

SELAM News

International

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Vivian Reznik, MD, MPH
President

FROM THE PRESIDENT

As Yogi Berra said, “You have to be careful if you don’t know where you are going ‘cause you might not get there.” Well, SELAM is beginning to define where we are going – the path has been launched and, in the capable hands of President Alice Speer, SELAM has come of age. Bylaws are revised and implemented, committees are repopulated and now filled with enthusiastic volunteers and our relationship with ELAM institutionalized. The committees have chairs and mandates. Contact these capable women to volunteer: Finance [Kathy Porter, treasurer], Development [Karen West, 1st Vice-President], Membership [Roberta Sonnino, 2nd Vice-President], Nominations [Alice Speer, Past President], Publications [Chris Abrass, 3rd Vice-President], and CE Program [Linda Adkison].

The organization, founded initially to support the women of ELAM, has found a niche for itself in creating a network of professional women in academic medicine. This was highlighted in our meeting this April where we had several sessions on cutting edge issues of our schools of medicine. Mentoring and how to organize programs that foster mentoring in medical schools were the focus of the first regional SELAM meeting held before the SELAM CE meeting. A full day of informational and inspirational messages from our leaders and peers followed. Karen Holbrook talked about the critical features of academic leadership: competence and authenticity. We talked about courageous leadership and brainstormed amongst ourselves – current ELAM Fellows, SELAM members, and visitors. This followed with a unique perspective considering professional coaching – what it is, what it is not, and how can you use it in your career development. A panel of our peers who have found themselves navigating in other realms of healthcare, such as in industry, philanthropy and organized medicine, made us wonder what role SELAM can have in other spheres of influence of healthcare. And finally, a panel of women talked about challenges and opportunities in balancing work/life with significant others, children, aging parents, pets and passions outside of medicine. Is it possible to balance a life in academic medicine? The answers were varied, complex and fascinating; the ELAM Fellows were glad to hear about life after ELAM and impressed with the creativity of the panelists.

So we find ourselves at a fork in the road: where should SELAM go? How can we engage all our potential members, whether in academic medicine or other healthcare industries? How can we use our network to achieve change within medicine? Which other organizations should we be aligned with? How can we stay relevant and make our meetings meaningful to our membership?

The Board will be contacting you to get your input to the answers to these questions. Hopefully as Yogi said: “When you come to a fork in the road, take it!” SELAM will take that important fork in the road to future success.

Vivian Reznik, MD, MPH
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Due date for inclusion in next newsletter:
November 3, 2003

Photo credits: Rosalyn C. Richman, Roberta E. Sonnino

QUOTABLE

Single-Task Bob: "Reading [e-mail] goes quickly when you don't slow down to comprehend."

-*Dilbert* by Scott Adams

Dilbert: "Question: How do you know which management techniques work best? Logically, doesn't the existence of thousands of management books show that no one knows what works best?"

Boss: "The trick is knowing which one to read."

Dilbert: "Now you're just making me mad."

-*Dilbert* by Scott Adams

Dogbert: "If you want to be a great leader, read the books that have inspired leaders for centuries. For example, the first pyramids were built after a 12-year-old pharaoh read this book."

Boss (reading title): "Things That Look Naughty from Miles Away."

-*Dilbert* by Scott Adams

Female secretary: "To get any respect around here, we have to be twice as good as the men."

Female clerk: "You mean we have to cut back?"

-*Beetle Bailey* by Mort Walker

Hagar: "Son, in our fast-paced society, stress is unavoidable. But when you grow up, it's better to be a **giver** of stress than a **taker!**"

-*Hagar the Horrible* by Chris Browne

Captain: "It's crunch time, Lieutenant. Are you worried about the stress of combat?"

Female Lieutenant: "After 4 years as a female at the Air Force Academy?"

-Chan Lowe, *Sun-Sentinel*, Fort Lauderdale, Tribune Media Services

**SELAM International
2003-2004 Board of Directors**

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EDITOR'S CORNER

President Vivian Reznik has a great new Board (see above) to carry on the exciting work that Alice Speer started. Think about where SELAM should be going, and e-mail Vivian answers to the questions she poses in her front-page message (p. 1).

We all support SELAM by being members, but what else can we do? Check out three specific ways (p. 9). Buy the new, "must have" SELAM pin – same design but a little smaller. And if you're an ELUM who hasn't joined or who has let membership lapse, JOIN!

Linda Adkison is primed to make next year's Spring CE meeting one that shouldn't be missed. Save April 23-24, 2004, for a trip to Philadelphia. This will be the fifth year reunion for the ELAM Class of 1998-1999. For those who missed this year's meeting, see the summary (p. 17).

The 2002-2003 ELAM Class joins us now as ELUMs. Mary Lou Voytko reports on her class's Spring Session (p. 16). Bela Sood shares both her poem (p. 15) and an example of a practical application of ELAM lessons learned (p. 16). Roz Richman updates us on this class as well (p. 23). And another ELAM Class waits the wings – check them out on p. 11. And meet them at the SELAM International Award

Reception, Saturday, November 8, 2003, at the 114th Annual AAMC Meeting, in Washington, DC.

SELAM members and ELUMs continue to garner promotions and new positions (p. 3). (And why not?) Our SELAM Mentor (p. 10) is Sharon Turner, the third female to be appointed as a dental dean in the US. Regular contributors David Bachrach and Page Morahan write about making meaningful rapid-fire decisions (p. 13) and preparing your biographical wardrobe (p. 15), respectively. Patricia Thomas shares her perceptions of the recent Supreme Court decision about affirmative action (p. 19).

As always, there are book reviews to tantalize (p. 20). Dash off a short report on a book you recommend, and e-mail it to me (klohr@utm.edu) for the next newsletter. Reflect on ELAM lessons learned, and share insights with SELAM members published in the newsletter. Consider ways in which the SELAM website can further communication, and let Tori Odhner (selam@drexel.edu) know how she can help you.

Quote of the issue by Ralph Waldo Emerson: "Thought is the blossom; language the bud; action the fruit behind it."

Kris Lohr
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SELAM AND ELUM NEWS

SOM: School of Medicine

COM: College of Medicine

SOD: School of Dentistry

COD: College of Dentistry

Promotions & New Positions, SELAM Members

Arkoosh, Valerie, MD, (ELAM 1999-2000) Drexel University, was promoted to full Professor of Anesthesiology and Obstetrics & Gynecology. (April 2002)

Brown, Wendy Weinstock MD, MPH, (ELAM 1997-1998) will become Chief of Staff, VA Tennessee Valley Healthcare System, August 24, 2003. The position encompasses both the Nashville VA and the Alvin C. York VA in Murfreesboro, TN. She will have academic appointments at both Meharry Medical College and Vanderbilt University.

Conry, Colleen, MD, (ELAM 2002-2003) University of Colorado, was promoted to Professor of Family Medicine. (2003)

DeLeo, Joyce, PhD, (ELAM 2001-2002) Dartmouth Hitchcock Medical Center, was promoted to Professor of Anesthesiology and Pharmacology. She also is the Director of the Neuroscience Center at Dartmouth. (June 2003)

Drees, Betty MD, (ELAM 2001-2002) University of Missouri-Kansas City, forwarded this announcement from Chancellor Martha Gilliland: "I am pleased to announce the appointment of Betty M. Drees, MD, as dean of the SOM. Many of you are aware that Dr. Drees has served as interim dean of the medical school since 2001. During this time she has strengthened relationships with UMKC's community partners, which include UMKC's four partner hospitals (Truman Medical Center, Saint Luke's Hospital of Kansas City, MO, Children's Mercy Hospitals, and Western Missouri Mental Health Center) and the Stowers Medical Research Institute. Dr. Drees was appointed following extensive review by a search committee. Because of the overwhelming support for Dr. Drees, the committee recommended to me that I not conduct a national search, but rather appoint Dr. Drees. They noted that her performance had clearly produced gold-line results. [The committee chair] summarized the committee's deliberations as follows: 'The committee was unanimous in its endorsement of Dr. Drees.' One faculty member said, 'I do not know, nor can I imagine, a better candidate for the position. The dedication she has shown to the medical school through her role as interim dean has been inspiring.' Dr. Drees has supported significant changes in policies and practices in the medical school that have led to improved performance by UMKC students on the United States Medical Licensing Examination. Other changes include implementation of a new basic science curriculum and growth of life sciences research. Dr. Drees' leadership of UMKC's SOM coincides with Kansas City's vision to become a national life sciences research hub in partnership with other major Kansas City life sciences partners. Dr. Drees is one of only nine women deans in the continental US leading one of our nation's 126 accredited M.D.-granting medical schools on a full-time (non-interim) basis. She has been at UMKC since 1998 and served as executive associate dean prior to become interim dean. She will hold academic appointments [Professor] in the departments of medicine and basic sciences." (April 2003)

Fields, Karen, MD, (ELAM 2001-2002) University of South Florida, has added (temporarily) another title: Interim Director of Blood and Marrow Transplant (May 2003). She remains Professor of Medicine and Oncology; Chief, Medicine Service; Medical Director, Affiliations & Referring Physicians; and Interim Director, Breast Program, H. Lee Moffitt Cancer Center and Research Institute.

Freischlag, Julie, MD, (ELAM 1996-1997) Johns Hopkins University, became the third woman to head currently a Department of Surgery in a US medical school. From the announcement: "[Freischlag was named] William Stewart Halsted Professor and Director [Chair] of the Department of Surgery at the Johns Hopkins

SOM and surgeon in chief of The Johns Hopkins Hospital, effective March 1. She is the first woman and only the sixth person to serve in these posts in the school's 110-year history. Freischlag, 48, has been professor and chief of vascular surgery and director of the Gonda Vascular Center at the University of California-Los Angeles SOM since 1998. A prolific researcher who has published more than 100 original articles and 27 book chapters, most on the surgical repair of the carotid (neck) artery and abdominal aortic aneurysms, she has also received outstanding teacher awards at every institution where she has served as a faculty member. Her research interests lie in the effects of smoking on blood vessels' inner lining, the endothelium, resulting in hardening of the arteries (atherosclerosis). She is also looking at the reasons for failure in dialysis access sites and evaluating a new laser that can identify types of atherosclerosis in the carotid arteries. Freischlag is the national co-principal investigator of a Veterans Administration Cooperative Trial on endovascular treatment of abdominal aortic aneurysms. Her national leadership in academic societies includes serving as the representative to the American Board of Surgery for the Association of Academic Surgery, past president of the Association of Veterans Administration Surgeons, and member of the executive committee of the American College of Surgeons. She presently sits on the editorial boards of six major surgery journals and is guest editor of the *Journal of Vascular Surgery* and the *Annals of Surgery*. "A 'triple threat' surgeon, Julie excels in teaching as well as research and patient care," said Edward D. Miller, MD, dean and CEO of Johns Hopkins Medicine. "In succeeding such surgical greats as Halsted, Alfred Blalock, George Zuidema and John Cameron, she will be standing on the shoulders of giants." Added George J. Dover, MD, chairman of pediatrics, who led the national search for this position, "Besides being an excellent vascular surgeon, Dr. Freischlag impressed the search committee with the essential elements necessary to be a leader in academic medicine: She listens carefully, is decisive and has a vision for surgery that encompasses a very broad agenda. She will be a very strong advocate for excellence in clinical care and for the academic careers of the surgery faculty."

Gamble, Vanessa Northington MD, PhD, (ELAM 1996-1997) has a new position as Deputy Director for Education and Training, Center for Health Disparities Solutions, Johns Hopkins Bloomberg School of Public Health.

Kim, Kathy, MD, MPH, (ELAM 1997-1998) has moved (June 17). She will be working as an attending physician at the University of California at San Diego VA Medical Center starting in September 2003.

Magrane, Diane, MD (ELAM 2002-2003) will be the new Associate Vice President for Faculty Development and Leadership Programs at AAMC in early 2004, following a six-month sabbatical. From the press release: "Currently a professor of obstetrics and gynecology and associate dean for medical education at the University of Vermont COM (UVCVM), Diane is well known to AAMC. She served as the 2002 president of the Association of Professors of Gynecology and Obstetrics, was a founding member of the Alliance for Clinical Education, and worked as a LCME survey team member over the years. At UVCVM, Diane led a redesign of the four-year medical curriculum based on principles of interdisciplinary integration, accountability for competency, patient-centered care, and technology support. Her plan is now being implemented with the help of a million dollars in grant support. Through this effort and others, Diane has earned national recognition for genetics education and interdisciplinary programs. In her new role, Diane will lead the Women in Medicine Program, Faculty Affairs Forum, and the Executive Development Programs in the Division of Medical School Affairs. She will also spearhead the association's important efforts to enhance and expand our offerings in faculty and leadership development."

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Marcdante, Karen Wendelberger, MD, (ELAM 1997-1998) Medical College of Wisconsin, updates us on her role: "I was promoted to Professor in July 2000. I will be stepping down as Associate Dean for Curriculum effective June 30, 2003 (time to move on to other things). Other than that – I continue to work as a pediatric intensivist and Vice Chair for Education in the Department of Pediatrics. I was elected President-Elect of the Medical Dental Staff of Children's Hospital of Wisconsin in March 2003.

Meltzer, Carolyn, MD, (ELAM 2002-2003) University of Pittsburgh, was appointed Vice Chairman of Research in the Department of Radiology. (November 2002)

Menard, M. Kathryn, MD, MPH, (ELAM 2000-2001) Medical University of South Carolina, "accepted the job as Chief Medical Officer for our faculty practice plan – started in July (2002). Very involved in getting docs involved in improving clinical operations. It's challenging and rewarding to try to engage people to work together toward a worthy cause – enhanced patient service/care. We are in the midst of designing a new hospital – also very exciting."

Morgan, Sarah, MD, RD, (ELAM 1997-1998) University of Alabama at Birmingham, was promoted to Professor of Nutrition Sciences and Medicine and Associate Dean for Research Compliance. (March 2003)

Nettleman, Mary Decker, MD, MS, (ELAM 2000-2001) will become Chair of the Department of Internal Medicine at Michigan State University SOM (September 1, 2003). Mary wrote, "ELAM certainly helped me in this move and I am grateful to you all."

Rumack, Carol, MD, (ELAM 1998-1999) University of Colorado, forwarded the following announcement from her Dean (Richard Krugman): "I am pleased to announce the appointment of Carol M. Rumack, MD, Professor of Radiology and Pediatrics, as Director of the Women's Office for the SOM. She has a background rich with helping women succeed in medicine, evidenced by her role as founding president of a national organization to support women in their academic and private practice careers in radiology. Dr. Rumack was the first ELAM Fellow at the University of Colorado in 1998-1999 and has supported other women to apply for this extremely valuable experience. In 2001, she was given the Alice Ettinger Award for outstanding contributions to radiology and women and for lifetime achievement by the American Association for Women Radiologists. As part-time Director of the Women's Office, Dr. Rumack will continue to serve as Associate Dean for Graduate Medical Education and Professor of Radiology and Pediatrics. (March 2003) Carol also let us know about other hats she currently wears: "I am now WLO for Colorado. A small committee involved but very key players. I am now Chair of the Radiology RRC and Chair of the Ultrasound Commission of the American College of Radiology, which give me plenty to do. Being only on the University campus has been great." (January 2003)

Sanders, Karen, MD, (ELAM 2001-2002) Virginia Commonwealth University: "As of Oct 1, 2002, I have assumed a half-time role with the Office of Academic Affiliations with the Veterans Health Administration, Washington DC. My new title is Clinical Director of Residency Supervision. This office oversees all of Graduate Medical and Associated Health Education for the VA system. I am still the Associate Chief of Staff for Education at the Richmond VAMC for the other half of my time. This new position is quite a bit more travel than I am used to, but the rewards are great. I am involved in national policy initiatives for the VA and I'm meeting great people from all over the country."

Schweitzer, Laura, PhD, (ELAM 1998-1999) University of Louisville, Associate Vice President for Health Affairs, has gained several new titles: Vice Dean for Faculty and Administrative Affairs, SOM, and

Presidential Fellow (February 1, 2003). Of the latter position: Laura Schweitzer, and vice dean of the SOM for faculty and student affairs, will serve part time as a fellow in the president's office for approximately one year. President James Ramsey created the fellowship position to give administrators and faculty opportunities to gain experience working on key university projects. "My goal is to provide rotating fellowships in the president's office to further engage faculty and administrative staff in the university's decision-making process," he said. "As the first holder of the presidential fellowship, Dr. Schweitzer brings outstanding administrative experience in the health sciences and will gain a university-wide perspective as a presidential fellow. At the same time, she'll contribute to the university in new ways." Schweitzer, who will continue to spend 50 percent of her time on the health sciences campus, will attend policy, planning and budget meetings as designated by the president in her new role. She will communicate information about special academic and administrative projects on which the president is focused, assist with the implementation of special projects assigned by the president, and represent the president at selected meetings. Laura writes, "One of my first projects is to work with him and outside consultants to design and create a new governance structure for the University." Laura also has begun a web-based executive MBA program.

Trujillo, Angelina, MD, (ELAM 1995-96) has recently taken a position at Bristol-Myers Squibb, in Princeton, NJ. (She had been with Bayer Pharmaceuticals.) (May 2003) She and Stephanie Seremetis, MD (also ELAM 1995-96), are talking about forming a Pharma subgroup of SELAM.

West, Karen Pierce, DMD, MPH, (ELAM 1998-1999) University of Kentucky, was promoted to Associate Dean for Academic Affairs. (January 2003)

Whiting, Sharon, MBBS (ELAM 2000-2001) was named Chief of Staff and Vice President of Academic Affairs at the Children's Hospital of Eastern Ontario. (April 2003)

Williams, Janet, MD, (ELAM 1999-2000) is moving: "John and I have decided to relocate in NY (home!). So yes, I am leaving WVU after 11 years...very bittersweet... WVU has been a great institution to work at and we really have grown to love Morgantown, the community, people, etc. We really want our children to grow up knowing their grandparents (all are in their late 70s now...) as well as cousins, aunts, uncles, etc. Moving to NY will reunite our families after many years! I have accepted a dual appointment at the University of Rochester SOM: Director, Center for Biodefense Management, and Vice Chair, Department of Emergency Medicine. **Mary Dombovy (ELAM 1996-1997)** and **Tana Grady-Weliky (ELAM 2001-2002)** (Rochester ELUMs) have both been incredibly helpful along the way." (June 2003)

Promotions & New Positions, ELUMs

Assaf, Annlouise, PhD, (ELAM 2001-2002) wrote: "Just a quick note to let you know that I very recently accepted the offer from Pfizer in New London, Connecticut, to be Director of Epidemiology and Risk Management. I will have staff in New London, LaJolla, England, Michigan, and possibly Spain and Italy. I am also remaining at Brown one day per week as a faculty member and as PI of the Women's Health Initiative." (January 2003)

Djeu, Julie, PhD, (ELAM 1996-1997) University of South Florida, was appointed Associate Chair, Department of Basic Science.

Drisko, Connie Hastings, DDS, (ELAM 2001-2002) Medical College of Georgia, shared news of her new position: "I am pleased to announce that yet another ELAM fellow has benefited from the program! I have accepted the position as Dean of the SOD at the Medical College of Georgia [as of May 15, 2003]. I really want to thank you, Page and all the other ELUMs and ELAM fellows who helped me prepare for my new role. If you like, you can see the official announcement on MCG's website (<http://www.mcg.edu/news/beeper/mar6/dean.htm>). Thanks again for supporting women in executive leadership! Warm regards,

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Connie.” The announcement of her appointment quotes MCG President Daniel W. Rahn, “Dr. Drisko has a comprehensive background that lends itself beautifully to serving our tripartite roles of research, service and education. We are thrilled to have her on board as the leader of the state’s only dental school.” In addition, she also was named Merritt Professor of Periodontics and Professor of Graduate Studies.

McElhaney, Janet, MD, (ELAM 2001-2002) has taken a new position: “I will be taking a new faculty appointment at the University of Connecticut in the Center for Immunotherapy of Cancer and Infectious Diseases, effective July 1, 2003. I am very excited about this new position, which will allow me to work collaboratively with many of the research centers at UConn with strong ties to their Center on Aging. My time in the ELAM program has been critical to making this decision and embracing another big change in my life within the five short years that I have been in the US. My primary appointment is in the Center for Immunotherapy of Cancer and Infectious Diseases but I will also have a cross appointment in the Center on Aging. I will be appointed as an Associate Professor in a full-time faculty, tenure track position with 80% of my time protected for research. This will be the first time in my career that I have held a full-time, tenure track appointment. Being in a Center of largely basic scientists, I feel particularly honored. I look forward to synergizing my research with many of the Research Centers at UConn and integrating the immunologic, translational and gerontologic aspects of my research in collaboration with other researchers at UConn. This opportunity truly resonates with my INTJ personality!” (May 2003)

Murasko, Donna, PhD (ELAM 2000-2001) has been appointed permanent Dean of the College of Arts and Sciences, Drexel University. The announcement included: “Dr. Murasko has served as Interim Dean of the College with clear distinction. She joined Drexel as Vice Provost after an outstanding career that began at the Medical College of Pennsylvania, continued at Allegheny University of the Health Sciences and then at MCP Hahnemann University where she rose to the rank of Professor and served as Chair of the Department of Microbiology and Immunology. The appointment of Dean Murasko represents a point of new beginning for the College. I look to the College, through Dean Murasko’s leadership, to redefine its place at Drexel. It will continue to be excellent in teaching, but become even better. It will also lead in research and scholarship. In the sciences, it will connect to our new schools of the health sciences as the College with the sciences. Finally, it is time for the humanities to become the points of pride and excellence that are prerequisite to Drexel, or any university, moving into the ranks of the best.” (July 2003)

Staiano-Coico, Lisa, PhD, (ELAM 2002-2003) Weill Medical College of Cornell University, has been promoted. The official announcement from Dean Antonio Gotto included: “On July 1, Lisa Staiano-Coico, PhD, will assume new roles at the Medical College, in Ithaca, and for tri-institutional activities. She will serve as Vice Provost for the Medical College in selected interactions with external government agencies and professional associations. President Hunter Rawlings has announced that Dr. Staiano-Coico will become Vice Provost for Medical Affairs in Ithaca and will work with Provost Bidy Martin to foster, promote and support collaborative research and educational programs between the University and the Medical College. Dr. Staiano-Coico will also serve as the Executive Director of the Tri-Institutional Program, having been named by the chief executives at The Rockefeller University, Memorial Sloan-Kettering Cancer Center, Cornell University and by me. Her duties as Executive Director will be to provide administrative support for this remarkable collaboration among our University and its medical school, The Rockefeller University, and Memorial Sloan-Kettering Cancer Center.”

Stephens, Heidi, MD, MBA, (ELAM 1999-2000) University of South Florida, was appointed Assistant Dean for Clinical Research. (April 2002)

Tate, Denise, PhD ABPP, (ELAM 2000-2001) University of Michigan Medical School, was promoted to Full Professor. (September 2002)

News of Note, SELAM Members

Adkison, Linda, PhD, (ELAM 1999-2000) Mercer University, was selected to attend the Women in Leadership Summit Conference, and was awarded one of 10 Summit Scholarships. (February 2003) An avid reader, Linda’s recent recommendations include *The Art of Leadership* by Walters [see her review in this issue] (a quick read) and *The Art of War for Managers* by Michaelson.

Brown, Wendy Weinstock, MD, MPH, (ELAM 1997-1998) Saint Louis University, was selected as Editor-in-Chief of *Advances in Renal Replacement Therapy*. It’s a 5-year commitment, and her first issue will be January 2004.

Coney, Ponjola, MD, (ELAM 1995-1996) Meharry Medical College, was invited, on the 25th anniversary of her graduation from its medical school, to deliver the commencement address for the University of Mississippi Medical Center. Last year, she became the first graduate of the school to become Dean of a US medical school. In introducing her, UMC’s Vice Chancellor for Health Affairs and Dean Wallace Conerly, called Coney “a role model for anyone in medicine, but especially for young, African-American women.”

Dadparvar, Simin, MD, (ELAM 1999-2000) received her fellowship award by American College of Radiology at its 2002 annual meeting in Miami, FL. ACR fellowship is given to outstanding radiologists who have contributed significantly to the field. There are rigorous criteria for nomination and election of the candidates at both the state and national levels. Currently, 5% of the more than 22,000 active ACR members have received this award. Simin was elected as President of the American College of Nuclear Physician (ACNP) at its annual meeting (April 2003). ACNP supports the political and socioeconomic aspects of nuclear medicine.

DeVries, Catherine, MD, (ELAM 1998-1999) University of Utah, shared news with her ELAM Class: “I have been traveling too, but not to such clean and safe places. This year [I] have been working in Cameroon, Togo, Nigeria, Mongolia, Cuba, and Bangladesh. I may have forgotten some place. (Oh, Geneva. At least the accommodations near the WHO are warm and bug-free.) I froze my butt off in Bangladesh, not having sufficiently appreciated the news that they were having a cold snap, and having naively assumed that the guest house provided by the Ministry of Health would have heat and/or hot water. It gets to be kind of a blur. ’03 looks like more of the same. Medical Education in Exeter sounds pretty good, Pat! I am still in SLC. Have not advanced in local university administration but am grateful not to have them breathing down my neck. Actually, they do seem to think that the association with my nonprofit is an asset. There are a number of other ELUMs here from different years, and they are really a great group. (February 2003)

Gilchrist, Valerie, MD, (ELAM 1998-1999) Northeastern Ohio Universities COM, updates: “I am still Chair of Family Medicine at NEOUCOM. The exciting thing here is our new Dean – Lois Nora – an ELUM!! It has been wonderful. Personally we sent our eldest to university this year (Oberlin), and the highlight for me was receiving an honorary doctorate from the University of Pecs in southern Hungary. We have been working with them for several years helping develop their department of family medicine. Are any of you CAS members? I am going to my first meeting this March.” (January 2003)

Grady-Weliky, Tana, MD, (ELAM 2001-2002) University of Rochester SOM, had an article, “Premenstrual Dysphoric Disorder,” published in the *New England Journal of Medicine* 348(5):433-438, January 30, 2003.

Higginbotham, Eve, MD, (ELAM 2000-2001) University of Maryland, was accepted in the AAMC Council of Deans Fellowship Program for 2003-04. (April 2003)

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Kripke, Margaret, PhD, (ELAM 1996-1997) University of Texas MD Anderson Cancer Center: “President George W. Bush today announced his intention to appoint MD Anderson’s very own Executive Vice President and Chief Academic Officer, Margaret Kripke, PhD, to the President’s Cancer Panel for a three-year term expiring Feb. 20, 2006. The panel reports directly to the President on progress and problems in the nation’s effort to reduce the burden of cancer. ‘We are delighted that Dr. Kripke has been appointed to the President’s Cancer Panel – both for the honor it brings to her and MD Anderson, and because she will have the opportunity to advise the President on priorities and strategies that will speed up the effort to reduce mortality from cancer. Her many years as a scientist at the forefront of cancer research and her broad experience at the nation’s leading cancer center, with its strong translational, clinical and prevention research programs, will be helpful in setting the future agenda for cancer research and care in the USA,’ said MD Anderson President John Mendelsohn, MD Kripke joins Lance Armstrong, testicular cancer survivor, and panel chair LaSalle D. Leffall, Jr., MD, professor of surgery at Howard University, on the three-person panel. Members chosen ‘by virtue of their training, experience and background are exceptionally qualified to appraise the National Cancer Program.’ At least four public meetings are held each year to review the strategic plans, goals and achievements of the National Cancer Program, and to identify any delays or barriers to its rapid execution.” (March 2003)

Landis, Suzanne, MD, MPH, (ELAM 1995-1996) University of North Carolina-Chapel Hill, was on television when her local Project Access (in Asheville) was highlighted on the NBC nightly news with Tom Brokaw. (February 2003) A story on the project later aired on National Public Radio. (March 2003)

Leonard, Debra, MD, PhD, (ELAM 2002-2003) University of Pennsylvania, “associate professor of pathology and director of the Molecular Pathology Laboratory at the Hospital of the University of Pennsylvania, was named by DHHS Secretary Tommy Thompson to the Secretary’s Advisory Committee on Genetics, Health and Society. The committee’s new charge is an expansion of the mission of the Secretary’s Advisory Committee on Genetic Testing to more broadly consider the impact of genetic technologies on society.” (January 2003)

Li, Helen, MD, (ELAM 1999-2000) University of Texas Medical Branch-Galveston, was quoted in an article in *AMEDNEWS*, the electronic newsletter of AMA: “Strong presence: Greater diversity in medicine” (http://www.ama-assn.org/sci-pubs/amnews/pick_03/prsa0310.htm), March 10, 2003. She relates her own experiences: “ ‘The more medicine mirrors our patient population, the more comfortable patients will feel.’ But Dr. Li did encounter cultural challenges during her early days in medicine. ‘I was raised to be very modest,’ said Dr. Li, an associate professor and director of vitreoretinal diseases and surgery at the University of Texas Medical Branch, Galveston. In medicine, especially in academia, ‘you’re supposed to show everyone your achievements to get ahead,’ she said. ‘Chinese believe in modesty – not ‘tooting your own horn’ – and this puts us at a disadvantage to those who believe self-promotion is a form of self-confidence, which is a valued attribute in this country.’” And she provides some advice: “Eventually Dr. Li learned how to temper her cultural modesty with Western bravado. ‘I needed to do what you need to do to get ahead.’ Dr. Li also learned to network strategically, build a base of mentors and take advantage of leadership opportunities – all of which she would strongly recommend to today’s Asian-American women medical students. Dr. Li felt she

learned these lessons on her own, with few early role models or mentors. ‘I would tell them,’ Dr. Li said of new medical school students, ‘to realize mentors are very important and to seek them out. Do this in addition to focusing on your medical education. Strategically networking will take you further in your career.’”

Nelson, Kathleen, MD, (ELAM 1996-1997) University of Alabama at Birmingham, writes: “[A colleague] stepped down as the MD/reporter for a TV spot that is aired in 50 markets nationally. Guess who he arranged to be his replacement – ME!!! My dreams of being ‘a star’ have been realized in the 90-second weekly segments that are shown on news stations. You can see me by also looking at the website www.kids-md.com or www.connectingwithkids.com. Several of the videos that are here are those I have done. It really has been a lot of fun. On a personal note, my eldest child, Matthew, graduates from Yale Med this May and will be a psychiatrist.” (March 2003)

Nora, Lois Margaret, MD, (ELAM 1996-1997) President and Dean, Northeastern Ohio Universities COM, was appointed to the Deans’ Visioning Group of the AAMC’s Institute for Improvement in Medical Education. She is one of 10 Deans appointed to this new group “to undertake a comprehensive review of the state of medical education and to eventually recommend directions for reform across the undergraduate, graduate, and continuing medical education tracks.”

Riba, Michelle, MD, (ELAM 2002-2003) University of Michigan, was elected President-Elect of the American Psychiatric Association. (February 2003)

Simmons, Patricia, MD, (ELAM 1997-1998) Mayo Medical School, writes: “I was elected by the Minnesota Legislature to the Board of Regents of the University of Minnesota. This position will bring together my experience in Governance, Higher Education, and Economic Development with a new love-interest, the role of the university in society, and provide me an opportunity to serve the public.” (March 2003)

Speer, Alice, MD, (ELAM 1997-1998) University of Texas Medical Branch-Galveston, has become engaged to Mike Boscon, who works for Computer Associates in Houston. [Those who attended the SELAM reception at the 2002 AAMC meeting may have been introduced to him as “Honey.”] (May 2003)

Wisner, Katherine, MD, MS, (ELAM 1998-1999) University of Pittsburgh, was cited in an Associated Press article: “Florence Nightingale, the founder of modern nursing who said God called her to her work, suffered from a bipolar disorder, a mental health expert said today. ‘Florence heard voices and experienced a number of severe depressive episodes in her teens and early 20’s, symptoms consistent with the onset of bipolar disorder,’ said Dr. Kathy Wisner, a professor of psychiatry at the University of Pittsburgh Medical Center. Nightingale was the subject of a conference today at the University of Maryland SOM that discussed Dr. Wisner’s theory. The annual conference has diagnosed the ills of historic figures since 1995. Dr. Wisner cited Nightingale’s diary and letters as evidence.” (May 2003)

News of Note, SELAM Members

Atherton, Sally, PhD, (ELAM 1998-1999) Medical College of Georgia, became President of the Association for Research in Vision and Ophthalmology (approximately 10,500 member organization) for a year beginning the second week in May 2003.

Brophy, Colleen, MD, (ELAM 1998-1999) Arizona State University, shared news with her ELAM Class: “I’m happy hanging out in the desert... VA surgeon, research scientist at the #1 party school in the country (ASU) which of note does not have a medical school (I

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am in the bioengineering department, stop laughing!), started a biotech company AzERx (Arizona Engineered Therapeutics)... We hope to launch the first proteomic based therapeutic." (January 2003)

Buchanan, Judith, PhD, DMD, (ELAM 2001-2002) University of Pennsylvania. Her Army Reserve unit was activated in January and she was sent to Bosnia for 3 months. (January 2003)

Escobedo, Marilyn, MD, (ELAM 2001-2002) University of Oklahoma, was the recipient of the 2003 Pediatric Educator Award of the Southern Society for Pediatric Research at its annual meeting in New Orleans. The award recognizes a body of contributions by active service, teaching and research in education. (February 2003)

Kokotailo, Patricia MD, MPH, (ELAM 1998-1999) University of Wisconsin-Madison, will be on sabbatical: "I am busy as ever, but my big news is that I am going on sabbatical this year to England. I'll be in Exeter and London doing medical education work. I am really excited and think it will be a great time for me to learn as well as have some time to think and reflect and write. Hey, there's a novel idea! (May 2003)

Matson, Christine, MD, (ELAM 1996-1997) Eastern Virginia Medical School, shares news of recent activities: "[One] major project I'm working on is the HRSA-funded, STFM-administered Family Medicine Curricular Resource Project, which is developing interdisciplinary competency statements, resources and other recommendations for all medical students in years 1-2, and for family medicine clerkships and post-clerkship experiences in years 3-4. The pre-clerkship workgroup consists of Pediatrics and Internal Medicine as well as family docs, and I get to chair it – a very stimulating endeavor! Hope we can even have some impact on curriculum development in the country (world?)." (April 2003)

Murasko, Donna, PhD, (ELAM 2000-2001) Drexel University, was named to the external advisory council of the National Space Biomedical Research Institute (NSBRI), a consortium of institutions studying the health risks of long space flights, including bone loss, muscle weakening, immunology, nutrition and neurobehavioral and psychosocial factors.

Pauly, Rebecca, MD, (ELAM 2001-2002) University of Florida, has new national and local positions. She was selected to serve on the NBME Clinical Skills Exam Committee (April 2003) and was elected to the University of Florida Senate. (May 2003)

Twersky, Rebecca, MD, (ELAM 1998-1999) SUNY Downstate, writes: "Completed an 8 month sabbatical as a fellow with the Rockefeller College of Public Policy in Albany, working with the New York State Department of Health. That led me to go back to school and now after a full day in the OR, I'm in the evening MPH program at Downstate. When I'm done with that, I hope to refocus my interests on Patient Safety Initiatives (AHRQ-type of projects) beyond Anesthesiology. I married off my daughter in the summer. Now have my 11-year-old, 16-year-old and husband to "play with." (January 2003)

Faculty

Bickel, Janet, MA has launched her own consulting firm, Janet Bickel & Associates, offering career/professional development coaching and faculty consultation to individuals and institutions. A member of SELAM since its inception, she also serves as an ELAM faculty and Advisory Committee member. Her 25 years at AAMC, most recently as Associate Vice President for Medical School Affairs and Director of the Women in Medicine programs, provide her with ample experience for her new role.

Holbrook, Karen, PhD was appointed Professor of Physiology and Cell Biology and Professor of Internal Medicine/Division of Dermatology in the COM and Public Health, The Ohio State University (October 2002).

Mentions

The February 19, 2003, issue of *The Tennessean* featured an interview with **Deborah C. German, MD (ELAM 1995-1996)** about her new position as CEO and President of Saint Thomas Hospital. The headline was "German plunges into St. Thomas Challenge: Determination and caring are her hallmarks."

The Spring 2003 issue of *Journal of the American Medical Women's Association (JAMWA)* 58(2) is the first issue for **Bonnie Dattel, MD, (ELAM 1999-2000)** Eastern Virginia Medical School, new Editor-in-chief of JAMWA. In her column, she notes, "JAMWA's Spring issue seeks to spark revitalization in our careers, quest for knowledge, and commitment to improving women's health. Expect regular features on career and professional development written by colleagues who work to advance women in medicine, either on medical school faculties or as consultants." JAMWA's 2003 Editorial Board includes five from her ELAM class: **Halina Brukner MD (1999-2000)** (who will be guest editor of an upcoming issue), **Helen Li MD (ELAM 1999-2000)**, **Sophia Socaris MD (ELAM 1999-2000)**, **Margaret Turk MD (1999-2000)**, and **Janet Williams MD (ELAM 1999-2000)**. Also on the board are **Nancy Chescheir MD (ELAM 2001-02)**, **Janet Bickel MA**, and **Rosalyn Richman MA**.

The UTMB Quarterly, Spring 2003, featured an in-depth article on the medical school's seven ELAM graduates: **Abbey Berenson MD (ELAM 2002-2003)**; **Kathryn Cunningham PhD (1999-2000)**; **Kristene Gugliuzza MD (2001-2002)**; **Martha Hargraves PhD (ELAM 2002-2003)**; **Helen Li MD (ELAM 1999-2002)**; **Marilyn Marx MD, MBA (ELAM 2000-2001)** and **Alice Speer MD (ELAM 1997-1998)**, "Breaking Through the Glass Ceiling" by Ann T. Lemon. The article is available online at http://www.utmb.edu/utmbquarterly/spring03/school_news.pdf.

The May 28, 2003, issue of *JAMA* included one article with **Sally Shumaker (ELAM 1997-98)** as lead author and **Annlouise Assaf PhD** and **Claudine Legault PhD (both ELAM 2001-02)**: "Estrogen Plus Progestin and the Incidence of Dementia and Mild Cognitive Impairment in Postmenopausal Women: The Women's Health Initiative Memory Study: A Randomized Controlled Trial," **Shumaker, Legault**, Leon Thal, Robert B. Wallace, Judith K. Ockene, Susan L. Hendrix, Beverly N. Jones, III, **Assaf**, Rebecca D. Jackson, Jane Morley Kotchen, Sylvia Wassertheil-Smoller, and Jean Wactawski-Wende; *JAMA* 2003; 289 2651-2662. <http://jama.ama-assn.org/cgi/content/abstract/289/20/2651?etoc=1>. The entire article is available free at: <http://jama.ama-assn.org/cgi/content/full/289/20/2651>. Also appearing in that issue was another article that Sally co-authored: "Effect of Estrogen Plus Progestin on Global Cognitive Function in Postmenopausal Women: The Women's Health Initiative Memory Study: A Randomized Controlled Trial," Stephen R. Rapp, Mark A. Espeland, **Shumaker**, Victor W. Henderson, Robert L. Brunner, JoAnn E. Manson, Margery L. S. Gass, Marcia L. Stefanick, Dorothy S. Lane, Jennifer Hays, Karen C. Johnson, Laura H. Coker, Maggie Dailey, and Deborah Bowen; *JAMA* 2003; 289 2663-2672. <http://jama.ama-assn.org/cgi/content/abstract/289/20/2663?etoc=1>

The July/August 2003 issue of *Academic Physician & Scientist* features a lead article by **Page S. Morahan, PhD**, entitled "Renewal Resources for Physicians, Scientists, Teachers, and Students." The "Up Close & Personal With" features **Rose Goldstein, MD, CM, FRCPC (ELAM 1998-1999)**, Associate Dean, Professional Affairs, University of Ottawa. She's interviewed about the Faculty Wellness Program.

The cover story in the Summer 2003 issue of *Alabama Medical Alumni Bulletin* is "Inside ELAM" and features **Lourdes Corman, MD (ELAM 1996-97)**, **Nancy Dunlap, MD, PhD (ELAM 1999-**

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2000), **Jacqueline Feldman, MD (ELAM 2001-2002)**, **Amie Jackson, MD (ELAM 1998-1999)**, **Sarah Morgan, MD, RD (ELAM 1997-1998)**, **Kathleen Nelson, MD (ELAM 1996-1997)**, and **Jane Schwebke, MD (ELAM 2002-03)**.

Address Changes, SELAM Members

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Brown, Wendy Weinstock, MD, MPH (ELAM 1997-1998) Chief of Staff, VA Tennessee Valley Healthcare System, 1310 24th Ave South, Nashville, TN 37212-2637; T 615-327-5330 - (5183)* direct line (Nashville office); 615-867-6100 (Alvin c. York Office); F 615-321-6350; E will remain wendy.brown@med.va.gov (as of August 24, 2003). Home address: 1728 Glen Echo Road, Nashville, TN 37215-2910

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Kim, Kathleen, MD, MPH (ELAM 1997-1998), (home) P. O. Box 7143, Rancho Santa Fe, CA 92067; T 858-759-4052.

Larsen, Jennifer, MD (ELAM 1996-1997) T 402-559-4837; F 402-559-9504.

Matrisian, Lynn M., PhD (ELAM 1997-1998), Professor and Chair, Ingram Distinguished Professor of Cancer Research, Department of Cancer Biology, 771 The Preston Building, 23rd and Pierce Ave., Nashville, TN 37232-6840, T 615-322-0375, F 615-936-2911

Morgan, Sarah L., MD, RD (ELAM 1997-1998), Professor of Nutrition Sciences and Medicine, University of Alabama at Birmingham SOM, 354A Learning Resources Center, 1714 9th Avenue South, Birmingham, AL 35294-1270; T 205-934-3235; F 205-996-2072; E slmorgan@uab.edu

West, Karen Pierce, DMD, MPH (ELAM 1998-1999), Office of Academic Affairs, University of Kentucky COD, M-132 Chandler Medical Center, Lexington, KY 40536-0297; T 859-323-5656; F 859-257-5550; E kpwest1@email.uky.edu

Williams, Janet, MD (ELAM 1999-2000), Vice Chair, Department of Emergency Medicine; Director, Center for Biodefense Management; University of Rochester Medical Center, 300 East River Road, P.O. Box 278996, Rochester, NY 14627-8996; T 585-273-2640

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Phoenix, AZ 85012; T 602 277 5551 ext. 6426; F 602 222 2705; E colleen.brophy@med.va.gov

Drisko, Connie, DDS (ELAM 2001-2002), Dean and Merritt Professor of Periodontics, Room AD 1119, SOD, Medical College of Georgia, Augusta, GA 30912; T 706-721-2117; F 706-721-6276; E cdrisko@mail.mcg.edu

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Kokotailo, Patricia, MD (ELAM 1998-1999) E pkkokota@wisc.edu.

McCarroll, Kathleen, MD (ELAM 1998-1999) E radmcca@comcast.net

McElhaney, Janet, MD (ELAM 2001-2002), Center for Immunotherapy of Cancer and Infectious Diseases, University of Connecticut Health Center, 263 Farmington Avenue, Farmington, CT 06030-1601; T 860-679-4444; F 860-679-7905; E mcelhaney@uchc.edu (as of July 1, 2003)

Murrah, Valerie, DMD, MS (ELAM 1999-2000), University of North Carolina Chapel Hill SOD, 184 Dental Office Building – CB #7450, Chapel Hill, NC 27599-7450

Rao, Vijay, MD (ELAM 2002-2003), Thomas Jefferson University, E vijay.rao@jefferson.edu

Sun, Shumei, (Guo) PhD (ELAM 1998-1999), Professor, Community Health, Lifespan Health Research Center, Wright State University, 229c Research Park – Lifespan Health Research Center, 3171 Research Boulevard, Kettering OH 45420-1440; T 937-775-1414; F 937-775-1422; E shumei.sun@wright.edu

Washburn, Leigh, PhD (ELAM 1998-1999), University of South Dakota SOM, 414 Clark Street, Vermillion, SD 57069.

NOTABLE

Sally Ride was inducted into the US Astronaut Hall of Fame (6/21/03), 20 years after becoming the first US woman in space. “When I was a little girl, I always dreamed of flying in space.”

In its 6/27/04 issue, *The Chronicle of Higher Education* cited a report by researchers at Northeastern University’s Center for Labor Market Studies, that women now earn more college degrees than men (in 2000, 128 female undergraduates for every 100 male undergraduates). The ratio is expected to grow to 138 to 100 by 2010. [Would it be reportable if the ratio were reversed?]

When we do the best we can, we never know what miracle is wrought in our life, or in the life of another.

-Helen Keller

My mother drew a distinction between achievement and success. She said that achievement is the knowledge that you have studied and worked hard and done the best that is within you. Success is being praised by others. That is nice but not as important or satisfying. Always aim for achievement and forget about success.

-Helen Hayes

When I dare to be powerful - to use my strength in the service of my vision, then it becomes less and less important whether I am afraid.

-Audre Lorde

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SELAM is a growing organization that needs your expertise. By joining one of the following committees, you will have an opportunity to work with other women leaders while helping to shape the organization’s future. Committee terms are for two years and members are appointed by the President. Contact Vivian Reznik for more information at vreznik@ucsd.edu.

- Finance** Oversees and advises the President and Board regarding budget, investment of accounts and endowment funds.
- Nominations** Seeks nominations for the SELAM Award for Excellence, and vacant officer/board and committee positions.
- Development** Develops and carries out activities that enhance SELAM’s mission and increase revenues to support SELAM activities.
- Publications** Oversees SELAM’s marketing and advertising, including development and distribution of the newsletter.
- Program** Organizes and coordinates the annual continuing education meeting activities, including publicity and advertising.
- Membership** Develops and implements recruitment strategies.

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SELAM MENTOR**Sharon P. Turner, DDS, JD**

Sharon Turner is currently Professor and Dean, School of Dentistry at Oregon Health & Science University (OHSU). She is the third female to be appointed as a permanent dental dean in the United States and a 1997-98 graduate of ELAM. Sharon is a general dentist and an attorney who administers a school of dentistry, lectures, treats private dental patients, and actively serves on numerous dental education committees and organizations. She exudes energy and enthusiasm and is willing to share information with colleagues and students alike. Sharon personally meets with each student applying to an advanced specialty program and writes an individual recommendation letter detailed for that person.

What are you most proud of since you assumed the deanship in Oregon?

There are a number of things I am proud of; however, I would list the first as recruiting about 20 new faculty members to OHSU. Rebuilding the faculty was the greatest need when I came here. I believe that we have been incredibly successful in gaining high quality junior and senior faculty members, including four new chairpersons. It is a common adage and true that the people are key to any real progress.

I am also proud of the very successful accreditation review we underwent last year. The Commission on Accreditation came back with no recommendations, the highest standing possible for us in dentistry. That was a group effort among a large number of individuals to build our outcomes assessment, quality assurance and curriculum management processes. These are things the students do not see, but are essential to a well functioning system.

Dentistry is usually the smaller unit on an academic health center campus. How would you characterize the current challenges facing dental school deans?

It is all about funding and securing revenue sources for the future of the school and the University. The same issues facing academic

medicine exist in schools of dentistry (SOD) except cuts are felt more deeply in smaller units where there is less flexibility. The clinical services in a SOD do not generate as much money as hospital-based services do, yet the overhead costs can be higher. The second challenge is integrating the dental school within the parent unit and positioning the research and service activities to meet the mission of the University. The dental school in every University has to be its own public relations advocate to move forward on its goals and objectives.

How would you describe your leadership style?

Collaborative. I love working with a team who is engaged, enthusiastic and empowered to work toward making the institution a better place.

What are some of the most difficult decisions you have faced since you became the dental dean at OHSU?

The most difficult was dealing with an impaired faculty member, an individual who was using narcotics. We did get him help and he later resigned; hopefully, he is still doing well. Handling that situation while protecting all parties was not easy. Thank goodness that was an unusual occurrence. The more common would be pressure from the dental community when an alumni child does not get into dental school. With 100+ years of alumni, it is common to have multigenerational families of dentists who want that tradition to continue. Some parents do not know how their child looks "on paper;" they think their child has strong scores when in fact the test results are weak and the GPA even weaker.

What advice or tips would you give to a female colleague who is considering a career in academic dentistry?

Make sure your spouse is behind you as the job involves many demands; it is not an 8 to 5 situation. You will need a person who can be flexible with you. It also helps to compartmentalize; leave work at work and focus on home when you are there. In other words, seek balance.

It is important to seek mentors for the various tasks you are learning. For administration in an academic health center, I would get background information in human resources and management, an area in which you will need a lot of knowledge. An equally important aspect is to have a network of colleagues – something ELAM gave me and for which I will always be grateful.

What is your favorite quote or saying related to your academic career?

I have two favorite sayings. One is framed in my office and came from my parents when I graduated from law school. It says, "The greatest pleasure in life is accomplishing that which others say cannot be done."

The other is a quote that my father often repeated, "It is what you learn after you know it all that counts." He got that from somewhere else. It really hit home with me and it is so true, especially as a Dean!

*Phyllis Beemsterboer MS EdD
ELAM 1997-98*

NATIONAL LEADERSHIP PROGRAM IN ACADEMIC HEALTH SELECTS NEW CLASS OF FELLOWS

Forty-five senior women faculty from medical and dental schools in the US, Puerto Rico and Canada have been selected as 2003-2004 Fellows by the *Hedwig van Ameringen Executive Leadership in Academic Medicine (ELAM) Program for Women*. The 2003-2004 Class consists of women from 41 U.S. and Canadian medical and dental schools, including six institutions sponsoring Fellows for the first time.

“We welcome our ninth class of Fellows and look forward to being part of their learning and growth over the coming year,” says Page S. Morahan, PhD, ELAM Co-Director and a founder of the program. “The ELAM Fellowship experience is like no other, providing time and opportunity for personal reflection and insight, application of new concepts and perspectives, and entry into an expanding network of women leaders eager to support each others’ advancement,” adds Morahan.

ELAM’s mission is to increase the *number* of women at AHCs in leadership positions and their *success rate* in attaining and remaining in these positions. Currently, only 8 of the 126 US allopathic medical schools and 10 of the 56 US dental schools are headed by women deans (including interim positions). Of these, 5 (27%) are ELAM alumnae.

“ELAM intervenes at a critical stage in a woman’s professional career and provides her with the skills, information and peer networks that will help her advance to the top,” explains Dr. Morahan. “Once there, ELAM graduates have proven their ability to manage the challenges of leadership, helping their institutions navigate the curricular, organizational and policy changes needed to improve medical and dental education, research, practitioner training, and ultimately the delivery of health services to the public.”

For more on the program curriculum, faculty, participants, and other information, visit the ELAM web site at www.drexel.edu/elam.

*Rosalyn C. Richman, MA
Deidra A. Lyngard, MFA*

2003-2004 ELAM FELLOWS CLASS LIST

Sharon Anderson, MD, Professor of Medicine, Chief, Nephrology Section, Portland VAMC, Vice Chair for Clinical Affairs, Department of Medicine, Oregon Health & Science University School of Medicine

Susan M. Blaney, MD, Associate Professor of Pediatrics, Director for Clinical Pharmacology Group, Texas Children’s Cancer Center, Baylor College of Medicine

Angela Marie Caliendo, MD, PhD, Associate Professor of Pathology and Laboratory Medicine, Director, Emory Medical Laboratories, Director, Division of Clinical Pathology, Emory University School of Medicine

Linda Frances Carson, MD, Professor of Obstetrics and Gynecology, Head, Obstetrics, Gynecology and Women’s Health, Co-Director, Upper Midwest Trophoblastic Disease Center, Co-Di-

rector, Women’s Cancer Center, University of Minnesota Medical School – Twin Cities

Jocelyn D. Chertoff, MD, Associate Professor of Radiology and Obstetrics and Gynecology, Director, Section of GI Radiology, Director, Radiology Residency Program, Dartmouth Hitchcock Medical Center

Linda S. Crnic, PhD, Professor of Pediatrics and Psychiatry, Director, Mental Retardation and Developmental Disabilities Research Center, University of Colorado Health Sciences Center School of Medicine

Kathleen Egli, MD, Professor of Radiology and Pediatrics, Interim Chair, Department of Radiology, Pennsylvania State University College of Medicine

Diana Lee Farmer, MD, Professor of Clinical Surgery, Pediatrics and Obstetrics/Gynecology and Reproductive Sciences, Chief, Division of Pediatric Surgery, University of California, San Francisco, School of Medicine

Karen Margaret Freund, MD, MPH, Professor of Medicine, Chief, Women’s Health Group, Boston University Medical Group, Program Director, BIRCWH, Director, Center of Excellence in Women’s Health, Boston University Medical Center

Karen Gale, PhD, Professor of Pharmacology, Director, Interdisciplinary Program in Neuroscience, Georgetown University School of Medicine

Toni M. Ganzel, MD, MBA, FACS, Professor of Surgery, Division of Otolaryngology, Department of Surgery, Senior Associate Dean for Students and Academic Affairs, University of Louisville School of Medicine

Lois J. Geist, MD, Associate Professor of Medicine, Chief, Medical Service, Department of Veterans Affairs, Associate Chair for Faculty Development, Department of Medicine, University of Iowa College of Medicine

Carole M. Hanes, DMD, Professor of Pediatric Dentistry, Associate Dean for Students and Admissions, Medical College of Georgia School of Dentistry

Sandra A. Harris-Hooker, PhD, Associate Professor of Medicine and Pathology, Associate Dean for Research Development, Morehouse School of Medicine

Mary P. Hoy, PhD, Professor of Medical Education, Associate Dean, Medical Education and Assessment, University of Health Sciences College of Osteopathic Medicine

Susan M. Hutson, PhD, Professor of Biochemistry, Assistant Dean to Faculty Services and Career Development, Wake Forest University School of Medicine

Betty Anne Johnson, MD, PhD, Professor of Medicine, Vice Chair, Division of General Internal Medicine, Director of Student Health, Virginia Commonwealth University School of Medicine

Nadine Joy Kaslow, PhD, ABPP, Professor, Department of Psychiatry and Behavioral Sciences, Chief Psychologist, Grady Health System, Emory University School of Medicine

Lois A. Killewich, MD, PhD, Associate Professor of Vascular Surgery, Medical Director, Non-invasive Vascular Laboratory, University of Texas Medical Branch at Galveston

Terri Goss Kinzy, PhD, Associate Professor of Molecular Genetics, Microbiology and Immunology, UMDNJ Robert Wood Johnson Medical School

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Elisabeth J. Shakin Kunkel, MD, FAPM, Professor of Psychiatry, Director, Division of Consultation-Liaison Psychiatry, Director, Adult Psychiatric Services, Vice Chair for Clinical Affairs, Department of Psychiatry and Human Behavior, Jefferson Medical College of Thomas Jefferson University

Cathy J. Lazarus, MD, FACP, Professor of Medicine, Assistant Dean, Graduate Medical Education, Tulane University School of Medicine

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A story tells that two friends were walking through the desert. During some point of the journey they had an argument, and one friend slapped the other in the face. The one who got slapped was hurt, but without saying anything, wrote in the sand:

TODAY MY BEST FRIEND SLAPPED ME IN THE FACE.

They kept on walking until they found an oasis, where they decided to take a bath. The one who had been slapped got stuck in the mire and started drowning, but the friend saved him. After he recovered from the near drowning, he wrote on a stone:

TODAY MY BEST FRIEND SAVED MY LIFE.

The friend who had slapped and saved his best friend asked him, "After I hurt you, you wrote in the sand and now, you write on a stone. Why?" The other friend replied, "When someone hurts us we should write it down in sand where winds of forgiveness can erase it away. But, when someone does something good for us, we must engrave it in stone where no wind can ever erase it."

LEARN TO WRITE YOUR HURTS IN THE SAND AND TO CARVE YOUR BENEFITS IN STONE.

Do not value the THINGS you have in your life. But value WHO you have in your life!

Anonymous (contributed by Page Morahan)

The Physician Executive's Coach on How to Make Rapid-fire Decisions...and Get Meaningful Results

Why do things always take so long to get done around here?

We just spent one and one-half hours in a one-hour meeting and it seems like nothing was accomplished. Why?

I know that we clearly decided that issue a month ago and yet it seems like no one knows that the decision was made, that the due date is fast approaching...and no one seems a bit concerned.

I expect that this will be another due date that comes and goes and no one will do anything about it.

If these kinds of statements aren't made at your institution, you need not read on. Use your captured time to listen to music or stare at the lovely summer flowers. If this does sound like something that is said repeatedly at your place, read on.

We are smart, hard working, enthusiastic people with a commitment to the science and art of medicine. What can we do to improve on the decision-making and decision-execution process? Here are some tips:

A. Holding Effective Meetings Where Things Get Done

1. They are scheduled. Attendees are expected to show up on time having prepared (i.e., they have taken the time in advance to prepare themselves on each item) and are ready to act on the items listed. Those that cannot attend submit their observations, comments and concerns (and their expressed position on the items) in advance via email to the Chair and/or to each item's responsible party.
2. They have agendas that are developed in advance, and are distributed (electronically) with supporting materials far enough in advance to allow a reasonable person to prepare for the meeting.
3. Agendas are in priority order of importance and topics have a responsible party assigned to them. Timeframes for presentation/discussion/decision making are included in the agenda. A willingness to run over the allotted time for an item means the least important items get dealt with either off-line or are moved to the next meeting's agenda.
4. The meeting is not used for a recitation of the materials distributed ahead of time. Rather, the time is used to do what a group of bright (and prepared) individuals can only do together, and that is draw upon the synergy of their knowledge and opinions to reach a good (but not necessarily perfect) decision.
5. Meetings start and end on time. A couple of minutes are left at the end of the meeting for the Chair or an assigned individual to summarize decisions and assignments. The *Who What Where When* questions are clearly and concisely summarized for each

item. Minutes are developed from the agenda and the actions taken, and are distributed (electronically) to all attendees, absentees and other parties with a 'need-to-know' within 36 hours.

B. Assigning Responsibility and Holding People Accountable

1. Assignments are taken seriously. Titles and responsibilities are privileges that may be awarded prospectively in anticipation of performance, but their retention is earned every day.
2. In order to create an understanding and appreciation for the task/assignment, many leaders ask the assignee to summarize the assignment, including expectations/outcomes, timeframes, resources available, likely consequences (including anticipated collateral impacts that can and should be mitigated) and milestones; as well as mechanisms for interim status reporting. The submission of same to the assigning authority results in a rapid review and written confirmation (after adjustments) and thus a 'contract' is entered into between the two parties. The contract is taken seriously.
3. There are consequences for a job well done (praise and public acknowledgment, award, reward)...and conversely, for a job not well done, or not done at all. Consequences no longer include public flogging but a return to the stocks may not be an entirely bad idea (this is a bit of humor buried in the text to see if you are paying attention...read on). Individuals who fail to take their assignments seriously should rapidly lose the privilege of title and recognition/authority that comes with it. That's what happens in the real world.

C. Making Decisions

1. There are three ways to make a decision. Be clear about which one you are going to use in each instance and make it known to others...and be sure that it is within your authority to make and implement such a decision. In all cases the Laws of Man (Ok, WoMan) and the Laws of Physics must be obeyed. Decisions ought to be consistent with (aligned with) the Mission/Vision/Values of the organization and ought to serve to advance the institution toward its goals and objectives. Resources consumed by implementing the decision need to fall within those allocated to the deciding authority. The three decision processes are:
 - i. **By Dictum** – "This is what we are going to do. I decided it. Unless someone can identify a fatal flaw in this decision, it will stand. Let's move on."
 - ii. **By Vote** – "Let us discuss the issue and hear each person's views. At the end of the discussion we will vote. Majority rules. We will go with the simple majority. If there is a tie, I will vote and break the tie."

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- iii. By Consensus – “I want to hear the feelings of our group. I want a sense from you of what is important about this decision. We are not going to vote and we may not all agree but I will make a decision after carefully weighing your opinions. I will let you know my decision shortly.”
2. Let’s agree on one thing. Not every decision has to have input and comment from everyone...and consensus does not mean unanimity (It doesn’t?...I thought I got to hold things up until all of us [translated, ‘I’] agree). Please, let’s bury this notion that “Process is our most important product” and that we celebrate “10,000 points of veto.”
3. Good decisions, poorly communicated in an atmosphere of unaccountability, are about as good as no decision at all.
 - i. What did we decide?
 - ii. Who is responsible?
 - iii. When is it to be done? (and What are some interim milestones by which we can verify progress and make mid-course corrections?)
 - iv. How is it to be done? (This is what the assignee decides, within the above stated boundaries. This is what is meant by delegation to others without abdicating responsibility).

I encourage groups of individuals and leaders of organizations to create written ground rules for effective decision-making (“This is how we do it here at our place”) and communicate these (i.e., train people in their use) to current and new faculty and staff. Follow them enthusiastically and address deviations from the rules swiftly and consistently...Oh what a wonderful world it would be!

David J. Bachrach, FACMPE/FACHE

David Bachrach has 30 years of experience in academic medicine administration and provides leadership coaching to physicians in academic medical centers and teaching hospitals. He can be reached at *The Physician Executive’s Coach*, 2650 Juilliard Street, Boulder, CO 80305; (303)497-0844 or www.PhysXCoach.com.

The people who get on in this world are the people who get up and look for the circumstances they want, and, if they can’t find them, make them.

-George Bernard Shaw

The three great essentials to achieving anything worthwhile are first, hard work; second, stick-to-it-iveness; and third, common sense.

-Thomas Edison

I love the [person] that can smile in trouble, that can gather strength from distress, and grow brave by reflection.

-Thomas Paine

Strategic Career Planning: Your Biographical Wardrobe – What Every Faculty Needs

What should be in the “essential wardrobe” of biographical information for professionals? So many different biographical informational documents appear to be needed. Sorting through and developing them can seem to be a daunting task. In this column, I describe the six typical types of documents that are useful for academics and scientists – and the purpose and distinguishing features of each.

The full closet should include your *everyday wardrobe*.

Raw Data. View this similarly to the data you collect from patients, or obtain in your research experiments. Or the receipts you keep for tax time! Include *everything* that you might need later – student evaluations, notices of seminars you have given, letters of appreciation, papers you have written, those talks you gave to the local Rotary Club, the guest lecture you gave for a colleague’s class, etc. Keep it in whatever organizational style best suits you, whether it be all in a box, separate folders, or a notebook.

Institutional Annual Report. This may be considered your first level of organization, listing all your activities in various categories in the format proscribed by your institution. This should be as comprehensive and complete as your institution allows. If there’s a category, someone views it as worth measuring – so you should complete it if at all appropriate!

Traditional Curriculum Vita (CV). This format varies with different schools, so there are no hard and fast rules beyond putting in more rather than less of your activities and achievements. Academia is the only profession in which the long CV is still the “coin of the realm.” Keep it up to date on your word processor, and add in the new material (from your Raw Data or Institutional Annual Report) on at least a semi-annual basis. Be consistent with whatever font you use – citation format, grant awards, etc.!

If possible, give the *most information* you can, even if your school does not require it. For publications, give all authors, full title, full journal name, and full pages. For grants, give the official number and year of the award and awarding unit, title, total direct costs or total costs (indicate which), your role and percent effort, and the principal investigator.

Consider creative ways to highlight special issues, so they will stand out among the 10-50 page Curriculum Vita! You might want to indicate that you have mentored students (and this is why you’re not first author on many of your papers), by placing an asterisk behind their names. If you want to highlight your authorship position, you might boldface your name. If you want to emphasize different areas of publications (scientific research, educational research and administration), make sub-categories within the publication section. If you want to distinguish among visiting professorships, keynote speeches, seminar speeches, and concurrent platform talks, you can indicate these by an asterisk or other marking system. If you want to emphasize that your work in a committee or taskforce was special, consider adding one or two lines to explain

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the special accomplishment. The general rule is the same as in any research grant or paper – help the reader understand what you view as important. Don't make them have to "dig" to find this out.

And then there should be the "special occasions" wardrobe that contains the best of your complete wardrobe.

Biographical Sketch. This is a very abbreviated form of your CV. A good format is that required for NIH grant applications, and is generally less than 3 pages. It emphasizes your publications, grants, and special honors. When you update your CV, take the new material from it to add as needed to the shorter Biographical Sketch. Choose and highlight the most pertinent by saying, Publications or Grants (from the last...years, out of...total) or (...out of...total). Again, spend time organizing it to make it easy for the reader to see what you view as most important.

Biographical Paragraph. This is a descriptive paragraph that describes your current position, experience, and major accomplishments. It can be tailored to meet the specific needs of the audience. You might have a Research, or an Educational, or a Clinical Biographical Paragraph. If you have a web site, you might add it at the end. This is the typical information you see in the list of speakers at meetings and workshops.

Finally, there is a special "stand out" wardrobe piece to use when you apply for administrative or leadership positions: Executive Summary, Prospectus, or Résumé. This piece of the biographical wardrobe is the "coin of the realm" outside academia, and is common in the pharmaceutical and healthcare industries. It is just beginning to come into use in academia, and is especially recommended when you apply for administrative and leadership positions. It is guaranteed to make you "stand out" from all of the applicants with their 30-50 page CVs! The purpose is to give the reader – in 60 seconds or less – a comprehensive view of your desired career objective, your qualifications for the position, your accomplishments that support this, and your job history, education and special honors! So it's generally very short – one to two pages. It's often helpful to build it directly into the Traditional CV, as the first page. You can find more information in: PS Morahan and J Katz, Converting a CV to an executive summary or prospectus. *SELAM International News* 5:17-19, July 2002. A useful by-product of preparing this document is that it forces you to clarify your career objectives, identify your key successful skills, especially those that are transferable from one professional setting to another, and develop examples you can use to document your skills when you interview with potential employers.

We are collecting examples of Executive Summaries, Prospectuses, and Résumés to provide as models. If you have one to offer, please send to elam@drexel.edu. And also let us know about your experience in using these newer biographical presentation materials.

Page S. Morahan, Ph.D., works with scientists and faculty to provide strategic planning for rewarding careers. She is Co-Director of ELAM, an independent consultant and member of the ELAM Consulting Alliance, and co-Director of the Foundation for Advancement of International Medical Education and Research Institutes. To be on an email list for occasional mailings on career planning and leadership development, contact: 215-947-6542 or psmorahan@att.net.

We Are So Different

We are so different
you

And

I
You with your
laugh

raucous

seemingly care free
me

with my

Senses

tuned

to the wind

non-verbal chatter

Incongruous...

the two of us as friends

yet...

under your adolescent laugh: alternately amusing and irritating
and my quiet withholding: alternately intriguing and boring
there

disguised as difference

lie

our special gifts!!!

isn't it a wonder

that our

uniqueness is what ties us together, my ELAM sister.

Bela Sood

ELAM 2002-2003

Virginia Commonwealth University SOM

Editor's Note: This is Bela's poem to her class at the close of the Spring ELAM Session.

SAVE THE DATES !!

6th Annual Spring CE Meeting, SELAM International, April 23-24, 2004, Philadelphia PA

For more information, contact SELAM@drexel.edu

1st Annual Women in Medicine MidSouth Regional Meeting
September 26-28, 2003, Memphis TN. Keynote speaker:
Janet Bickel. MA

For more information, contact rlewis@utm.edu.

SELAM International Award Reception, 5:30-8:30 pm,
Saturday, November 8, 2003, AAMC Meeting, Washing-
ton Hilton Towers (room TBA).

CORRECTION

The ELAM Update that appeared in the January 2003 issue should have had the byline of Deidra A. Lyngard, MFA, Assistant Director, ELAM Program.

CONNECTIONS

SELAM/ELUM subgroups: Want to connect with others in your geographic region or discipline or...? Contact Tori Odhner at selam@drexel.edu for information on connecting with various subgroups.

ISSUES IN THE WORKPLACE

Practical Changes from ELAM

The incredible amount of information that we chew through the ELAM year certainly does have merit. Just as I was losing heart that I would remember anything of what I had read, a recent faculty meeting in which strategic planning was being discussed put those fears to rest. There was a heated debate about what strategy the department should take to plan for the future, i.e., should we leave things the way they are as we faced no major crisis (other than chronic budget cuts) or should we take a “visionary approach?”

I surprised myself by asking the group whether we wanted to modify what we already had or transition to something similar but better, or completely think out of the box and transform ourselves. (Looking back, this was directly coming from Organizational Change theory that sat in the recesses of my mind from the readings of a month ago.) Needless to say, my chairman promptly assigned me the task to research what other academic departments of psychiatry were doing nationally, so that we could ponder this issue in a more informed fashion.

After I left the meeting, one of my (male) colleagues stopped me and stated somewhat suspiciously but with a little bit of wonder in his voice, “Did you learn this in ...what is that program you are doing...ELAM?” and then added, “You just sound different from last year.”

Thank you, ELAM, for giving me the tools to articulate and, above all, be heard.

*Bela Sood, MD
ELAM 2002-03*

Virginia Commonwealth University SOM

Continuing the ELAM Journey

The spring session of ELAM was upon me before I knew it. The class had been busy during intersession with all of our projects. Seeing everyone at the AAMC meeting in San Francisco was wonderful. Now the final leg of our year-long journey was to begin, and we were excited about seeing each other again. The spring session seemed a bit more relaxed than the fall. This feeling may have been due to a variety of reasons; this time we had so many friends to see again rather than new ones to meet for the first time, we had more free time to go to dinner with our friends, and perhaps we all felt a little less anxious about what ELAM was going to be like.

In the spring, we continued our study of finance by exploring the dynamic complexity of organizational finances. We learned the many facets that impact revenues, costs and margins; how mental models influence organizational behavior; and how decision-making that affects one part of a complex system can have profound unexpected effects in

other components of the system. In an interesting exercise, the class was divided into either the hospital or the school of medicine. We learned how these two different mental models add to the dynamic complexity. Each model had to identify performance measures that they valued within their organization and identify internal/external drivers of the top three measures. The relationships between measures and drivers were mapped and comparisons made between the hospital and the school of medicine views.

In a computer simulation exercise, we were the new Executive Management Team in an imaginary health sciences center. We were given the challenge to make decisions affecting the hospital and medical school that would allow the center to be in the red as maximally as possible over a 5-year period. This simulation was both entertaining and educational as we worked in groups to try to make “our” center as viable as possible. The point of the simulation was to allow us to test our assumptions about the effects of changes in utilization, payment, and competition, and to explore various management strategies for dealing with a rapidly changing business environment. Our results were determined by the way our organizational decisions were impacted by uncontrollable events in the business environment. It was fascinating to see how making only a few changes, e.g., in the medical student class size or the compensation of nurses, would have significant influence on the financial status of the center.

Conflict management was covered in a day-long session. Although I previously had experienced this wonderful presentation by Carol Aschenbrenner and Cathie Siders at the AAMC Professional Development Seminar for Women Junior Faculty, hearing it time and time again certainly pays. The reality and importance of conflict in our lives was stressed, and we covered how to manage, negotiate, and learn through this conflict. A conflict management checklist provided tips on defining the conflict situation, understanding the organizational and personal factors that may be influencing the situation, identifying whose problem this is, and what elements are under your control. An exercise allowed us to break into groups and brainstorm about situations of conflict with direct reports, peers, and authority figures and identify best practices that would allow us to be proactive in preventing conflict within each of these groups with whom we interact.

In a session on organizational dynamics and change in health care centers, we learned about the cycle of living that included organizations as well as organisms. This cycle began with initiation and moved through stages of growth, maturity/stagnation and decline, that either led to extinction or reinvention of self that perpetuated the cycle. The importance of understanding your organization’s culture was stressed, and means and models of change were discussed. If we are to be change agents, then we need to be aware of the types of change (e.g., incremental, transformational), the process of change (current state, transition, desired state), the principles of human change (mental

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models, resistance), the politics of change (silent arrangements, power distribution), the readiness of change (immediate response, leadership engagement), and guiding people through change (be clear and specific, create a safe environment).

Several other wonderful topics were presented during our spring session. Patricia Cormier gave a fascinating presentation about leadership paradigms in which she described five skill clusters that define an effective leader: administrative, leadership, relationship, stewardship, and entrepreneurship. A session about preparing our public side emphasized the importance of communication and how effective and strategic communication can enhance our credibility, visibility, and influence. Kris Lohr sponsored a highly informative session that covered our next strategic career plan steps in which a panel provided information on search committees, search firms, and preparing an effective resume/CV in ways most of us would never have considered. A half-day session on cultural competency in healthcare organizations described the diversity and cultural issues facing health care today, and illustrated the levels of racism (institutional, personal, and internal) in a tale about a gardener and how her decisions determined what flowers survived in two flower boxes.

The topic for this year's Dean's Forum [sponsored by the University of Utah SOM] was Appreciative Inquiry (AI). Appreciative Inquiry is an approach to thinking that focuses on what works in an organization and doing more of it, rather than identifying what isn't working and trying to problem solve. It consists of four stages: Discovery – where common themes are identified across situations that are positive; Dreams – in which you envision how things might be; Design – identifying what can be worked on now; and Delivery – acting on the dream. A day-long exercise was used to practice AI, in which we had to imagine waking up five years from now to discover that our academic health care center's capacity to collaborate has flourished and that people now view differences as sources of learning rather than barriers. Working through the four stages of AI, we came to envision how this could have occurred. We then applied the process of AI to a situation that we would like to work on in our own academic center. Many found AI to be uncomfortable or difficult to imagine in practice, but others embraced the new approach and were energized to return to their institution and begin using AI. Several of us realized that we had been using aspects of AI without knowing it. Now with an understanding of the approach, we hope to capitalize on the technique further to change our means of addressing complex issues at our home institution.

Graduation was a heartwarming event in which we celebrated our professional growth through ELAM and our personal growth in the new relationships that we had forged during our ELAM experience. Although the formal structure of the ELAM experience was concluded, we knew that the knowledge and relationships acquired through ELAM

would continue to be with us and help us to achieve whatever our goals were in our journey through life. Words cannot express our appreciation to Page, Roz, Judith, Tori, Deidra, and the entire ELAM faculty for providing us with a memorable learning experience.

*Mary Lou Voytko, PhD
ELAM Class of 2002-2003
Wake Forest University SOM*

5th Annual SELAM International CE Meeting

"Courage: The Key to a Successful Career" was the theme of the 5th annual CE meeting held in Philadelphia PA, April 25-26, 2003. Kudos to Vicki Judd, Program Chair, and Linda Adkison, Program Co-Chair, for an outstanding CE meeting. This year the first Women in Medicine Regional Program – The Courage to Connect – was held the morning before the CE meeting started. This half-day focused on mentoring and developing a professional network.

Following lunch, Alice Speer kicked off another outstanding meeting. Moderator Linda Adkison introduced the panel, "The Courage to Change: Non-Traditional Career Paths." Fran Kaiser is now the Senior Regional Medical Director, South Central, for Merck & Co., Inc. She described success as the process of creating succession. Before she left academic medicine, she did just that at her university, and she continues that in her current position. She favors building a job position and helping to shape organizational change. Lisa Kaplowitz described the innovative path she took through academic medicine, including a health policy fellowship and Master's in Health Administration degree. Subsequently she landed her current position of Deputy Commissioner for Emergency Preparedness and Response for the Virginia Department of Health.

Wendy Wolf, Executive Director of the Maine Health Access Foundation, introduced the audience to health conversion foundations that arise when a for-profit buys a not-for-profit. She also compared her anticipated career trajectory with the circuitous route of her actual career trajectory, which led to her move into health philanthropy. She described the numerous rewards and challenges of running a foundation (www.mehaf.org). One of her best insights was, "The people who bug you the most will show you the key flaws of and strategies for your project." Joanne Conroy, MD, Chief Medical Officer and Vice-President of Academic Affairs at Atlantic Health System, provided a synopsis of her talk:

The Courage to Change: Non-Traditional Career Paths and Coloring Outside the Lines

Many of the lessons learned from following nontraditional career paths can be applied to a traditional academic setting. The "road less traveled" can originate anywhere. The advantage of traveling this road is that you will be on an exhilarating part of the learning curve. However, you will face a whole new set of politics, which may be difficult and even dangerous to navigate. You will lose the security of a familiar environment, but you will be able to self direct your career and achieve more than the carefully measured rewards that organizations steeped in traditionalism allow.

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I had a number of outstanding leadership opportunities [at an academic health center]. Mentors included Dr. John Mahaffey, my chairman, Dr. Layton McCurdy, my Dean, and Mr. Marion Woodbury, CEO of our Practice Plan. The challenges they tossed me were usually with risk...but I was never afraid of failing. Every time I tackled a new task, I learned something...no matter how painful or rewarding the experience was. My life was one big leadership-training course. My last challenge was one that I knew intuitively was an "exit job"...to help the college, the practice plan, and the hospital cut \$48M from an enterprise-wide budget. Lots of tough decisions had to be made. During that period of time, I had my first close encounter with a Board of Trustees and learned a number of important lessons.

- I learned that an idea can be right for every reason...but how you shepherd it through the institutional leadership and how you align support is critical to its success. My favorite analogy to Boardmanship is that you are like a quarterback moving a ball down the field. If you don't know how the other team plays and you don't have strong linemen, you are going to get tackled fast. Boards are just as political in non-traditional career paths. You need to determine what they value and how they think and vote. You can lose your linemen for many reasons...just periodically assess whether they are still on your team.
- Always have a Plan B in your pocket...there is more than one way to get to the goal.
- You have to be able to sleep at night...so try to be a responsible leader who is able to make tough decisions with integrity.

Looking back, I would not have lived my life differently. If I had, I would not have had the important experiences that make me a better leader every day.

On the second day, Karen Holbrook, President, Ohio State University, presented an inspiring session entitled "Women of Courage: Succeeding as Leaders." She described the challenges of leading a Big 10 university, including how she handled the recent vandalism of store fronts wrought by overly enthusiastic OSU football fans after the games. The audience broke into groups to discuss various aspects of leading with courage. Linda Adkison and Roberta Sonnino provided a synopsis of their breakout session:

Women of Courage: Succeeding as Leaders

Exactly what is "Leading with Courage" for professionals? Following the keynote address by Dr. Holbrook, this was the question discussed in small breakout sessions. These smaller discussions led to broad consideration of the topic with several insightful conclusions by the attendees.

Leaders are change agents working through groups and individuals to achieve organizational change and vision. Historically, not all courageous leaders have been popular or left a positive impact on history. However, courageous leaders share a conviction of their own values and are able to effectively communicate these with those they seek to lead. They maintain an awareness of the pulse of the organization. Courageous leaders take great risks in order to accomplish goals, but clearly there is a difference between

the courageous leader and the foolhardy leader.

Some aspects of courage may be innate, but it can also be developed through experiences. Leaders may recognize a lack of personal courage and seek opportunities to develop skills in order to lead with courage. As one responds to fear, courage is demonstrated. In academics, many forms of fear face faculty – for example, confronting difficult colleagues, appointments to certain committees, harboring certain unpopular opinions, or addressing certain injustices. In some cases it is argued that the opposite of taking a courageous position is cowardliness, while others contend this may represent a harsh position for something that is no more than apathy or uncertainty as to how to act.

The internal and external political environments of institutions are often challenges to courage. However, politics is about who is right and courage is about what is right. The conflict between who is right and what is right reveals the double-edged sword of courage: courageous leaders can succeed, but they can also fail. They may also fail at the institutional or organizational level while accepting personal success; many times the courage to accept a personal success at the expense of failure in a larger context is important to the foundation of ethical behavior and the stimulus for other courageous acts.

In summary, courage is central to leadership. Leaders demonstrate courage through experiencing, understanding, and acting on ideas. It is the action that separates leaders from managers and leads to change.

The afternoon session focused on "Courage in Mentoring: Leadership Coaching." Linda Adkison moderated the panel in which Page Morahan and Margaret Kripke described leadership coaching. The audience broke up into groups by pre-assigned color – a little comedic grumbling was overheard at this "regimentation" – and met with professional coaches Carol Aschenbrener, David Bachrach, Janet Bickel, Judith Katz, Winnie Lanoix, and Cathie Siders. I was in Winnie's group and came back with an extensive ongoing homework assignment that Nancy Hardt is going to hold me to.

Vivian Reznik moderated the closing panel discussion on "The Courage to Have a Life: Tips for Successful Juggling." Nancy Hardt spoke about the importance of family and her passion for horseback riding. Roberta Sonnino spoke about her passion for photography, and what it means to record the progress of her pediatric patients. Recently she had her first one-woman photographic exhibition. Linda Adkison described the importance of good help with organizing one's life away from work. During the panel discussion, Valerie Arkoosh mentioned that she uses business software to track her projects and deadlines efficiently. She wrote, "I was finding it increasingly difficult to keep track of numerous deadlines and the tasks that needed to be accomplished to get to the deadline. I began using project scheduling software (there are numerous vendors for Mac and PCs) about six months ago. This software, designed for the business project manager, allows you to create detailed lists including: steps in a process, who is responsible, deadlines, and tracking percent completion. Some products will synch with the Palm operating system. I share my task sheet with my assistant. At a glance she can readily tell when I have a manuscript due or need to be working on a presentation and tries to keep my schedule light that week. I have found that I am much less worried about missing an important deadline, and my schedule maximizes my productivity."

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And then – the Silent and Live Auction! Rosemarie Fisher did a phenomenal job of goading the crowd to bid against each other. Alice Speer, and Tori and Maggie Odhner were among those who walked the aisle to model the exciting array of items offered. The event raised the bar for next year's auction team!

Kristine M. Lohr, MD
ELAM 1997-98

LEADING THROUGH DIVERSITY *Diversity: A Faddish Slogan of the Cognoscenti?*

On June 23, 2003, I was on the hind-end of an 8-day jury trial. It was a “bad house” case, in fact, our “bad house” case, but that is a totally different story for another time. It's personal.

Back to the topic. The senior member of our legal team – and they were awesome – was not completely cut off from the rest of the world as we were and received “information from the outside” on his BlackBerry (wireless handheld technology). I caught him looking at his device. He looked hopeful for the first time in months. He smiled and couldn't wait to share his news, which turned out not to be about “the house.” “It's about diversity,” he said. “It's important and this is huge,” as he relayed he Supreme Court's decisions on the Michigan affirmative action cases. We shared a moment of elation and celebration. Then I took private time to savor the moment, because the outcome of the Court's deliberation was personal for me too.

On a personal level, this ruling recognized and affirmed on a national and constitutional level that having someone like me in the room, be it classroom or boardroom, was an asset, not a “liability” or mistake. I was happy for students, student hopefuls, educators, employees, businesses, and patients who can now celebrate the fact that “everything we are” is important, not just limited characteristics. It was simple, for a few minutes.

Obviously, the Supreme Court opinions on the two University of Michigan cases were not simple in reality, nor will these decisions end disagreements and lawsuits over affirmative action. The rulings were not even close to unanimous, except on one very important point. That point is critical: student diversity in education is a compelling governmental interest.

An abbreviated overview of the decisions:

- The Justices upheld the concept of using race-conscious admissions on both the law school and undergraduate campuses, but did not allow for what it deemed the inflexible, “mechanistic” point system of the undergraduate admissions policy.
- Only two, Scalia and Thomas, were of the opinion that diversity should not be achieved by race- and ethnicity-conscious procedures.
- The court holds the use of race to “strict scrutiny” or “narrow tailoring” of such policies to “fit” the institutional compelling interest to achieve diversity, and narrow tailoring requires “serious, good faith consideration of workable race-neutral alternatives.”
- The court focused on a “time limit” or duration for the use of race-conscious measures to enhance diver-

sity, expecting institutions to stop using such measures in the future. The court stated an expectation of 25 years from now.

- While the court's decisions only involve admissions policies in higher education, these rulings will have broad and significant impact on universities and outside higher education, i.e., related areas of race-conscious policy making in minority student recruitment, financial aid and academic support programs exclusive to certain minority groups, and for K-12 education and employment policies and practices.

I am still excited. Additionally, three days later the court upheld American citizens' privacy rights, ruling by 6-3 that Texas sodomy laws were unconstitutional in *Lawrence & Garner v. State of Texas*. The ruling invalidated the Texas law and similar statutes in 12 other states.

So, do I think diversity is just a faddish slogan of the cognoscenti? Of course not, nor do I think the holistic consideration of individuals, their life experiences and diverse potential “racial discrimination” are baseless, as a certain justice might suggest that you believe. I would share his quote, my “counter quote,” and then direct you to some additional reading as follows:

“The majority upholds the Law School's racial discrimination not by interpreting the people's Constitution, but by responding to a faddish slogan of the cognoscenti.”

-Justice Clarence Thomas (not my uncle), 2003

“Judge Thomas was a man who had used the system to get where he wanted to be, but then felt that everyone else should pull themselves up by their own bootstraps.”

-Joycelyn Elders, MD, New York Times, 1994

Good to know reading:

1. AAMC President Jordan J. Cohen's statement, “Supreme Court Ruling Supports Greater Diversity in Medicine” (www.aamc.org/newsroom)
2. *The Chronicle of Higher Education* (<http://chronicle.com/weekly/v49/i45/45b01101.htm>). “The Court's Pronouncements Are More Dramatic and Subtle Than the Headlines”

For legal analysis and details of Supreme Court Opinions on the Michigan case:

1. Reaffirming Diversity: A Legal Analysis of the University of Michigan Affirmative Action Cases. A Joint Statement of Constitutional Law Scholars. Harvard University Civil Rights Project, July 2003
2. <http://caselaw.lp.findlaw.com> (*GRUTTER v. BOLLINGER et al.* certiorari to the United States court of appeals for the 6th circuit. No. 02-241. Argued April 1, 2003. Decided June 23, 2003) and (*GRATZ et al. v. BOLLINGER et al.* certiorari to the US court of appeals for the 6th circuit. No. 02-516. Argued April 1, 2003. Decided June 23, 2003)

Patricia A. Thomas, MD
Professor and Interim Chair of Pathology
Associate Dean, Office Of Cultural Enhancement and Diversity
University of Kansas Medical Center

BOOK REVIEWS

The Art of Leadership. J. Donald Walters, MJF Books, NY, © 1987.

This book may be found in both the used bookstores and on the “New Book Shelf” of the local bookstore. Originally published in 1987, it was reprinted in 2001 due to its popularity. It will be enjoyed by a broad section of today’s aspiring leaders and certainly by all who enjoy responsibility without regard for leadership position or aspiration.

Walters is a prolific writer. His 162 books fall mostly in the self-awareness, self-help category and have an international readership. While this book features 13 chapters, it may be shorter than some scientific reviews. It definitely falls into the category of easy-to-read and has classic insight shared by many who focus on successful leadership skills.

The book focuses a discussion of leadership into three areas: what it means to be a leader, what leadership is, and what leadership needs. Walters begins on the first page by pointing out that leadership does not drive or coerce people; people are the most important aspect of leadership. With this in mind, leaders must take responsibility for accomplishing a task through the people they lead within any organization. Often, taking responsibility requires the leader to set aside personal desires to serve the people. Leaders take people where they are willing to go at the moment, and organizations cannot move where the people will not allow. Thus, leaders must recognize the need for skills to develop followers as well as the recognition that there are followers needing leadership. Finally, leadership needs to be flexible, to encompass communication at every level, and to work through the strengths of the people within an organization.

I enjoyed the book and the reflection most chapters left me with afterwards. It is good for the person with brief periods for reading, such as before bed or before leaving the office. A few of the statements I found worth remembering are, “A proposal is weakened when the clinching argument is that it has been endorsed by others,” “Perfection is a direction, not a thing,” and “Too many rules destroy the spirit.”

Linda Adkison, PhD

Leading Quietly, Joseph L. Badaracco, Jr., Harvard Business School Press, Boston, © 2002.

Joseph Badaracco is a Professor of Business Ethics at Harvard Business School and author of several books, five that are still in print. He has studied corporate management and structure, ethical responsibilities, strategic alliances, and defining moments in leadership decisions. From these comes *Leading Quietly*, describing everyday leadership decisions within organizations that rarely occur from the top. These decisions are those made by managers fulfilling organizational needs to accomplish immediate tasks required for broader objectives.

This book is best appreciated by beginning at the end with the “Appendix: A Note on Sources” that outlines the evolution and

development of what Badaracco calls his essay. The “Introduction” then provides the framework supporting Badaracco’s eight steps for making leadership decisions that are sometimes difficult, but effective, when the right decision is not always apparent. A pyramid analogy is used to describe people. Bold, charismatic, influential leaders are the great people at the top; bystanders and non-contributing people are at the bottom. This book addresses those in the middle who are responsible in performing their jobs and getting things done. They are the people who protect the organization without risking their position or reputation. Each step in the next eight chapters is presented with an introduction, a case study, and summary of lessons.

Badaracco makes a strong argument through the cases that quiet leaders are realists who are compelled to act and are not paralyzed by indecision. Something engages them to do the right thing when there are mixed messages about what that right thing is. He contends that it is because of the mixed messages that quiet leaders succeed; mixed motives lend proportion to a hazardous path. Leadership is a process and often not meant to be simple or direct.

In the final chapter, Badaracco looks beyond what the quiet leaders do to who the quiet leaders are. Each quiet leader in the case studies exhibited three common virtues: restraint, modesty, and tenacity. Quiet leaders control their actions and channel them as effectively as possible. Restraint often calls for creative solutions and compromises to difficult problems. Quiet leaders are skeptical about winning and success and recognize the fragile nature of progress. They identify with essayist Thomas Carlyle’s summary: “Our task is not to see what lies dimly in the future but to do what lies clearly at hand.”

Tenacity matters for quiet leaders because they are in the middle of the pyramid where they may have little power to effect change. It is the sense of moral and emotional conviction and personal urgency that account for the tenacity of quiet leaders as they pursue what is important.

Linda Adkison, PhD

The Continuing Significance of Racism: U.S. Colleges and Universities. Joe R. Feagin. Washington, DC: American Council on Education Office of Minorities in Higher Education. © 2003.

This is a very useful summary of the contemporary racism still existing on our campuses. Feagin focuses on the social climate on campuses, and how we can develop a more welcoming environment for all students, and advance minorities. Excerpts from interviews and focus groups with minority students and faculty provide strong evidence of continuing racism. The recommended solutions include: improving the campus climate; recruiting more faculty and staff of color; recruiting more students of color; expanding mentoring programs; and developing family, school and community partnerships. Thoughtful essays by presidents of three colleges and universities provide examples of initiatives, and demonstrate how each campus will evolve a different array that works in their organizational context.

Page Morahan, PhD

PHOTO GALLERY

SELAM Members Around the Country



March 17, 2003, in Nashville, TN: PonJola Coney (ELAM 1995-96; left), a founder of SELAM and Dean of the School of Medicine and Senior Vice President for Health Affairs, Meharry Medical College, congratulates Deborah German (ELAM 1995-96), past president of SELAM, at the commissioning service for her new position as President and Chief Executive Officer, Saint Thomas Hospital, and Senior Vice President and Chief Academic Officer, Saint Thomas Health Services.

Attending the ELAM exhibit at the 2003 American Dental Education Association annual meeting are Karen West (ELAM 1998-1999), Roz Richman and Susan Reisine (ELAM 1998-1999).



(L to R): Sharon Whiting (ELAM 2000-2001), Rosie Goldstein (ELAM 1998-1999), Linda Austin (ELAM 1998-1999), and Brigitte Bonin (ELAM 2002-2003). Linda gave the 4th annual lecture for the Office of Gender and Equity Issues for the Faculty of Medicine, University of Ottawa, in January 2003.

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5th Annual SELAM International CE Meeting

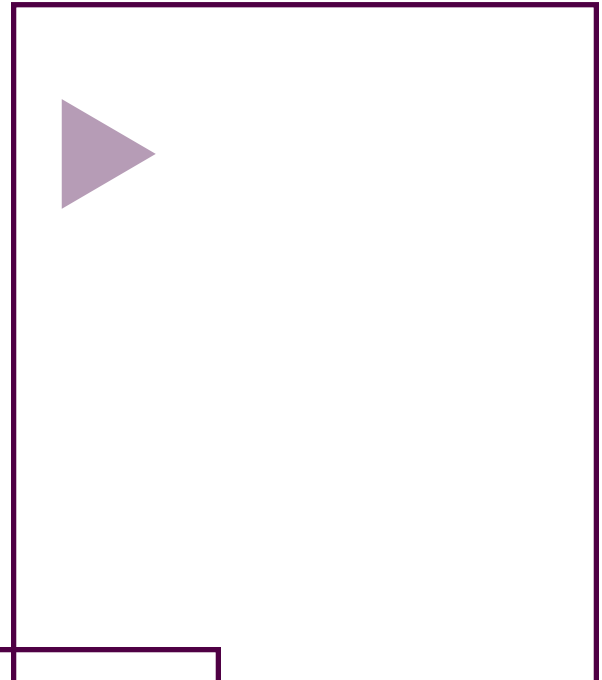


Rosemarie Fisher (ELAM 1998-1999) takes her job as auctioneer seriously.

Preparing for a breakout session (L to R): standing, Vivian Reznik (ELAM 1997-1998), Joan Lakoski; seated, Luanne Thorndyke (ELAM 2001-2002), Barbara Barnes, and Karen Novielli.



Waiting to bid on those great items at the SELAM auction.



Karen Holbrook, President, The Ohio State University, addresses the audience about Women of Courage: Succeeding as Leaders.



ELAM Class of 1997-1998 Reunion Dinner (L to R): Barbara Bregman, Joanne Conroy, Janet Bickel (guest), Kathleen Sazama, Phyllis Beemsterboer, Sharon Turner, and Lorrie Langdale.

ELAM News Update

The 2003 Spring Session concluded the eighth class of the ELAM Program. The success of this year results from the involvement and support of many — Fellows and faculty, Advisers, Deans, alumnae, and friends. ELAM thanks everyone for contributing her/his best to this Session and program year. Highlights of the Spring Session include:

- o Kristine M. Lohr, MD, sponsored the April 29 panel presentation on Career Strategies. In a letter, she wrote of her gift: “Five years ago when I completed the ELAM Program, I truly didn’t envision being in the new position I am in today. I did promise myself that I would make a contribution if and when I was promoted. So now I’m making good on that promise!” [Kris was appointed Associate Dean, Outcomes Research and Improvement, at the University of Tennessee Health Science Center/ College of Medicine in July 2002.]
- o The University of Utah School of Medicine sponsored the 2003 ELAM Forum on Emerging Issues. A. Lorris Betz, MD, PhD, Senior Vice President for Health Sciences and Dean, School of Medicine, attended the Forum with Utah Fellow Barbara Graves, PhD. Forum packets contained an overview of ELAM participation by Utah faculty since 1998. Including Graves, there now are seven ELAM alumnae at Utah.
- o The 2003 ELAM Forum participants included many ELAM alumnae paired with Fellows from their institutions: Lourdes Corman, MD, University of Alabama at Birmingham SOM; Margaret Kripke, PhD, MD Anderson Cancer Center; Laura Schweitzer, PhD, University of Louisville SOM; Sally Shumaker, PhD, Wake Forest University SOM; Ann Thompson, MD, University of Pittsburgh SOM. Also attending as Forum guests were Lois Nora, MD, JD, President and Dean, Northeastern Ohio Universities COM, who will have a Fellow in the 2003-04 class; and Lisa Tedesco, PhD, University of Michigan.
- o Graduation festivities on Thursday evening, May 1, included two special events. First, the 2002-03 Class showed ELAM with gifts:
 - Ascendancy, a beautiful sculpture handcrafted in molten boron glass by Tung Bui, an artisan of the Frabel Studio, to suggest the path of a particle, which is resolved always to rise to higher realms and thus representing the perseverance needed for achieving difficult goals with grace and finesse. Chosen by the ELAM Class of 2002-2003 especially for Page, Roz, Deidra and Tori in appreciation of their Special Leadership.
 - Presentation of a \$3,000 unrestricted gift to the ELAM Program.
 - Presentation of spa gift certificates to Page, Roz, Deidra and Tori in appreciation of their Special Leadership.

Second, L’Tanya Bailey DDS, MS, University of North Carolina-Chapel Hill School of Dentistry, was named to the ELAM National Advisory Committee.

Rosalyn C. Richman, MA



Netweavers, 2002-03 ELAM Learning Community (L to R): Lisa Staiano-Coico, Vicky Evangelidis-Sakellson, Sandra Weller, Vijay Rao, Carol Bernstein, Diane Magrane, and Debra Leonard. (Missing from the photo is Nanette Schwann.)



The ELAM core (L to R): Deidra Lyngard, Roz Richman, Maggie (ELAM-to-be) & Tori Odhner, and Page Morahan.

At the 5th Annual SELAM International CE meeting, Roz Richman actively recruits Maggie Odhner for a future ELAM class. Roz is sporting the new SELAM scarf, whose design is a gift of the Class of 1999-2000.

REMEMBER!

- To let us hear about anything you want to share with all.
- To send in your nomination & questions for the next SELAM Mentor.
- To send in book reviews for SELAM News. (You are reading in your spare time, aren't you?)
- To write or send in a topic for Issues in the Workplace.
- To recruit a colleague (or more – unofficial contest to get the most members!) to join SELAM Intl. Prospective members do not have to be ELAMs or ELUMs.
- To nominate a woman for the ELAM program. Send names to Rosalyn Richman.
- Due date for next newsletter is *November 3, 2003*.

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SELAM MEMBERSHIP INFORMATION

SELAM International is committed to the advancement and promotion of women to executive positions in academic health professions through programs that enhance professional development and provide networking and mentoring opportunities.

Active Member: \$250 initiation fee & \$50 annual dues

Affiliate Member: \$100 initiation fee & \$40 annual dues

Institutional Member: \$1,200 initiation fee & \$300 annually thereafter (for up to six individuals)

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