

CONTACT POINT

VOLUME 93 / NUMBER 1



**Soul-fulfilling
passions**

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CONTINUING DENTAL EDUCATION

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PHOTO: JON DRAPER

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About the cover: In a mustard field in Yountville, California, Dr. Peter Jacobsen takes a moment to “soak it all in” after working in the dirt at his certified organic farm known as Jacobsen Orchards. Photo: Jon Draper

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PATRICK J. FERRILLO, JR., DEAN

Fueled By Passion

Among our many other responsibilities as healthcare providers, we are responsible for possessing an honest passion for what we do. Our patients expect us to care deeply about their health and well-being. An important motivator, passion plays a similar role in dental education. Often the best faculty members are those who feel a true drive to help students become

thoughtful and well-rounded practitioners. Students who have a passion for learning or for helping others will get through the rigors of dental school better than those who don't share that inner drive.

This issue of *Contact Point* is about passion—those things that make us feel fulfilled as individuals and professionals. In the following pages, you'll find stories about passionate members of the Pacific Dugoni family. We'll explore the non-dental passions of some of our alumni and faculty in one of our feature stories. From organic farming to singing, I think you'll be fascinated by what these dental professionals do in addition to their work in dentistry.

You'll also read about some recent school milestones and how these accomplishments were driven by passionate individuals from every level and group at our school—students, staff, faculty, alumni and friends. We're in the midst of a very forward-thinking time at the dental school, especially with the creation of our new San Francisco campus, but it's also important to reflect on what we've accomplished and from where we've come. I know that all of these milestones would not have happened if not for hard work coupled with—yes—a passion for keeping Pacific Dugoni on the forefront of dental education.

We round out our feature stories by profiling our Alumni Association, which recently transitioned from being a separate nonprofit organization to an official department of the dental school. You'll get an up-close look at our Alumni Association's activities, which are all driven by a group of individuals who care deeply about providing a reliable and valuable resource for our thousands of alumni.

Finally, I hope you enjoy an excerpt from the *Journal of Dental Education*, written by one of the most passionate individuals I know, Dean Emeritus Arthur A. Dugoni.

I've been thinking a lot lately about our students who are discovering and demonstrating their passion for caring for patients. It makes me feel optimistic and excited about the future of dentistry, dental education and Pacific Dugoni.

Sincerely,

Dr. Patrick J. Ferrillo, Jr.
Dean

New Campus Construction on Track Thanks to Entire Pacific Community



PHOTOS: JON DRAPER

Years of planning, combined with the input and ideas of hundreds of people and the support of thousands of alumni and donors, are fueling the success of one very exciting project—a next-generation campus for the Arthur A. Dugoni School of Dentistry.

Each day, up to 100 construction professionals are working on the new campus structure at 155 Fifth Street in the South of Market (SoMa) area of San Francisco. With the completion of each construction task, Pacific moves a step closer to the creation of one of the most advanced and flexible dental schools in the world.

The most visible aspect of the work is the installation of exterior glass façade panels, in 10- by 14-foot sections. Additionally, crews are working hard to complete fireproofing, HVAC, flooring, drywall, ductwork and electrical installation. New notches on two façades were cut into the structure, which also had one corner fully squared out to adhere to the design created by SmithGroupJJR, the lead architectural firm.

At the same time that construction is moving forward on the structure, planning teams are selecting technology and clinical equipment required for programs and clinics. A clinic purchasing group and information technology team are both working with

vendors to identify the best options for the school, including innovative technology to be used in a new, state-of-the-art simulation lab.

The new campus will feature flexible learning spaces to support the Pacific Dental Helix Curriculum, redesigned clinics with eight small-group practices, specialty clinics, a high-tech simulation laboratory, research spaces, communal spaces to better support the school's culture and space for University programs and events. The campus is located in one of the most accessible parts of San Francisco, with plentiful nearby public transportation, parking and freeway access.

A new set of architectural renderings shows examples of interior design and finishes for the new campus. The furniture purchasing committee has selected furnishing and work station samples, mock-ups of which are expected to be set up at the 2155 Webster Street campus location for review by faculty and staff. The school has also selected RSM Design, a firm that will create wayfinding and signage systems for the interior and exterior of the campus.

A transition team, under the leadership of Dr. Richard Fredekind, associate dean for clinical services, is composed of a cross-department

group of students, faculty and staff. The team meets monthly to plan and prepare for the logistics of the future move, which will include everything from helping departments scan documents and digitally preserve archives, to planning out the move's timeline and departmental responsibilities. The dental school plans to move its educational programs and dental clinics to the 155 Fifth Street campus in July 2014—during the summer break—in order to reduce the impact of the relocation on students and patients as much as possible.

What do students, some of whom will graduate before the campus is open, think about the project?

"I am excited for future students and how this will change their educational experience," said Cory Wood, a student in the Class of 2014. "The school already provides us with a world-class education and now the new campus will match this with cutting-edge technology and top-of-the-line facilities. The close attention paid to match the preclinical simulation laboratory to the clinical operatories will be a great help in easing the challenges in transitioning to the clinic."

"I think the most exciting thing about the new building is seeing all of our input brought to life," commented Masha Vaysburg, Class of 2013. "Every few weeks we have the opportunity to provide input to our clinic representatives, and so much of what we have discussed is brought to life in the new school. This makes me feel like my opinions are being heard and that this school truly cares about our needs as students."

Vaysburg added, "I think the small-group practice model is going to be a very exciting new change for the school. It will give it a private practice feel and make patients feel more at home in our school."

{ 155 Fifth Street }

The new campus is being built to meet LEED Gold certification standards in order to bring added environmental and energy efficiencies to school operations. *Green Building & Design* magazine featured the new campus project in its January/February 2013 issue, noting how "the effective building renovation saves money and overall reduces use of resources" and that the "shrewdly sustainable renovation will benefit thousands of lower-income patients."

Pacific alumni, friends and other supporters are invited to watch the exciting new home of the Arthur A. Dugoni School of Dentistry unveil itself before their very eyes. A live webcam, available at www.dental.pacific.edu/plans, gives the public an opportunity to see construction taking place from their computers or mobile devices. The camera is placed on top of the *San Francisco Chronicle's* headquarters on Fifth Street, directly across from the project site.

www.dental.pacific.edu/plans





PHOTOS: MAX WHITTAKER

Remembering Dave Brubeck: 1920-2012

In December, the world lost a legend, an iconic figure who fueled excitement about jazz around the globe and ignited discussions about civil rights, cultural diplomacy and the definitions of music simply by playing his piano. The Pacific community also lost its most famous son. Dave Brubeck died from heart failure on December 5, 2012. He would have turned 92 the next day.

“Dave Brubeck dedicated his life to an art form he believed reflected American ideas of freedom and individual expression,” said President Pamela A. Eibeck. “Dave personified the Pacific spirit—his creativity, his ideals, his courage, virtue and commitment inspire all of us at the University, every single day.”

Brubeck was a 1942 graduate of Pacific’s Conservatory of Music. While attending Pacific, he met his future wife, Lola Whitlock ’45, who would later become his creative partner and primary lyricist.

Brubeck achieved extraordinary success throughout his music career, including the Dave Brubeck Quartet’s highly acclaimed album *Time Out* (1959), which sold more than two million copies and remains one of the best-selling jazz albums of all time. During a career that spanned more than 65 years, Brubeck fought for civil rights and used music to promote unity and bring racial injustices into the national discourse. Brubeck received numerous awards for his work, including the National Medal of the Arts; the Grammy Lifetime Achievement Award; and the official designation as a “Living Legend” by the Library of Congress. He continued to perform into his 90s and always held Pacific close to his heart.

The Brubeck Institute, established at Pacific in 2000, continues the Brubeck legacy, building on the Brubecks’ lifelong commitment to music, creativity, education and important social issues. In addition to housing the Brubeck Collection, the institute offers educational outreach programs and brings talented students to study at Pacific through the Brubeck Fellowship Program and the summer jazz colony. In addition, the annual Brubeck Festival explores Brubeck’s musical, intellectual and philosophical ideas and influence through concerts, lectures and symposia.

Read more about the life and legacy of Brubeck and Pacific’s Brubeck Institute at www.BrubeckInstitute.org

Pacific's All-Women Team Takes on Supercomputing World in Global Competition

When a group of Pacific students entered the annual Supercomputing Conference (SC12) Student Cluster Competition (SCC) in Salt Lake City last fall, they faced tough odds.

The competition attracts students from across the globe, from elite engineering and science schools such as MIT, Purdue, Boston University and University of Science and Technology of China. Pacific had never competed in this event that showcases young computing talent. The student competition, in its seventh year, only accepted eight teams—of six members each—to compete.

Team Venus, the name adopted by Pacific's students, made history as the first all-female team in the prestigious contest to design, assemble and run prescribed applications on an energy-efficient computer cluster.

During the previous nine months, Pacific students learned everything they could about supercomputers, with the help of Pacific faculty and experts from team sponsor, Lawrence Livermore National Laboratory.

Arriving for the competition in November, they quickly became a hot topic on the convention floor.

"There were only three other women there, so everyone assumed we were an all-women's school," team member Jessica Dudoff, Class of 2014 said. "It's a logical assumption. For a small school, we had a lot of women interested in computing."

After the first round of data analysis, Team Venus learned they had the fourth fastest computer on the floor, an amazing achievement for a first effort.

"Without coming to Pacific, I don't think I could have attended and competed in this type of conference," said Nichelle Dismer, Class of 2013. "At Pacific, the professors know your name and your interests, and call you and let you know about these opportunities. I appreciate that."



PHOTO: RANDALL GEE



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Filling the Gap

Students Learn and Patients Benefit from Denture Block Program

In what has become an annual event, second-year DDS and IDS students joined forces to provide complete denture prosthodontic services to a group of underserved individuals. Last November, the Fall 2012 Denture Block culminated with the delivery of new sets of dentures to 30 pre-identified individuals at no cost to the patients.

Launched in 2010 as a collaboration between the school and San Francisco's Project Homeless Connect, Denture Block initially aimed to counter the lost treatment and educational opportunities for dental students and dependent patients resulting from elimination of many adult DentiCal benefits. Since then, the program has expanded its reach to include an underserved population of patients who are missing their natural dentition and cannot afford dentures. Patients are now referred to the program from numerous Bay Area social service agencies and religious groups, as well as by word of mouth.



The complete Denture Block experience includes five consecutive Friday appointments involving groups of five students and one regular or adjunct faculty mentor for each appointment. Faculty members include Bay Area prosthodontists and department staff from preclinical courses.

Drs. Peter Hansen and Eugene LaBarre, associate professors in the Department of Integrated Reconstructive Dental Sciences, spearheaded the fall project, which involved 30 patients and 160 dental students. Invaluable assistance was provided by Doris Bailey, clinic operations manager, and the clinical administrative staff together with Olga Matveyeva in the dental laboratory.

The Denture Block is funded in part through the generosity of private donors David and Jane Jackson, the Middleton Foundation and Richard and Linda Leao; corporate support from Salesforce.com and the Myerson Corporation; and interest from an endowment from Dr. Henry Sutro '50. The dental school contributes support staff, supplies and other clinic resources.

"The Denture Block experience is replete with unanticipated appreciation for involved students and patients," said Hansen. "These emotional responses result from the satisfaction the students receive from—for the first time—providing treatment which so dramatically affects a person's quality of life and sense of self-worth."

Future Denture Block programs remain contingent on funding. The school hopes to continue the program due to overwhelming positive feedback from all involved. If you would like to support this program, contact the Development Office at (415) 929-6431.



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PHOTOS: JON DRAPER

Visit www.dental.pacific.edu for News & Events



What's Happening?

Upcoming Events

Alumni/Graduate Banquet
Friday, June 14, 2013
The Ritz-Carlton, SF
(415) 929-6423

Thanks a Bunch Brunch
Saturday, June 15, 2013
The Fairmont Hotel, SF
(415) 929-6434

Commencement Ceremony
Sunday, June 16, 2013
Masonic Auditorium, SF
(415) 929-6447

Kids in the Clinic Golf Classic
Monday, June 24, 2013
The Olympic Club, SF
(415) 351-7179

White Coat Ceremony
Saturday, July 20, 2013
Palace of Fine Arts Theatre, SF
(415) 929-6434

22nd Annual Day at the Races
Sunday, July 28, 2013
Del Mar Thoroughbred Club
Del Mar, CA
(415) 351-7108



Goin' Mobile

HAVE YOU DOWNLOADED OUR APP?

The Dugoni School of Dentistry has launched a free mobile application designed to help students, faculty, staff, alumni, friends and prospective students easily access information about the dental school.

Available in the iOS App Store and the Android Market, the app can be found by searching for "Dugoni." Content includes school news, event listings, a directory, helpful links, photos, videos, a live Twitter feed, an admissions checklist and alumni resources.

The project is the result of close collaboration among many school departments, following a survey of students, faculty and staff to gauge their interest in a school app and their preferred content and features.

"The launch of this mobile app speaks to Pacific Dugoni's willingness to adopt new technologies and methods of communication in the spirit of innovation, one of our core values," said Dean Patrick J. Ferrillo, Jr. "I'm proud of the efforts that went into making this app a reality and am confident it will be a useful tool for the entire school family."

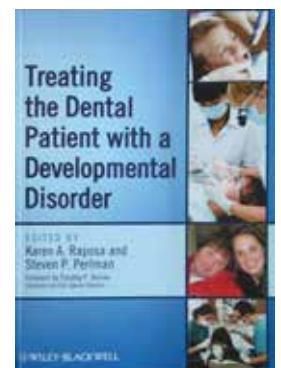
Add To Your Reading List

Faculty Members Contribute to New Book

Faculty members Dr. Paul Glassman, Christine Miller and Dr. Allen Wong each contributed to *Treating the Dental Patient with a Developmental Disorder*, a new book focused on caring for patients with mental and developmental disabilities. The book provides a comprehensive overview for dental professionals who treat—or may one day treat—patients with disabilities, who often require special care and have specific treatment needs.

All three faculty members have spent many years working with special-needs patients and underserved populations, and have much information to share with their dental professional colleagues.

Treating the Dental Patient with a Developmental Disorder is published by Wiley-Blackwell and edited by Karen A. Raposa and Steven P. Perlman, with a foreword written by Timothy P. Shriver, chairman and CEO of Special Olympics. The book is available for sale in the dental school's Student Store via www.dentalstudents.com.



Dental Camp

Kids Explore Careers in Oral Health

Junior high and high school students from throughout the Northern California area recently gathered at the Dugoni School of Dentistry for Dental Camp, an annual program hosted by the school. Due to high demand for the program, the 2013 event increased its attendance capacity from 60 to 80 young students, who spent the day of February 9 immersed in hands-on dental activities. And, there were another 35 students on the wait list.

Students visited from schools throughout San Francisco, San Jose, Stockton, Santa Rosa, and Sacramento and many other areas in the region. All were excited to come to the dental school to learn more about careers in oral health. The students spent time in the simulation laboratory and dental



clinics, learning how to restore and create models of teeth, as well as learning some of the day-to-day activities of dental professionals. They were able to take molds of their own teeth, and prepare a restoration on a mock tooth during the hands-on activities.

Many volunteer dental students, faculty and staff members participated in the event and helped educate attendees about the importance of oral hygiene, careers in dentistry and what life is like as a dental student. Volunteers from Pacific's Dental Hygiene program in Stockton were also on hand for the day.

Careers in dentistry were recently mentioned in the national news, with *U.S. News & World Report* listing "dentist" as the No. 1 most desirable profession in 2013 in its annual list of the best jobs in the country released in December 2012. The magazine analyzed data from the U.S. Bureau of Labor Statistics, including employment

growth, median salary, future job prospects, the unemployment rate and the occupation's estimated stress level and work-life balance. Additionally, "dental hygienist" made the list in the number 10 spot.



PHOTOS: JON DRAPER



Cast of Thousands

Pacific Helps at CDA Cares Event

Californians in dire need of oral health care gathered at the Cal Expo in Sacramento on August 24-25 during the California Dental Association's CDA Cares event.

More than 65 Dugoni School of Dentistry student volunteers were on hand to support the event through assistance with registration, clinic set-up, data entry, translation, escorting patients and other services.

The student volunteers were organized through the school's Student Community Outreach for Public Education (SCOPE) program, and were led by Class of 2014 students Keon Ahghar, Erin Meidinger and Laura Stewart. Numerous faculty members and alumni from the dental school also provided care.

During the two-day event, more than 2,000 patients lined up to receive dental care, many waiting in line for hours due to the overwhelming public



response. Patients received free cleanings, fillings, extractions and oral health education. Dental and health professionals—including general dentists, oral surgeons, dental hygienists, assistants, lab technicians, nurses and pharmacists—from throughout the state of California came out in full force to support the effort.

Dugoni School of Dentistry volunteers have been busy preparing for participation in the next CDA Cares event, to be held May 18-19, 2013, in San



Jose. Hundreds of students and faculty members are looking forward to spending their weekend volunteering at the event, which will take place at the San Jose Convention Center.

CDA Cares is a collaborative effort among the CDA, the CDA Foundation and America's Dentists Care Foundation. These organizations partnered to host

the outreach effort, providing free oral health services and education to those who lack access to dental care. More than 1,500 patients are typically seen at CDA Cares events.

CDA estimates that 10 million Californians experience barriers to dental care. State budget cuts eliminated virtually all adult Denti-Cal benefits in 2009, decimating oral health services for more than three million poor, disabled and elderly Californians. The state also eliminated funding for the California Children's Dental Disease Prevention Program (SB 111), which provided preventive

oral health care and resources to low-income children. Today, according to CDA, one in three Californians does not have access to dental care, including children and the working poor who cannot afford treatment.

PHOTOS: ERIN MEIDINGER

For more information about CDA Cares or to register to volunteer at future events, please visit www.cdafoundation.org.

AROUND CAMPUS

PHOTOS: DEVON BAILEY, BRUCE COOK AND JON DRAPER

Raybel Ramos receives the 2012 Cavanaugh Distinguished Service Award. ▶



William Presa, employee of the quarter ▼



Ugly Holiday Sweater Day ▶



▲
Dr. Mike Antonini '72 (far right) and the dental school co-hosted a reception of civic leaders to talk about our upcoming presence in the SoMa neighborhood.

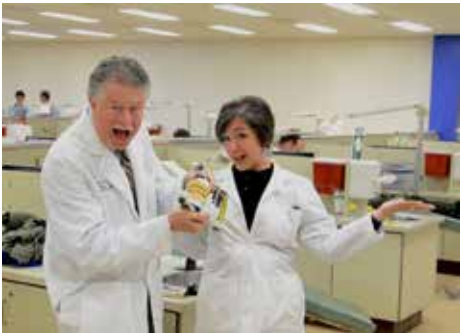
Pacific Dugoni Foundation board members inspect the new campus at 155 Fifth Street ▼





▲ Downtown at the Legacy Ball

▼ The making of the "Downtown" video with faculty, staff and students



To see the DOWNTOWN video go to: www.YouTube.com/pacificdental

Daniel Nam '02 | On a Mission

Although Dr. Daniel Nam '02 had a passion for music—receiving a bachelor's degree in piano performance from the University of California, Los Angeles—he wanted a career that could provide stable employment. So following in the footsteps of his father, he decided to pursue dentistry. A 2002 graduate of the Arthur A. Dugoni School of Dentistry, Nam has fond memories of his time at the dental school and an appreciation for the school's humanistic model of education. However, the most important thing that he took away from his experience at the school was the importance of getting involved and giving back to the community.

"The Dugoni School of Dentistry gave me a fantastic education and I am happy to give back to the school that has given me the skills to succeed," says Nam.

Programs such as the Student Community Outreach for Public Education (SCOPE) provided Nam with many volunteer opportunities to help the less

independently and permanently to California. As if that wasn't enough, he was just selected to join the American Dental Association (ADA) Diversity in Leadership Institute, where he will be working with faculty from the Kellogg School of Management and distinguished leaders from the ADA.

"In these trying times where access to care is a major issue,

"I CAN'T THANK THE SCHOOL ENOUGH FOR ITS DEDICATION TO THE HUMANISTIC MODEL OF EDUCATION. IT TAUGHT ME THE VALUE OF SERVING OTHERS WITH THE TALENTS THAT I WAS GIVEN."

fortunate during his dental school years. However, it was a dental mission trip to Fiji that ignited his commitment to increasing access to dental services among the poor and underserved populations.

Since that Fiji trip, he has made community service a top priority in his life and gives tirelessly to many different organizations. He has worked with the Berkeley Suitcase Clinic, California Dental Association (CDA) Cares, the Flying Doctors and the Remote Area Medical (RAM) free clinics. Working regularly with the Suitcase Clinic—a student-run organization affiliated with UC Berkeley and the Berkeley Free Clinic—he has expanded their scope

of services in the nine years he has been with the organization. His efforts have allowed patients of the Suitcase Clinic to receive free comprehensive dental care.

"There are a lot of people who are hurting right now," says Nam. "Yet they will come and stand (and sometimes camp overnight) in long lines to have access to dental care. We need to work together as a profession, as a group of human beings, to stop the suffering. I want to be part of the solution, not just talk about it."

He has also participated in several RAM free clinics around the nation, working 12-hour days providing free dental services to needy patients. Nam recently joined the newly formed board of directors of RAM California, which will be working to bring the RAM free clinic program

I want to create a model here in Berkeley that others can emulate and improve upon to deliver quality care to our fellow citizens who need assistance with their dental health," says Nam.

In addition to his work with organized dentistry and philanthropic organizations, he continues to give back to the Dugoni School of Dentistry. He recently participated as a faculty advisor for students on a mission trip in Jamaica and is a major sponsor of the student basketball tournament.

"I can't thank the school enough for its dedication to the humanistic model of education," said Nam. "It taught me the value of serving others with the talents that I was given."



PHOTO: JON DRAPER



By Christina Boufis

More Than a Hobby

Three dentists talk about the pursuits that feed their souls

You probably know that students, faculty and alumni at the dental school are a pretty passionate group, committed to helping others achieve optimal oral health. And you might think that teaching full time or establishing a private dental practice would leave little time for other pursuits. But that's not the case with the dental school alumni and faculty members that we feature here. More than a hobby, all three have a soul-fulfilling, passionate project alongside a dental practice or full-time teaching load. Intrigued? Read on and prepare to be inspired.



PHOTOS: JON DRAPER



"I am fascinated with esoterica and detail, and I'm also fascinated to create things that require demand and perfection. That's why, of course, I'm a trained neurotic as a dentist," jokes Peter L. Jacobsen, PhD, DDS, who recently retired after 30 years of teaching at the dental school.

That same love of esoterica and detail serve him well as a farmer where Jacobsen and his wife Gwenny own Jacobsen Orchards, a 1.3-acre certified organic farm in Yountville, California. But banish thoughts of a farmer plowing corn or soybeans. Instead, the farm "is a culinary dream works designed exclusively for chefs and restaurants, like the French Laundry, which buys 95% of our produce," says Jacobsen.

Jacobsen calls himself "a farmer to the stars,"—"not the star chefs, but the Michelin stars, because every chef that I've worked for got their stars after I worked with them," he says.

While Jacobsen is quick to point out that getting a Michelin star had nothing to do with him, he notes that there's a "certain style of chef, one who loves the exploration and the journey of creating things that no other chef has. And I like to be part of that."

Jacobsen didn't plan on becoming a culinary gardener. When he and his wife bought the property 30 years ago, they did so because they wanted to have a country retreat and be closer to good friends. And what did Jacobsen know about farming? Nothing. "I had only one qualification relative to being a farmer," he says. "I had no fear of dirt."

The farm is amazingly diverse—10 different types of fig trees, 10 varieties of pears and plums, four kinds of quince trees and several varieties of peaches and apples. In addition to 30 different kinds of tomatoes

and 15 culinary flowers, Jacobsen grows more esoteric vegetables, such as oca (a root vegetable similar to a potato, but which can be lemony or sweet); crosnes (a small, knobby tuber also known as Chinese artichoke); or ficoide glaciale (a succulent with thick fleshy, lemony leaves that can be used in salads). All of these "are the darlings of esoteric chefs," says Jacobsen.

Jacobsen and his wife do all the work at the farm themselves (except for pruning the trees in the winter). The chefs do all the picking. "I love the outdoors," Jacobsen says. "I've never been good at sitting meditations, but I'm always excellent at working meditations. And so the whole day is passed in meditation."



“I’ve never been good at sitting meditations, but I’m always excellent at working meditations.”



In addition to farming, Jacobsen teaches a class at the Culinary Institute of America, practices general dentistry two days a week in San Francisco and continues to write *The Little Dental Drug Booklet*, now in its 20th edition.

“It’s not as though I’ve retired to the farm,” says Jacobsen. “It’s that this is another whole aspect of my life that runs parallel to my life as an educator and my life as a general dentist. I realized a long time ago the easiest way for me to describe myself is as a caregiver, and it turns out I’ve got a variety of skills—one of them is my dentistry, and that allows me to care for people, but the other—doing the farming—I get to care for plants. It’s like I’m living the dream all the time with all the things I do.”



Before she was a dental student at Pacific, Dr. Molly P. Newlon '82 was a dance major at UCLA, where she started running track to keep in shape. "I absolutely loved it," says Newlon. "So I just kept running and running and found it was a perfect way to relieve stress." When she decided to switch fields to dentistry and began taking pre-dental courses, Newlon would run laps taking her organic chemistry flashcards with her. "I would memorize an equation each lap and run 40 laps or 10 miles," explains Newlon. "And I ended up scoring very high on my organic chemistry, so the running started then."

For the next 40 years, Newlon ran anywhere from 50 to 70 miles a week. She ran her first marathon during her first year at dental school, where she was known as the "fastest female," and competed in countless half marathons. Newlon won her first marathon in Houston, Texas, where she was doing a residency, finishing in an impressive 3 hours, 10 minutes.

Today, Newlon teaches full time at UCSF School of Dentistry, sees patients two days a week at the faculty practice and directs the Dugoni School of Dentistry's new Registered Dental Assistant in Extended Functions (RDAEF) program that trains dental assistants in advanced procedures on the weekends. How does she make time for it all? Running. "It is the best form of stress relief in the world. It absolutely gives me more energy," she says.

Though years of running have taken their toll on Newlon's knees,

she still runs about seven miles, three days a week at Ocean Beach, does an hour on the elliptical machine daily and 100 sit-ups, as she has for the past 30 years to keep her back strong for the demands of dentistry.

At five feet, one inch tall, Newlon describes herself as a "lean, mean, running machine," but it's not the typical runner's high she seeks when she clocks in the miles: "It's a form of meditation for me," says Newlon. "It allows me to center myself emotionally and mentally. I just block out everything and I'm able to really focus." Sometimes Newlon will plan lectures while she runs; other times she'll listen to French language instruction or just the sound of the ocean.

Ever passionate about running, Newlon has advice for those thinking of taking up the sport. "Do it in the morning before work," she says. "And your whole day will be better."

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“I’ll sing a little bit while I’m working,” says Hashimoto.

“My patients don’t seem to mind.”

It’s not every Dugoni School of Dentistry alumnus who can say he or she received a golden ticket to Hollywood. But that’s the case with Dr. Matthew Hashimoto ’08, who was a contestant on “American Idol” in 2010. Though he was cut in the Hollywood round, Jennifer Lopez told him she loved his voice, and Steven Tyler thought he was cool because he is a dentist with long hair.

How did he go from being a practicing periodontist in New York City by day to singer in two different bands at night? Though he had no formal training, Hashimoto has been singing all his life, and remembers singing along to records his parents would play, but didn’t really get serious about his talent until college.

“I was always too afraid to get up on stage,” says Hashimoto. “I would get extreme stage fright, and not be able to sing well. I think it just took college to make me a little more comfortable with myself.”

After dental school at Pacific, Hashimoto moved to New York and auditioned for a few bands. He clicked with one—a nine-piece Stevie Wonder cover band—and has been playing with them ever since. “Stevie Wonder is one of my biggest influences,” says Hashimoto, “and when I was asked to join the band that was a big high point for me.”

Other high points were soon to follow. In 2009, Hashimoto appeared on “The Oprah Winfrey Show,” one of seven singers chosen from thousands for Oprah’s Karaoke Challenge. “I had a great time,” says Hashimoto. One of the judges was Gladys Knight. “After I sang, Gladys Knight gave me lots of compliments,” says Hashimoto, “and that gave me motivation to try to pursue singing a little more seriously.”



In 2011, Hashimoto auditioned for Amateur Night at the Apollo Theater in New York, and, over the course of almost a year, advanced to each round until he won first place. The competition was stiff; the audience would boo singers they didn’t like off the stage. Hashimoto was never booed. Quite the contrary: “I think people were constantly shocked by the sound of my voice compared with the way I looked,” says Hashimoto who hails from Hawaii, and whose voice is described as soulful. “Just being able to sing on that historic stage where people like Michael Jackson, Ella Fitzgerald, Gladys Night and Stevie Wonder all started out kind of makes me step back and feel how lucky I am,” he says.

And has his musical talent and passion helped his periodontal practice? “I actually get quite a number of people coming to see me that I meet through music,” says Hashimoto. “And when my patients find out that I sing and have performed at places like the Apollo they let their friends know. I’ve also had a few patients who’ve come to see me who’ve actually seen me at the Apollo first.” What’s more, Hashimoto always has music playing in his office. “And if a song comes on that I know, which is usually 90% of the time, I’ll sing a little bit while I’m working,” says Hashimoto. “My patients don’t seem to mind.”



Christina Boufis, PhD, is a freelance health and medical writer from the East Bay.

By Eric K. Curtis, DDS

Outside

The **Dugoni** Alumni Association

becomes a dental school
division

“You are not here merely to make a living,” New Jersey Governor Woodrow Wilson told the New York Press Club on September 9, 1912, on the eve of his election to the U.S. presidency. “You are here in order to enable the world to live more amply, with greater vision, with a finer spirit of hope and achievement. You are here to enrich the world, and you impoverish yourself if you forget the errand.” Substitute the phrase “Arthur A. Dugoni School of Dentistry” for “the world,” and you will recognize an elegant, timeless description of the dental school’s Alumni Association, which since its formation in 1898 has never forgotten its errand.”

Since the 19th century, almost all American higher learning institutions have fostered alumni organizations. Until the 1980s, on the other hand, most European schools, curiously, did not. Alumni networks provide platforms for graduates and school supporters to stay in touch with people who represent a connection with the impressionable, formative years that reshape world views and mold careers. But few alumni groups have been as intimately involved—or as generous in sharing the three Ts of volunteer power: time, talent and treasury—with their alma maters as the Dugoni School of Dentistry’s Alumni Association.

Most alumni think of the Alumni Association as an integral part of the school structure.

Honoring a two-fold mission of supporting students—both current and former—and serving the school, the Dugoni School of Dentistry’s Alumni Association has been a critical force in helping shape and develop school values. For example, the Alumni Association was an early champion of continuing education in dentistry. In 1925, it established a Lecture and Post-graduate Foundation to offer courses to its members. The Alumni Association was a pioneering proponent of technology. In 1955, not long after television became commercially available, it gave the school a closed-circuit television system. The Alumni Association has long embraced state-of-the-art facilities. Alumni funds largely paid for the 1967 Webster Street school and drove its many remodeling campaigns, in addition to providing a loan to open the Union City Dental Care Center. Alumni have also literally reinvented the dental school at least twice in its 117-year history. They rescued it from closure in 1924, and they were instrumental in brokering the merger of the College of Physicians and Surgeons of San Francisco with University of the Pacific in 1962.

Most alumni think of the Alumni Association as an integral part of the school structure. I remember then-Dean Arthur A. Dugoni telling my class at our first-day orientation in 1982, “You will be a student for three years here at the finest dental school in the country, but you will be an alumnus for the rest of your life.” And, indeed, when I graduated, I found tucked behind my diploma another certificate formally announcing my matriculation as a member of the Alumni Association. The Association feels like a natural extension of the School of Dentistry. Yet throughout its history, the Alumni Association has never really been a bona fide unit of the school. Rather, it accomplished its goals as an independent body, one that, while it both lent and received support from the school, and was even housed within the building, remained outside the actual dental school and University administration. The relationship has been one of mutualistic symbiosis, like an ostrich moving with a herd of zebras.

Last year, the symbiosis shifted. The Alumni Association’s six-member executive board, along with its board of 13 directors, mulled over several significant shifts in the savannah’s financial and regulatory winds. The environment for nonprofit organizations had changed. New Internal Revenue Service guidelines and requirements were bringing more scrutiny of fiduciary responsibilities, placing a higher administrative burden on the Association.

The Association realized it faced a right-turn, left-turn choice. It could become completely independent from the University and dental school, carefully separating all the traditionally intertwined organizational arrangements, and beginning to perform autonomous—and more expensive—functions such as paying rent for space and equipment and doing its own payroll. Or, it could give up its non-profit 501 (c) (6) status and become an official department of the dental school.

Association leaders assessed the costs and benefits of each alternative. On the plus side, such burdens as separate liability insurance, monthly internal audits and vendor contract liability would disappear. On the minus side, direct investment control would be curtailed. Board members concluded that integrating with the dental school would allow access to the University’s full range of administrative resources, including legal, compliance, regulatory and professional counsel. What’s more, such a merger would comply with new provisions of the Payment Card Industry Data Security Standard (PCI DSS), a standard for organizations that handle cardholder information for the major debit and credit cards. To step under the University umbrella would be consistent with all other alumni organizations within the University system.

On December 1, 2012, after the move was approved by a 95% vote of current dues-paying members, the Alumni Association transferred its status from external nonprofit to an official department of the dental school. The departmental changeover, says Alumni Association President Suzanne Saidi ’91, which was purely administrative, won’t alter the character of the Alumni Association at all.

Alumni Association Assistant Director Joanne Fox agrees. “I believe our members will find the transition so smooth,” she says, “as to be unnoticeable.” While internal accounting processes have dramatically changed, the organization’s mission is the same—to foster lifelong relationships among the members and with the school. The deep sense of belonging to the Dugoni School of Dentistry family will remain, she says, as will the rapport among members.

Alumni Association-School of Dentistry relationships also remain seamless. The Alumni Association already has many years’ experience collaborating with other dental school units, such as Marketing and Communications, Information Technology, Continuing Dental Education, and Design and Photo Services. And like those areas, the Alumni Association has been under the aegis of the Institutional Advancement division. Fox and Alumni Association Executive Director David Nielsen ’67 have been representing the Alumni Association at monthly Institutional Advancement meetings to share news, develop ideas and plan events with other directors and managers. Some existing interrelationships are

integrity

communication

leadership

camaraderie

deepening. The Alumni Association president-elect, for example, now participates in Pacific Dugoni Foundation (PDF) board meetings, and the PDF president likewise attends Alumni Association board meetings.

As if to illustrate this enhanced synergy, in conjunction with the transition, the Association made two significant gifts to the dental school: a contribution of \$155,500 to support the Dugoni New Building Fund, which will name the Dean's Conference Room for the Alumni Association, and a second gift of \$350,000 to establish the Alumni Association of the University of the Pacific, Arthur A. Dugoni School of Dentistry Endowment.

Saidi notes that amalgamating with the dental school and parent University will help the Alumni Association secure a variety of strategic advantages, such as being able to more fully accomplish its strategic plan, garnering support for later growth and ensuring long-term sustainability. The increase in formal institutional assistance will be immediately useful. "Now that we are a department under the dental school," Saidi says, "we have many more resources at our fingertips." For example, she explains, "When the school moves to its new building, we will be able to have continuing education courses at the school concurrent with the Alumni Meeting." In short, the Association will gain greater access to dental school staff and funds, while simultaneously protecting its portfolio. "We have systems in place to make our own decisions," Saidi says, "and we will be able to allocate funds where the money will be best used."

The Alumni Association's administrative conversion has afforded its leaders an extended occasion for contemplating both its fundamentals and future. The Association's strategic plan, fueled according to its vision statement by the qualities of "pride, passion and performance," pivots on a foundational set of four values. The first is **integrity**, a commitment to accountability and high ethical standards. The second is **communication**, the encouragement of active listening and open discussion. Third is **leadership**, the application of "visionary guidance with innovation and dedication." Fourth is **camaraderie**, the embodiment of belonging, goodwill and rapport.

Association goals involve improving the value of the Association; creating a multi-venue, top-quality continuing education program; developing and maintaining a content-rich online presence focused on alumni, who can now log on to a dedicated website at dugonionline.org; growing and expanding active alumni membership; and developing a practice management program that includes transitions, opportunities, staff development and resource information.

Traditional alumni activities, programs, functions and events including its Annual Meeting, the Alumni/Graduate Banquet, First-Year Welcome Coppino Dinner and various regional receptions, luncheons, dinners and breakfasts for members, will all go on under the new administrative arrangement. Saidi also lists a number of newer alumni initiatives specifically aimed at supporting students, including collecting extracted teeth for laboratory classes and board examinations, helping secure patients for state and regional board examinations, contributing articles for the quarterly student publication *The Articulating Paper* and contributing to overseas student missions. The Alumni Association is also now forming committees to assist in the transition to the new dental school campus.

Saidi says that while her main mission as president of the Alumni Association is to grow membership, the newest—and future—members are most in need of alumni help. She observes that older dentists already understand that alumni relationships with the school and each other are crucial for personal and professional growth. "I want to also help younger dentists understand that we are here for them," Saidi says. "They should not feel alone, like an island."

The Dugoni School of Dentistry beginners are responding. "During my almost 10 years on the Alumni Association Board," Saidi says, "I have seen firsthand the students and our younger alumni reaching out to us more and more for help with events, sponsorship and support. We have a huge amount of support and positive energy to give back to them."

As the relationship arm of the Dugoni School of Dentistry, the Alumni Association aims, regardless of its administrative details, to keep fostering warm connections of every age. Quite simply, Saidi says, "I want our Alumni Association to be the best anywhere."

Eric K. Curtis '85, DDS, of Stafford, Arizona, is a contributor to Contact Point and is the author of A Century of Smiles, a historical book covering the dental school's first 100 years.



DISCOVERING

WHO WE ARE

Around here, we often say, “The greatness of Pacific Dugoni is its people.” No one can imitate what we do because no one else has built, over decades, a group so completely dedicated to making its school great. Others have yet to figure out that it is not just the faculty, the students, alumni or any other single factor. It is everyone continuously working together to reinvent ourselves.

BY PATRICK J. FERRILLO, JR.

Sometimes dean candidates are attracted to a school that is in trouble because they think they can score a quick success with a turnaround. Coming here was frightening because Arthur A. Dugoni and others had already made it a school to be emulated. I concluded that the best way forward would be to give the full range of people who make up our family the support, encouragement and tools they need to further their development. I decided that my job was not going to be to tell people what to do or how to do it. The seeds for excellence are already here. My role has been to nurture this greatness.

PLANNING TO ADVANCE GREATNESS

I am proud of our strategic plan (which you can learn more about at www.dental.pacific.edu/Strategic_Plan.html). But the real story is how this plan was created, continuously updated and is being implemented. We are actually in the plan's third stage; having framed the original plan and completed the implementation, we are now working on a revision of the plan. There is not a student, faculty or staff member or alumnus who has not been invited to participate, and literally hundreds of people have—in town hall meetings, via surveys, by making specific recommendations or joining writing groups, as well as assisting in the changes that have taken place in our curriculum, our teaching philosophy and departmental restructuring.

Dr. Alan Gluskin '72, co-chair of the Department of Endodontics, who led the first Strategic Planning Committee, laughs as he explains, “We only accomplished half of our recommendations during the first few years of the original plan. Of course we had more than 200 recommendations, so half of that is pretty good progress.”



The process has been as important as the product. After all, many dental schools have binders of strategic plans on shelves in somebody's office. But using an inclusive approach to planning and implementation, rotating the leadership and guiding the process with professional outside consultants, we have increased our school family's sense of ownership. Through the process of ensuring comprehensive participation, we have truly been discovering who we are.

RETHINKING THE EDUCATIONAL EXPERIENCE

The term "curriculum" is almost obsolete here. That word conjures up images of isolated courses that are fit together in some pattern, often dictated by time and faculty considerations. Because we are competency-based, everything is now focused on students' learning experiences.

Our strategic plan is about reaching beyond boundaries. It is focused on preparing oral healthcare providers for scientifically based practice through developing evidence-based decision making and critical thinking across the curriculum; calibrating and cross training faculty across behavioral, biomedical and clinical sciences; and increasing interprofessional collaborative opportunities. The Helix Curriculum is now in our genes.

We have moved away from merely teaching course content and toward providing a rich network of experiences designed to educate a balanced professional, who is not only practice ready today, but equipped to be so well into the future of the evolving profession. Sequences of small lectures have been replaced by large strands of integrated experiences. Currently in place are the preclinical, clinical sciences, medical sciences and clinical practice strands. A fifth personalized instructional program strand will promote

student and faculty individualized personal development and is in the pilot-testing phase.

The goal is that both students and faculty members will grow in their ability to put together all their knowledge and skills and apply them to patient care. It is good to know the nuggets of dental knowledge and to have the technical skill to fabricate beautiful work. But the ultimate test is being able to deliver this in patient care. Thus, most instruction now—both in the clinic and the didactic portion of the program, and even into the community—is taught by teams of faculty members, and is case-based, interactive and participatory.

The curriculum is articulated as well as being integrated. Meaningful opportunities to integrate material are not left to chance. Each of the strands has or will have its own coordinator. Coordinating is a full-time job done by individuals who are not faculty members but are experts in managing learning; know how to use computers to deliver material and track outcomes; and are here full time to follow up on all the details. Faculty members are knowledge and skill experts; the coordinators manage the educational experiences by arranging logistics, teaching materials and evaluation.

GROUP PRACTICE CLINIC MODEL

The clinic model is also being reworked to deliver state-of-the-art care and outstanding patient experiences in a setting that resembles private practice. Pacific has always been at the forefront of dental education in this area. Jim Pride, when he was clinical dean in 1972, developed the concept of comprehensive patient care where patients are assigned to students rather than to departments. That approach has since been imitated by every other dental school. In 1998, then-Associate Dean of Academic Affairs Dave Chambers pilot tested a program to determine whether smaller clinic practices would improve care. Two randomly chosen cohorts of students and two faculty team leaders were chosen to determine what group size was small enough so students felt responsible to each other, and to see where private practice concepts such as team meetings, productivity monitoring and coordination of patient care across team members would make a difference. Although we were not ready to implement our finding at the time, the outcomes data demonstrated that this model, compared with the rest of the clinic, leads to significant improvements in student grades, patient satisfaction, clinic income and—most important of all—to objective measured improvements in patient oral health. We are now well into the planning and incremental implementation of this model.

WE NEED A BIGGER BOX

Innovations in our educational and clinical programs have caused us to run up against unexpected limitations. The building that was right for us 46 years ago is no longer up to the task. So we are moving on and forward.

Our new campus in San Francisco's South of Market area addresses three needs. First, it will give us the flexible seminar and clinical facilities to support our new model of dental education. Second, it will open up a new patient base and a presence for the school in the heart of the City. Third, it is making us focus on the big picture. By the time the architects ask, "Where do you want this to go?" we already have had to think through the educational and patient care effects. Much like the strategic planning process that vitalized the entire school, planning for the move to Fifth Street has pulled together teams of faculty, staff, students and everyone else affected by the change to work through what matters and understand how the solutions for one group affect the way others operate. It is like putting

on a new suit or a new dress. When we look in the mirror we see who we are in a new way.

The new building has also made it crystal clear that the Dugoni School of Dentistry is not an isolated community. We have a strong tradition of community outreach. Our new location will immerse us in a new community, with a different mix of patients. This pending move has reminded us of our University's tradition of community collaboration and international exchanges. The need for the change and the opportunities it presents has not been lost on our alumni. The response from our rich network of former students and friends has been positive and has been demonstrated in very tangible support.

GLOBAL FOOTPRINT

Pacific Dugoni is expanding even beyond its new home in the heart of San Francisco. Our well-established and highly regarded International Dental Studies program has built our school's reputation throughout the world. But consider opportunities on the ground in Alexandria, Egypt; Wenzhou and Beijing, China; Kuwait and Europe. We have formal exchanges with schools in all of these areas, ranging from hosting students and faculty, to tours, to an innovative program involving our AEGD program and the Benard School of Education on the Stockton campus and to resource sharing for degree programs in China. The students' traditional dental mission trips have been brought under the school's formal umbrella for purposes of coordination, insurance and supervision.

I have served as the president of the board of directors of the International Federation of Dental Educators and Associations (IFDEA) whose mission is to create a global community of dental educators joining together to improve oral health by sharing knowledge

and raising standards. This has proven to be a robust platform for our faculty, students and alumni to share with their colleagues around the world.

TECHNOLOGY MATTERS

Before I arrived, the school had passed through the necessary stages of acquiring computers for a select group of technical experts and then equipping smart classrooms and clinics. We are now well into the phase of implementing technology for learners. We have installed AxiUm—a turnkey comprehensive record and management system—for all our clinics. The training for faculty, staff and students in how we use computers in patient care and in teaching is extensive. However, training is an opportunity as well as a cost. Education and patient care are now more responsive, more accurate and more coordinated. We have been more fortunate than most dental schools that must compete with other programs on a university campus for common resources. We have our own staff and resources, and they are outstanding.

An unanticipated benefit of technology has been the need to share and coordinate, as technology makes this easier. The days are rapidly disappearing when treatment of a patient in one specialty area could proceed without affecting other departments. Faculty members, who practice and teach one or two days per week, can now consult electronically on the care of patients who are here on other days. The clinical competencies of students needed in each quarter automatically feed the design of preclinical and didactic instruction. Faculty members can easily find out about what their colleagues and the students are doing. And, they can participate in planning and case management. All of this is translated into school-wide standards rather than departmental or individual ones.

WHO ARE WE?

The strategic plan calls for three other broad goals: define new standards for education; discover and disseminate knowledge; and actualize individual potential. One might be fooled like the boy who watched the marching bands, the clowns and the elephants, and dignitaries but asked, "Where is the parade?" Pacific Dugoni is not a plan or the new building or a curriculum or a program: it is the people who do those things so well. Making the program better means building the potential of everyone in the building and the way they interact.

We have worked with the Stockton campus to deliver a doctoral program in education to almost a dozen faculty and staff. We are exploring a degree completion program for staff who need a few more courses to earn their first degree. Karl Haden and his Academy of Academic Leadership have a branch office on Webster Street (or so it seems). He has brought management

expertise in planning and curriculum development and conducted about 15 days of basic teaching skills programs for faculty and staff.

The traditional lines in dental education that separate students, faculty and staff have held back dental education. These lines are being blurred at Pacific Dugoni. Faculty members are becoming learners, staff members are becoming effective managers and students are valuable resources for community health.

Recently, as I passed through Café Cagnone, I chatted with Drs. Frank Brucia '44 and Irwin Marcus '48 Ortho. I have seen them pouring over the portfolios of candidates for admission around the holiday season since I came to Pacific Dugoni in July of 2006. The conversation is always the same. "Dean, we must be doing something right. I just had an interview with one of the most qualified, actively involved and interesting young persons who wants to come here to be a dentist. And they just keep coming and they just keep getting better." "Yes," I say, "We are doing many things right. And I thank you and I thank all the others who make this happen. If you don't stop, we are unstoppable."

I can see the future of dentistry from here. It is who we are.



IFDEA

International Federation of
Dental Educators and Associations

ALUMNI SCENE



▲
◀ **114th Annual Alumni Meeting at the Fairmont Hotel**

PHOTOS: RICHARD MAYER

Reunion fun at Asilomar PHOTOS: JON DRAPER



Philanthropy and Dental Education

It Is Not Necessary to Change; Survival Is Not Mandatory

By Arthur A. Dugoni, DDS, MSD

The following excerpt from the Journal of Dental Education, Volume 76, Number 3, March 2012, is reprinted with permission from the American Dental Education Association.

Over the past sixty years, I have had the special opportunity to listen and speak with many of our dental colleagues all over the United States and even throughout the world. The more I listened and learned, the more I became convinced that we are fortunate to be part of a great profession. There is a fabulous but different future ahead, perhaps an even greater golden age, but only if we are prepared to guide the forces of change with commitment, competence, and passion.

During my lifetime, I have been elated at the substantial progress that has been made in finding cures to our most life-threatening and incurable diseases. Each year, we witness remarkable evidence that reveals our awesome potential to stamp out life's ills and make the world a healthier and safer place. Let me test your memory with an example.

The March of Dimes is just one illustration of triumph over adversity. President Franklin D. Roosevelt, who had polio himself, believed that years of polio epidemics and the toll it took on the nation's young were too overwhelming to ignore. With his leadership, he helped to establish a nationwide appeal for charitable giving that would fund vaccine research development to once and for all find the cure for polio. Roosevelt believed that the power to make a change was rooted in the collective efforts of an entire nation: that any problem could be solved when people joined together and acted as one strong, united force.

The March of Dimes was unique in many ways. It was, at the time, one of the only charitable organizations to have conquered its original goal, and it did so by enacting a large-scale, nationwide initiative—making charitable giving and volunteerism part of the fabric of American life. Prior to the vaccine, polio affected 50,000 people each year. With the help of the national media, there were pleas for the donation of dimes, and the accumulation of millions of dimes from millions of people was enough to fund the research that led to the polio vaccine.

Research found a cure. What a difference positive change can make when endorsed by those who

believe and have a passion for making a difference. The difference is that it finds a solution to the problem. We have all witnessed powerful actions that occur as the result of strong leadership and motivated believers. These movements and positive results are often born from years of struggle and conflict or crisis and emergency. It is the people's opportunity to have their voices heard and make change happen.

One movement that has the capacity to continue bringing about significant change is the philanthropic movement. Although small donations often go unnoticed, when accumulated, the result becomes meaningful. Philanthropic endeavors, large and small, have the ability to reach and change the lives of tens of millions. Let me take you on another brief history lesson, this time traveling back over 100 years to the times of great American industrialists who built their fortunes from the ground up.

Andrew Carnegie was the wealthiest man in the world at the beginning of the twentieth century. He had built his fortune over time and, in 1900, at the age of sixty-five sold U.S. Steel Corporation for \$480 million. In today's dollars, this equals over \$11 billion. Carnegie was a staunch advocate of active community philanthropy. He believed the rich have a moral obligation to give away their fortunes. In his 1889 essay "The Gospel of Wealth," Carnegie reaffirmed this belief by encouraging wealthy families to keep only what was necessary and return the rest for the benefit of the community. He felt it was immoral and irresponsible to pass on fortunes to ill-equipped persons or organizations for fear that the money would be spent improperly, and potentially negate the positive impact it would have on the community. It is estimated that during his lifetime Carnegie donated the 2011 equivalent of over \$8 billion—approximately 72 percent of his personal wealth.

Carnegie and other wealthy industrialists like Mellon and Rockefeller also believed in this philosophy and in this way of life. Through the establishment of endowments and foundations, these philanthropists built a system in which their personal charitable giving could continue in perpetuity. And it has: such is the power of endowments. For example, endowments

enabled the Carnegie Corporation of New York, just one of the many set up by Carnegie, to have a current net worth of \$3 billion and to have made grants totaling \$1.3 billion since its inception in 1911.

Today, philanthropy is again in the news in relation to some of the great businesspersons of our time. Two generous philanthropists, Bill Gates and Warren Buffett, have donated their time and resources to a foundation aimed at improving health and education worldwide. Ted Turner gave \$1 billion to United Nations programs and causes, and Steve Schwarzman donated a \$100 million gift to the New York Public Library. Robert and Jeanette Powell contributed \$100 million to the University of the Pacific. Robert and Dorothy King donated \$150 million to Stanford University. My hope is that more individuals will follow their lead in applying this model of positive behavior.

The culture of philanthropy enables community leaders to discuss values, ideas, and solutions in an environment free of harsh judgment or criticism. Philanthropy encourages freethinking and new ideas, but most importantly, philanthropy is the single biggest catalyst for positive change. Historically, endowments have largely emphasized the improvement of democracy by expanding the minds of people through education and by civic and community participation. With education, we improve ourselves by achieving new levels of understanding and respect. With constant learning, we find solutions to our problems, feed the hungry, house the homeless, and alleviate pain and suffering by pinpointing root causes of illness and disease. Philanthropic donations and research enabled us to cure polio. What can we do next? Better yet—what will we do next?!

Dental education is the foundation of our profession, and this foundation is threatened. If we do not have a strong foundation in education, our profession risks losing its integrity. Some even say that if nothing is done to repair the system, it will eventually turn the profession of dentistry into a trade. There are overwhelming challenges facing the entire educational system, not just dental education.

Dental schools suffer from aging physical and clinical facilities that must be updated to meet the challenges of the future. Technology, while helpful in the educational process and integral in the practice of dentistry, demands a constant stream of money to fund upgrades and new equipment. This is one of the more challenging effects of the continuous advancements of technology. Often technology becomes obsolete soon after development! Unfortunately, it is the nature of the technology beast, but it is an educational must-have since students cannot graduate and enter the profession with training in antiquated methods, equipment, and facilities.

A dental education is one of the most costly professional education and training programs. Dental students graduate from dental school in the United States with an average of \$162,000 in debt and many with more than \$300,000 in accumulated debt. Besides creating foundations and endowments, Andrew Carnegie also spent significant sums establishing libraries because he believed that education should be free. Unfortunately, we do not have this luxury to offer to all dental students. But we can alleviate some of the stress and the cost of education that is placed on the shoulders of our graduates by creating scholarships and endowments.

Since government support is decreasing, dental schools increasingly must rely on generous donations and fundraising campaigns simply to maintain operations at their current rate. But what happens when you want to grow a school and prepare for the future? What happens when equipment needs to be updated and educational demands are not being met? Our dental students will suffer significant educational and dental medical training shortfalls, and they are the future generations of our profession.

These are some of the challenges that our schools, our educators, and our students faced yesterday, face today, and will face tomorrow, and it is our responsibility to make a difference. The future of our profession is dependent on us and our actions. These challenges may seem overwhelming, but they are not insurmountable.

PHILANTHROPY

Solutions have already been found in many areas in the United States. Let me give you some examples. In California, when the University of California, Berkeley, and the University of California, Los

Angeles, began to notice a decline in state funding, they hired professional fundraisers and developed a plan for private funding. As a result, private funding rose from \$34 million (1967–68) to \$1.3 billion (2006–07). The University of the Pacific, Arthur A. Dugoni School of Dentistry also hired fundraising professionals and went from one endowment to over 120, with seventy-five more being funded, and completed a successful \$65 million campaign.

To read the complete article from the *Journal of Dental Education* visit www.contactpoint.pacific.edu

Endowments have built great universities and will build great dental schools. We must embrace these concepts and work together to create ideas that lead to solutions. Let us study preliminary testing sites that support new ideas and concepts to solve dental education's problems. There are schools that are already trying new things, and those in decision making roles at dental schools need to reach out to others and learn about their results. Let us also

learn from each other's mistakes but capitalize on each other's progress. We must start this dialogue between one another. What works for one school might not work for others, but that does not mean that programs and policies cannot be adapted to fit the needs of the students and the school. We owe it to ourselves to safeguard our educational system—the system that provided us with the knowledge and talent to thrive and to provide for our family, friends, and patients.

Our dental education is what has made each of us into the person we are today. It has molded us into dental professionals, enabled us to provide care for those who need it, and provided us with respect and dignity. If it were not for the strong dental education that we received, the dental profession would cease to exist as we know it, with detrimental effects not only to dentists but to the health of the public. By creating a culture of philanthropy and a passion for philanthropy within dentistry, we supply ourselves with the tools to create positive change for years to come.



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