

CONTACT POINT

VOLUME 90 / NUMBER 2



FACILITIES STUDY

Fit For the Future



FIND OUT MORE AT WWW.DENTAL.PACIFIC.EDU

How can facilities enhance and support the humanistic, innovative, collaborative and philanthropic spirit of the dental school? The University's Board of Regents voted in January 2010 to approve a comprehensive feasibility study to gather data about a possible relocation of the dental school within San Francisco. The study will address space planning and future facility needs to support new ways students learn, how patients experience the clinics, community space and other areas.

BY MARY FLAHERTY AND ALLISON NEUMEISTER

Staying at the forefront of dental education requires strategic thinking and a carefully crafted plan for the future. Advancing Greatness, the Arthur A. Dugoni School of Dentistry's long-range plan, has both of these. Developed with broad input from students, faculty, staff and alumni, Advancing Greatness identifies six strategic directions for the school's future. With the completion of the second year of the implementation plan—including a detailed roadmap of more than 100 action steps—the dental school is now turning its focus toward the school's facilities.

continued on page 7



10



14

summer 2010



18

10

TURNING IDEAS INTO REALITY

Our alumni continually make positive changes within organized dentistry but some push the envelope to develop products or services that will benefit the profession. Learn how three Northern California alumni members brought their innovative ideas to the marketplace.

14

TECHNOLOGY: PAST AND PRESENT

The school strives to keep on the forefront of technology, but has it been successful? Find out how educational technology has evolved over the years as Dr. David W. Chambers explores the technological advances, from the curriculum to the clinic.

18

VALUING STUDENT INNOVATIONS

Our students are “engines” for innovation at the dental school. Discover how their creative ideas, that often help others or improve processes, are put into action and result in positive changes at the Dugoni School of Dentistry.

Departments

- 3 Dean's Message
- 4 Update
- 22 Philanthropy
- 24 Alumni
- 27 University News
- 28 Memorial Gifts
- 32 FYI

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DEAN'S MESSAGE

PATRICK J. FERRILLO, JR.

INNOVATION IN ACTION—IDEAS WELCOMED

Innovation—the willingness to take calculated risks to produce something new and valuable—is the final value we highlight in our continuing series focused on the school's seven core values from our strategic plan.

People often think of technology first when they hear the word innovation. While I'm personally enamored with digital innovations such as the iPad, Skype and Facebook, we wanted to look at other aspects of innovation, as exemplified by our people, programs and facilities. Technological upgrades certainly are important, such as our school's recent transition from paper to digital records in all of our clinics, but technology isn't the only path to innovation.

Students are one of our best sources of innovation. The Student Community Outreach for Public Education (SCOPE) program, now celebrating more than a decade of service, was an idea that came from students. More recently, students launched a "Pacific Pays it Forward" initiative with the goal of creating volunteer opportunities for students, staff and faculty to positively impact the San Francisco Bay Area beyond the scope of dentistry.

Other ideas come from our talented faculty and staff. The innovative Helix curriculum, involving a more integrated educational program combined with a small-group, team-based approach to learning, is one way we are staying at the forefront of dental education. Other projects such as staff fundraising efforts, sustainability programs, health and wellness initiatives, ridesharing and exploring new uses of digital media to communicate are all examples of new ideas generated by employees. They care about where they work and want the school to be a leader, not a follower.

One of the biggest innovations ahead of us involves our facilities. As covered in this issue, the University's Board of Regents has approved the dental school's feasibility study exploring the relocation of the school within San Francisco. We are currently working with an architectural firm to analyze space plans and conduct design assessments to make sure our facilities are fit for the future. We have much work to do in coming years, but are confident this decision will benefit the dental school and the entire University for decades ahead.

This issue also covers the announcement of my new role as interim provost of University of the Pacific, effective July 1. It is an honor to be asked by President Pamela Eibeck to serve in this temporary position following the retirement of long-time Provost Phil Gilbertson. Dr. Nader Nadershahi is serving as acting dean during my absence. While I will be dividing my time between Stockton, San Francisco and Sacramento in coming months, I will still be working with faculty, students and staff to complete the feasibility study for our future facilities. I look forward to returning full-time to the dental school as soon as the provost position is filled in order to contribute to the innovative programs taking place in San Francisco.

Innovation—whether demonstrated by the latest high-tech gadget, changes in our curriculum or classroom design, or building community partnerships—is an important value for us to uphold. The school has a well-respected history of taking calculated risks. Let's make sure we continue to value innovation in all its various forms.

Sincerely,

Dr. Patrick J. Ferrillo, Jr.
Dean

Students Honored by National Dental Education Associations

Dugoni School of Dentistry students as members of the American Student Dental Association (ASDA) and the American Dental Education Association (ADEA) have something to smile about. The school and its students were recently recognized nationally through several awards and leadership positions.

This spring, the dental school's ASDA chapter was named Most Outstanding in Ethics. It also received high honorable mentions for Outstanding Legislative Efforts and the Ideal ASDA Chapter Award, an award recognizing outstanding achievements in areas such as chapter organization, fundraising and dental advocacy.

Two national positions were conferred on the school's ASDA chapter representatives. Class of 2011 student Arash Abolfazlian is the chair of the ASDA Council on Licensure and Dan Hammer is the District 11 Trustee. Hammer also received the ASDA Delegate of the Year Award and presented a conference seminar with Dr. Ron Tankersley, president of the American Dental Association, on the topic of healthcare reform in America.

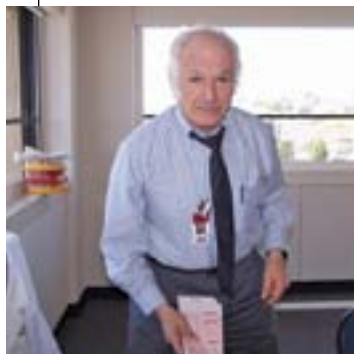
Additionally, the Dugoni School of Dentistry's ADEA chapter was recognized at the 2010 Annual Session in Washington, D.C. ADEA honored the chapter with the award for Outstanding Advocacy and Ethics for outstanding efforts in advocating for students and their concerns within the school and profession.

School Delegation Meets with Dental Education Leaders in China

A team of representatives from the dental school recently traveled to China to discuss trends in dental education and dentistry in the world's most populous country.

Dean Patrick J. Ferrillo, Jr., Gary Mitchell, president of the Pacific Dugoni Foundation, Dr. Colin Wong '65, former president of the Foundation and the school's Alumni Association, Dr. Nader Nadershahi and Dr. Anders Nattestad made the trip in June.

The tour included a visit with students and faculty at the School & Hospital of Stomatology at Wenzhou Medical College in Wenzhou. The team visited classrooms and dental clinic facilities and participated in a discussion about opportunities in China's dental education system. The team also spent time at the Guanghua College of Stomatology at Sun Yat-sen University in Guangzhou.



Dugoni School of Dentistry Remembers Dr. Armand Lugassy

The Arthur A. Dugoni School of Dentistry family is saddened by the passing of Dr. Armand Lugassy, a professor in the Department of Restorative Dentistry for nearly 40 years. From his role as director of the school's dental materials curriculum to working with students enrolled in the International Dental Studies program at the school, Lugassy touched the lives of thousands.

Lugassy's achievements in the profession include many scholarly articles and presentations, as well as induction into Omicron Kappa Upsilon. He also ran a successful dental practice in Novato, California, and was the co-inventor of the M-L Scale used to quantify occlusal loss.

"Armand was a kind, patient educator who always put students' needs above his own," said Dr. Marc Geissberger, chair of the Department of Restorative Dentistry at the Dugoni School of Dentistry. "He was a truly gifted clinician who impacted countless students and colleagues."

Dental Hygiene Students Participate in New San Francisco Rotation

In the fall of 2009, students enrolled in the Dental Hygiene Program began a rotation in San Francisco to work and study. The hygiene students, who normally study at Pacific's main campus in Stockton, now spend four days each at the San Francisco campus and the Union City Dental Care Center as part of their program.

Fostering a sense of partnership between dentists and hygienists, the rotations are giving dental students and hygiene students the opportunity to learn from each other. While in San Francisco, hygiene students observe procedures in the school's many clinics and serve as teaching assistants in the Integrated

Clinical Science (ICS) course. They also spend time in the school's Union City Dental Care Center, where they experience a professional working environment similar to private practice.

"The rotation has made me realize how far I've come in such a short time," said Katie Thode, DH Class of 2010, about her time at the dental school. "I loved how everyone was so friendly and so appreciative of our help."

The dental hygiene rotation was initiated to encourage collaboration between dental students and hygienists. Typically, dental students have minimal contact with hygiene students. This rotation reveals the capabilities of the hygiene students and promotes a solid partnership among the school's dental and hygiene graduates.



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PHOTOS: JON DRAPER

Students, Faculty Provide Dentures to Homeless

Through a pilot project that ran from late 2009 through spring 2010, the Dugoni School of Dentistry provided partial or full dentures for 10 clients of Project Homeless Connect (PHC) in San Francisco. Volunteer prosthodontic specialists paired with school department members to demonstrate treatment procedures live and on video. The treatments were then repeated by the student team members on PHC patients. During the course of 20 patient treatment experiences, 160 dental students were involved in providing dentures to PHC clients.

"The PHC patients were very tolerant of multiple procedures and, through their positive attitude, encouraged the students'

learning attempts," said Dr. Peter Hansen, chair of the Department of Removable Prosthodontics. "Each patient received two sets of dentures as a result of working with both a morning and afternoon group of students and faculty."

This cooperative effort has proven to be a success for the community, as it maximizes the volunteer efforts of PHC and the talent of dental school faculty overseeing the project. The Dugoni School of Dentistry has been participating in Project Homeless Connect events since 2007.

To see a video of students and faculty members at a recent PHC event, visit the school's YouTube channel at <http://www.youtube.com/pacificdental>.



PEYMAN BERARPOUR,
DDS CLASS OF 2011



DR. NILESH PILLAI,
IDS CLASS OF 2011

Dental School Remembers Students

The Arthur A. Dugoni School of Dentistry community remains saddened by the loss of two members of the school family, students Peyman Berarpour, DDS Class of 2011 and Dr. Nilesh Pillai, IDS Class of 2011, both of whom passed away in tragic automobile-related accidents during the 2009-2010 academic year.

Berarpour was born in Iran and grew up in Fresno, California. He attended University of the Pacific in Stockton for his undergraduate education where he was actively involved in campus life and volunteered much of his time for community service. As a student at the Dugoni School of Dentistry, Berarpour was an enthusiastic person who was

dedicated to his studies and his patients. His peers remember him as a personable and inspirational individual.

Pillai passed away over the 2009 winter break after he was involved in a car accident in Ohio where he was visiting family. Originally from India, Pillai graduated with a bachelor of dental surgery degree from Pandit Deendayal Upadhyay Dental College in Solapur, Maharashtra, India in 2007. He came to the United States and earned a master's degree in public health in May 2009 from Western Kentucky University. In July 2009, he started in the International Dental Studies program at the Dugoni School of Dentistry.

Both students will be greatly missed by classmates, faculty, staff and their families.

Endodontics Department in Spotlight for Leadership, Achievements

The Department of Endodontics has been in the spotlight in recent months, showcasing the strong reputation this department has earned within dental education and the profession. Conference organization, research achievements and a faculty member's board certification are just a few of its activities of distinction.

In early March, the Continuing Dental Education division, under the direction of Dr. Jane Wright-Hayes, hosted Endodontics Extraordinaire 2, a two-day conference centered on the latest technology and treatment advances. This event brought hundreds of people to San Francisco to learn about recent advances in the specialty.

Soon after the Endodontics Extraordinaire 2 event, Dr. Alan Gluskin, chair of the Department of Endodontics, served as general chair of the American Association of Endodontics Annual Session Planning Committee for the annual session held in April in San Diego. Gluskin was responsible for overseeing event logistics. He also served as the track organizer for the meeting's Master Clinician Series.

Lastly, another endodontic faculty member, Dr. Ove Peters, recently earned diplomate status from the American Board of Endodontics. This achievement shows Peters' outstanding professional motivation and commitment to the highest standards in the specialty of endodontics.

In addition to his position as professor, Peters currently spearheads research conducted in the Endodontic Research Laboratory. Since 2007, he has focused on two core lines of research: testing of root canal instrumentation/disinfection techniques and outcomes of the host response during healing of periradicular lesions.

**Endodontics
Extraordinaire 2**

Fit For the Future



CONT'D FROM INSIDE COVER

The first step was taken in 2008 when the school commissioned the Gensler architecture and design firm to conduct a comprehensive Facilities Strategy Study, analyzing how effectively the school's facility supports academic programs, including the new integrated Helix curriculum, clinical excellence and research. The firm spent months interviewing students, faculty and staff; shadowing dentists; asking patients about their clinic experiences; recording traffic flow and observing the use of public and exterior spaces.

The Facilities Strategy Study revealed that though we are a school dedicated to humanism and collaboration, there is no dedicated space for the community to gather, and office spaces and classrooms do little to facilitate working together. The clinic does not provide patients with an experience that matches the quality of care, nor can it be configured into the small group-practice model that will give students the experience of working in and managing a private practice. And the school's classroom spaces cannot support the truly integrated, interactive, technology-rich learning model in which educators know that students are most engaged.

The study recommended several options for the University to consider: partial or full renovation of the existing building in Pacific Heights, expansion into the school's parking lot or pursuing a new facility somewhere in San Francisco. In February 2010 Dean Patrick J. Ferrillo, Jr. announced that the University Board of Regents had determined that relocation was the most cost effective and seemed the best way to ensure that the school's facilities meet

current and future needs with the least disruption to current students and patients.

To explore the option of relocating, the dental school issued a request for proposal (RFP) to find an architecture firm that would determine what components should be included in a new facility, the square footage needed and whether it would be more cost-effective to build or to buy and retrofit an existing building. In June 2010, the University hired the architectural firm Kahler Slater of Milwaukee to work on this space planning and design assessment phase, which is expected to be completed by November.

Over the summer, a Regents' task force will investigate the San Francisco real estate market in order to confirm the decision about whether to purchase or lease an existing building. They will also be assessing the value of the existing facilities, including student housing, to evaluate options and timing for a possible future sale. Once the buy or build decision is made, a second architecture firm will be contracted to bid on that job with an expectation that costs will be available by the first quarter of 2011.

A bold vision. A strategic approach. A commitment from the entire school community. These are some of the elements that are being put into place to create facilities fit for many decades ahead. This exciting project will redefine University of the Pacific's presence in San Francisco, while keeping the Dugoni School of Dentistry at the forefront of dental education.

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We value

[INNOVATION]

the willingness to take calculated risks

Innovation is one of the seven core values that characterizes the Arthur A. Dugoni School of Dentistry and defines its distinctive identity. Innovation is defined as the introduction of something new—a new idea, method or device. The goal of innovation is positive change, to make something better than before. In an organizational context, innovation may be linked to improvements in quality, growth or productivity, and typically involves risk. Organizations that don't innovate effectively may lose out to those that do. In the 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 **INNOVATION**.

I Have an Idea . . .



BY KATHLEEN BARROWS

On the Cutting Edge in Research

"Tissue repair by regeneration is one of the most rapidly advancing research fields relevant to dentistry today," according to Dr. Miroslav Tolar, director of the dental school's new state-of-the-art Stem Cell and Tissue Engineering Clinical Facility (SCTECF), which opened its doors earlier this year. And Class of 2011 orthodontic resident Dr. Nicholas Bauter '04 is excited to be part of it. As he puts it, "The Arthur A. Dugoni School of Dentistry is tapping into a whole new world."

Regenerative dentistry, relatively new dental field which originally started in Japan, involves using adult stem cells of the patient to re-grow and replace damaged tissues and bone in the mouth and jaws.

Bauter has been joined by Drs. Waleed Soliman '09 Ortho, current orthodontic residents Drs. Manal Abu Al-Melh '10 and Justin Hannon '09, as well as four enthusiastic second-year students—Eric Baker, Timothy Betita, Preston Hansen and Lance Keyes. All want to specialize in oral and maxillofacial surgery and anticipate the significant role that regenerative dentistry will play in their future work.

After spending a year as a fellow in the Department of Oral and Maxillofacial Surgery at Tufts University School of Dental Medicine, where he co-published an article in the *Journal of the Massachusetts Dental Society*, Bauter decided to return to the dental school to pursue an MSD in orthodontics and dentofacial orthopedics. It was his research with Dr. Marie Tolarova, professor of orthodontics, on the causes of cleft palate, that got him working with Dr. Tolar. His thesis project on dental pulp stem cells "snow-balled" into this project.

Bauter hasn't just given of his time and research expertise—he's given a part of himself too. "I had bone marrow taken out of my hip bone" for research, he explains—what some might call going above and beyond the call of duty.



WHEN YOUNG GRADUATED FROM MIDDLEBURY COLLEGE IN VERMONT, SHE USED THE ALUMNI LIST TO CALL UP AND ASK ADVICE OF GRADUATES.

He recognizes the challenges. Due to the need for a totally sterile, bacteria-free environment for this kind of research, it's a very expensive endeavor. But he also knows he's on to something big. "We are just at the tip of the iceberg in this kind of research, on the cusp. There are so many things we don't know, and so many things we don't even know we don't know." But with innovative minds like Bauter's, the dental school will continue to be at the forefront of these efforts.

Alumni/Student Mentor Program

The idea for a mentorship program was nothing new to Drs. Ryan Wilgus '10 and Lauren Young '10, former Class of 2010 vice president and student representative on the Alumni Association's board of directors. When Young graduated from Middlebury College in Vermont, she used the alumni list to call up and ask advice of graduates. And through his best friend, Wilgus knew that every incoming freshman at Brown University was paired with an alumnus. "It should be easy to create a mentor program at the dental school," thought Wilgus, "since we're all majoring in the same thing."

Now, thanks to the efforts of Young and Wilgus, the dental school alumni/student mentor program is almost ready to launch, with a target date of July 2011. The long-term goal is to connect alumni to students not just at the dental school, but also after graduation. Those are the key years when students need guidance on the pitfalls to avoid, how to get a loan or buy a practice, and or even how to deal with poor employee relations. And, as Young points out, there are many directions to go in: specialization, private practice, public health, research, teaching and organized dentistry.

Though the third-year practice management and jurisprudence courses are valuable, they're not enough. "Students get hands-on experience with teeth in the lab courses and then go to the clinic and practice on patients," points out Wilgus. "But there is nowhere to 'practice' your management skills." And as someone who has a brother who is a dentist, he feels that it's important for all students to have a mentor, whether they come from a dental family or not.

Students will be matched with their mentors by factors such as geography, specialization and demographics, and even number of years in practice. And for Young, gender is an important factor as well. "I'd love to have a female mentor with a family, so that I can work out the work-family balance," she admits. Another issue is respecting the time commitments of the busy dentists offering to be mentors.

Young and Wilgus made a presentation at the Alumni Meeting weekend in March and are now conducting an online demographic survey to explore the issue. Already, 60-70 alumni have expressed interest in becoming mentors.

Wilgus is confident that alumni will come through. "We have a powerhouse Alumni Association and a creative, innovative student body. It's a win-win for both groups. It's a way to reconnect the alumni back to the school and give them direct contact with the students. And it's free!"

For more information about the program, contact Joanne Fox at jfox@pacific.edu.



WILGUS SAYS,
"WE HAVE 'A CREATIVE, INNOVATIVE
STUDENT BODY' THAT HE'S PROUD
TO HAVE BEEN A PART OF.



AS WILSON EXPLAINS,

"THEY LITERALLY HAVE NOTHING YET THEY ARE THE HAPPIEST PEOPLE I KNOW."

International Volunteer Efforts

FIJI OUTREACH TRIP

"Imagine an entire village coming to your dental clinic in five days." That's how recent graduate Dr. Jack Gorman '10, describes the challenge of his recent trip to Fiji with 31 other students, faculty and alumni who volunteered their dental services during spring break at a clinic in the small village of Moala.

The Fiji trip has been a dental school tradition for seven years now, thanks to the early efforts of Dr. Karl Brose '72, who started this outreach effort. This year, the team provided \$344,650 worth of dental treatment to more than 400 patients. And after visits this year headed by Dr. Allen Wong '86, director of the Special Care Clinic, to a local dental school—the Fiji School of Medicine—and the local Rotary Club, there's a good chance that some of the Fijian dental students and faculty will soon be collaborating.

For both Gorman and his Class of 2010 colleagues Jessi Wilson, Judy Chau and Joyce Kahng, planning the logistics was almost as daunting as the trip itself. The five-day effort took more than six months of planning—reserving hotels, working with travel agents, e-mailing people they'd never met or talked to halfway across the globe and ordering supplies, everything from scrubs to battery-operated hand pieces. The project depends totally on donations, with students paying their own way for the trip and supplies, so raising money involved yet another feat.

Despite the challenges, both Wilson and Gorman describe it as the best experience of their lives. They were overwhelmed by the gratitude and hospitality of the Fijian people and their culture. As Wilson explains, "They literally have nothing yet they are the happiest people I know." Even a woman who had just had her last six teeth extracted hugged her in appreciation.

The trip was not only personally transforming for Wilson, but changed the way she goes about dentistry. "It teaches you about going back to basics, and making the best and most of what you have....We had one chair and we were kneeling on the ground with someone holding a flashlight to do extractions."

Gorman, who had never traveled abroad before, will always remember the farewell ceremony offered by the Fijians. It was a giant party in the rain, with kids dancing, guitar music, the distribution of flowers and a symbolic ritual sharing of a kava root-based drink. "I was talking to an older gentleman who asked, 'Will you please bring me back some shoes next year?'"

Though he is uncertain about his future other than his hopes to do community service as a general dentist, one thing Gorman is sure of is his plans to return annually to Fiji and next year, in addition to supplies, he'll be taking along a pair of shoes.

JAMAICA TRIP

Since 2002, about 200 volunteers from the United States, Canada and the United Kingdom—including dental and non-dental professionals—have traveled to Jamaica each year to help close to 15,000 people in what is the world's largest humanitarian dental

project. But it wasn't until last year—thanks to the idea of dental students Sirish Makan and his friend Sue Min Mak, a previous volunteer in the program—that Dugoni School dental students became part of Great Shape! Inc.'s 1000 Smiles effort.

Makan and Mak enlisted additional colleagues from the Class of 2011—John Miller, John Nguyen and Diane Vo—to join them for the week-long mission in the fall of 2009, and Makan is now preparing for this year's fall trip.

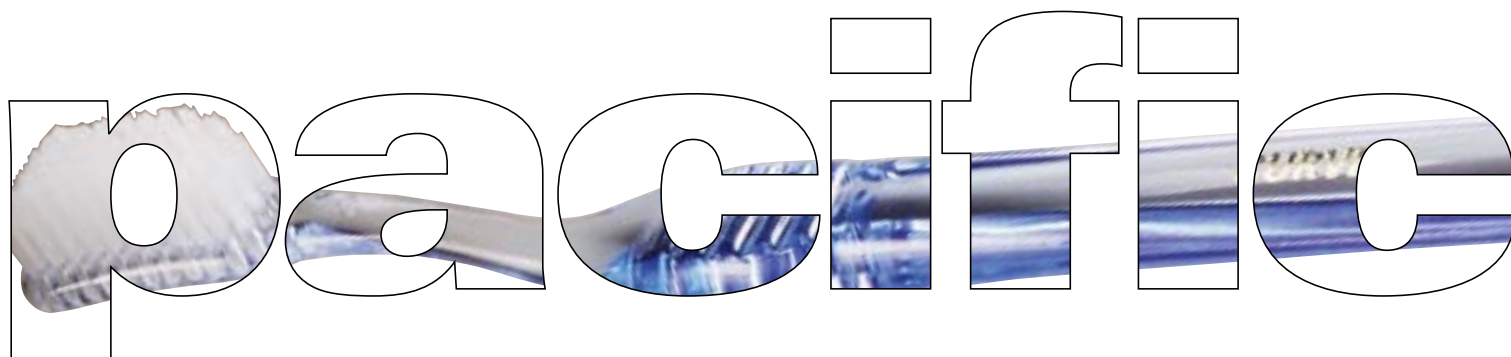
Still new to patient care, Makan wasn't used to doing much more than cleanings, but the trip to Jamaica changed all that. There is only one dentist for every 80,000 people there and the clinic where the group worked, under the supervision of a licensed dentist, is only open two weeks a year. Some people waited in line for two days to receive treatment. On the few occasions he could do a composite restoration rather than the usual extraction, he loved seeing the smiles of his patients when they saw the results in the mirror.

Makan is happy about his classmates' enthusiastic support for the project. "I think at least 90% of the students want to participate in international missions in some way," he estimates. In a single year, the project has grown from five students to a planned participation of 28 for this year's fall visit with another 28 on the waiting list. He's trying to organize the trip so that participants have some experience treating the patients quickly and effectively while still learning.

And he's proud that students are essentially doing it on their own, while various financial and legal hurdles are being worked through. The group raised money and, in addition, were supported by alumni like Dr. Joshua Solomon '01 who donated \$2,000 and will himself participate in the upcoming trip.

Makan, who will be doing a residency in oral surgery next year, hopes to return to Jamaica. In the meantime, he says, "I'm setting up the program in a way that everything is ready for someone else to take over."

For more information go to www.gsjaamaica.org □



BY ERIC K. CURTIS, DDS, MA

Philosopher and educational reformer

John Dewey believed that every great scientific advance requires “a new audacity of imagination.” But imagination, however bold, is only part of the equation of successful change. Innovation involves not only vision but leadership. Its essence lies both in conceiving an idea and then in applying that idea to make changes that improve lives. Innovation, which includes the willingness to take calculated risks, is one of the seven core values articulated by the Dugoni School of Dentistry. Following are profiles of three Dugoni School dentist-innovators from Northern California.

Building a better toothbrush

The life of Dr. Stephen D. Harada '77, San Francisco, was changed in 1998 by a Friday afternoon emergency, when he treated a patient who suffered deep caries under an anterior bridge. Dentists often exhort their patients to brush better, but Harada's reaction on that particular day went one step further. “It occurred to me,” he says, “that if this patient were using a better-shaped brush, he could have avoided all that damage.”

Harada thought about what a better shape might look like. He sketched out a convex head to curve away from the roof of the mouth and avoid triggering a gag response. He reshaped the bristles into a taper on both edges to act as a guide plane, allowing the brush to fit the anterior lingual curve of a dental arch. He insisted on extra-soft bristles of consistent diameter to minimize enamel and cementum abrasion,

ovators

arranging by mathematical formula a “planar sweet spot” of mid-brush, bristle-tip maximum tooth contact to enhance performance and reduce bristle bending and splaying. He also added a handle with a reverse curve at the neck to allow a further, unhindered reach to posterior teeth. Harada also designed the brush to fit in a cup holder. “It’s a crowded market,” he says. “I didn’t want a ‘me-too’ product. I wanted a brush that would be elegant in its simplicity, where every aspect is pure function.”

Harada went on to design two other toothbrushes. The Curvex II is a multi-function brush meant for children and handicapped or impaired adults, as well as orthodontic and partially edentulous patients. It features a T-shaped handle manipulated by the fingers, instead of wrist action, and held either vertically or horizontally for easy access to lingual surfaces of anterior teeth. The Curvex 1A, also T-shaped, is designed for the delicate surfaces of infant mouths and those of post-surgery, including implant, patients.

Once he had developed and fine-tuned designs that satisfied all his requirements,



DR. STEPHEN D. HARADA '77

PHOTOS: JON DRAFER

Harada applied for patents, which were granted internationally beginning in 2001. He formed a company, Ergonomic Dental Technologies (EDT), and in 2000 raised \$250,000 with help from dental school classmates—venture capital for dental products, he points out, is nonexistent—to buy a 16-cavity toothbrush mold made to Curvex specifications. He produced 50 commercial-grade prototypes and passed them out to dentists to try. Positive response to the Curvex was unanimous. Dean Emeritus Arthur A. Dugoni himself,

impressed with Harada’s innovations, joined the EDT board of directors.

Harada took the Curvex brush to the Dugoni School of Dentistry for testing. “It’s got to be worthy of the school and the profession,” he thought, “or I’m not selling it.” He credits faculty members Drs. Shannon Wong and Bill Lundergan ’81 for offering strong support during the process. In 2005, a five-week, single-blind crossover study led by Dr. Lisa Harpenau, associate professor of periodontics, found that the Curvex, which has a 25% softer



DR. MIC FALKEL '87

bristle filament than the Oral-B 40 Indicator, the best-selling toothbrush in the world, was as effective as the Oral-B at plaque removal. The Curvex models, manufactured in the United States, also received the ADA Seal of Acceptance.

In the meantime, Harada's Patterson Dental representative saw the Curvex. Intrigued, the rep sent samples to the Patterson corporate office in Minnesota. Although Patterson fields thousands of product submissions each month, the company proposed exclusive distribution of the Curvex brand. Harada, who had received other offers of interest, accepted. Since 2008, Harada has found himself traveling with Patterson to all the major U.S. dental shows.

"We are all part of the front lines of health care," Harada says. "If we see a problem, it's up to us to design a solution."

Basic research in an acidic world

Practicing in Monterey, California, Dr. Mic Falkel '87 felt his frustration mounting. "I had always been irritated with the way dental anesthetic worked in my practice," he remembers. "It was central to what I did, but it was also the most variable part of my day. I didn't like waiting while patients 'marinated,' and it really bothered me when they didn't get numb."

Falkel also remembered his professors at Pacific teaching that dentists can build a practice on painless injections—which is one reason he took extra care in delivering anesthetic. "But there is always someone who will wince at the first drop of anesthetic, no matter how carefully it is delivered," he says, "And there are those cases, such as pulpitis and infection, where the anesthetic just doesn't work well."

As a practice-building routine, Falkel always calls each day's anesthetized patients in the evening, just as his third-year group administrator, Dr. Ron Borer had advised. What he discovered was that patients often had no pain from the procedure, but reported discomfort at the injection site. Falkel has a bachelor's degree in chemistry, and he wondered if post-operative pain might be due to the pH of the anesthetic, which he knew was nearly as acidic as lemon juice. He wondered if buffering anesthetic before

injection might eliminate the complaints.

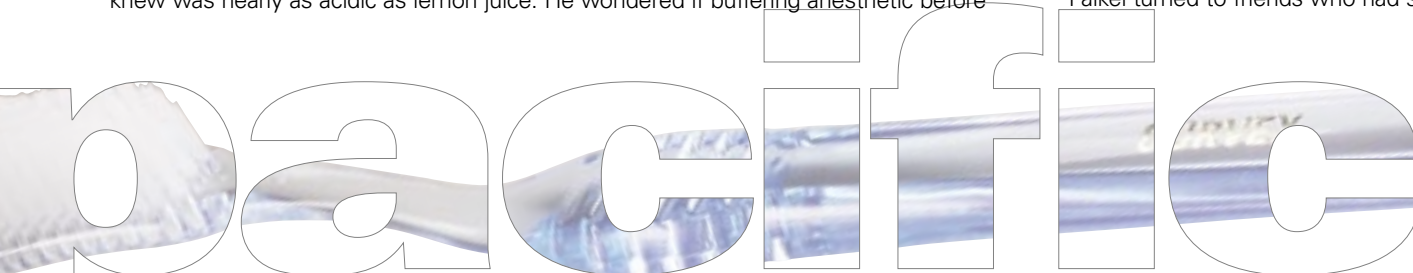
Falkel researched the medical literature, accumulating 400 articles on buffered anesthetic. Many of the articles, he discovered, claimed that buffering significantly reduced anesthetic injection pain, and some showed a significantly shorter latency period with buffered anesthetic, which Falkel thought would be a real benefit to his practice. Even so, many other investigators were reporting that they could find no improvement in either injection pain or anesthetic performance using buffered anesthetic. Some commentators called anesthetic buffering "controversial."

"Where there is controversy in science," Falkel thought, "there is often opportunity." Falkel had worked as a chemist in a medical lab during dental school, and he figured that if he could identify—and then find ways to control—the variables that made buffering work, then he might make buffering work to solve problems he had with local anesthetic.

Starting in 2002, he did exactly that, ultimately developing a precision buffering system that carefully manages each of the key variables he was able to identify so that buffering works effectively and reliably. The system Falkel devised, called Onset™, is about the size of a pen and takes under five seconds to buffer an anesthetic cartridge before it is loaded into the syringe. "We think it's an elegant solution," he says, "in a simple package, to a complex problem."

But solving a problem through library and lab work was just the start. "First of all, as a dentist who set out to solve a problem for my own practice," Falkel says, "I was not really sure if other dentists had the same problems or, even if they did, whether non-dentists would see the value in solving these problems. And although I knew my way around a dental office and the lab, funding and creating a company was a new challenge altogether."

Falkel turned to friends who had suc-



cessfully built technology companies and, together, they created Onpharma and took it directly to the experts—other dentists—for funding. Onpharma's group of 95 dentist investors understood the need for improvement in dental anesthetic, and most of them now have had the chance to use the product. Falkel notes that this group, which Onpharma calls its "founders," brings an understanding of the science, and enthusiasm for the solution that can only come from dentist-to-dentist exchanges.

Onset™ will be available to the general market in fall 2010.

Life in three dimensions

Regardless of how James Cameron may describe it, the blockbuster movie *Avatar* is not 3-D. "*Avatar* is really a movie in stereo," explains Dr. Bruce B. Fogel, associate alumni member and clinical associate professor of endodontics at the Dugoni School of Dentistry. "Stereo means that the images come out of the screen. 3-D, on the other hand, properly refers to images that can be rotated 360 degrees."

Fogel, CEO and vice president for sales for eHuman, Inc. and senior author of eHuman's *3-D Tooth Atlas*, works regularly in three-dimensional imaging. His Cupertino-based company traces its roots to 1998, when Dr. Paul Brown, a clinical assistant professor of endodontics at the Dugoni School of Dentistry, and a colleague of Fogel's, participated in a project involving NASA and Stanford University to educate astronauts about how to deal with medical and dental emergencies. The astronaut training included a practice simulator to learn anatomy. "We are passionate about teaching," Fogel says, "and we realized that we had an opportunity to change a paradigm of teaching and learning, from using illustrations produced in traditional, static two dimensions to interactive 3-D images."

In 2000, Brown formed a company



DR. BRUCE FOGEL, ASSOCIATE ALUMNUS

with Dr. Eric Herbranson, an adjunct assistant professor of endodontics at the dental school, and applied for a multi-year grant from the National Institutes of Health (NIH) to develop a prototype for a library of dental anatomic imaging. "We started with the pulp—what we knew best—and worked our way out, later including occlusion and the temporomandibular joints, using 3-D imaging and animation," Fogel says of the project. Using the same technology, they also developed an osteology program to facilitate the study of skull anatomy.

The team did its work on Sun workstations at Stanford in 2001 and 2002, where computing power allowed the development of high-resolution images that were then manipulated with proprietary software. But between 2003 and 2006, the power of personal computers jumped to the point of allowing such images to be run on any laptop—a boon for students accustomed to screens full of games and graphics. "Students intuitively understand the advantages of 3-D imaging," says Fogel, "and they feel comfortable with the technology. One of our jobs nowadays is to educate the educators, who must meet the expectations of the students." Fogel's *3-D Tooth Anatomy* is currently used in 75% of North American dental schools, as well as for dental education in private practices.

In 2008, the company, boasting a list of partners and collaborators that includes dentists, physicians, surgeons, researchers, educators, artists and technicians, was renamed eHuman. Eleven additional NIH grants, extraordinary in themselves, have funded many of its resources. Most recent products include a 2-D dissection atlas based, Fogel says, on "the finest collection" available of images of human dissection, digitized and made interactive, and quick-reference anatomy capsules downloadable to smart phones. The next step is an online interactive resource. One of eHuman's recent grants funds an online, interactive dental anatomy course. Future projects include 3-D imaging of all the joints of the human body and an expanding skull atlas to demonstrate variations and aberrations.

The wow factor in 3-D imaging is remarkable, but more important effects include a faster, deeper grasp of anatomy in a non-linear learning environment that can benefit not only students but professors and practitioners as well. "We live in a 3-D—and stereo—environment," Fogel says. "Seeing anatomy in three dimensions can significantly improve learning." □

THE TECHNO



BY DAVID W. CHAMBERS

There is a paradox involved with educational technology: its cost can be gauged by looking at the equipment, but its value depends on the context in which it is used.

When the dental school decided to issue laptop computers to all students, there was a debate over whether or not they should be allowed in the classrooms. I thought of this a few years ago while teaching a large seminar on research for first-year students. I required everyone to bring their laptop and we looked things up in class, did customized group exercises and actually wrote a paper in class. In a digression, I remarked that the Hippocratic Oath does not say "First, do no harm." A few minutes later I noticed a lot of students huddled around a computer and suddenly I just caught an expletive and the words, "He's right." That is "just-in-time, just-for-me learning." Had I passed out a copy of the oath and gone down on my knees begging students to read it, the probability of compliance would have been statistically insufficient.

We are coming to realize that learning technology is a paradox. The key is not the equipment; it is everything around it. This insight is at least 2,500 years old, and is found in the Taoist writings of Lao Tzu. "The value of a cup is not in its walls, but in the empty space they create." The value of a 4G device is not its touchscreen text pad, but its giving us something intelligent - seeming to do while waiting for an elevator or cab.

Technology in the Curriculum

The dental school is now on its third generation of course management software systems. Faculty put lecture notes, PowerPoint presentations, readings, video clips and links to other resources online, along with assignments, chat rooms, quizzes and secure grade posting. We even administer final examinations in computer format. We have come a long way from the days when we videotaped lectures so students who were on extramural rotations could keep up with the lock-step curriculum. (I actually reviewed the sign-out slips in the library back then to learn the impact of our early move in technology; we could have saved the effort.)

The purpose of the lecture now is to serve the most important function of motivation. People such as faculty members are uniquely positioned to answer the question "Why should one be interested in a topic?" even when, by comparison with electronic media, they are poorly equipped to present the material in its full richness.

Leading universities such as Harvard, MIT, Cambridge and Oxford now have, by faculty vote, "open access policies" putting all course material on the Internet. The best educations are now virtually free. There are two reasons for this: digital technology has reduced the cost of transmission—an extraw digital copy is quite literally not worth charging for. The other reason is that the value of knowledge is not the packages of content; it is in the creative act of making new content and in the context that makes that content useful. The one who manages the context controls learning, not the one with the new gadget.

Here is an example. The course management software the Dugoni School of Dentistry uses allows faculty members to track who is using it. In the research course mentioned previously, I checked use patterns and found there was a minor blip in "eyes on page" when new content was announced (but not when it was discussed) and a major blip hours before an assignment was due. I also found that students who regularly used material on our course management software scored about a grade and a half above those who neglected it.

Being the first to implement electronic education technology does not guarantee impact. When the dental school occupied its current building in the late 1960s, we had an electronic real-time individualized polling system to promote active learning. You may have wondered what those little dials in the arm rests in Room 411 were for. At one time they

were connected to a sophisticated system for measuring and displaying student input. It proved to be useless technology because the faculty of those days did not consider engaging students in discussion to be an authorized part of their jobs, especially in situations where differences of opinion could be made public. Curiously, one of the hot new educational technologies today is "clickers," essentially the same concept, except now we use cell phone technology to register input.

Where are the disconnects in technology? Electronics has brought down the cost. But that doesn't explain why we are now scrambling to reintroduce what we tore out decades ago. The driving change has been in the curriculum. We have shifted from a teacher-centered to a student-centered view of learning. In the old model, students were given credit for the amount of content they were able to extract from faculty members, and under such a system the status of both students and faculty members was determined by regulation of such transactions. Effective technology served to control this process and students crowded the front of the lecture hall to get a copy of the handout (quite literally a handout) and squirreled away semi-secret copies of old exams.

The curriculum at the Dugoni School of Dentistry today is designed around the concept of integrating knowledge and practice. And the integration that matters is the students'. Strands of knowledge, skills and values are woven together in a helix pattern that is held together by the Personal Instructional Programs theme. This is a natural extension of the competency-based curriculum that the school pioneered in the 1990s, where the purpose of dental education is focused on developing the capacity to practice rather than accumulating check-offs. In the model that existed before that, the method of instruction was fixed and the outcomes were allowed to vary (how else could we get a bell curve of student performance). Now the outcome is fixed (competency) and the available means of achieving it have blossomed. Technology means alternatives.

We have changed the context and that pulls new technologies into the mix. Perhaps the technology in greatest demand today is not electronic at all: it is seminar rooms needed for active learning where small groups of students and faculty members can explore different approaches, trace out the consequences of information and actions, verify the values that guide patient care and integrate what is known about the profession. That cannot be easily accomplished in lectures, and podcasts and PowerPoint downloads designed to substitute for talking heads don't get the job done either. We have ample means for electronic communication and assembling support material; the technology bottleneck right now is physical space for interactive learning.

Technology in the Clinic and on the Web

One of the dental school's competencies is that our graduates will be up-to-date in clinical technology. In the clinic this means digital radiography, implants, use of clinical microscopes, clinical photography, the constantly changing array of restorative materials and even a commitment to "goopless" (electronic) impressions. We have also installed a new clinic computer system: AxiUm. This does everything one could want in a clinic (at least it did when we installed it about a year ago) from electronic charting and records management to integration of digital radiology and remote access. It also structures faculty control of the treatment sequence, provides financial management and even offers a platform for clinical research.

It required about two years of planning to get ready for the conversion, according to Dr. Richard Fredekind, associate dean for clinical services. All of the electronic capability existed in AxiUm off the shelf and could have been plugged in on very short notice. The hard part of the technology upgrade was under-

standing and agreeing on our clinical, educational and business models and processes. Technology is just as powerful for deepening the ruts of traditional ways of doing things as it is for opening up new methods.

Research conducted in the 1970s, as computers were entering the workplace, confirmed an aspect of the technology paradox we have been exploring: technology almost always makes things go faster, but not necessarily better. The faster or easier part is clear enough. What has been discovered is that technology most predictably leads to improvements when it forces a rethinking of the underlying work processes. The shift in word processing has been that those folks we used to call secretaries have become very scarce: professionals now do their own keyboarding (even though we are not as good at it as were our support staff). The problem has been that we have multiplied the number of documents we generate and the number of copies made, the proportion of Americans in the “information” economy (now over 70%) and the length of the average work week.

To date, our new clinic computer system has provided clear advantages in up-to-date imaging and records management, as well as convenience for access and patient management. It offers the potential for research and provides a rich database for clinic management. It also takes students and faculty members more time to enter, check and override the logic of the system. Dentists who have explored and experimented with electronic digital records in their practices confirm that technology that is not in harmony with practice patterns can be a heck of a pain.

Technology has also played a role in the administration of the dental school. Our website not only broadcasts our PR messages, it also interacts with our communities. Students sign up online for selective courses, RSVP and get tickets for graduation and manage enrollment for graduation and licensure testing. Faculty conduct such business as reviewing credentials for promotion and tenure, attending meetings at the Stockton campus via Skype and participating in surveys from their desks or remotely while at home or while traveling.

Resolving the Paradox

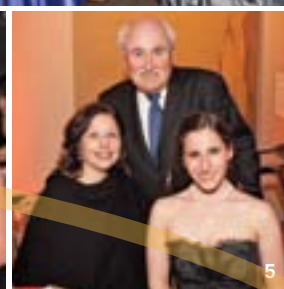
For many alumni, their first exposure to computer technology was Atari. This was the first video game company, founded in 1972 and disappearing in 1998. For millions of Americans, the company defined what computers do: they *atari*. The word describes a move in the game of Go, where one strikes or scores or captures. To *atari* is to succeed. Unfortunately, many still embrace this metaphor for our relationship with technology. Research with school children learning to access information on the Web has documented the strong tendency for students to Google until they find a match with the teacher’s request (an *atari*), and then they terminate the search. If we let it happen, learning can become defined as the “first hit.” The only thing sadder than technology becoming an end in itself would be for it to define the standard for the end of learning. This is the deep paradox of technology in an organization devoted to learning.

My guess is that readers will soon forget most of what is in this article. What are most likely to be remembered in the future are the stories about the Google search for the Hippocratic Oath, the arm rest dials in Room 411 and the story about Atari. There is a reason for this. These are examples of narrative rather than opinion or factoids. We remember things that have a structure with a beginning, a middle and an end—especially when we can insert ourselves at the beginning or the end. Electronic technology opens for us the amazing power of taking things apart into elements, stripping off the beginning and the end, of finding them quickly and for reassembling them in marvelous recombinations. But it only counts for learning when it is reassembled. Meaningful material always has a lead-in and a follow-up; it is part of the flow of professional life. Schools that issue computers or Web pages without creating the culture for turning these into the story about becoming a dentist have missed the point of technology. □

22 PHILANTHROPY

Legacy Ball

On March 13, 2010, 400 alumni and friends of the Dugoni School of Dentistry gathered to celebrate philanthropy at the de Young Museum in Golden Gate Park. Guests enjoyed food by McCall Catering, danced to Big City Revue and were treated to a private viewing of the King Tut exhibit. Mark your calendars for the third annual Legacy Ball on March 5, 2011.



1 Dean Patrick J. Ferrillo, Jr., and University President Pamela A. Eibeck.

2 Dr. Debra Woo '86, Alumni Association president, and her daughter, Mrs. Vanessa Yerekhman, pose with some of the entertainers.

3 The Whirling Dervish performs.

4 Diane Dugoni, Dr. Roni Douglas '82 and Joanne Fox, Alumni Association assistant director.

5 Dr. Milton Pagonis '72 and his wife Joanne, along with their daughter Angie Pagonis, Class of 2011.

6 Thodas and Karsant family members.

7 Dean Patrick J. Ferrillo, Jr., Dr. Nilou Nadershahi '91 and Dr. Nader Nadershahi '94, associate dean for academic affairs.

8 President Eibeck and her husband Bill Jeffery chat with Dr. David Lee '46.

9 Dr. Marc Geissberger '91 with Dr. Brad Morris '89 and his wife Sara.



PHOTOS: JON DRAPER & BRUCE COOK

Vino de Mayo Raises Funds for Kids in the Clinic

More than 200 friends of the Dugoni School attended the Vino de Mayo wine auction at The Ritz-Carlton in San Francisco on May 8, raising more than \$125,000 for the Kids in the Clinic Endowment. The event started with a silent auction showcasing a variety of internationally and nationally acclaimed wines and dining experiences. Representatives from 12 Northern California wineries were on hand to pour tastings for guests. Following dinner in the ballroom, a live auction led by celebrity auctioneer David Reynolds featured items such as a seven-day luxury Caribbean cruise and a wine-and-dine trip to New Orleans.

The Vino de Mayo event helps the Kids in the Clinic program move toward its goal of raising a \$2 million endowment to provide much-needed dental care, education and oral health prevention to socioeconomically disadvantaged children throughout the San Francisco Bay Area and Northern California. For more information on Kids in the Clinic, go to <http://www.kidsintheklinic.org>.



1



2

1 Volunteers help with registration.

2 Dr. Ryan Wilgus '10 and Mr. Don Janes are ready to bid.

3 Dr. and Mrs. Ed Bedrossian '86 and guests enjoy the festivities.

4 Dr. Nima Aflatooni '10, Mr. Bill Jeffery, President Pamela A. Eibeck, Dean Patrick J. Ferrillo Jr. and Dr. Lauren Young '10 gather after the auction.

5 Suzanne Pride Bryan describes the highlights of a spectacular weekend offered by Pride Mountain Vineyards during the live auction.



3



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5

Class of 2010 Graduation Gift

The Class of 2010 capped their time at the Dugoni School of Dentistry with a gift of \$40,000 to the Dean's Fund for Excellence. This gift represented donations from 76% of the class as well as generous matching gifts from the Pacific Dugoni Foundation (\$12,877), the Alumni Association Board (\$3,500) and several parents (\$14,500).

111th Annual Alumni Meeting: Drs. Fredekind and Haden Honored with Medallions of Distinction

At the 2010 Alumni Recognition Luncheon, Dean Patrick J. Ferrillo, Jr. presented Drs. Richard Fredekind and N. Karl Haden with the Medallion of Distinction—the Alumni Association’s highest honor—for their service and support to the school.

Serving as professor and associate dean for clinical services, Fredekind has been a member of the dental school family since 1984 when he joined the faculty as an assistant clinical professor. Over the past 25 years, Fredekind has demonstrated a strong

commitment to countless students, faculty, staff and patients.

Haden is the founder and president of the Academy of Academic Leadership. He has consulted with clients in academic healthcare—including the Dugoni School of Dentistry—to provide expertise in areas such as leadership development, organizational change, strategic planning and curriculum development for more than 15 years.

To watch video highlights of the 2010 Alumni Weekend, visit the school’s YouTube channel at <http://www.youtube.com/pacificdental>.



1 University President Pamela A. Eibeck.

2 Dr. Jerry Bittner, Jr. '95 presents a class gift to Drs. Craig Yarborough and Patrick J. Ferrillo, Jr.

3 Drs. Marty Rosa '65, Paul Senise '65 and Ken Frangadakis '66.

4 Drs. Nava Fathi '95, Bruce Valentine '69 and Shahrzad Dehdari '95.

5 Drs. Nicki Shinbori '10 and Craig Yarborough '80.

6 Drs. Ann Marie Silvestri '75, Tom Ellerhorst '77, Mahsa Ansari '10, Maha Almusawi '10 and Rana Naderi '10.

7 Dr. Debra Woo '86, Alumni Association president.

8 Drs. Bill Eich '88, Kristi Doberenz '88, Dan Clevenger '87, Gary Arita '87, Mark Swimmer '88 and University Regent Randy Hayashi '88.

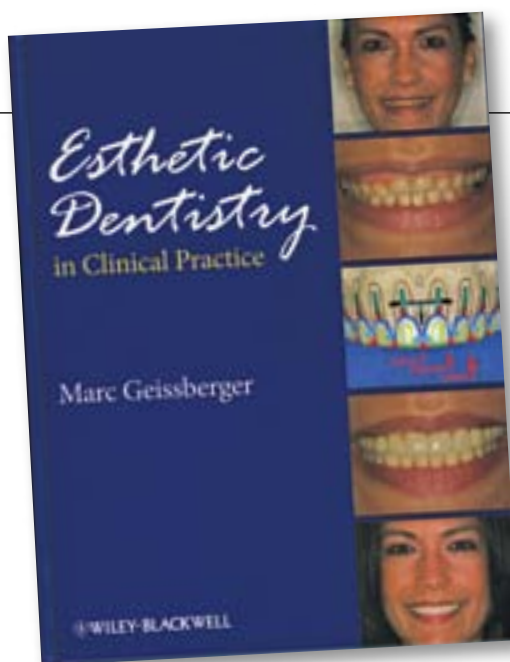
9 Alumni Association Executive Director David Nielsen '67 with Assistant Director Joanne Fox.

School Faculty and Alumni Debut New Esthetic Dentistry Textbook

Faculty members from the Arthur A. Dugoni School of Dentistry's Department of Restorative Dentistry have collectively authored a textbook focused on esthetic dentistry. *Esthetic Dentistry in Clinical Practice* outlines esthetic procedures and enables dentists—and dental students—to bring esthetic dentistry to everyday practice.

Dr. Marc Geissberger '91, chair of the Department of Restorative Dentistry, spearheaded this project, to which 25 of his department colleagues contributed. Alumni, including Drs. Foroud Hakim '91, Laura Reid '00 and Bina Surti, associate alumni member, were among the faculty authors of the book.

Esthetic Dentistry in Clinical Practice includes clinical instruc-



tion in specific techniques, as well as treatment planning and side-by-side comparative evaluations of the most popular treatment systems and materials. The book, which is published by Wiley Blackwell, fills a need for textbooks in the field of esthetic dentistry—currently there is a limited selection of texts dedicated specifically to the subject.

"This has been a tremendous undertaking for the Restorative Department and I'm pleased to see it come to fruition," said Geissberger. "By publishing this text, our talented faculty members are making a lasting contribution to the science and literature of the esthetic dentistry field.

This textbook will bring esthetic dentistry into the private practice setting, and will serve as a valuable resource for dental students as well."

Esthetic Dentistry in Clinical Practice is available in through the Dugoni School of Dentistry bookstore. Those interested may order it online at <http://www.dentalstudents.com/>.

Lodi Dentist Retires After 63 Years

The *Lodi News-Sentinel* recently ran a profile on one of our alumni, Dr. Chris Keszler '47, who retired in April after an amazing 63 years of dental practice. At 90, he was possibly the oldest practicing dentist in the United States. He was also an influential figure in the town of Lodi, as he helped build several subdivisions there starting in the 1950s. As if running a dental practice and developing neighborhoods wasn't enough, he also earned a pilot's license in 1968 and spent the next several decades flying across the country to meetings in his own plane. Married for 65 years until the passing of his late wife, LaVeta, he is now planning to marry again and travel to Europe this summer.



Bales Named to AAOF Board of Directors

Dr. Tom Bales '74B was recently named a director of the American Association of Orthodontists Foundation (AAOF) and will serve as the Pacific Coast Society of Orthodontists' (PCSO) representative to the AAOF.

As an AAOF board member, Bales will be responsible for helping to select grant recipients while supporting orthodontic research and education. The AAOF board controls a \$27 million endowment that makes grants each year to orthodontic educators throughout the United States and Canada. Since 1995, it has given out more than \$7 million in awards.

In addition to his roles with PCSO and AAOF, Bales is currently the secretary/treasurer of the California Association of Orthodontists, which represents the 1,200 orthodontists in the state. He remains involved with the Dugoni School of Dentistry, where he is a current member of the school's admissions committee. He also is a past president of the Pacific Dugoni Foundation.

Bales runs a successful orthodontic practice with two Bay Area locations, along with his daughter, Dr. Katie Bales '03. She is currently a member of the dental school's orthodontic faculty.

To learn more about PCSO visit <http://www.pcsortho.org> and for details about AAOF, visit <http://www.aaofoundation.net>.



National Toothpaste Spokesperson a Dental School Alumnae

Dr. Jill Cohen Lasky '98 has taken on the role of national spokesperson for Burt's Bees' newly launched line of all-natural toothpaste. Lasky, a practicing pediatric dentist, mother and member of the Pacific Dugoni Foundation board, welcomed the opportunity to endorse a line of natural products. "Many practicing dentists are looking for products that contain no artificial ingredients and promote sustainability, without compromising effectiveness," she said. "It's great that we have these options."

For up-to-date news
go to www.dental.pacific.edu

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Pacific Named Among Top "Green" Colleges

The Princeton Review has named University of the Pacific one of the top 286 "green" colleges in the United States. The April announcement came at the end of Pacific's "Sustainability Month," which included lectures, increased recycling efforts and educational programs designed to increase the University community's awareness of environmental issues.

"The University has made real progress in the past few years to make our three campuses more sustainable, from recent student-led recycling efforts to our Board of Regents passing a green building policy," said University President Pamela A. Eibeck. "It's exciting that our efforts are attracting national recognition, especially since we know that sustainability is increasingly important to incoming college students."

Pacific recently launched a number of sustainability initiatives. In 2009, it opened the Don and Karen DeRosa University Center, the first Leadership in Energy and Environmental Design (LEED)-certified building in San Joaquin County. Construction is underway on a second green building, the John T. Chambers Technology Center. The University also formed the President's Sustainability Committee, with administrative, faculty and student representatives, to advise University administration on environmental policy and projects.

In October 2009, Pacific's Board of Regents passed a new policy that requires all new buildings to be LEED-certified or the equivalent. The LEED Green Building Rating System is a third-party certification program and the nationally accepted benchmark for the design, construction and operation of high-performance green buildings.

The University's three campuses also hosted "Sustainability Month" activities throughout April. Visits included noted environmentalist and author Rick Bass on the Stockton campus and best-selling author Michael Pollan on the Sacramento campus. The Dugoni School of Dentistry's activities included the launch of a new recycling and composting program on campus. The dental school also hosted Ina Pokrass, co-founder of the Eco-Dentistry Association, for an Earth Day presentation to students, faculty and staff.

The Princeton Review's Guide to 286 Green Colleges lists universities that have comprehensive policies that encourage energy conservation, recycling, sustainability and environmental literacy. The free guide is available at www.princetonreview.com/greenguide



Dean Ferrillo Named Pacific's Interim Provost

University of the Pacific President Pamela A. Eibeck announced in April that Dean Patrick J. Ferrillo, Jr., would serve as interim provost of Pacific. Ferrillo started in this temporary role July 1, following the retirement of long-time Provost Phil Gilbertson.

The provost oversees all academic programs on Pacific's Stockton, San Francisco and Sacramento campuses. The University is currently conducting a nationwide search for a provost and plans to name a permanent replacement in the fall.

"The nominations of nearly every dean for interim provost from the campus community demonstrated the breadth of talent and confidence we have in all of our deans," said President Eibeck. "I appreciate Dean Ferrillo's willingness to take on this important role, and in so doing, help to further develop ties between our Stockton and San Francisco campuses."

Dr. Nader Nadershahi, associate dean for academic affairs at the dental school, stepped into the role of acting dean of the dental school starting July 1. Nadershahi has day-to-day management responsibility for the dental school while Ferrillo serves in his interim role.

Ferrillo will split time between the Stockton and San Francisco campuses and will continue to work with faculty, students and staff to complete the feasibility study for the school's facilities.

Eibeck Formally Inaugurated as University President

Students, faculty, staff and community leaders recently gathered in Stockton to attend the inauguration of Dr. Pamela A. Eibeck. During the March 19 ceremony, Eibeck was formally installed as president of the University of the Pacific. The installation included an academic procession involving numerous representatives from other universities, including Harvard, Yale, George Washington and University of Pennsylvania, as well as her alma mater Stanford University. Eibeck is the 24th president of the University and the sixth president since Pacific moved to Stockton in 1924.



PHOTO: JON DRAPER

28 MEMORIAL GIFTS

This list reflects memorial gifts received from October 10, 2009 to May 4, 2010.

In Memory Of:

Judy Allen
Tony Antone
Arthur M. Banchemo
Dr. Thomas Beare
William M. Bennett
Peyman Berarpour

Given By:

Geissberger Family Dentistry
Dr. Kenneth Frangadakakis
Dr. Robert C. Coupe
Dr. Robert R. Yee
Geissberger Family Dentistry
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Anonymous
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	Diana E. Stenholt
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	Ms. Nancy Z. Wiener
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Dr. Joel F. Glover	Dr. and Mrs. Robert Dorian
	Dr. and Mrs. Arthur A. Dugoni
Dr. Raymond J. Graves	Dr. and Mrs. Mario Gildone
	Craig & Nancy Yarborough
Dr. George Grenfell	Dr. Lila Marie Skelley
	Dr. Robert R. Yee
Mr. Albert Guidi	Dr. and Mrs. Arthur A. Dugoni
	Dr. Gaylord Starin
	Dr. Oleg Obuhoff
	Craig & Nancy Yarborough
	Dr. Mary Turoff
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	Dr. William L. Gallagher
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	Mrs. Rosemary Dixon
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Ruth Hobson	Dr. William L. Gallagher
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Dr. Edward S. Liska

Dr. Eleanor Lloyd
Dr. Franklin H. Locke, Jr.

Dr. Harold Loewenthal

Walter Lull
John Patrick McAuliffe
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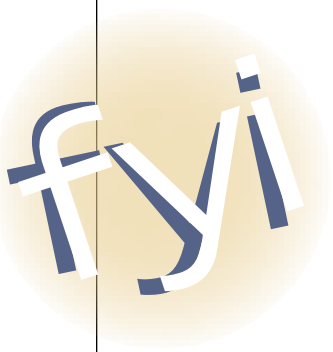
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Dr. Ernest Yee, Jr. '46
Dr. Bernice Pun '48
Dr. Robert W. Swan '49
Dr. Mario E. Gildone '51
Dr. Donald W. Krebs '51
Dr. Harold Loewenthal '51
Dr. Clyde Brunson '52
Dr. Neal B. Olpin '52
Dr. George Grenfell '54
Dr. George W. Lane Jr. '54
Dr. Marcus K. Bitter '56
Dr. Everill J. Hills '56
Dr. Cyril O. Potter '57
Dr. William J. Mullen '58
Dr. James Scarbrough '60
Dr. James A. White '61
Dr. Michael Severen '77
Dr. Derric DesMarteau '80
Mr. Peyman Berapour, DDS student
Dr. Nilesh Pillani, IDS Student



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SOUTHERN CALIFORNIA CHAPTER EVENT

Dodgers vs. Giants Game
Sunday, September 5, 2010
Dodger Stadium, Los Angeles
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ALUMNI RECEPTION DURING CDA SESSION

Friday, September 10, 2010
Thirsty Bear Brewing Company, SF
(415) 929-6423

ALUMNI RECEPTION DURING ADA MEETING

Sunday, October 10, 2010
Peabody Hotel, Orlando, FL
(415) 929-6423

ASILOMAR CONFERENCE

Friday – Sunday, February 11-13, 2011
Pacific Grove, CA
(415) 929-6425

112TH ANNUAL ALUMNI MEETING

Friday – Saturday, March 4-5, 2011
The Fairmont Hotel, SF
(415) 351-7108

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