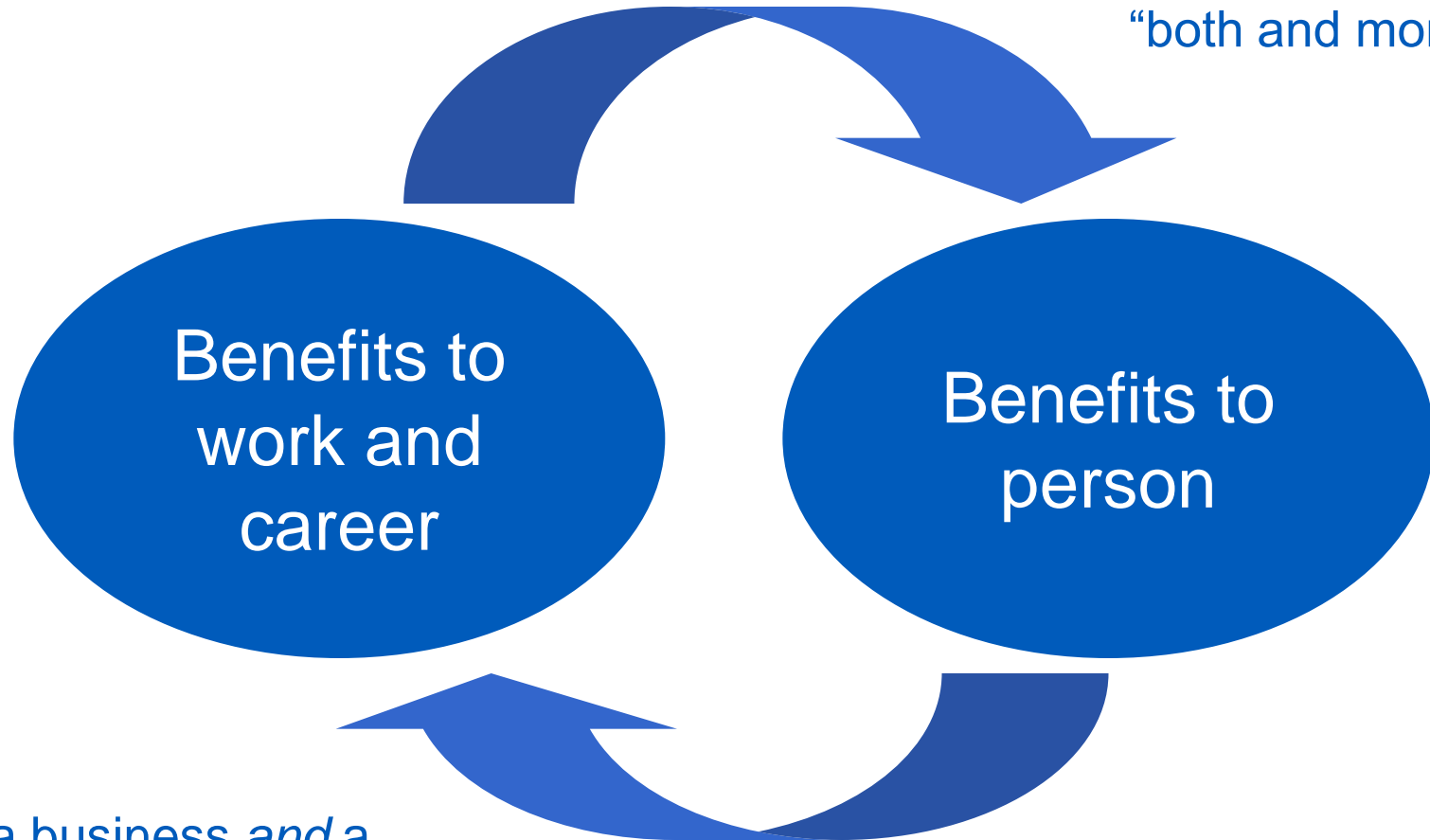
The practice of Total Leadership





Mutual gains for performance and satisfaction in all domains

Not “either/or” but
“both and more”



Both a business *and* a
personal imperative.



Measurable, sustainable behavior change that drives results and personal growth

Organizational results

- Increased attraction/retention of talent
- Productivity gains and cost reductions
- Enhanced engagement and resilience
- Greater focus on results that matter
- Greater commitment to organization
- Improved leadership skills
- Increased confidence and competence in creating sustainable change
- Stronger connections in networks
- Better reputation via community impact

Personal results

- Fewer conflict-ridden tradeoffs
- Greater sense of control
- Improved health and wellness
- Lower stress, more energy
- More satisfied with:
 - personal growth
 - job/career
 - family



Results: recent findings (N>300)

	Importance (%)		Attention (%)		Δ Satisfaction (%)	Δ Performance (%)
	Pre	Post	Pre	Post	Pre to Post	Pre to Post
Work / Career	34	32	56	44	21	8
Home / Family	34	34	23	28	27	14
Community / Society	12	14	7	11	31	11
Self: mind, body, spirit	20	20	14	17	39	22
	What's important doesn't change much over four months.		But focus of time and energy shifts from Work to other domains...		...as satisfaction increases in all domains, especially Self...	...and performance increases in all domains, too.



Be real: act with authenticity by clarifying what's important

Effective leaders define and articulate a vision that embraces the diverse values and lifestyles of all employees. Their everyday actions fit with not only their personal values but also with the core values of the business.

Through continual observation and reflection they know their priorities, their strengths and weaknesses. They strive to increase commitment to shared goals through genuine dialogue with key stakeholders, telling their story to the people about whom they care most, in all parts of life.

They hold themselves and others accountable for pursuing valued goals.



Be real: act with authenticity by clarifying what's important

What's your leadership legacy?

What kind of leader
do I want to become?

What are my
core values,
beliefs, and
ideas about
leadership?





The power of a leadership vision? It inspires!

- Provides direction and guides action
- Offers stability in uncertainty by focusing attention and energy
- Gives sense of higher purpose, meaning
- Generates enthusiasm and commitment

A compelling image of an achievable future

- Rooted in past, focused on present and future
- Passionate, hopeful and inclusive
- Personally meaningful to your life as a whole



Take the four-way view

Assess importance, focus, satisfaction and performance in each domain

	Importance	Focus	Satisfaction 1=not at all ...10=fully	Performance 1=poor ...10=excellent
Work / Career	%	%	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Home / Family	%	%	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Community / Society	%	%	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Self: Mind, Body, Spirit	%	%	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Overall	100 %	100 %	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10



Coaching exchange on your four-way view

- Coach, ask your client these questions:
 - What are the consequences of the choices you make about focus of attention at work, home, community, and self?
 - What are your challenges in creating greater harmony?
- Together, brainstorm ideas for how to better align what's important with everyday actions to improve satisfaction and performance in all domains.



Be whole: act with integrity by respecting the whole person

Leaders take responsibility for respecting the value of all aspects of their lives; at work, at home, in the community, and in themselves.

They align the interests of different stakeholders in gaining support for collective goals as well as set, maintain, and respect the boundaries that enable value to be created at work and in other aspects of their lives.

They invest in social capital to nurture networks and partnerships that provide the support needed for achieving results that matter.



Stakeholder expectations 1: outside in view

Identify the most important people in your life, what they expect of you, and how well you are meeting their performance expectations.

Work	Home	Community	Self
			Spirituality
			Relaxation
			Physical health
			Emotional health



Stakeholder expectations 2: inside out view

Identify what you expect of them and how well they are doing in meeting your performance expectations.

Work	Home	Community



Stakeholder performance expectations—coaching exchange

- What are the main things my stakeholders want from me?
- How are these expectations compatible with each other and where do they conflict?
- What are the main things you really want and need from your key stakeholders?
- How compatible are my expectations for them with what they expect of me?
- Do expectations fit vision?
- In which domain are you doing best in meeting expectations?
- Where are you doing worst? Is the solution with you? Them?
- Which relationships would be easiest to change? Hardest?
- Which domains should you focus on first, given the value to you?
- How improve satisfaction?
- How improve performance in one domain by improving performance in other domains *at the same time*?

See your life as a system you can change.



Conduct dialogues with your key stakeholders to build trust and gain support for taking steps toward your vision.



Goals for stakeholder dialogues: verify expectations

- Verify your perceptions
 - Clarify further – ask questions
 - What do they need?
 - What do you need?
 - What can you do better?
 - Listen actively – restate in your own words
- See things from their perspective
 - Don't blame them
 - Be sensitive to their feelings and acknowledge them
 - Distinguish your fears from their intent
- Focus on performance and results that matter
- Mobilize support for your vision, values



Goals for stakeholder dialogues: change expectations

- Look for the value in mutual, compatible interests
- Probe for alignment with your vision, values, and ideas for change
- Distinguish positions from interests
 - Search for basic need underlying interests
 - Ask “why” and “why not?”
 - Recognize there might be multiple interests
 - Look forward not back
 - Be concrete
- Be open to possibilities, change in your expectations
- Explore how meet expectations to better fit the rest of your life



More tips for stakeholder dialogues

- Make it as natural as possible, for you and for them
- Put mutual benefits first – “we not me”
 - start with what they will gain
 - share your vision and values
 - explain reasons for the dialogue and your interest in improving performance and results
 - try making an exchange; if you are asking for something, then offer something in return they might appreciate
- Rely on any proven track record if you can—with resistant stakeholders—and recount success stories



Be innovative: act with creativity by experimenting

Effective leaders continually re-think the means by which work gets done in ways that force a results-driven focus and provide maximum flexibility with choice in how, when, and where things get done.

They have the courage and openness to experiment with new work methods and communications tools to better meet performance expectations.

They reduce reliance on traditional work methods, such as face time and co-location of resources, while using them more wisely to build trust when needed and, at the same time, taking advantage of the flexibility afforded by new media.



Goal: Innovative action to produce a four-way win

- Increase results, satisfaction of stakeholder expectations
- Mobilize support to achieve goals that matter
- Find new ways of creating mutual value among domains



Achieving small wins

- Concrete, implementable, important steps toward your vision
- Big change is the accumulation of small wins
 - Break it down into measurable chunks
 - Move down a path in a direction you choose
 - Act on what's doable, under your control
 - Build momentum, reduce resistance, increase confidence with visible signs of progress
 - Give others choice and make these choices visible



Total Leadership experiments for producing four-way wins

1. Tracking and Reflecting

Keeping record of activity, thoughts, and feelings (and in some cases distributing it to friends, family) to assess progress on personal and professional goals, thereby increasing self-awareness and maintaining priorities which, in turn, serves to clarify what's important.

2. Planning and Organizing

Taking new actions designed to better use time and prepare and plan for the future by, for example, using a new technology or tool for organizing, creating “to do” lists that involve all life domains, or engaging in a new form of career or family planning.

3. Rejuvenating and Restoring

Attending to body, mind, and spirit so that the tasks of living and working are undertaken with renewed power, focus, and commitment. For many participants, a regular program of exercise becomes an important point of focus for their leadership experiments.



Total Leadership experiments for producing four-way wins

4. Appreciating and Caring

Having fun with people (e.g., by doing things that are typically outside of work with co-workers), caring for others, and appreciating relationships as a way of bonding at a basic human level to respect the whole person which, in turn, increases trust and, further, the capacity to experiment with new work methods.

5. Focusing and Concentrating

Trying to be physically and/or psychologically present when needed to pay attention to stakeholders who matter most. Sometimes this means saying “no” to opportunities or obligations. This type include attempts to better respect important people encountered in different life roles, and the need be accessible to attend to them and to important tasks/activities.

6. Revealing and Engaging

Sharing more of your self with others—and listening—they can better support both your values and the steps you want to take towards realizing your leadership vision. Leaders build and maintain connections to people who matter in all domains, and by enhancing communication about different aspects of life you demonstrate respect for the whole person.



Total Leadership experiments for producing four-way wins

7. Time-shifting and Re-placing

Working remotely or during different hours to increase flexibility and thus better fit community, family, and self activities while increasing efficiencies. Because they require changes in work methods, these experiments include participants questioning traditional assumptions and trying new means for achieving valued goals.

8. Delegating and Developing

Re-allocating tasks in ways that increase trust, free up time, and develop skills in self and others. The aim is to be working smarter by reducing and/or eliminating low-priority activities.

9. Exploring and Venturing

Taking steps towards a starting new job, career, or other activity that better aligns your work, family, community and/or self domains with your core values and aspirations.



Game plan for your experiment

- Basic idea for your experiment
- Assistance, advice or additional information you will need
- Obstacles and assets
- How this is innovative, for you



Scorecard for your experiment—goals and metrics

	Goal	Results Metrics	Making It Happen
	Intended impact in all domains	How you will know if goal is achieved	Steps to implement experiment
Work/Career			
Home/Family			
Community/ Society			
Self			



Coaching exchange on experiments

- Coach to do:
 - Be sure you understand goals and metrics for every domain – Is it going to produce a four-way win?
 - Are the action steps clear and practical?
 - Offer advice you have for increasing chances of success
- Plan for follow-up
 - At least one meeting in the next week, on your calendar now
 - How you will hold your client accountable for implementation?



How will your experiments
result in your being a better
leader and having a richer life?



Be a better leader, have a richer life

- Leaders create sustainable change to improve performance in all parts of life
- Aim to score four-way wins
- Principles for action:
 - Be real: act with authenticity by clarifying what's important
 - Be whole: act with integrity by respecting the whole person
 - Be innovative: act with creativity by continually experimenting

ELAM 2011 Forum Attendee Directory

Deans and Designees

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Vice Chair, Department of Emergency Medicine
Associate Professor of Emergency Medicine
University of Pennsylvania School of Medicine

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Regents Professor of Cellular Biology
Professor of Cellular Biology and Anatomy
Georgia Health Sciences University School of Medicine

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Associate Professor of Medicine
Duke University School of Medicine

Theresa Chiang, Ed.D.

Vice President for Academic Administration
University of Texas Health Science Center at San
Antonio School of Medicine

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Senior Associate Dean for Faculty Affairs
Professor of Biochemistry and Molecular Genetics
University of Illinois at Chicago College of Medicine

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Chair, Department of Dermatology
Professor of Dermatology
Case Western Reserve University School of Medicine

Sandra J.F. Degen, Ph.D.

Vice President for Research
Associate Senior Vice President for Health Affairs
Associate Chair for Academic Affairs, Department of
Pediatrics
Professor of Pediatrics
University of Cincinnati College of Medicine

Phyllis A. Dennery, M.D.

Werner and Gertrude Henle Chair, Division of
Neonatology
Professor of Pediatrics
University of Pennsylvania School of Medicine

Tracy D. Eells, Ph.D., M.B.A.

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Bruce Eisenstein, Ph.D.

Interim Dean
Arthur J. Rowland Professor of Electrical and
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Thomas E. Feasby, M.D.

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Professor of Clinical Neurosciences
University of Calgary Faculty of Medicine

Martin E. Feder, Ph.D.

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Professor of Organismal Biology and Anatomy
University of Chicago Division of the Biological
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Associate Dean for Graduate Medical Education
Professor of Internal Medicine
Professor of Pediatrics
Yale University School of Medicine

Terence R. Flotte, M.D.

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Dean, Medical School
University of Massachusetts

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Dean, School of Medicine and Public Health
Professor of Psychiatry
Robert Turell Professor in Medical Leadership
University of Wisconsin at Madison

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University of Miami

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Professor of Medicine
Professor of Anesthesiology
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Jeffrey K. Griffith, Ph.D.

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Dean, School of Medicine
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Annenberg Dean
Drexel University College of Medicine

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Associate Professor of Medicine
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Professor of Radiology and Surgery
Louisiana State University School of Medicine in New Orleans

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Dean
Professor of Medicine
Mayo Medical School

Catherine R. Lucey, M.D.

Associate Vice President for Health Sciences
Education
Interim Dean, College of Medicine
The Ohio State University

R. Lamont MacNeil, D.D.S., M.Dent.Sc.

Dean
Professor of Periodontology
University of Connecticut School of Dental Medicine

Rodney S. Markin, M.D., Ph.D.

Interim Dean
David T. Purtilo Distinguished Professor of Pathology and Microbiology
Professor of Pathology and Microbiology
University of Nebraska College of Medicine

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Chief Academic Officer, Moffitt Cancer Center and Research Institute
Chair, Department of Hematopathology and Laboratory Medicine
Chair, Department of Oncologic Sciences
Professor of Interdisciplinary Oncology
Professor of Oncologic Sciences
University of South Florida College of Medicine

Lonnie H. Norris, D.M.D., M.P.H.

Dean
Professor of Oral and Maxillofacial Surgery
Tufts University School of Dental Medicine

Valerie M. Parisi, M.D., M.P.H., M.B.A.

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