

“STUDENTS TODAY COME IN WITH A MUCH STRONGER NOTION OF WHAT THEY WANT TO DO, WHERE THEY WANT TO GO AND WHAT THEY HOPE TO ACHIEVE. BY . . . OPENING UP ALL THESE OPPORTUNITIES, WE GIVE THEM A BROADER SENSE OF THE POSSIBILITIES OUT THERE AND THE DIFFERENT PATHS THEY CAN TAKE.”

— LYNDIA OSWALD, UNIVERSITY OF MICHIGAN, ROSS SCHOOL OF BUSINESS

The changes have been very, very significant, but for me one of the most interesting aspects of the changes in the last few years has been the increased interest in entrepreneurship and technology as it meets business. The way we approach technology now is very

different than in the 1990s when we mostly talked about information systems. Now it's about, how can I use technology to transform finance? How can I use technology to transform marketing? How can I use technology to transform entire areas of business? That

attitude is relatively new and it's very energizing.



PETER UBEL
Duke University,
Fuqua School of
Business
**AREAS OF
SPECIALTY:**

Business, Public Policy and Medicine
**RECENT/NOTABLE AWARDS AND
DISTINCTIONS:** Author,
*Critical Decisions: How You and
Your Doctor Can Make the Right Medical
Choices Together*

**As a physician, how does your
medical background shape the
way you teach your business
students?**

I'm an academic physician, so
I've practiced medicine and have

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“NOW IT’S ABOUT, HOW CAN I USE TECHNOLOGY TO TRANSFORM FINANCE MARKETING ENTIRE AREAS OF BUSINESS THAT ATTITUDE IS RELATIVELY NEW AND IT’S VERY ENERGIZING.”

— RANGARAJAN (RAGHU) SUNDARAM
NEW YORK UNIVERSITY,
STERN SCHOOL OF BUSINESS

done research on health care for a long time. The very real world I’ve worked in informs my teaching because I want to see what happens in

practice. We have a lot of students at Fuqua who are interested in working somewhere in the health care sector: pharmaceutical companies, device manufacturers and hospitals. I try to teach them about health policy that’s relevant to their jobs, because if you don’t know what’s going to happen with Obamacare, you don’t know how that will affect your bottom line. That’s a big focus of mine, trying to take the big-picture ideas in health care and bring them right down to the bedside.

How does the health care industry differ from other sectors that business school students are preparing to enter, and do those idiosyncracies change how you teach it?

If you’re working in a more traditional consumer industry, [for example] selling cellphones, you’re selling cellphones to the public. You have a very clear customer. If you’re working in

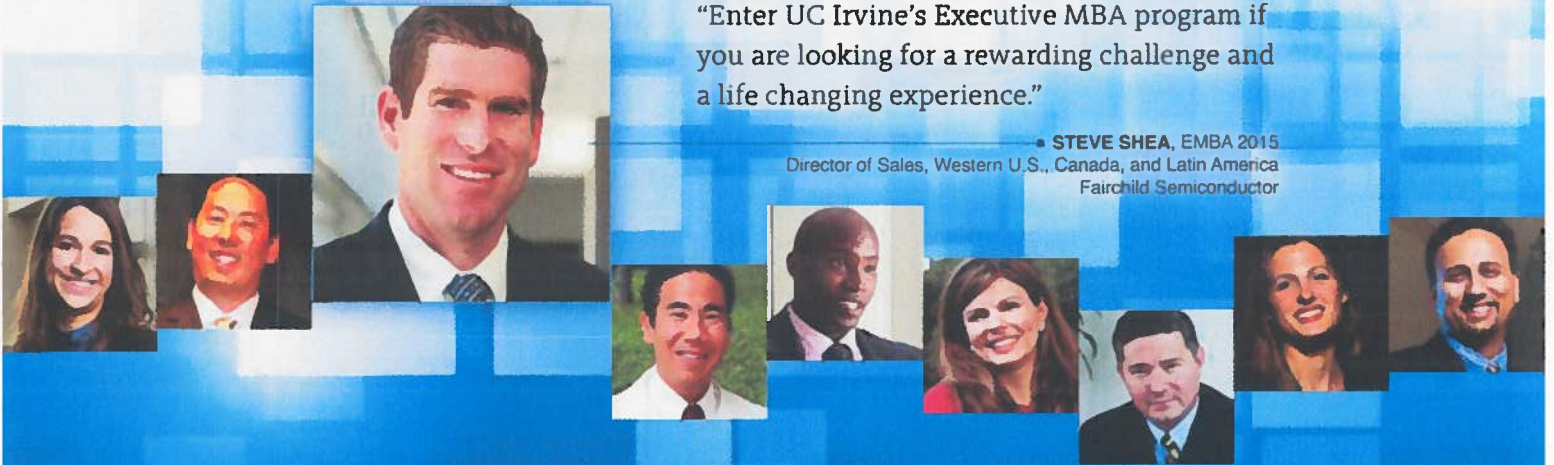
health care, is it the doctors who are your customer? Is it the patient? Is it the loved one of the patient? Is it the hospital? It’s a very complicated consumer environment. It’s [also] one of the most heavily regulated parts of the economy. Because the government is playing a big role, it’s going to have a say about how things work.

Do you have any major concerns about the future of business education in 2016 and beyond?

I don’t have concerns. There’s just so much energy here in health care. There are so many really smart students coming in, wonderfully idealistic pragmatists. They definitely want to make a good living, and they deserve to after spending this much money on business school, but they chose health care because they see a special purpose behind it, and it’s exciting to work with those students. ▽

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