



Confidential Position Specification  
**University of Southern California**

Dean, School of Dentistry

September, 2008



THE ART  
SCIENCE   
OF TALENT

## CONFIDENTIAL POSITION SPECIFICATION

---

<b>Position</b>	Dean, School of Dentistry
<b>Company</b>	University of Southern California
<b>Location</b>	Los Angeles, CA
<b>Websites</b>	<a href="#">USC School of Dentistry</a> <a href="#">USC Strategic Plan</a> <a href="#">School of Dentistry Strategic Plan</a>

## THE OPPORTUNITY

---

Over more than a century the University of Southern California has trained dental professionals recognized for their exceptional clinical skills, their contributions to the profession and their communities, and their advancement of dental science. The School of Dentistry at USC, formally designated in 1947 and today ranked among the elite of the nation's 57 dental schools, graduates 176 dentists each year, making it one of the largest sources of the nation's dentists. Its students and faculty provide critical dental health care to underserved populations throughout Southern California. Its research programs, such as the unique Center for Craniofacial Molecular Biology (CCMB), have been highly successful in competing for peer reviewed research awards from the National Institutes of Dental and Craniofacial Research (NIDCR) and the California Institute for Regenerative Medicine (CIRM), ranking #13 among dental schools. And its pioneering efforts to promote a learner-centered culture, using a problem-based curriculum, have rightfully earned it a reputation as a leader in dental pedagogy.

Since 2000, the Dean of the School of Dentistry has been Dr. Harold Slavkin, an internationally recognized dental scholar and former Director of the NIDCR. After eight successful years, Dr. Slavkin will take a year's sabbatical and then return to the faculty to pursue his research in the application of haptics to dentistry. Consequently, the University of Southern California is beginning a national search for a successor who will lead the School as Dean to an even higher level of accomplishment and recognition.

This national search is being conducted in a period of great challenge for the dental profession and its schools. Even as dentistry becomes more complex and technically demanding, and the U.S. experiences a growing workforce shortage, the nation's schools are experiencing their own shortfalls in faculty numbers and diversity. Schools of dentistry struggle with widening disparities in compensation for their faculty relative to dental practitioners. The science of dentistry has never been more exciting, fueled by advances in material sciences, stem cell biology, and genetics, ushering in a new era of personalized dentistry. The need to transform the education and training of dentists to support the life long learning that the new science will demand creates new burdens for both research and clinical faculty. As a result of all these influences, the rising costs of dental education are driving up tuition (and therefore student debt), and increasing the requirement that academic schools find new sources of support in the

philanthropic community.

The School of Dentistry at USC has long been a national leader in meeting the challenges of the dental profession. The unique scale of its community outreach programs has demonstrated how to expand dental training opportunities while promoting a culture of community service. Its state-of-the-art Oral Health Center supports an economically revitalized faculty practice. Its leadership in adapting a problem-based curriculum to dentistry has not been without challenges, but it has nonetheless initiated a national reconsideration of how best to prepare dentists for the future. The boldness of the USC School of Dentistry has at times generated controversy and discussion as it sought balance between the old and the new, but its commitment to innovation has left no one questioning its rightful place among the nation's thought leading schools. It is equally clear that the School's faculty is dedicated to creating an exceptional educational experience for all students, providing rigorous training in the basic sciences, excellent skills training in pre-clinical and clinical work, and training in professional values.

The next Dean of the School of Dentistry will be expected to ensure that first and foremost, the USC School of Dentistry continues to earn its reputation as one of the best places to receive dental training in the world. Its graduates must maintain the tradition of being recognized among the most superior of practitioners, and be committed and prepared to retain that superiority through a lifetime's journey in which the foundations of dentistry will yield to science's march. There remains the need for continuing evaluation and modification of the groundbreaking curriculum in light of experience and as metrics for self-assessment improve. Although financially sound, the school's future needs will require a dean who can effectively reach out to those who are and will be supporters to raise the money required for the renewal of facilities and the recruitment and support of research and clinical faculty. The dean must be a hands-on manager, as well as leader, to ensure that the vision guiding the school is effectively articulated and implemented and that the resources of the school are deployed wisely.

The new dean must build on the success of the school's current research programs and leverage the opportunities for interdisciplinary collaboration within the USC community to ensure that the dental school remains among the elite of its research intensive peers. The University has witnessed extraordinary growth in its research funding in the past decade, and its faculty and students enjoy strong reputations in the global community of scholars. In total research expenditures, USC has advanced from 13 to 10 among private U.S. universities, and from 30 to 25 among all universities. This growth has occurred in a challenging funding environment and has placed USC ahead of Harvard and Yale, among others. Team-based, multidisciplinary research programs are an important part of the culture of USC, and with appropriate leadership, the School of Dentistry will continue to benefit greatly from this fertile environment.

## **USC SCHOOL OF DENTISTRY**

Established in 1897 as the College of Dentistry of USC, it first operated under the auspices of the School of Medicine; from 1905 to 1947, it was affiliated with USC as the College of Dentistry. It became the School of Dentistry in 1947.

The current University Park Campus building opened in 1952 and was re-dedicated upon completion of the three-story addition in 1969. The dental school established a presence on the University's Health Science Campus in 1991 with the opening of the Center for Craniofacial Molecular Biology. During the 1997 centennial year, the school completed a 40,000 square foot renovation creating new pre-clinical teaching laboratories, orthodontic facilities, and a library-learning center that take advantage of emerging technologies to enhance education, research, and patient care.

USC Dentistry has educated close to 14,000 health professionals in the art and science of dentistry, including leaders in dental education, research and the dental profession. Today, USC Dentistry prepares oral health professionals in its doctoral dental, dental hygiene, general practice residency and advanced specialty education programs. Students can pursue graduate degrees in craniofacial molecular biology and earn other advanced degrees in conjunction with their advanced specialty education.

Innovative and interdisciplinary programs with USC's Marshall School of Business, Keck School of Medicine, Viterbi School of Engineering, Davis School of Gerontology and the College of Letters, Arts and Sciences provide students at USC with additional opportunities to broaden their educational experiences in pursuing their interests and career objectives. Consistent with the University's goal to become a global leader, USC School of Dentistry is becoming the center of dental education for the Pacific Rim. The school has academic, research and health delivery collaborations with 20 universities in 14 countries, and is the global leader in pedagogy, molecular biology, and clinical education.

USC Dentistry's doctoral dental program is founded upon a problem-based learning pedagogy. This methodology promotes critical thinking and competencies for lifelong learning required by future oral health professionals in a world of rapid advances in knowledge, changing demographics, disease patterns, health management and delivery systems, technology and quality of life expectations.

Annually, more than 70,000 people receive healthcare through the school's dental clinic located on the University Park Campus and community-based health programs that provide oral healthcare, free screenings and health education in underserved areas of California. The school's dental clinic offers comprehensive oral healthcare and special services for Southern Californians and is particularly convenient for families in the low-income neighborhoods surrounding the university. Patients with medical, developmental and/or age-related disabilities are seen in the school's Special Patients Clinic, which is a valuable resource to people for whom access to care is sometimes difficult.

Community-based health programs target underserved populations from Bakersfield to the Mexican border. The school's Mobile Clinic provides comprehensive dental care to children from low-income families throughout Southern California. The Neighborhood Mobile Clinic, a mobile unit stationed on Los Angeles Unified School District playgrounds in some of the city's poorest

neighborhoods, has provided preventive dental services and dental education to thousands of elementary and middle school students. USC's clinic at the Union Rescue Mission serves the oral health needs of the homeless on Los Angeles' Skid Row and is the first clinic in the area to provide care for homeless children. USC Dentistry also has clinics dedicated to elderly patients at the Hollenbeck Palms Home in Boyle Heights. These community outreach efforts also provide valuable service-learning opportunities for students – one of the hallmarks of a USC education.

### **School of Dentistry at a glance:**

- Established in 1897
- 176 DDS students per class selected from 3,150 applicants\*
- 83 Dental Hygiene students
- 111 full-time faculty
- 196 paid part-time faculty
- 283 volunteer part-time faculty
- 152 operatories, DDS only
- 101 residents
- FY2009 budget \$81.5 million
- Total research funding for fiscal year 2007 is \$9.4M (\$6.7M Dental; \$2.7M OT/PT)
- The faculty practice generates approximately \$4.7 million annually
- Tuition is \$65,295 (DDS) and \$52,080 (Dental Hygiene) per year (plus fees)
- The school's endowment is more than \$72 million, with 12 endowed chairs and professorships and 41 endowed awards and scholarships.

\*In Year 1, 144 U.S. students are admitted. In Year 3, 32 international students are added to the class.

### **EDUCATION/ACADEMIC PROGRAMS:**

Education of dental health care professionals in an environment where research is a priority is the primary purpose of the school. The school offers a variety of traditional educational programs and a selection of special degree offerings as well. Traditional curricula include the Doctor of Dental Surgery program, the baccalaureate in dental hygiene program and postdoctoral programs in nine recognized dental specialties. Special degrees include combined D.D.S./M.B.A. and D.D.S./M.S., Gerontology programs, master's and Ph.D. opportunities in the craniofacial biology program, and an advanced standing program for international dentists.

The Doctor of Dental Surgery (D.D.S.) program covers 11 consecutive 14-week trimesters. The course of study maximizes the interrelationship of all basic sciences and clinical detail sciences required by the Commission on Dental Accreditation of the American Dental Association.

USC's reputation for excellent preparation of its graduates for private practice has been enhanced by curriculum changes that permit students to begin clinical experience in their first year. At the same time, opportunity and encouragement are given to those who elect to pursue careers in teaching and research. As evidence of its exceptional education, USC ranks in the top ten dental

schools on Part 1 of the National Boards. In 2006 and 2007, success on licensure exams was greater than 90% on the first attempt for the Western Regional Examination Boards.

***Doctor of Dental Surgery -- Problem Based Learning Program***

The Problem Based Learning Program has been designed to address the recommendations developed by the National Academy of Sciences Institute of Medicine in their report, "Dental Education at the Crossroads...Challenges and Change." This Program embodies the curricular learning outcomes that were recently approved by the American Dental Association Council on Dental Accreditation. The objective of the Problem Based Learning Program is to educate a student who will be committed to lifelong, self-motivated learning, skilled in the techniques of problem solving in a clinical setting, well-prepared to deal with the future advances in dental therapy and dental care delivery, able to deal with the medical presentations of dental patients, effective in group learning/accomplishment environments and highly skilled in the delivery of dental health care of outstanding quality.

***Doctor of Dental Surgery -- Advanced Standing Program for International Dentists***

This program is designed to teach qualified dentists from other countries the knowledge and skills available in the United States. Time necessary to complete the program depends upon the doctor's ability; a minimum of two years is usually required. About eight months is devoted to fundamental, technical and academic procedures. The remaining time is devoted to clinical training as necessary to achieve graduation qualifications. Graduation from the Advanced Standing Program for International Dentists leads to a D.D.S. degree but does not give automatic licensure to practice dentistry. However, graduates are eligible to take the State Board Dental Examinations in most of the United States.

***Bachelor of Science in Dental Hygiene***

The Bachelor of Science in Dental Hygiene program requires two academic years of pre-dental hygiene courses followed by two additional years of enrollment in the dental hygiene program. Educational and clinical services provided by dental hygiene students include dental health education, patient assessment, disease prevention and non-surgical periodontal therapy for a diverse population of patients. The program strives to produce graduates who will advance the profession of dental hygiene and improve dental health care through evidence-based research and scholarly activities. Finally, graduates are competent in self-assessment and scientific methodology in preparation for lifelong learning.

***Advanced Dental Education in Specialty Areas and Graduate Study***

The School of Dentistry offers advanced dental education programs in general dentistry, endodontics, general practice residency, oral and maxillofacial surgery, pediatric dentistry, periodontology and prosthodontics, all leading to a certificate in a clinical specialty. The School of Dentistry in conjunction with the Graduate School also offers a combined program in orthodontics and craniofacial biology, in pediatric dentistry and craniofacial biology and periodontics and craniofacial biology leading to a Master of Science degree and a certificate. In conjunction with the School of Medicine, the School of Dentistry offers a combined program leading to an M.D. degree and a certificate in oral and maxillofacial surgery. In addition to

clinical seminars and clinical experience, students take basic science courses with advanced students from other departments.

The graduate program in craniofacial biology offers academic graduate training (Master of Science and Doctor of Philosophy in Craniofacial Biology) to individuals with a Doctor of Dental Surgery, Medical Doctor or equivalent degree. The objective of the program is primarily, but not exclusively, to prepare health science graduates for entry into careers in academic environments as clinical scholars or as members of multidisciplinary teams of health professionals in academic centers of clinical and basic health science research.

The Master of Science degree in craniofacial biology offers the clinician the opportunity to obtain clinical research knowledge and skills in the area of craniofacial biology. Such training includes research into the causes of craniofacial diseases and anomalies, as well as normal development and function. The course of study is particularly directed toward those clinicians committed to pursuing a career in research and teaching. The Doctor of Philosophy degree in craniofacial biology is awarded under the jurisdiction of the Graduate School. This program is designed to provide health science-oriented training for the professional with interests in academic, as well as clinical, aspects of craniofacial biology.

#### **RESEARCH:**

Ranked #13 among the top dental schools nationally with almost \$7M in research funding, the school is proud of its leading role in solving the mysteries of bioscience across scientific disciplines and improving the art and science of clinical dentistry. The School provides an intellectually stimulating environment for faculty, residents and students to participate in state-of-the-science research, and to translate their findings to health care providers, patients and policy makers. This environment provides the basis for scholarship, creativity, innovation and discovery. To reach these goals, the school teaches and practices, critical thinking, evidence-based dentistry, and entrepreneurship.

The School of Dentistry's primary research facility is the Center for Craniofacial Molecular Biology (CCMB). Home to leading researchers in fields such as biomineralization, cleft palate and oral cancer, CCMB continues to build upon its substantial legacy of groundbreaking research.

#### **PATIENT CARE:**

From its location in Los Angeles, the school offers affordable, first-rate care to the community's underserved; to the university faculty, staff and students; and to those seeking special comprehensive care. Through affiliations with major hospitals and medical centers, the care of patients is expanded throughout Southern California.

The goal of the clinical enterprise is to provide quality, service and efficiency for all patients. Comprehensive oral health care is afforded to all patients who qualify to be patients in the teaching programs. The USCSD dental clinics are equipped with state-of-the-art infection control facilities and each employs universal precautions for safety and health. The USC dental clinic also offers in-house specialty services including endodontics, periodontics, prosthodontics, oral

surgery, orofacial pain and oral medicine, orthodontics, special patients, and pedodontics. Special consultations and second opinions are readily available- in many cases without additional cost.

### *Affiliated Programs*

As part of a reorganization undertaken by the University several years ago, the **Division of Occupation Therapy and Occupational Science** and the **Division of Biokinesiology and Physical Therapy** partnered with and became administratively housed within the School of Dentistry. This relationship has led to a number of innovative collaborations, and by virtue of the fact that these Divisions are respectively ranked #3 and #1 in the U.S., they have enhanced the caliber of the School of Dentistry's research portfolio.

The USC Division of Biokinesiology and Physical Therapy was founded in 1945. Since its inception, USC has been a pioneer of the physical therapy profession and a leader in both physical therapy research and education. Currently ranked as the #1 program in the nation by US News & World Report, the USC Division of Biokinesiology and Physical Therapy continues to be a prestigious center of excellence for the clinical practice, education, and research of physical therapy. With physical therapy becoming one of the fastest growing medical professions, the Division understands how important it is to be on the forefront of innovative knowledge, research, and experience.

The Division of Biokinesiology and Physical Therapy offers multiple degree programs allowing graduates the opportunity to choose an educational program that will expose them to cutting-edge research and scientific advancements, in turn creating innovators in the physical therapy profession. The largest degree program is the three-year Doctor of Physical Therapy. In addition, the Division offers a Ph.D. in Biokinesiology, one of the nation's first Ph.D. degrees in physical therapy education.

Established in 1942 as a baccalaureate program, the Division of Occupational Therapy initiated the nation's first Occupational Therapy Post Professional degree program in 1947. It inaugurated the world's first doctoral program in Occupational Science in 1989. In the first national ranking of Occupational Therapy graduate programs in 1998, U.S. News and World Report ranked USC's OT graduate program as #1 in the nation.

An international leader in education, research, and clinical practice, the Division of Occupational Science and Occupational Therapy is devoted to understanding the fundamental nature and importance of purposeful activities (occupations) to humans, and the role of balanced occupation in promoting health and wellness in all people. Occupations are used therapeutically with persons facing physical or psychosocial challenges to restore skills or promote rehabilitation.

## **USC**

Los Angeles was little more than a frontier town in 1880 when USC first opened its doors to 53 students and 10 teachers. Today it is a world class research university and the oldest private

research university in the West. USC has conferred degrees on more than a quarter-million students -- leaders who have helped Southern California emerge as a national trendsetter in public policy, economic and business affairs, urban planning and engineering, scientific research, health care, communications and the arts.

Under the leadership of USC's 10th president, Steven B. Sample, USC has become world-renowned in the fields of communication and multimedia technologies as well as in cross-disciplinary teaching and research; has received national acclaim for its innovative community outreach programs; and has solidified its status as one of the leading research universities in the United States.

The University of Southern California is one of a small number of premier research institutions on which the nation depends for a steady stream of new knowledge, art and technology. USC has over \$528 million in annual research expenditures, and receives over \$410 million per year in sponsored research funding. In 2006, USC ranked 20<sup>th</sup> among all American universities, and 13<sup>th</sup> among private institutions, in federal research support.

Academic units include the College of Letters, Arts and Sciences; The Graduate School; and 17 professional schools, including the Schools of Pharmacy and Medicine at the Health Sciences Campus that provide a diverse array of academic offerings to USC students. Undergraduates can design degrees from over 100 majors and 150 minors. Masters, doctoral and professional students can earn degrees in over 150 areas of study.

## **KEY RELATIONSHIPS / ORGANIZATIONAL STRUCTURE**

---

The Dean of the School of Dentistry reports to the Provost of the University of Southern California.

### **Key Reports to the Dean of the School of Dentistry:**

Sigmund Abelson, D.D.S., *Associate Dean, Clinical Affairs*

Sandra Clark Bolivar, J.D., *Assistant Dean, Admissions, Minority Affairs and Student Life*

Yang Chai, D.D.S., Ph.D., *Chair, Division of Craniofacial Sciences and Therapeutics*

Casey Chen, D.D.S., Ph.D. and Michael J. Mulvehill, D.D.S., M.B.A., *Co-chairs, Division of Primary Oral Healthcare*

Florence Clark, M.S., Ph.D., *Associate Dean, Occupational Science and Occupational Therapy*

Jane Forrest, R.D.H., Ed.D., *Chair, Division of Health Promotion and Disease Prevention and Epidemiology*

James Gordon, M.A., M.Ed., Ed.D., *Associate Dean, Biokinesiology and Physical Therapy*

Robert Keim, D.D.S., Ed.D., *Assistant Dean, Program Accountability and Educational Research*

Dennis Mangan, Ph.D., *Associate Dean, Innovation and Discovery*

Roseann Mulligan, D.D.S., M.S., *Associate Dean for Community Health Programs*

Mahvash Navazesh, D.M.D., *Associate Dean for Student Life and Academic Affairs and Chair, Division of Diagnostic Sciences*

Lois Stein Pereira, M.B.A., *Associate Dean, Administration*

Ilan Rotstein, D.D.S., *Associate Dean for Continuing Oral Health Professional Education, Chair, Division of Surgical, Therapeutic and Bioengineering Sciences*

Eugene Sekiguchi, D.D.S., M.S.E.E., B.S.E.E., *Associate Dean for International, Professional and Legislative Affairs*

Eileen Suffet, R.D.H., M.A., *Assistant Dean, Outcomes Assessment and Curriculum Management*

## **LEADERSHIP CHARACTERISTICS**

---

### **Leadership**

- Understands the organizational landscape and is able to anticipate and articulate the critical issues, opportunities, and threats in the foreseeable future.
- Exhibits an appreciation for the need for preparation, collaboration, planning, communication, and benchmarking of results in his/her approach to problem solving and program building.
- Is skilled at recruiting and retention, and values the role of leaders in mentoring.
- Acts with honor and integrity in personal and professional actions.
- Exhibits visible and exemplary leadership for students, promoting professionalism in words and actions.
- Promotes interdisciplinary relationships in all professional activities.

### **Management**

- Ability to manage a complex organization with success measured in well-defined metrics.
- Skilled at organizing and managing human resources, including resolving conflict.
- Understands and passionately advocates for compliance with institutional and external regulations.
- Ability to delegate effectively while maintaining focus on strategy and overall goals of the School of Dentistry.
- Understands the nuances of administration of educational and research activities.
- Has participated in the management of a clinical enterprise and demonstrates an understanding of the issues involved.

### **Mission Performance**

- Enthusiastic advocacy for the University's multiple missions, its Strategic Plan, and its commitments to gender equity and diversity.
- Demonstrates an appropriate understanding of and enthusiasm for each of the three missions of an academic dental organization.
- Demonstrates commitment to the teaching mission through didactic activity, participation in curriculum oversight and planning, or developing innovation approaches to education and training.
- Understands the broad research mission – basic, translational, and clinical – and is committed to its growth.

### **Personal and Interpersonal**

- A style that fosters and supports change and innovation, with an ability to delegate yet maintain overall control and to set high standards.

- Exhibits self-awareness, humility, and empathy in his/her interactions with others.
- Has the courage to act on convictions after adequate communication and gathering of facts and input.
- Exhibits optimism and a high energy level with an orientation towards innovation and action.
- Exhibits the values and behavior of a good citizen in his/her actions within the organization at large.
- Encourages trust, transparency, and optimism by his/her actions.
- Communicates naturally, frequently, and effectively.
- Demonstrates cultural sensitivity and a commitment to diversity.

### **External Activities**

- Has experience working with leadership of hospitals, faculty practice organizations, research institutes, or other mission critical institutions as appropriate.
- Demonstrates the ability to build productive relationships with alumni, donors, government leaders, and related external stakeholders.
- Has demonstrated success in fundraising.
- Demonstrates sensitivity to the culture, needs, and aspirations of the community.

### **Relevant Experience**

- Demonstrates a career progression that is likely to prepare him/her for a position of this scope, complexity, and scale.
- A visionary and strategic leader with knowledge and experience in academic institutions.
- Understands clinical dentistry from the perspective of a clinical practice experience.
- Has participated in the management of a clinical dental enterprise and demonstrates an understanding of the issues involved.
- Demonstrated experience in fiscal management.
- Demonstrated experience in fund-raising.

### **EDUCATION AND CREDENTIALS**

---

A D.M.D., D.D.S. (or equivalent), or Ph.D. is required; with proven scholarly accomplishments and evidence of success and national recognition as an academic leader.

### **COMPENSATION**

---

Compensation arrangements are competitive and commensurate with both experience and achievement. The University of Southern California School of Dentistry is an Equal Opportunity / Affirmative Action Employer.

### **KORN/FERRY CONTACTS**

---

**Warren E. Ross, M.D.**  
Senior Client Partner  
1835 Market Street, Suite 2000  
215.656.5317  
[warren.ross@kornferry.com](mailto:warren.ross@kornferry.com)

**Betsy Messina**  
Senior Associate  
1835 Market Street, Suite 2000  
215.656.5359  
[betsy.messina@kornferry.com](mailto:betsy.messina@kornferry.com)

