

CONTACT POINT

VOLUME 90 / NUMBER 1

The process of
reflection



OUR VISION

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MISSION

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- Define new standards for education
- Provide patient-centered care
- Discover and disseminate knowledge
- Actualize individual potential
- Develop and promote policies addressing the needs of society

VALUES

Humanism Innovation Leadership Reflection Stewardship Collaboration Philanthropy



winter**2010**

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Does the dental school's physical space coincide with the institution's goals? Discover how the latest teaching and learning styles integrate with the dental school's current facilities and learn about the *Facilities Strategy Study* developed by Gensler architecture.

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VALUING CONTINUOUS IMPROVEMENT

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In this article, Dr. David W. Chambers explores how the Dugoni School of Dentistry uses reflection for continuous improvement of its curriculum, processes and student success rates.

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CONTACTPOINTS

Alumni Association
Alumni Association President
Dr. Marvin '74A

Executive Director
Dr. David Nielsen '67
(415) 929-6489

Assistant Director
Joanne Fox
(415) 929-6423
jfox@pacific.edu

Pacific Dugoni Foundation
Call (415) 929-6406 or visit us
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Foundation President
Mr. Gary Mitchell

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DEAN

Patrick J. Ferrillo, Jr.

EDITOR

Kara A. Sanchez

EDITORIAL BOARD

David W. Chambers
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CONTRIBUTING WRITERS

David W. Chambers
Tayla Klein
Allison Neumeister
Dan Soine

ART DIRECTOR

Joan Yokom

DESIGN

Brian Blanchard
Sandra Shuhert

PHOTOGRAPHY

Bruce Cook
Jon Draper
Richard Mayer

ADVERTISING

Devon Bailey

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DEAN'S MESSAGE

PATRICK J. FERRILLO, JR.

REFLECTION

Greetings to all of our alumni and friends. Thank you for your continued generosity and support of your dental school. Despite the recent economic turmoil this country has faced, the anxiety of the H1N1 flu and many changes in the world around us, the Dugoni School of Dentistry is strong and continues to flourish. With our strategic plan as our roadmap, our future is bright and we are poised to achieve new levels of excellence and sustain our greatness.

In previous editions of *Contact Point* we've explored five of the dental school's seven core values: humanism, leadership, collaboration, philanthropy and stewardship. Another core value of the Dugoni School of Dentistry is reflection. Reflection involves obtaining credible information about various conditions or situations from a variety of sources and using that data for continuous improvement. We use information and data to evaluate what we should do (plan and set goals), what we actually do (outcomes), how we do it (processes) and how we did (outcomes assessment).

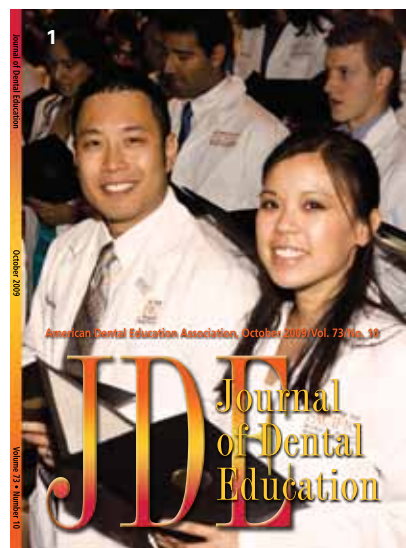
The reflective process has been an important element of our progress and has led to many of our recent innovations, such as our Axium clinic information system, our nationally acclaimed Helix curriculum, our state-of-the-art oral surgery suites, central sterilization system and the CalTeach and CAAMP faculty development programs.

At the Dugoni School of Dentistry, all individuals are willing to work together so that collectively we can freely discuss our strengths, weaknesses, opportunities and threats. We come up with ideas, evaluate them, choose some and carry them out. By collecting information through surveys, questionnaires, observations and a myriad of meetings, we are able to objectively and effectively chart our future, evaluate our processes and make adjustments.

Organizations that produce excellence like the Dugoni School of Dentistry are those that continuously improve. We are constantly adapting to changes in our environment, from economic and social trends, changes in technology and government regulations to the needs of our many stakeholders including our students, patients, staff, faculty and alumni.

A new decade is here and we are moving full steam ahead.

Patrick J. Ferrillo, Jr., Dean



JDE Cover Features White Coat Ceremony

Students from the Arthur A. Dugoni School of Dentistry were chosen to grace the cover of the October 2009 issue of the *Journal of Dental Education*, published by the American Dental Education Association. The White Coat Ceremony, held each July, celebrates the beginning of students' clinical experience and emphasizes their role as healthcare providers. The white coats are generously donated to students by the Alumni Association.

- 1 Patrick Lok and Kimi Louie, both from the DDS Class of 2011, featured on the cover of the Journal of Dental Education.
- 2 Students pose on stage after the ceremony.
- 3 DDS Class of 2011 students Allison Chin, Wendy Chin and James Chiu show off their white coats.

Pacific Center for Special Care Launches Virtual Dental Home

The dental school's Pacific Center for Special Care, under the leadership of Dr. Paul Glassman, professor of dental practice and center co-director, created the Virtual Dental Home, a new teledentistry pilot project that brings dental care into community settings such as schools and nursing homes throughout California.

Through the Virtual Dental Home, people in underserved communities are able to receive basic and preventive dental care in community settings where they live or receive educational, social or general health services. The system uses the latest technologies to link dental hygienists in the community with dentists at remote office sites.

Equipped with the latest portable imaging equipment, registered dental hygienists in alternative practice (RDHAP), registered dental hygienists (RDH) and registered dental assistants (RDA) collect electronic dental records such as X-rays, photographs and dental and medical histories, and upload the information to a secure Web site where they are reviewed by a collaborating dentist.

The dental hygienists and assistants work with dentists to establish diagnostic services and to provide preventive and temporary restorative services directly to people who might otherwise be unable to get dental care.

The Virtual Dental Home has been supported by the California Dental Association Foundation and has received funding from the California HealthCare Foundation, Verizon Foundation and other organizations. Six sites currently use the system in California, and three more locations are slated to be added throughout the state. The viability of the project will be evaluated at the end of the project's fourth year.



Dr. Paul Glassman speaks during the Virtual Dental Home launch event in Sacramento.

Plans Underway for New Tissue Engineering Clinical Facility

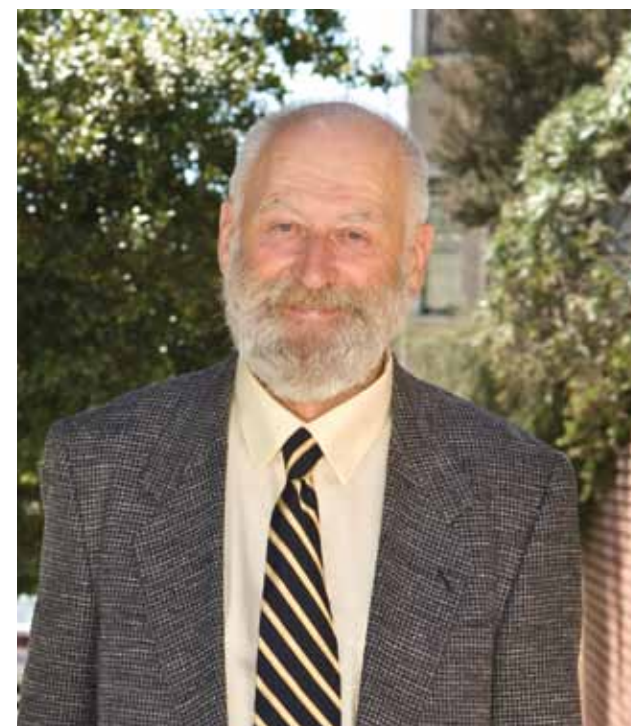
The Arthur A. Dugoni School of Dentistry will soon have a state-of-the-art Tissue Engineering Clinical Facility (TECF) for regenerative dentistry treatment and applied research.

Regenerative dentistry is a relatively new dental field which involves using adult stem cells to regrow and replace damaged tissues and bone in the mouth and jaws. Once the school's TECF is completed, platelet-rich plasma (PRP) and platelet-rich fibrin (PRF), which stimulate local stem cells to start regeneration and healing of injured tissues, will be prepared. PRP and PRF can be administered to patients as injectable gels or insertable sheets. Such patient-specific preparations are more efficient and less costly than commercially available products.

"Having worked in the field of tissue regeneration for a number of years, I can clearly see that tissue repair is one of the most rapidly advancing research fields relevant to dentistry today," said Dr. Miroslav Tolar, director of TECF. He noted that this facility will put the Dugoni School of Dentistry on the forefront of regenerative dentistry efforts.

Several departments and clinics, including oral and maxillofacial surgery, the Implant Clinic, endodontics and periodontics, will be able to make use of these technologies for treatment procedures. Regenerative dentistry is already making its way into the dental school's curriculum. Seminars on the topic have been included for the first time in the Integrated Clinical Sciences II course directed by Dr. Terry Hoover.

Dr. Miroslav Tolar, director of the Tissue Engineering Clinical Facility.



Students show off the state-of-the-art equipment in the newly remodeled oral surgery clinic.

Oral Surgery Clinic Gets High-Tech Remodel

Faculty and staff of the Oral and Maxillofacial Surgery Department recently held an open house to showcase the refurbished surgical suites at the San Francisco campus. Guests were invited to see the new operatories, meet the oral surgery faculty and staff and watch a demonstration of the facility's new video streaming capabilities.

The oral surgery suites feature the latest audiovisual equipment, including two new high-definition plasma screens and remote-controlled cameras. The equipment gives the school the capability to videoconference procedures to classes throughout the campus or record procedures for use in surgical continuing education courses. In addition, the clinic's new features include a post-sedation recovery area and larger operatories, which allow for wheelchair access and more room for students to observe procedures.

A significant clinic improvement is the hospital-grade operating lighting which uses low-energy LEDs to create intense light without heat during procedures. LED technology requires very little maintenance because there are no bulbs to service.

"Our whole department is very proud of this new state-of-the-art clinic and excited about the potential this gives us to treat patients and to educate students in a hands-on way," said Dr. Anders Nattestad, professor of oral and maxillofacial surgery. "This is a unique oral surgery facility among dental schools, due in part to its technical and audiovisual capabilities. We're glad to see the new surgical suites open and in use to benefit our students and patients from the community."

The remodel was made possible, in part, through alumni and friends' support of the Dean's Fund for Excellence. Additional funding for the project came from a federal Hill-Burton facilities improvement grant, the Hutto Patterson Charitable Foundation and Special Care funds.

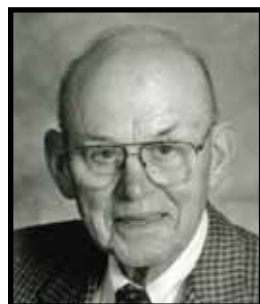
In Remembrance of Four Faculty Members

Dr. Dudley Cheu, assistant professor in the Department of Restorative Dentistry, passed away from complications following surgery on July 3, 2009. He had been teaching at the dental school since 1994 and received countless honors from students including the Lucien Szmyd Memorial Award for Excellence in Clinical Instruction and the Third-Year Associated Student Body Award for Teaching Excellence. Cheu was an active member of the ADA and CDA, volunteering at numerous events and programs, serving on many committees and helping with local arrangements at scientific sessions.



DR. DUDLEY CHEU

Dr. Fletcher Craig '50, former chair of the Department of Operative Dentistry, passed away in September 2009. After graduating from the College of Physicians and Surgeons, he established a private practice in Gridley, California, where he worked until 1964. He then began a full-time teaching career in operative dentistry at Pacific and from 1965-1979 served as the chair of that department. Craig,



DR. FLETCHER CRAIG

who attained the rank of lieutenant colonel in the Air Force during World War II, was a member of the National Pilots Association.

Captain Raymond J. Graves, professor emeritus, passed away at the age of 102 on August 2, 2009. Prior to joining Pacific in 1968, Graves served as captain in the U.S. Navy Dental Corps. He was a longtime faculty member in the Department of Oral Diagnosis and a coordinator of the insurance/third-party payment program for the Main Clinic. Graves was also a generous donor to the dental school and the school dedicated the 2007 P&S Donor Ball to him and his wife, Virginia, for their invaluable contributions and support over several decades.



CAPTAIN RAYMOND J. GRAVES

Dr. Arthur J. Krol passed away on November 24, 2009 in San Francisco at age 84. Krol served as chair of the Department of Removable Prosthodontics at Pacific from 1964 to 1973. A consummate clinician and educator, Krol was an advocate of prosthodontic principles supported by basic science and dental research. He greatly enjoyed teaching and guiding others, not just in technical matters, but, most importantly, in matters of the family and the soul. His legacy to the profession endures in his writings and his philosophy of prosthodontic treatment which, practiced by his students, benefits grateful patients worldwide.

Kagihara Named Director of AEGD Program, Union City Clinic

A new director recently joined the school to lead the Advanced Education in General Dentistry (AEGD) program and head the school's East Bay dental clinic in Union City, California.

Dr. Lynette E. Kagihara is responsible for the overall management and development of the AEGD program's curriculum, outcomes measurement process, faculty and staff development, patient recruitment and evaluation and budget. She will work with the dental school faculty to make the program a leader in educational methods, global relations and models of care.

Prior to joining Pacific, Kagihara taught in the Department of Restorative Dentistry at the University of Washington, School of Dentistry. She also maintained a private practice in Encino, California, for 18 years and was an active member of both the California and Hawaii Dental Associations. She is a fellow of the American College of Dentists and the International College of Dentists and is a member of the Pierre Fauchard Academy.

Kagihara earned her DDS and master of science in education degrees from the University of Southern California and is in the process of completing a master's degree in public health with the University of Washington. She has extensive experience in education as an associate professor



Dr. Lynette E. Kagihara

with USC where she held posts including course director with the Department of Restorative Dentistry, group practice director and director of the AEGD program. Kagihara has also held faculty positions with the University of Hawaii, John A. Burns School of Medicine and the School of Nursing and Dental Hygiene.



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U.S. Supreme Court Justice Visits Law School

U.S. Supreme Court Justice Anthony M. Kennedy (right, center) returned to Pacific McGeorge School of Law in mid-September to kick off the largest construction project on the Sacramento campus in its history.

Justice Kennedy, who has been a member of the Sacramento law school's faculty since 1965, was among the VIPs at a groundbreaking ceremony for the new Pacific McGeorge Legal Studies Center, a \$10 million law library expansion.

"In the law, we often deal with theories and abstractions," Kennedy said. "This building is something tangible that connects us to the rule of law that binds all Americans. It confirms once again the commitment that these law students and law faculty have to that ideal."

Dr. Pamela A. Eibeck, president of the University, introduced Justice Kennedy as "our longest-serving current professor at Pacific McGeorge." Kennedy taught constitutional law at Pacific McGeorge from 1965 until 1988 when he was sworn



in as the 104th justice of the Supreme Court of the United States. He has taught annually in the McGeorge Salzburg Summer Program in Austria since 1989.

"The construction and renovation of the Legal Studies Center will mean a dramatic improvement in the teaching and learning environment for our students, enabling them to develop the skills for lifelong inquiry, problem-solving and access to information," President Eibeck said.

The Pacific McGeorge Legal Studies Center, which will house the Gordon D. Schaber Law Library, is set for completion in late 2011.

Justice Kennedy also packed three other appearances into his two-day campus visit to the law school. He attended a donor dinner, met with faculty and local attorneys at a luncheon and delivered a Constitution Day address to an audience of law students on the origins of the American legal system.

Pacific Alumnus Reaches the Stars

More than 1,000 people gathered at the DeRosa University Center in August to celebrate the accomplishments of alumnus and Regent Jose Hernandez '85 ENG at the launch of the Space Shuttle Discovery's mission to NASA's International Space Station. It was truly a rallying point, both for the Pacific and the Stockton communities, as this former Stockton resident, the son of migrant farm workers and graduate of Pacific's School of Engineering and Computer Science, achieved his long-sought-for dream.

"The entire Pacific family celebrated Regent Hernandez's achievement," says President Pamela A. Eibeck. "His inspirational story demonstrates the power of education and determination, and underscores the importance of Pacific's continuing commitment to accessible education."

Hernandez is also a graduate of Pacific's Community Involvement Program (CIP), a scholarship program for first-generation college students who are Stockton residents. Now in its 40th year, CIP has graduated more than 1,000 students who might not otherwise have had the opportunity to attend college. There are currently 137 students in the program, and they are active in community service. Hernandez was the guest speaker for a 40th anniversary celebration for CIP alumni in October.

Astronaut and University Regent Jose Hernandez '85, shows his Pacific Pride during the Discovery Space Shuttle mission to the International Space Station.



The Pacific and Stockton communities shared the excitement as Astronaut Jose Hernandez launched in his first space shuttle mission in August.





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We value

[REFLECTION]

using facts and outcomes for continuous improvement

Reflection is one of the seven core values that characterizes the Arthur A. Dugoni School of Dentistry and defines its distinctive identity. Organizations often reflect upon their experiences, actions and decisions taken. The dental school strives for continuous improvement by using data to evaluate its successes, opportunities and threats, and consequently modifies its direction. In recent issues of *Contact Point* magazine, we have been exploring the core values of the dental school through our feature stories. This issue is dedicated to the value of **REFLECTION**.



BY ALLISON NEUMEISTER AND DAN SOINE



Future Classrooms

Is Our Facility Physically Fit for the Future?

Continuous improvement involving every stakeholder is a hallmark of many great organizations. The Dugoni School of Dentistry has made it a cultural norm to ask for input from students, faculty, staff, alumni, friends and donors as it plans for the future. This respectful and open communication provides valuable information as we reflect backward and dream forward.

We must remain both reflective and visionary to determine if we are doing everything possible to prepare the dentists of tomorrow. Are we using the best teaching methodology? Does the curriculum represent the real world of private practice? Are we using technology to enhance the learning experience? Are there tools available to help faculty members? Is a large group lecture the best place to teach our students?



Already, we have:

- Integrated our clinical sciences curriculum so we are graduating lifelong learners and critical thinkers who are able to integrate the science and technology of dentistry.
- Enhanced our technology by creating a central sterilization area, electronic records system and a state-of-the-art oral surgery facility.

- Expanded the education tools available to our students with electronic textbooks and by uploading class lectures to iTunes so they can listen to them at the gym or walking home from class.
- Moved to smaller group classes to encourage discussion and interactive learning.

These are among the advancements that allow the Dugoni School of Dentistry

to be a leader in dental education. However, if we want to continue to lead, we must look ahead and make sure the school is positioned for success. This includes taking a look at the school's master plan for facilities.

"In the life of any institution there comes a time for a change in course, a transformational move," said Dr. Ron Redmond, a University of the Pacific

Regent and 1966 graduate of the Dugoni School of Dentistry. “This was accomplished with the relocation of the dental school from the Mission District to Pacific Heights back in 1967.”

Since it was built, the Webster Street campus has been a significant asset to University of the Pacific and the world of dental education. In order to remain at the forefront, the school must determine how its facilities can be put to best use in the new era of pedagogy and dental practice. The school partnered with Gensler, a global architecture firm, to conduct an extensive analysis of the facilities during the summer and fall of 2008. The goal of the *Facilities Strategy Study* was to reflect on how space can enhance the humanistic, innovative, collaborative and philanthropic spirit of the dental school.

The research by Gensler took into account quantitative measures such as utilization analysis and financial analysis, as well as qualitative research from stakeholder interviews and focus groups with students, faculty, administration and patients. The research team also directly observed people moving throughout the building to gain a clear sense of how the school community uses the building.

The following are examples of the ideas and analysis presented in Gensler’s *Facilities Strategy Study*:

ACTIVE VERSUS PASSIVE LEARNING

The Dugoni School of Dentistry is committed to learner-centered education, but the current facility does not always support that effort.

“Interactive, small-group learning has been shown to be much more effective in engaging students and helping them learn versus traditional large lecture rooms,” notes Dr. Nader Nadershahi, associate dean for academic affairs.

Surely there is some need for large classrooms equipped with technology, but the school is also examining smaller-scale, flexible, group-oriented spaces to reflect the way teaching and learning styles have evolved since the 1960s. The trend in higher education is to move away from passive learning (relying strictly on large class lectures, note taking and memorization) to a more active style of learning (through interaction between students and instructors in a small-group environment). According to the report by Gensler, the school has a shortage of smaller classrooms to support interactive and integrated learning in a small-group environment.

One new project the school is exploring is the creation of a “prototype learning center.” The concept involves moveable walls, video screens to display procedures taking place elsewhere in the building and other technology enhancements that support small-group learning. This pilot project, currently in the planning stage, could serve as a model for future classroom designs.

COMMUNITY SPACE

The Dugoni School of Dentistry is fortunate to have an enthusiastic and energetic group of students, faculty and staff who are passionate about the dental school family. According to focus groups and interviews, however, the school lacks a distinct social center where people can informally gather and socialize. The school’s Café Cagnone is currently the largest space for informal gatherings and unstructured meetings.

Most schools struggle to create the kind of open, friendly and helpful social environment that the Dugoni School of dentistry already has, noted the analysis. However, the report suggests that creat-

ing a space where students, faculty and staff could all gather, collaborate and celebrate one another would strengthen the humanistic environment that distinguishes the school.

OPENNESS VERSUS PRIVACY IN THE MAIN CLINIC

Patients report that they receive top-quality care at the Dugoni School of Dentistry’s clinics. According to the report, the Orthodontic Clinic and the Hutto Patterson Pediatric Dentistry Clinic represent the most successful clinic environments due to natural lighting and elements that create a sense of privacy for patients. However, the report suggested that the school’s Main Clinic provides a less-than-ideal experience due to a confusing layout and a large patient waiting area with no natural light.

The report also raises the issue of how to balance patient privacy and clinic openness. For example, the low partitions in the Main Clinic allow faculty members to see out over the clinic, which is effective in a teaching environment, but reduces patient privacy. One approach is to raise the partition height or create extended transparent partitions that limit views of other patients.

Time-utilization studies and programming models suggest that additional clinic space is not necessarily needed. However, a better deployment of resources into an integrated group practice model would increase the “ownership” of space and potentially enhance patient care.

One suggestion brought up in the report is to group the Main Clinic into identifiable full-service “mini clinics” using partitions. Within smaller group spaces, the aim would be to redistribute resources so that each group practice is

responsible for resource management and clinic administration. Students and faculty members can collaborate as a group, and the patient perceives a more individualized experience, rather than looking out over an endless sea of chairs.

THE OPTIONS

What does the future hold? Over the years, the school has made many enhancements and updates to help students, faculty, staff and patients at 2155 Webster Street, but will the structure itself allow us to remain on the cutting edge? There are many things to consider when we look at the facility, but here are four possibilities proposed by Gensler.

1. Two-phase full building renovation

Programs would remain on their current floors, but there would be an expanded entry to the school. Some programs would have to move off-site during the renovation.

2. Full building restack and renovation

The whole building would be renovated and the clinic would move to levels five and six. New windows would provide more natural light. Programs on numerous floors would have to move off-site during the renovation.

3. New patient care pavilion and existing building renovation

The school would expand into the adjacent parking lot, allowing for a new patient entrance and an expansion of the current offices and clinic space.

4. New facility

A new building designed specifically to meet the goals and mission of the Dugoni School of Dentistry.

The *Facilities Strategy Study* presents us with considerable information about the school’s physical world. Since the school functions as both an educational institution and a health care provider, it offers unique challenges to those thinking about space planning and design. Everyone at the Dugoni School of Dentistry is reflecting on how we can continue to educate the best dental students in the country while providing the highest standard of care to our patients.

“We have entered a new age in dental education, bringing with it a reformatting of almost every aspect of the dental curriculum,” said Redmond, who suggests the school take a hard look at building a new facility. “These significant changes cannot be accomplished through a restructuring of our present facility. We must be prepared to take the bold move of ‘67 and create a new location in San Francisco, one that will continue the pre-eminence of Pacific Dugoni into the 22nd century.”

Whether the school moves ahead with minor facility upgrades, major renovations or a complete new building in years ahead, one important consideration has nothing to do with facilities at all.

“The magic of our school is in our people and our passion for seeing students succeed,” said Dean Patrick J. Ferrillo, Jr. “Schools may have great facilities or poor facilities, but nothing matters more than having dedicated students, faculty and staff. Let’s strive to keep our tradition of excellence alive no matter what direction we take with our facility improvements.” □

Allison Neumeister, donor relations manager, and Dan Soine, director of marketing and communications, are both staff members at the Dugoni School of Dentistry.

Based on research and insights, the *Facilities Strategy Study* presents a set of design principles to inform and guide future thinking about physical space.

The proposed principles are also a means to evaluate the appropriateness of any design or renovation proposals.

Six Design Principles

1. Elevate the Individual

Oversized spaces and lack of privacy can make people feel small and exposed.

2. Celebrate the Social Center

To recognize the community as a whole, create a central space dedicated to everyone’s use.

3. Dynamic Activities, not Dedicated Uses

The space of the school should stay as busy as the people in it. Design spaces to accommodate more than one program or activity so that they can be used consistently.

4. Embed Private Zones within Public Spaces

Mixing private and public spaces creates increased connection between activities while still providing opportunities for respite, focus and privacy.

5. Integrate the Journey and the Destination

The circulation spaces—halls and elevators—are the most traversed spaces, where everyone must pass. Embed spaces for activities, imagery and information along each path.

6. Enhance Environmental Comforts

As a center of health and education, the facility can also be a place of well-being. Increase day lighting, natural ventilation and the atmospheric comfort and tone of the school’s spaces.

A FOCUS ON FACULTY SELF-REFLECTION, PROFESSIONAL DEVELOPMENT AND LIFELONG LEARNING

BY TAYLA KLEIN

Few institutions of higher education value self reflection and continuous learning as much as the Arthur A. Dugoni School of Dentistry. Its focus on professional development and lifelong learning motivates faculty members to want to become better educators. Whether through participation in special, advanced degree programs, taking part in research opportunities or involvement in professional development courses, faculty members at the Dugoni School of Dentistry are doing all they can to hone their skills as the dental educators of tomorrow.

Dr. Nader Nadershahi '94, associate dean for academic affairs, understands the desire to improve one's own abilities as an educator. He is currently pursuing a doctorate in professional education and leadership from Pacific and has been able to explore multidisciplinary, small-group, case-based learning and the impact it has on dental students. His discoveries, along with those of other faculty members and staff in the program, are shaping curriculum reform currently underway.

"In analyzing the trends and literature of dental education and higher education, we're finding that the lecture and apprentice model is not necessarily the most effective way to learn," Nadershahi says. "There are ways to engage our students more actively, such as breaking them into smaller groups and using case-based learning. That's very different from how dental education was delivered in the past. "



Dr. Nader Nadershahi '94
ASSOCIATE DEAN FOR
ACADEMIC AFFAIRS

NADERSHAHI IS CURRENTLY PURSUING A DOCTORATE IN PROFESSIONAL EDUCATION AND LEADERSHIP FROM PACIFIC AND HAS BEEN ABLE TO EXPLORE MULTIDISCIPLINARY, SMALL-GROUP, CASE-BASED LEARNING AND THE IMPACT IT HAS ON DENTAL STUDENTS.



Dr. Lisa Itaya '98
ASSISTANT PROFESSOR
AND DIRECTOR OF
EMERGENCY SERVICES

ITAYA WAS ONE OF THE FIRST AT THE DENTAL SCHOOL TO PARTICIPATE IN THE INSTITUTE FOR TEACHING AND LEARNING, THE FORERUNNER OF THE CALTEACH PROGRAM, AND IS PURSUING A DOCTORATE IN PROFESSIONAL EDUCATION AND LEADERSHIP.

Nadershahi's findings have not only prompted him to reflect on how he can provide the best learning environment for students, but also provided great insight for reshaping the school's faculty development programs. He has asked for faculty recommendations on courses of interest and is looking at increasing the offerings for professional development.

"If we're going to define new standards for dental education then we can't keep doing the same old thing. We have to keep pushing ourselves in all areas, including faculty development," he says.

Faculty have certainly demonstrated a great interest in professional development at the Dugoni School of Dentistry—more than 20 faculty and staff members are, like Nadershahi, pursuing a doctorate from Pacific in professional education and leadership, and as many as 60 have participated in other advanced degree programs, such as the MBA or master's in education. In addition, Nadershahi says more than 70 faculty and staff have participated in the CalTEACH program, a three-day workshop presented in partnership with the Academy for Academic Leadership to help dental educators better understand the scholarship of teaching and learning. Some of the faculty members who have participated in these and other professional development opportunities took the time to share their experiences and their desire to be lifelong learners.

Dr. Lisa Itaya '98, assistant professor and director of emergency services, recognized early on in her career at the dental school the importance of growing and improving as an educator. Itaya was one of the first at the dental school to participate in the Institute for Teaching and Learning, the forerunner of the CalTEACH program, and is pursuing a doctorate in professional education and leadership.

"We're very fortunate at Pacific in that there is a focus on being good educators, because we don't come out of dental school knowing how to teach," says Itaya.

Taking advantage of additional educational opportunities has been instrumental in Itaya's development as an educator on multiple levels, she says. First and foremost, she's gained an understanding of formalized teaching and how her students learn.

"Each generation of students learns differently," she says. "They accept rules differently and their values are different. Through some

of these educational opportunities, I've learned a different approach to teaching than what I experienced as a dental student."

Itaya has also garnered some important knowledge about best practices in research and scholarship that she didn't have before. "Now I understand how to write a good research article, how to conduct literature reviews and how qualitative and quantitative methodologies are different," Itaya says. "Just having that knowledge to pass on to my students has made me a better teacher."

Deborah Horlak, associate professor and director of the dental hygiene program, is another faculty member enrolled in the doctorate in professional education and leadership degree program. In her dissertation she is exploring how graduates apply specific information they learned while in school to their dental practice. She hopes this research will shed light on the effectiveness of the hygiene curriculum and possibly help spur curriculum change or improvement.

But her experience in the EdD program is providing Horlak with more than just an opportunity to investigate curriculum reform. Like Itaya, Horlak has gained great insight into how to conduct research and how to critically analyze scholarly works—something she says is an important skill for her students to apply in their own practices.

"Sometimes you don't realize the value of what you're learning until you have to teach someone else," Horlak says. "I'm now able to teach my students good research techniques and how to discern the validity of the information they uncover."

Nadershahi hopes faculty members will parlay their newly developed research techniques and apply them to research initiatives, as he expects research and scholarship to play an important role in the school's focus on continuous learning.

"We want to create as many opportunities for our faculty to learn as possible," Nadershahi says. "Encouraging faculty members to take part in research projects will not only facilitate their own professional growth, but other faculty and students will be able to learn from the scholarship they produce."

No one supports this concept more than Dr. Ove Peters, professor and director of the Endodontic Research Laboratory. In the two years since he joined the dental school faculty, Peters has initiated several new endodontic research projects, including a pilot study of the use of dental stem cells in pulp-capping procedures and an endodontic instrument analysis in which faculty are able to test specific root canal instruments for durability. While Peters



Ms. Deborah Horlak
ASSOCIATE PROFESSOR AND DIRECTOR
OF THE DENTAL HYGIENE PROGRAM

IN HORLAK'S DISSERTATION SHE IS EXPLORING HOW GRADUATES APPLY SPECIFIC INFORMATION THEY LEARNED WHILE IN SCHOOL TO THEIR DENTAL PRACTICE. SHE HOPES THIS RESEARCH WILL SHED LIGHT ON THE EFFECTIVENESS OF THE HYGIENE CURRICULUM AND POSSIBLY HELP SPUR CURRICULUM CHANGE OR IMPROVEMENT.



Dr. Ove Peters
PROFESSOR AND DIRECTOR OF THE
ENDODONTIC RESEARCH LABORATORY

IN THE TWO YEARS SINCE PETERS JOINED THE DENTAL SCHOOL FACULTY, HE HAS INITIATED SEVERAL NEW ENDODONTIC RESEARCH PROJECTS, INCLUDING A PILOT STUDY OF THE USE OF DENTAL STEM CELLS IN PULP-CAPPING PROCEDURES AND AN ENDODONTIC INSTRUMENT ANALYSIS IN WHICH FACULTY ARE ABLE TO TEST SPECIFIC ROOT CANAL INSTRUMENTS FOR DURABILITY.

hopes these and other projects will lead to the discovery of new strategies in endodontic therapy, he is also confident that faculty members will gain invaluable perspectives that they can apply in their roles as teachers.

"Faculty participation in research and scholarship is an important part of self-reflection and continuous improvement for many reasons. One reason is because scholarship improves the faculty member's own body of knowledge and his or her students will ultimately benefit from that knowledge and experience," Peters says. "Another reason is because faculty members who are involved in scholarship are better at translating research findings into clinical applications, which helps the student learning process."

The Dugoni School of Dentistry is fortunate to have outstanding faculty members who are not only willing to reflect on and assess their own abilities, but who are passionate about learning ways they might improve. This enthusiasm is crucial in order to achieve the goals and mission outlined in our strategic plan for the future.

"By striving to be the best educators we can be, we are setting a great example for our students," Peters says. "Reflecting on our abilities as educators is good for our students, ourselves, the future of dental education and dentistry." □

Tayla Klein is a former staff member of the Dugoni School of Dentistry. She is now a freelance writer and editor in the Bay Area.

Creating Multiple Paths to Success

Reflection is using facts and outcomes for continuous improvement, and is one of the core values of University of the Pacific, Arthur A. Dugoni School of Dentistry. Contrary to the view that it is detached theorizing, reflection is the hard work of regularly reinventing oneself in the face of experience. It is not an event; it is a process—think, act, check results, adjust—that must be repeated for years.

By David W. Chambers

Reflection is a habit of mind; a way of practicing.

In 1990, a year after I was appointed academic dean, I noticed that applicants to Pacific would be fully justified in believing that they could earn both a DDS degree and a license to practice dentistry in 38 months. Everyone assumed that dental education here meant that. So I looked at the facts: number of admitted students, minus the number who voluntarily withdrew, were dismissed and not allowed to repeat, those repeating a year, those who had their graduation date extended because they needed further clinical work, ones who had not passed their National Board Examinations by graduation, and those who stumbled on their first attempt at the one-shot initial licensure examination. The result was that in 1990, Pacific delivered on its implicit promise 56% of the time.

Nervously, I phoned several of my colleagues to find out what the comparable rate would be at other schools. The response was generally the same across those I spoke with. "Hmm. That doesn't sound very promising. No, we have never actually looked at our own academic success rate. I'll get back to you once I run the numbers, and we can talk." No one has ever phoned back. Over the years, I have gathered bits and pieces of data, such as national statistics on failed boards, and I estimate that the academic success rate across the United States and Canada is between 65% and 75% in 48 months.

But graduation rates in a single year are an event, not a reflective process. Throughout the 1990s, Pacific engaged virtually every committee and department in the school in the

reflective practice of working on one or several aspects of our academic success. Drs. Dottie Burk and Daniel Bender studied our formal advising system and discovered that students use a variety of informal support mechanisms, and in response, the Office of Academic Affairs now coordinates a rich network of support. (Burk and Bender discovered that the students at greatest risk are those who think they can go it alone or who look for advice outside the system.) Results on National Boards and State Boards were scrutinized by departments and by the Clinic Advisory and Curriculum Committees. Weaknesses were identified, and the program was adjusted through changes in course content, clearer guidelines on clinical procedures and preparation activities in advance of these "high-stakes" tests. We began to see some improvements.

We also looked carefully at admissions standards, but we discovered no problems in that direction. With about 20 applicants for each position in the undergraduate program, the Dugoni School of Dentistry has been able to choose a well-rounded student body of outstanding individuals and we have not found any characteristics of students that consistently predict future academic difficulties. The case is somewhat different for our International Dental Studies program, and

Drs. Pat King, Lisa Itaya '98 and David Nielsen '67 have studied the admissions system for this new kind of student very carefully. The "bench test," standardized typodont exercises in fixed and operative dentistry have no predictive value (most probably reflecting the standards in the schools where students received their degrees), but fluency in English is a very clear predictor. Admissions standards have been modified to account for these findings.

Former faculty member, Dr. Jim Simon, and later a group of researchers led by Dr. Bill Lundergan, looked into potential psychomotor skill predictors of success in dental school. The perceptual ability test on the DAT has always been a weak prognosticator at best. The research at Pacific has involved several published studies using the Johnson-O'Conner test employed by commercial placement agencies. Practicing dentists and dental students score just about the same as the general population on digital dexterity aptitude, and they get no better at this aptitude during the three years of dental school. These results are identical with those reported for thoracic surgeons and other "high manual skill" professions. It is the training that matters, and given a reasonable range of aptitude, the Dugoni School of Dentistry educates very highly skilled practitioners.

Failing to find the traditionally presumed link between deficient intellectual or hand-eye coordination aptitudes and success in

Reflection is a habit of mind; a way of practicing.

**The proportion of students
with degrees and licenses in 38
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dental school challenged our paradigms. So the Curriculum Committee and the Office of Academic Affairs went to work to discover what derails students in their academic careers. The answer, based on review of records, interviews with students and input from advisors and others who help students is: orientation, life events and the Matthew Effect.

Some students enter school with unrealistic expectations about the profession. They may have accumulated an impressive portfolio as “students,” but somewhere along the way they fail to make the transition to “professional practitioner.” This tends to show up in the clinic or in activities that are not graded by means of multiple-choice tests or lab practicals. Sometimes, students break up with their boyfriends or girlfriends, a parent dies or the commute from San Jose or the evening job bartending proves unrealistic. Students are human, and they sometimes bring mental and social issues as well as substance misuse problems with them. The intense pressure of dental school pushes them beyond the coping skills they developed in undergraduate school. Paraphrasing *Matthew 13:12*, “The rich get richer and the poor get poorer.” Issues compound unlike undergraduate education where students can switch from one thing to another to compensate for a misstep; dental education is explicitly defined and cumulative. Students who start poorly tend to fall further behind.

Upon reflection, mandatory tutoring in preclinical technique, peer tutoring in academic subjects, required professional psychological evaluation and counseling, building a family atmosphere where students and faculty look out for each other, creating multiple paths to excellence through community outreach and research, adding a system of elective courses and explicitly acknowledging the role of clinical judgment and professional interactions in the clinic have all been tried and found to enhance the humanistic approach to education.

Examples of these interventions have been presented by faculty members at the American Dental Education Association meetings almost every year. We now accept the responsibility for educating the whole person, and our academic success rate has been creeping up as a result.

Virtually every dental school in the United States and Canada determines eligibility for graduation based on a combination of grades and clinic productivity (requirements). These were both replaced in the late 1990s at Pacific. The dental school’s Academic Performance and Promotions Committees are still vigilant regarding grades: no student can graduate with a GPA below 2.0 in either didactic or clinical disciplines or with an F grade, regardless of GPA. (It may come as a surprise to some practitioners that schools are more likely to deny degrees to students than are boards to deny licenses.) But the school no longer takes the first occurrence of these flags as fatal. Students who get off track early in their academic careers are placed on contract. These contracts are developed by faculty on the Academic Performance and Promotions Committees and they always specify two elements: a return to academic good standing within a stated period of time and a diagnosis of the problem and requirement to participate in remedial activities designed to support this recovery. Students are only dismissed from

school for failure to meet the conditions of their individualized contracts, and this may happen either because they try but fail to recover or they fail to engage in the specified remediation. Students have been dismissed for not engaging in required tutoring and for failure to follow through on evolution and professional help with life problems.

The number of students whose graduation has been delayed for didactic reasons has been dropping.

Competency-based dental education was introduced at Pacific. The heart of the notion is that when students demonstrate the understanding, skills and values required to begin the independent practice of dentistry, they are ready for graduation (and when any of these are absent, they are not ready for graduation) regardless of time in class or procedures completed. Because competency focuses on outcomes rather than processes, reflection is essential for improving results. This approach is now required in all United States dental schools by the Commission on Dental Accreditation, and is used in optometry, dietetics, nursing, business schools and other professional programs. The literature in this field is dominated by the Dugoni School of Dentistry scholars.

In 1996 and 1997, we conducted a number of studies of clinical performance. First, we discovered that daily-work grades ranged from B+ to A-, a range that hardly supports meaningful decisions about career readiness. Second, we found that there was no difference in clinical performance related to number of clinical experiences—absolutely no difference in any discipline. The outcome measures we tested against were course grades, test case scores and board performance. Upon reflection, the Curriculum Committee and the department chairs discontinued use of daily-work grading and requirements, substituting a series of independent test cases, and quarterly faculty ratings. Because of comprehensive patient care, overall clinical productivity has remained constant.

On three occasions, the dental school has conducted a comprehensive survey of graduates from the previous 12 years.

**We have even
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reflect on reflection.**

The school’s 50-some competency statements, plus dental activities that we might consider adding as competencies, have been offered to recent graduates who rate them in terms of importance for practice and extent of preparation. Other information is gathered, such as debt and debt management, continuing education experiences and common issues faced in beginning a practice. These studies have been published and we use these data to adjust our educational program, making certain that all important competencies are mastered by students at the time of graduation. This project has led to dropping some competencies (such as minor tooth movement) and adding or strengthening others. The clear message from recent graduates has been, “We want more preparation in clinical diagnosis and judgment, patient management, business and ethics and professionalism.” Clinical judgment and patient management have been added as major categories, equal in weight to technical performance, on the quarterly faculty ratings, and each is now a graded course with double-digit academic units. The business course has been completely redesigned and made hands-on. An ethics program is in place. No Pacific graduate has had his or her license disciplined in California in the past eight years.

The proportion of students with degrees and licenses in 38 months continues to increase.

We have even invited students, graduates, staff and faculty members to reflect on reflection. In 2002, a large project was undertaken to identify core values for the school. Town hall meetings and surveys were used to identify those things that matter most to us which need further attention. On top of the list, for all four groups, was a cluster of values including scholarship, critical thinking, inquiry—in a word: reflection itself. In response, we added a course where all students conducted a research project, from literature review all the way through writing a short paper (although the course has subsequently been squeezed out of the curriculum by time constraints and replaced with a lit review). The school now provides full immersion research opportunities for interested students, leading to posters and competitions for about 45 students annually. For 11 out of the past 12 years, no dental school in the world has published more research papers on dental education than have the faculty members at the Dugoni School of Dentistry.

Has any of this reflection on the outcomes of our educational program actually made any difference in the proportion of students who have a degree and a license 38 months following matriculation? Absolutely! Since the early 2000s, the success rate has been in the high 80% range, well above the average for dental schools in the United States and Canada. When viewed as a process that is repeated, any activity—dental education, scholarly productivity, patient health or income in dental practice—can be improved by reflection on outcomes.

Many want to get better, and many bounce from one fad-de-jour to another with the best of intentions but the most bewildering of results. These frantic efforts fail because they lack a rudder to steer them. That rudder is reflection. □

David W. Chambers, PhD, is a professor of dental education at the Arthur A. Dugoni School of Dentistry and editor of the American College of Dentists.



Far Left: Dr. Daniel Nam '02, Stan Brock, founder of Remote Area Medical, and Sheena Phan, Class of 2012, during the Remote Area Medical event at the Forum in Inglewood.

Left: Dr. Daniel Nam treats a patient and Sheena Phan provides assistance during the outreach program.

Helping Los Angeles Residents In Need

Dr. Daniel Nam '02, an Oakland dentist, and Sheena Phan, a student in the Class of 2012, were among those from the dental community who volunteered at the Remote Area Medical event held at the Forum in Inglewood, California, in August.

The large-scale outreach event offered free dental, medical and vision care to thousands of Los Angeles area residents in need. Hundreds

of volunteer physicians, dentists, optometrists, nurses and others were on hand to serve more than 6,300 men, women and children over the eight-day event. Many people had waited in line for days before the event to be sure they obtained a coveted ticket which enabled them to receive care.

Nam does a lot of work with the Berkeley Free Clinic and when he heard about this project in Los Angeles, he flew down there with Phan, his former dental assistant

and now a first-year dental student, to help.

"Whether it's local, Los Angeles or abroad, participating in outreach programs makes me feel like I'm the one who is blessed," said Nam. "It's truly a privilege and honor to help these people. They are so kind and grateful, and really have the desire to improve their health."

Nam grew up in Los Angeles as a Los Angeles Lakers fan. "It was surreal being on the floor of the Forum (where the

Lakers used to play basketball) delivering dental care to thousands of people in need."

The Remote Area Medical Volunteer Corps is a non-profit, volunteer, airborne relief corps dedicated to serving mankind by providing medical, dental and eye care, veterinary services and technical and educational assistance to people in remote areas of the United States and the world. The Los Angeles operation was the group's first venture into a major metropolitan area.

Alumni Meeting Returns to the Fairmont Hotel

The 111th Annual Alumni Meeting will be back at the historic Fairmont Hotel in San Francisco on March 12-13, 2010. The theme of the meeting will be "The Next Decade of Dental Care: New and Innovative Practice." Speakers will focus on new technologies in digital imaging, fixed prosthodontics, orthodontics for the general practitioner and the periodontal-systemic disease connection. State-required courses in dental law and infection control will also be offered. In addition, several events will be held on Friday, March 12 including the annual Alumni Recognition Luncheon, the all-member cocktail reception after the sessions and class reunion dinners held at various restaurants throughout the city.

For your convenience, the association is now offering online registration for the Annual Alumni Meeting. Visit <http://dental.pacific.edu/x3058.xml> to register online.

Make life easy, and help your Alumni Association at the same time, by staying at the Fairmont Hotel as a participant in our required room block. Our group rate begins at \$259 for a single or double room in the main building and \$289 for a single or double room in the tower building. To secure our special group rates, call (800) 441-1414 and identify yourself as a member of the "University of the Pacific, Arthur A. Dugoni School of Dentistry," or visit <https://resweb.passkey.com/go/pacificschool>. The hotel reservation deadline is February 18.

Alumni Reunite in San Francisco

Alumni reconnected with classmates and colleagues at the annual alumni reception held on September 11 at the Thirsty

Bear Brewing Company during the California Dental Association Scientific Session in San Francisco.

Right: Alumni from the Class of 1995 Drs. Frances Yankie, Seth Osterman and Bella Doshi with Chet Bhavsar and Kim Osterman.

Far right: Drs. Bianca Yee '07, Brooke Kondo '08, Kimi Wong '08, John Kuan '08 and Jane Vu '07.



Far Left: Hawaii alumni, Drs. Gerald Kim '98 and Joseph Yamamoto '49, with Dean Patrick J. Ferrillo, Jr.

Left: Dr. Ruchi (Nijjar) Sahota '04, Debbie Castagna, Dr. Dan Castagna '81 and Cynthia Brattesani.

Alumni Gather in the Islands

More than 200 alumni and friends attended the Hawaii Alumni Chapter reception on October 3 during the American Dental Association Annual Session in Oahu, Hawaii. The festive event included cocktails and hors d'oeuvres at the Pearl Ultra Lounge, voted Best Nightclub by *Honolulu Magazine* in 2008.

Pierre Fauchard Academy Honors Faculty and Alumni

Several faculty and graduates of the Arthur A. Dugoni School of Dentistry were recognized by the Pierre Fauchard Academy during a September awards ceremony held at the San Francisco Marriott. The annual event, hosted by the academy's Northern California section, recognizes the achievements of dental professionals throughout the region.

Dr. Thomas Indresano, chair of the school's Department of Oral and Maxillofacial Surgery, accepted the Dental Faculty Recognition Award, and Dr. Parag Kachalia '01, assistant professor in the Department of Restorative Dentistry and director of new technologies, received the Dental Faculty Development Grant.

In addition, the following faculty members were inducted

into the academy: Dr. Noelle Santucci '91, assistant professor in restorative dentistry, Dr. Phil Buchanan, assistant professor in restorative dentistry, Ruchi (Nijjar) Sahota '04, instructor in restorative dentistry and Dr. Erich Werner '88, assistant professor in removable prosthodontics.

Other alumni inducted into the academy included: Drs. David Ehsan '95, Daniel Freeman '84, James Stephens '82 and Walter Weber '76.

The Pierre Fauchard Academy currently has 7,000 fellows from 119 sections in 65 countries. Fellowship in the academy is granted via nomination by the organization's members to ethical dentists who have made outstanding contributions to the art and science of dentistry or to society.

Karaoke Star Shines on The Oprah Show

Dr. Matthew Hashimoto '08 wowed the crowd as a semifinalist on Oprah's Karaoke Challenge, a nationwide competition for the best karaoke singers. Along with seven other semifinalists (chosen from thousands of karaoke hopefuls), Hashimoto took the stage on The Oprah Winfrey Show and sang "Sunday Morning" by Maroon 5. The Pacific family rooted him on faithfully and voted for his incredible performance. Although he did not make it to the final round of the Karaoke Challenge, he received a \$25,000 prize. "It was such an amazing experience," said Hashimoto, who is currently in a periodontics residency program at Columbia University in New York.



Far Left: Dr. Matthew Hashimoto '08 sings "Sunday Morning" on The Oprah Show in front of millions of viewers across the country.

Left: Oprah Winfrey congratulates Dr. Hashimoto after his performance.

Alexis Tessler Receives Orthodontic Scholarship

The Cleft Palate Foundation Scholarships Committee selected Dr. Alexis Tessler '07 as a recipient of the 2009 James F. Mulick Orthodontic Scholarship. The award, named after Dr. James Mulick, a 1955 graduate of the College of Physicians and Surgeons (forerunner to the Arthur A. Dugoni School of Dentistry), is granted to orthodontic residents for outstanding academic success, leadership skills and involvement in the community. Tessler is currently an orthodontic resident at the University of Michigan School of Dentistry in Ann Arbor Michigan.

2010 Alumni Weekend Class Gifts

Great reunions bring alumni back together, renew relationships, celebrate successes and build enthusiasm and support for the dental school. Most dental school classes now celebrate every five years during the Annual Alumni Meeting. Competition is fierce for the Dean's Bowls, which were introduced in 2006. Named after previous deans at the Dugoni School of Dentistry, the Bowls are awarded for a variety of achievements.



Dugoni Bowl – Recognizes the class with the highest percentage of members in the Endowment and Legacy Society.

Boxton Bowl – Honors the class presenting the largest reunion gift.

Sloman Bowl – Honors the class with the highest percentage attending the reunion.

Redig Bowl – Recognizes the class with the highest percentage of members who give at a leadership level to the Dean's Fund for Excellence.

Tochini Bowl – Honors the class with the highest percentage of members participating in the reunion gift.

Are you celebrating a reunion in 2010? Where does your class stand?

Class	Class Gift Totals
1950	\$2,700
1955	\$146,775
1960	\$9,100
1965	\$78,681
1970	\$21,960
1975	\$36,191
1980	\$135,554
1985	\$210,838
1990	\$32,326
1995	\$82,745
2000	\$54,170
2005	\$54,460

*Reunion gift totals include all gifts and pledges received in the five years since the previous reunion at time of publication.

Orthodontic Group Donates Nearly \$12,000 to Museum

The Pacific Coast Orthodontic Consultation Group (PCOCG), represented by members Drs. Leonard and Fredric Warren '78, and M. Gabrielle Thodas '77, '95 Ortho, and supported by Ms. Lynn Warren, met for their last official gathering in August at Ecco Restaurant in Burlingame, California. The dinner party was in celebration and remembrance of the good work by their members in support of the A. W. Ward Museum of Dentistry Collection at the dental school over the years.

From the organization's remaining funds, members of PCOCG presented a final gift of \$11,660.63 in support of the school's museum. In all, PCOCG has contributed more than \$116,000 in gifts to the museum in the past 15 years.

The museum is host to a world-class skull collection and other unique collections. The pieces are under the care of Dr. Dorothy Dechant, museum curator, with support from Dr. Gary Thodas '77, Museum Committee chair since 1974. For more information, click [HERE](#).

Steps to Creating a Charitable Gift Annuity (GGA)

Benefits You Now—Benefits the School of Dentistry Later

1. Make a gift of cash, stock, a life insurance policy, property or other valuable asset to University of the Pacific to fund a CGA to benefit you now and eventually benefit the dental school.
2. The University sells your asset. The cash from that sale is used to fund a CGA.
3. You receive an annual annuity amount (quarterly, semi or annually) for life (lives) from your CGA based on your age(s) when the annuity begins.
4. If appreciated property is used, you receive a partial by pass of capital gain on the appreciated portion of your property.



Ask Ann: 415-929-6432
or
acisnero@pacific.edu
for more information

**Saturday, March 13, 2010
at the deYoung Museum**



Join your friends for an evening of endless hors d'oeuvres, cocktails, music and dancing. You will also have the once in a lifetime opportunity to see *Tutankhamun and the Golden Age of the Pharaohs*, a glorious exhibition of works from the tomb of King Tutankhamun and his royal family.

Invitations will go out in January to all donors of \$1,000 or more during the 2009 calendar year and 2000-2009 alumni who have donated \$100 or more for each year since graduation. Ticket price is \$175.

Call Allison at 415.929.6403 or visit us on the Web at dental.pacific.edu.



Legacy
BALL

A Celebration of Philanthropy for the Dugoni School

SAVE THESE DATES

DE VINO DE MAYO
WINE AUCTION

Reception
Dinner
Silent & Live Auction
After-Party

**SATURDAY
MAY 8, 2010**

5:30PM · The Ritz-Carlton
San Francisco

For more information or to receive an invitation
Kate Gude Special Events 415.215.1771
kategude@gmail.com

To purchase tickets online
www.dental.pacific.edu
click on "Support the School"

For more information about Kids in the Clinic
www.kidsintheklinik.org
Allison Neumeister at 415.929.6403.

Invitations will be mailed at the beginning of March.



BY KARA A. SANCHEZ

An Interview with President Pamela A. Eibeck

President Pamela A. Eibeck visited the dental school on November 11 to host a Town Hall meeting with faculty, staff and students. She also toured the campus again, attended several meetings, listened to impressive presentations by individuals from the dental school community and hosted a reception for alumni at the Yerba Buena Center in San Francisco. I had the unique opportunity to sit down with President Eibeck to talk about her background, management style and plans for the future.

HOW DOES IT FEEL TO BE THE FIRST WOMAN PRESIDENT IN THIS UNIVERSITY'S HISTORY?

I'm certainly honored and privileged to be president of University of the Pacific. It's been important for many of our alumni, students, faculty and staff to have a woman as president. But I don't think my gender has an impact one way or the other. You will simply think of me as President Eibeck and evaluate what I have done and accomplished much more on an individual basis rather than a gender basis.

WHAT IS YOUR FIRST PRIORITY AS PRESIDENT OF PACIFIC?

My first priority has been to get to know this wonderful University as well as I can. I have launched a listening campaign in which I'm spending time visiting each school. In fact, that's why I'm here today, getting to know the Dugoni School. But, I'm not only having these formal visits. I spend time meeting with students, staff and

faculty in different settings from organizational meetings to fire-side chats with students. I've also been visiting our Regents one on one to get to know them better and to understand what vision they have for the University. The President's Community Forums in Stockton are going to give me an opportunity to understand more of what the community is looking for from our University and will be a time to highlight the great outreach that we've had with our communities. I look forward to having those sorts of forums here and in San Francisco and in Sacramento as well.

WHAT DO YOU CONSIDER TO BE A TOP PRIORITY FOR THE DENTAL SCHOOL?

Our top priority is the dental school's facilities and I've been working with Dean Ferrillo and others on this important issue. I recognize that the Dugoni School of Dentistry has offered an outstanding and exceptional education here in this current building for several decades but it's time to provide facilities that better represent the latest practice as well as the latest pedagogy. We need to provide space for learning in small groups, case-based learning and the informal but critical interactions that occur between students and faculty members. We also need to have more space for research activities here. We're working with the Regents, who are the key decision-makers, on whether we should renovate or expand here or possibly relocate to get the best facilities possible.

HOW DID YOU BECOME AN EDUCATOR AND EVENTUALLY AN ADMINISTRATOR?

I was a teaching assistant to pay my way through graduate school for my master's degree in engineering. I taught a heat transfer lab at Stanford University and I just loved teaching. Some of the faculty members and the department head came up to me and said that they wanted to offer me an Exxon Teaching Fellowship, a program that encouraged people to enter academia. It would support doctoral work but in order to be supported that way—it was a very generous fellowship—I needed to commit to going into academics. It was through that strong encouragement and mentorship of the faculty at Stanford that eventually led me to have a faculty position at Berkeley.

WHO WAS/IS YOUR MENTOR?

Two mentors come to mind the most—one was my Ph.D. advisor John Eaton, who was always very supportive of me and my career path, and the other is Karl Pister, then dean of engineering at UC Berkeley. Karl and I have stayed in touch and in fact I'm having lunch with him on my way back to Stockton. He went on to become the chancellor at UC Santa Cruz and now works in the UC President's Office.

IF YOU DIDN'T BECOME AN EDUCATOR, WHAT CAREER PATH WOULD YOU HAVE TAKEN?

There are so many interesting areas and paths that one could take. But most likely, I would have ended up in management in a corporate environment.

HOW WOULD YOU DESCRIBE YOURSELF— BOTH IN TERMS OF PERSONALITY AND LEADERSHIP STYLE?

I'm very optimistic, very energetic and fast-paced. I think broadly and integratively. My leadership style tends to be consultative, collaborative and transparent. So, I try to bring as many people together as I can and have open dialogues about issues, challenges and opportunities. My philosophy is that I don't have all the answers and the more I bring in smart people with great ideas to the table, the better solutions we get for the University.

TELL ME A LITTLE ABOUT YOUR INTERESTS AND ACTIVITIES OUTSIDE OF YOUR CAREER.

My youngest child has just gone to college this fall. So for the last 18 years, when I haven't been working, I've been with my family. Family and kids have been extremely important to me. I also enjoy running. I run with my husband Bill every morning through the neighborhoods south of the campus and on the weekends we like to run along the levees. Exercise has been key to my health, sanity and energy level. Running also helps me sort out problems.

WHAT STRENGTHS DO YOU BRING TO YOUR ROLE AS PACIFIC'S PRESIDENT?

I have a breadth of background that's unique and non-traditional which I consider to be a real asset. I spent 10 years at UC Berkeley so I understand what it means to be at a premier research institution. We made a family choice to raise our kids in Flagstaff, Arizona, so I had a

variety of administrative positions at a predominately undergraduate institution, Northern Arizona University. As vice provost for undergraduate studies at NAU, I came to understand student retention, academic advising across the university and the honors program. I also worked with a variety of faculty members from fine arts and philosophy to environmental science and math, and gained an understanding of the whole campus. Then at Texas Tech, I developed great fundraising experience. We tripled our endowment while I was dean of engineering at Texas Tech. I also worked with a university-wide committee to restructure the finances and budgeting at the university. Those

WHAT ARE THE KEY GOALS THAT YOU WOULD LIKE TO ACHIEVE DURING YOUR PRESIDENCY?

My goals are very consistent with *Pacific Rising: 2008-2015*, the University's strategic plan. I'm using this year to work on priorities and in fact by early next summer we'll be having a Regents retreat to relook at *Pacific Rising* and focus on where we're going. Certainly, one goal I have is to assure strong fiscal strength, which includes expanding our endowment and expanding our fundraising capability. I also want to increase our visibility, both regionally as well as nationally, through enhanced marketing of our academic programs to potential students and the University to the larger community. I very much want to see how we can

President Eibeck (center) and dental school alumni during the all-university alumni reception at the Yerba Buena Center.

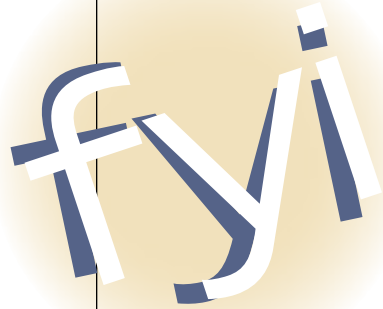


become more of a three-city University, one in which we're visionary about the programs that can be offered not only on the Stockton campus, but broaden them to the Sacramento and San Francisco campuses.

WHAT DO YOU WANT DENTAL SCHOOL ALUMNI TO KNOW ABOUT YOU? Well, first of all I would like our alumni of the Dugoni School to know how much I treasure this dental school. It is one of the premier programs at the University. The dental school has a rich history of innovation and curriculum but more importantly, a rich tradition of faculty and staff deeply committed to the students. My goal is to

2010 CALENDAR

Visit dental.pacific.edu for News & Events



ISLAND DENTAL COLLOQUIUM

February 15-19, 2010
Kauai Marriott Resort and Beach Club
Kauai, HI
(415) 476-1101

111TH ANNUAL ALUMNI MEETING

March 12-13, 2010
Fairmont Hotel, SF
(415) 351-7108

LEGACY BALL

Saturday, March 13, 2010
de Young Museum, SF
(415) 929-6403

3RD ANNUAL PACIFIC DENTAL HYGIENE CONFERENCE

Saturday, April 3, 2010
Dugoni School of Dentistry, SF
(415) 929-6486

PACIFIC PRIDE DAY

Saturday, April 10, 2010
Dugoni School of Dentistry, SF
(415) 929-6434

VINO DE MAYO WINE AUCTION AND DINNER

Saturday, May 8, 2010
The Ritz-Carlton, SF
(415) 929-6403



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- | | |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| February 15-19, 2010
Island Dental Colloquium | April 3 and 17, 2010 or
July 17 and August 14, 2010
Certification in Radiation Safety
San Francisco |
| February 20, 2010
June 19, 2010
Narrow Diameter Implants
Hands-on Clinic | April 30 - May 1, 2010
Technology, Today & Tomorrow |
| February 26, 2010
Infection Control & Dental Law | May 8, 2010
It's Alive |
| March 5 and 26, 2010
Stockton
Certification in Radiation Safety | May 22, 2010
Oral Medicine |
| March 6, 2010
25th Annual Charles A. Sweet,
Sr., Memorial Lecture | June 11 - 12, 2010
Multirrooted Endodontics |
| March 20, 2010
24th Annual Frederick T. West
Lectureship | June 18 - 20, 2010
Aesthetic Revolution |
| March 26 - 27, 2010
Endodontics Extraordinaire 2 | July 24 - 25, 2010
Hospital Dentistry |
| April 2 - 3, 2010
Implant Dentistry:
Restorative & Esthetic
Fundamentals for the
General Practice | Personalized Learning
Experience Programs |
| April 3, 2010
3rd Annual Pacific
Dental Hygiene Conference | Thursday and Friday Sessions
(ongoing)
Hospital Dentistry |
| | Friday Sessions
(ongoing)
Oral Surgery |

All courses are held at Arthur A. Dugoni School of Dentistry in San Francisco unless otherwise indicated.

This listing of courses may not include programs which have been added after going to press.

for the most up-to-date course information, click [HERE](#) or contact Continuing Dental Education at

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45th Annual SAVE THE DATE

Colonel Allyn D. Burke Memorial Dental Symposium
June 25-26, 2010

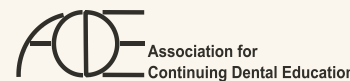
Naval Postgraduate School
Monterey, California

Dr. Barry Freyberg
Simplifying Technology—Tools for Success

Dr. Marc Geissberger
An Update on What's New in Esthetic Dentistry

Dr. Edmond Hewlett
Adhesive Dentistry

Monterey photo by seemann/morgueFile



To register or for further information, please contact the Division of Continuing Dental Education at:

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—Dr. Parag R. Kachalia,
Assistant Professor,
Department of Restorative Dentistry,
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