



Marilyn Glassberg Csete, MD
Loyola University Chicago Stritch School of Medicine
John W. Clarke Professor and Chair of Medicine

Dr. Glassberg is the John W. Clarke Professor and Chair of Medicine at Loyola Stritch School of Medicine in Chicago since July 1, 2022. Prior to this position, she served as the inaugural chief of Pulmonary, Critical Care, and Sleep Medicine Division at the University of Arizona College of Medicine-Phoenix (UArizona COM-P); Professor of Medicine, Vice Chair of Medicine, and Chief Research Strategy Director from October 2019 to July 2022. As Professor of Medicine, Surgery, and Pediatrics at the University of Miami Miller School of Medicine (UMMSOM) from 1992-2022, she founded and directed the Interstitial and Rare Lung Disease Program and served as Chief of the Pulmonary Division at the Interdisciplinary Stem Cell Institute. She is board-certified in pulmonary medicine and an internationally recognized expert in interstitial and autoimmune lung diseases.

After completing her undergraduate studies at Wellesley College and initial research training with Drs. Judah Folkman and Bruce Zetter at Harvard Medical School, she obtained her medical degree and postgraduate training at UMMSOM. Throughout her career, her research has focused on the pivotal role of inflammation in the onset and progression of chronic interstitial lung diseases and the effects of mesenchymal stem cells (exosomes), sex hormones, and aging in the lung. Her group has conducted NIH, industry-sponsored, and investigator-initiated clinical trials in chronic lung disease for over 25 years. Dr. Glassberg published the first in man phase 1 clinical trial of intravenous infusion of bone marrow-derived mesenchymal stem cells (MSCs) in patients with IPF (AETHER) to deliver a safe, anti-inflammatory therapy (Chest 2017) with a Phase 2b/3 trial pending.

She is well recognized for her development of key educational and interactive programs for women in pulmonary medicine nationally and internationally, having led these efforts through the American College of Chest Physicians (ACCP) and the American Thoracic Society (ATS). Early in her career, she spearheaded in-person and audio programs through the ACCP on the increased risk of women for lung disease related to tobacco exposure. She then expanded to create a women's luncheon at the ACCP that has had continuous industry sponsorship, increasing yearly attendance, and developed longstanding mentorship relationships for women in academic medicine as well as non-academic settings for almost 30 years. Speakers from non-medical fields have provided business and career trajectories for the membership. Last year the ACCP/ATS group wrote on lung diseases in women in the Sex and Gender series for Chest (see below). Part 1 was written by senior women in pulmonary medicine but Part 2 was designed and written by selected mentees of the senior women. The senior women were also responsible for networking the junior mentee with a senior woman outside of their institution for further collaborative initiatives.

As an advocate for the continued development of networks of stewardship for women leaders, she focuses on the advancement of the next cadre of women leaders in academic medicine. She is dedicated to the conduct of productive, innovative, and relevant basic science and clinical research to advance patient care. As Chair of Medicine, she has promoted the development of department and institutional policies and programs at Loyola that promote inclusion and equity. She developed the Diversity, Equity, Inclusion Ambassador Council which consists of a representative from each of the 18 divisions in Medicine who meet monthly and have already spearheaded changes in recruitment initiatives for trainees. Her continued facilitation of collaborations between basic and health sciences and the medical school has resulted in an integrated institutional review board-approved emotional intelligence curriculum directed by junior clinician-educator faculty in Medicine, Pediatrics, and Medicine/Pediatrics. These interactive sessions are now part of the medical student curriculum and trainee education.