



## Annual Report

Indiana University  
School of Dentistry  
Alumni Bulletin  
Volume 12, Number 1, 1998

### Contents

<i>From the Dean</i>	2
<i>Introducing the New Curriculum</i>	4
<i>Transitions</i>	28
<i>Fiscal Affairs</i>	42
<i>Research</i>	45
<i>Kudos</i>	49
<i>Treasuring Friendships</i>	54
<i>Reaching Out</i>	59
<i>Donor Roll Call</i>	64

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Annual Report designed by  
HeldDiedrich Advertising  
Communications

Photographs by Mike Halloran  
and Susan Crum, except where noted

*Quote on opposing page  
by playwright and actor  
Sir Peter Ustinov*



*"I am convinced that  
it is of primordial  
importance to learn  
more every year  
than the year  
before. After all,  
what is education  
but a process by  
which a person  
begins to learn  
how to learn?"*

## From the Dean



My Dear Friends and Colleagues,

My last message was written to you from the forefront of dental education, as we set to launch our new curriculum and with it a new era in dental education here at Indiana and across the profession. We are still at the front, and we are advancing apace.

As the first flakes of snow appear in Indianapolis, our first-year students are on the verge of completing a very rigorous but enlightening first semester. It features problem-based learning intermixed with traditional lectures and laboratories; a variety of

assessment exercises designed to monitor their progress along the way; and increasing use of their laptop computers linked with the School of Dentistry intranet, the World Wide Web, and the remarkable universe of knowledge and communication now available to them through a truly contemporary education. There is a constant hum of activity (intermixed with occasional clangs) as students travel to the old Indiana State Department of Health building for their PBL sessions, then back to our dental school classrooms, labs, and library

for more classes and independent learning time; they also engage in a variety of other activities designed to monitor and support this new class and cement it together.

At the same time our faculty and staff are working extremely hard to deliver this curriculum for the first time, analyzing progress and executing "in-flight corrections" to the curriculum and infrastructure on a constant basis. Students, faculty, and staff have found that this is a system which can be adjusted and refined much more easily than the traditional

**Indiana University School of Dentistry Faculty, Staff, Students  
Photographed September 22, 1997**

curriculum, resulting in virtually daily improvement in user-friendliness. As you might imagine, life at the front is not free from bumps and bruises. As expected, it takes awhile for students and faculty to become accustomed to a new type of teaching, learning, and assessment, but everyone is becoming much more comfortable with it as the weeks go on. Furthermore, as detailed more fully in this issue of the *Alumni Bulletin*, there is a real sense of enthusiasm and excitement on the part of both students and faculty. This is indeed an exciting time for our school and profession, and I am looking forward to reporting our progress to you frequently.

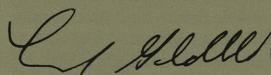
Many other important things have been happening during this same time. One of our most important accomplishments has been the appointment of all our new associate deans, completing the leadership team which will support all our exciting activities for the foreseeable future. Our new team consists of Dr. George K. Stookey, associate dean for academic affairs; Dr. Chris H. Miller, associate dean for research and graduate education; Dr. Margot L. Van Dis, associate dean for education and student affairs; and Dr. George P. Willis, associate dean for clinical affairs. This talented and energetic group joins Dr. LaForrest D. Garner, associate dean for minority student services, and Dr. Donald R. Tharp, associate dean and coordinator of dental accreditation. These people are highlighted later in this issue of the *Alumni Bulletin*, but I want to take this opportunity to thank them publicly for their willingness and commitment to serve their institu-

tion, profession, students, and faculty colleagues in these extremely important posts.

Other notable events which have occurred during this time include the First Annual Student Appreciation Picnic, welcoming the incoming students; the re-institution, after an eight-year absence, of the Annual IUSD Teaching Conference; the institution of the First Annual IUSD Staff Development Conference; and the kick-off of the preparation for our 1999 ADA Commission on Dental Accreditation Site Visit.

It is hard for me to believe that I have been back at Indiana for over 10 months now. I want to thank you, our alumni, and all the friends of our school, for the tremendous support we have had during this time as well as the solid commitment for the future. I always welcome the opportunity to hear from and talk with everyone having an interest in our programs. WE ARE INDIANA, ALWAYS STRIVING FOR SIMPLY THE BEST. This has become our overriding commitment and daily goal. We are up and running at the front.

I'll write again soon. You do too.



**Lawrence I. Goldblatt, DDS, MSD  
Dean**

*November 3, 1997*

# CURRICULUM

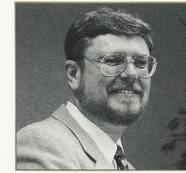
Margot Van Dis, associate dean for education and student affairs



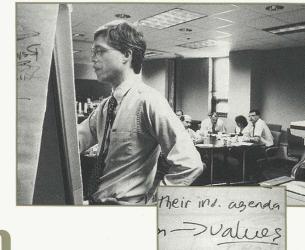
Educational adviser and visiting faculty member P.K. Jamison



Faculty Council President Michael Cochran



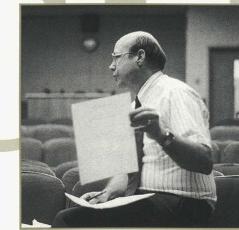
IU physician and medical school faculty member Michael Parchman conducting one of several workshops for the dental faculty



One of the countless problem-solving sessions that the IUSD faculty has engaged in on the long road to a new curriculum

Byron Olson, co-director of the first-year cell biology course, says that the new curriculum is a faculty intensive effort that requires a tremendous amount of coordination among teachers.

## Curriculum Reform: A WORK IN PROGRESS



breadth of knowledge about a school that has a well-earned reputation for its outstanding educational programs, the climate seemed right for the faculty as a whole to push IU's curriculum to a new level of excellence.

### ADAPTING TO CHANGE

Like all other dental schools, Indiana University's has increasingly been challenged by the explosion of new information and technology in the fields of health and science. It simply isn't reasonable to assume that the fragile seams of the traditional four-year doctoral program can continue to bear the strain of the burly body of information every dentist needs to know to practice excellent healthcare in the century ahead. Universities must become proficient at preparing students in the health professions by relying less on memorization of facts and more on the development of skills that promote independent learning and that instill in students the desire to be voracious learners throughout their careers.

Adding an interesting dimension to those discussions early on were the voices of the dental school's newest faculty members, many of whom have been trained as scientists instead of—or in addition to—dentists. An increase, in the past decade, in the number of faculty holding the Doctor of Philosophy degree meant that, for the first time, a significant number of our teachers had acquired learning experiences in educational programs that are quite different, in both content and form, from the nation's dental programs.

In an era when these new teachers, who offered fresh perspectives on dental education, were working side by side with IU's longtime professors of dentistry, who offered experience and an incomparable

problem-solving techniques conducive to small-group formats, to better prepare students to be critical thinkers and highly capable, enthusiastic lifelong learners of dentistry.

With good reason.

Setting out a few years ago to review, reevaluate, and redesign Indiana University's four-year doctoral program, the School of Dentistry presented itself with a host of formidable challenges:

1) to restructure the program in ways that stress the relevance of basic science education to clinical education, and that use every opportunity to entwine these two components of dental education in class and clinic discussions;

2) to underscore dentistry's place in comprehensive healthcare education, emphasizing the significant role oral health plays in a patient's overall state of wellness;

3) to create an environment in which greater varieties of teaching methods are employed, including

ly rooted in the fine traditions of a school that will celebrate its 120th birthday next year, has been discussed and debated by the faculty for most of the 1990s.

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In an era when these new teachers, who offered fresh perspectives on dental education, were working side by side with IU's longtime professors of dentistry, who offered experience and an incomparable

of medications for a variety of ailments. We want to get today's students thinking about the various types of patients they will be treating. They must learn to become problem solvers.

"In the traditional dental curriculum, students have had difficulty bringing the basic sciences they learned early in the program into the clinics, probably because when they were enrolled in those subjects they didn't seem relevant to clinical dentistry," Dr. Van Dis adds. "In the new format, we want to blend the biologic, clinical, and behavioral sciences instead of offering subjects piecemeal. The biologic, clinical, and behavioral aspects of a person are certainly interrelated when that person is sitting in the dentist's chair, so the feeling is that we should interrelate them from the beginning of a student's education."

In the systems-based approach, separate courses for anatomy, physiology, biochemistry, and pathology would be replaced by courses that offer "the big picture" in the human make-up. "For example, we would talk to students about the cardiovascular system, and in those classes they would learn the cardiovascular system's anatomy, its physiology, its biochemistry, and its pathology," says Dr. Van Dis.

Dr. Bruce Baum, clinical director of the National Institute of Dental Research, Bethesda, Md., provided input for several years in an ongoing role as IUSD's curriculum reform consultant.

The curriculum project began in earnest in 1994, when Dr. Don-John Summerlin, an oral pathology teacher and head of the former Subcommittee for Educational Reform Program (SERP), drafted a white paper outlining a set of principles to drive the new curriculum. IU School of Education Professor P.K. Jamison, PhD,

**The First Year of Dental School:  
Dividing Up the Course Work**

### The Old Way

- 1) Human Anatomy
- 2) Histology
- 3) Biochemistry
- 4) Operative Dentistry Lecture I
- 5) Operative Dentistry Laboratory I
- 6) Operative Dentistry Lecture II
- 7) Operative Dentistry Laboratory II
- 8) Craniofacial Growth and Development
- 9) Principles of Orthodontics
- 10) Biology of the Periodontium
- 11) Human Physiology
- 12) Practice Administration I
- 13) History of Dentistry and Ethics
- 14) Oral Biology
- 15) Introduction to Clinical Dentistry I
- 16) Introduction to Clinical Dentistry II

### The New Way

- 1) Critical Thinking and Professional Behavior: An Introduction
- 2) Cell Biology
- 3) Dental Sciences I, Part I
- 4) Dental Sciences I, Part II
- 5) Dental Sciences I, Part III
- 6) Systems Approach to Biomedical Sciences
- 7) Orofacial Biology I
- 8) Orofacial Biology II

was hired as a visiting professor to lend guidance, support, and insight into the process and to serve as a curriculum reform facilitator. Small groups of faculty members began to make treks to the medical schools at the University of New Mexico, in Albuquerque, and at McMaster University, in Hamilton, Ontario, Canada, for specialized training as problem-based learning (PBL) tutors.

Then, in early 1995, a study by the Institute of Medicine (IOM) pertaining to the state of dental education in America was published. Conceived primarily by the American Association of Dental Schools, the study was undertaken as an independent examination of

dental education by the IOM, a division of the National Academy of Sciences. It was overseen by an 18-member committee of experts representing dental practice and education as well as other areas of healthcare.

The result of the committee's work was a 345-page report, published as a book titled *Dental Education at the Crossroads*. Within its pages was an assessment of the current status of dental education and oral health in the U.S. as well as recommendations on ways to improve oral health and oral health services in the U.S. over the next 25 years. With many of these recommendations directed at the nation's dental schools, the study became one of the most talked about at dental institutions throughout the country.

When the IOM report was published, IU's dental faculty found that the preliminary work it had already accomplished toward curriculum reform was closely aligned with the IOM's mission statements and curriculum recommendations for U.S. dental schools. Those recommendations

addressed the importance of creating outcomes assessment programs and "an integrated basic and clinical science curriculum that provides clinically relevant education in the basic

sciences and scientifically based education in clinical care."

"IU was ahead of the curve on curriculum reform," says Dr. Marilyn Lantz, chair of the Department of Oral Biology and one of the reform project's strongest advocates. "We were working with it before the IOM

report came out, but the report validated our approach to curriculum change."

That is not to say that IU's faculty members were of one mind when they were asked to evaluate the IOM study in a school-wide survey. ("A masterpiece," one teacher called it; "Too much theory, nothing practical," wrote another.)

Nor was the faculty of a singular opinion on the most appropriate route to take in arriving at a curriculum for IUSD that would best facilitate a student's understanding of comprehensive patient care.

The school's 104 full-time faculty members had 104 unique opinions. Understanding that those voices needed not only to be heard but also empowered, the administration handed the responsibility of curriculum reform over to the faculty at large in February 1995 by asking the Faculty Council to elect one of its members to preside over the faculty's curriculum-related meetings. The Council elected Dr. Michael Cochran, professor of operative dentistry, and eventually voted him in as Council president.

In a letter to the Council, the new president stated: "For educational reform to work positively and effectively, it must be crafted, supported, and driven by the faculty involved."

Before long, virtually every full-time faculty member had a significant role to play in the task of restructuring the curriculum. When they weren't hashing over problems together during innumerable workshops and conferences, faculty members were wrestling with them alone, in their offices or at home after hours, with each trying to fit yet another piece into a very cumbersome curriculum puzzle.



*In the fall of 1996, David Goris, now in his second year, found that the four-week pilot program offered a practical introduction to dental school. "I enjoyed the pilot program for a lot of reasons, but primarily because the small-group format gave me an opportunity to become well acquainted with my classmates," he said. "It was a chance to be introduced to dental school while the pace was less frantic and the atmosphere less stressful. By the end of the four weeks, I knew about 95 percent of my class by their names. It was a good feeling to head into the regular part of the school year feeling as if I was among friends."*

The Institute of Medicine wasn't the only group stating powerful opinions about the need for dental schools to change the way they deliver an education to their students. In July 1995, the American Dental Association's Commission on Dental Accreditation distributed its proposed revisions to the Accreditation Standards for Dental Education Programs. Among the substantial revisions, the Commission recommended the addition of at least four directives that are undoubtedly in step with the tenets of IU's curriculum:

*Graduates must value the role of lifelong learning and self-assessment in maintaining competency.*

*Graduates must be competent in critical thinking and problem solving in the comprehensive care of patients, integrating information from the biomedical, behavioral and clinical sciences.*

*Graduates must be competent in critically evaluating research findings and in applying research findings to providing patient care, selecting clinical treatments and promoting oral health.*

*Graduates must be competent in the use of computers and related information technology resources.*

By late 1995, Dr. Cochran said he was pleased by the faculty's contributions and impressed by the progress being made in the individual departments. "It's been a good experience for the school. It's important for the faculty to take full responsibility for the curriculum and for everyone to participate. I worked all summer with the departments. The SERP committee contributed a tremendous amount of work to this project, with a lot of the information compiled by SERP being used by the departments

Dental diagnostic sciences faculty members  
Edwin Parks (background) and Jack Schaeaf





Dr. Cochran (left) with oral pathologist Don-John Summerlin

to help them formulate their own ideas for the curriculum. The departments have put together what they think would be an ideal curriculum in terms of their respective portions of the first two years of the educational experience, and the Curriculum Committee is now trying to put all those individual parts together.

"The faculty has given us the bones," he added with a smile. "From those we are trying to create a new animal."

He was optimistic, if practical, about the outcome. "I doubt that a curriculum belonging to a group as large and diverse as ours will ever be considered 100 percent ideal, not even by one person," he said. "But the bottom line is that I'm seeing everyone working hard and working together to come up with something that's going to be what they feel is the very best they have to offer our students."

To prepare for the dramatic changes on tap for the 1997 incoming class, several professors began to experiment on a small scale with courses for the upper classes. New teaching and test methods were designed to foster the development of critical thinking skills in students of dentistry. Some examples:

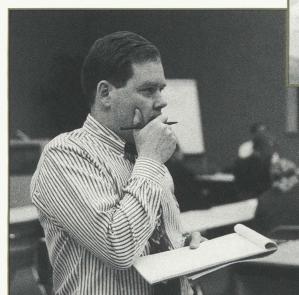
#### Raising Questions and Awareness

Three years ago Dr. Lawrence Garetto, then director of the first-year course in *Human Physiology*, began to conduct one or two weekly review sessions in addition to course lectures. At first the sessions, which were voluntary to everyone except students failing the course, had a meager turnout; but by the end of the semester

Dr. Garetto was encouraged to see about 60 percent of the class routinely participating.

"The idea is to get a dialogue going among the students," Dr. Garetto explained in 1995. He is a faculty member in the dental school's oral facial development department and the medical school's physiology and biophysics department. "I throw out a question, maybe something along the lines of 'Here's a woman who has low calcium intake in her diet—what's going to be the result of that at the bone level? What are the hormonal responses?' And so on. I'm not giving students answers at the review sessions as often as I'm asking them to come up with the answers on their own."

Dr. Garetto acquired additional experiences in problem-based learning through his role as a teacher at the medical school, where PBLs were implemented in physiology several



years ago. After 12 weeks of lectures, the med students devote the final four weeks to working in small groups on patient scenarios, trying to solve problems related to specific diseases.

Feedback from medical faculty and students regarding the PBLs in physiology was positive, said Dr. Garetto, and he was hopeful that faculty and students in dentistry would react similarly as more

instructors found ways to apply the techniques in their courses. "Medical students become really engaged in the case studies," he said. "A common comment I've heard from the medical faculty is that PBLs are the most exciting method of teaching that they've been involved with in a long time. They recognize that PBLs take more of their time, but many say they don't mind because they're learning as much as the students. PBLs put the mentoring back into the student-teacher relationship, and learning for the students becomes an active, self-initiated process."



JUPUI Chancellor Gerald Bepko addressing the dental faculty at a curriculum workshop in 1995

Pediatric dentist Brian Sanders



Like many of his colleagues, Comprehensive Care Clinic Director Matthew Moeller is eager to see what impact the problem-based learning program will have on the Class of 2001's performance in the clinics two years from now.

Matthew Love



*Under a portrait of William G. Shafer, the IU dental school's distinguished professor emeritus and one of the country's pioneering oral pathologists, faculty member Susan Zunt (foreground) leads one of the first oral and maxillofacial pathology rotations for third-year dental students in 1995. The school has since purchased a new multi-headed microscope that permits up to 10 students to access the images simultaneously.*



#### New Path to Pathology

Other evidence of problem-based learning under way at the dental school in 1995 was in the Department of Oral Surgery, Medicine, and Pathology, where an oral and maxillofacial pathology rotation for third-year dental students was added to the *Diagnosis and Treatment* course directed by Dr. Jack Schaaf, associate professor of dental diagnostic sciences.

Led by the school's oral pathologists, the rotation is now in its third successful year. Classes rotate through the program three or four students at a time, with each group assigned a total of eight half days within one week.

The rotation represents a microcosm of dental education as it will commonly be offered in the new curriculum. An interesting mix of

Kelly Ulman



"In our current rotation, third-year students are acquiring problem-based learning skills—skills that the Class of 2001 will already possess when they arrive at the rotation in a couple of years," says Dr. Zunt.

Arnold Ma



Dawn Stewart



projects not only helps students learn about oral pathology's role in general dentistry but also polishes other important skills students will need in their dental careers.

Students accompany the oral pathology faculty to all clinical consultations they are called to throughout the building and have ample access to the faculty for one-to-one mentoring sessions. They participate in the division's daily diagnostic sessions with faculty and graduate students. They gain valuable experience in technology by employing computers and videodisc players to research oral pathology patient cases and work up clinical cases for presentations to the group (in the process students also become familiar with computerized literature-search programs such as *FirstSearch* and *Medline*). They sharpen their organizational, written, and oral skills in dentistry by selecting a topic that must be studied throughout the week, writing it up as if it were an article for publication, and presenting it in a seminar at the end of the rotation.

The students must also choose one source of information from the World Wide Web and analyze it. "A source may or may not be valid," says Dr. Susan Zunt, associate professor of oral pathology. "And even if it is valid, we need to ask ourselves if it's the kind of source we should base therapeutics on. I encourage students to get acquainted with information on the Internet because their patients will be accessing it. Students have to know what's out there so that they can anticipate questions from patients who have been looking at health-related information on-line. By putting the students through this exercise, we also hope they will learn to think critically about all information they acquire on-line."

To do well on the rotation students must demonstrate a high degree of self-discipline and be capable of pursuing assignments independently. When the author observed one of the rotations two years ago, four students under the guidance of Dr. Zunt were sharing patient cases they had studied on a videodisc player in the library (the division has since acquired its own videodisc player for the students). They described clinical features of lesions, offered differential diagnoses, and suggested steps they would take to

## OPINIONS FROM THE FIELD

arrive at a definite diagnosis and treatment options.

After this session Dr. Charles Tomich, professor of oral pathology, drove the students to a private practice, where they spent the afternoon becoming attuned to the specialty of oral pathology as it is seen outside the realm of academics. The rotation lends itself to opportunities for informal, colleague-to-colleague discussions between faculty and students—a “meeting of the minds” that would be extremely difficult if not impossible to duplicate in a large-lecture setting.

“The rotation gives us a new perspective on what we learned sitting in lecture last year,” Arnold Ma (DDS’97), now an IU general practice resident, said during his experience as one of the first students to cycle through the rotation. “Here we have the opportunity to study actual patients with actual case histories. It’s a different way to learn—I’m much more aware now that there are real people behind the slides we looked at in lecture.”

Another student said he enjoyed the rotation but was disappointed that during his week on call there were few requests for clinical consultations from the IUSD departments and comprehensive care clinics. His opinion should be encouraging to faculty members as they plan new teaching strategies—it is a hopeful sign when students who are challenged by an interactive, problem-based learning environment are eager to immerse themselves in it, reaping as much as possible from the experience rather than investing just enough time and effort to fulfill minimum requirements.

### Building Blocks

At the close of the 1995-96 school year, last year's first-year class was given its radiology and oral surgery courses in an experimental four-week “block” format. Presenting subjects in block style—a few weeks of four-hour sessions in which students are taking only one or two other subjects in that same period of time—represents the foundation on which the new curriculum stands.

“I wanted to see how it felt to run a course in a block,” said Dr. Margot Van Dis, who directed the radiology course. “In the past, it was frustrating to watch this one-credit course become totally lost in a semester in which the students were taking five credit hours of anatomy and four credit hours of physiology.”

Those courses, along with several others offered in the spring semester, consumed virtually all of the students’ time and energy. When test time rolled around in the jumbo courses, students often succumbed to the temptation (if not the downright necessity) to skip radiology class in order to concentrate on subjects having the most bearing on their grade point averages.

The block course eliminated that problem and offered several other advantages. “Instead of one hour of lecture per week for a semester, I had a four-hour piece of time several times a week for a month to do with whatever I wanted,” said Dr. Van Dis. With only one course competing for the student’s time and attention that month (Dr. Jack Campbell used the remaining four hours of the day for the surgery rotation), the new course allowed Dr. Van Dis the freedom to be creative in teaching a subject she loves.

“Some days, I’d follow an hour lecture with a three-hour laboratory in which the class was divided into

The Class of 1999 was exposed to a few PBL-style experiences during the 1995-96 school year, including a radiology course taught in a four-week block by Dr. Margot Van Dis after the semester’s other courses ended. She solicited students’ opinions of the new course format on a survey. Sample responses follow:

**I brought up good issues and required a different type of thinking. Instead of memorizing the facts, this required thinking like the patient—a real-life dental practice situation.’**

**It was interesting, but I thought we could even handle something more difficult or technical.’**

**Thought provoking. Our PBL group tackled the “moral obligation” of the dentist in this case study. Made material more interesting to see how human element influenced doctor’s decision.’**

**The seminar was helpful in making me learn not only the required information, but also how to present it to a patient.’**

**Good alternative way of learning. Should NOT replace lectures totally.’**

**Excellent opportunity for discussion and learning. Our entire curriculum should be problem-based learning.’**

**OK. Problem-based learning alone would be a mistake.’**

**I personally did not like the PBLs. I would have rather had a homework assignment to do, but I think there were some advantages.’**

**PBLs are some of the only real positive learning experiences I have had this year! Keep doing them! Memorizing facts out of a book is a poor way to learn!’**

**It was very helpful to put learning objectives from class into a real-life situation.’**

**Too much time was allotted for (discussion of) the problem presented.’**

**I really enjoyed it. I think it helps with visualization of ethics as it relates to dentistry.’**

## FIRST-YEAR CURRICULUM: DETAILS AND DIRECTORS

### How Students Spend Their 40-Hour Week

*24-26 hours of lectures and laboratories*

*6-8 hours of tutorials*

*8 hours of independent learning*

#### TERM ONE

##### Critical Thinking and Professional Behavior:

###### An Introduction

*(Five-Week Intro Beginning July 1)*

This course is designed to help students think critically about the nature of healthcare professions and the bioethical and psychosocial dimensions of the doctor-patient relationship. Problem-based, small-group learning provides the fundamental means by which students learn to analyze healthcare problems from population, behavioral, biomedical, and ethical perspectives.

**Course Directors:** DR. MARILYN LANTZ,

professor and chair of oral biology

DR. JOHN CHAVES,

professor of oral biology; division head, behavioral medicine and bioethics

##### Cell Biology

*(August–December)*

Introduces dental students to the basic concepts of cellular and molecular biology. Course examines how cellular activity is regulated, how cells are structured, and how cells achieve homeostasis and interact with each other in multicellular systems. Structured to develop critical thinking skills as well as other knowledge acquisition.

**Course Directors:** DR. MARILYN LANTZ

DR. BYRON OLSON,

professor of preventive and community dentistry (Dentistry); professor of biochemistry and molecular biology (Medicine)

##### Orofacial Biology I

*(August–December)*

Growth, development, anatomy, and histology of the human head and neck. Information is related to dental treatment procedures and to clinical cases involving the craniofacial complex.

**Course Director:** DR. DANIEL BRADY,

associate professor of oral biology

**Modular Directors:**

**Growth and**

**Development:**

DR. RONALD HATHAWAY,

assistant professor of orthodontics

**Normal Head and  
Neck Anatomy:**

DR. DANIEL BRADY

**Normal Oral**

**Histology:**

DR. CHARLES TOMICH,

professor of oral pathology

##### Dental Sciences I, Part I

*(August–December)*

Introduces the student to normal morphologic and physiologic characteristics of the dento-facial complex and develops a foundation of manual skills and knowledge of dental materials to be further developed in later courses. Prerequisite for all subsequent restorative dentistry courses or modules.

**Course Director:** DR. EDWARD DESCHEPPER,  
associate professor of operative dentistry

**Modular Directors:**

**Tooth Morphology:** DR. EDWARD DESCHEPPER

**Occlusion:**

DR. DONALD SCHMITT,  
clinical assistant professor  
of prosthodontics

DR. DAVID BROWN,  
associate professor of prosthodontics;  
acting chair of restorative dentistry

**Dental Materials:**

DR. MARK WINKLER,  
assistant professor of dental materials  
(continues into Term Two)

#### TERM TWO

##### Systems Approach to Biomedical Sciences I

*(January–June, to be continued in 2nd year)*

Part I of a two-semester sequence which presents basic science information organized into specific organ systems. Presents the first modules of the 11-module series. Each module is organized to discuss the development, structure, function, pathology, and therapy for each organ system. Critical thinking skills are emphasized.

**Course Directors:** DR. JAMES McDONALD JR.,

professor of preventive  
and community dentistry

DR. LAWRENCE GARETTO,  
associate professor of orthodontics  
and director of bone research  
laboratory (Dentistry);  
associate professor of physiology  
and biophysics (Medicine)

DR. DANIEL BRADY

**Modular Directors:**

**Common Processes:** DR. DON-JOHN SUMMERLIN,  
associate professor of oral pathology

DR. JOHN CAMPBELL,  
assistant professor of oral  
and maxillofacial surgery

**Endocrine System:** DR. JAMES McDONALD JR.

**Neural/  
Neuromuscular  
System:** DR. DANIEL BRADY

**Cardiovascular  
System:** DR. JACK SCHAAF,  
associate professor of dental  
diagnostic sciences

**Respiratory  
System:** DR. STEVEN SCHIMMEL,  
assistant professor of oral  
and maxillofacial surgery

**Gastrointestinal  
System:** DR. BYRON OLSON

### Orofacial Biology II

(January–May)

Basic biological and physiological processes normally occurring in the human mouth. Includes various aspects of the periodontium, tooth structure, dental plaque, and the normal oral microbiota, nutrition, and approaches to the prevention of oral diseases.

**Course Director:** DR. LECH SWITALSKI,  
associate professor of oral biology

### Dental Sciences I

(January–June)

**PART II.** Builds on the skills and knowledge learned in Part I and introduces the clinical dental sciences. The foundation of normal oral morphology and physiology is followed by disease processes and the restoration and maintenance of dental health. Heavy emphasis is placed on the development of dental surgical skills. Prerequisite for all clinical restorative dentistry courses.

**PART III.** Completes the Dental Sciences I series, which builds a foundation of normal oral morphology and physiology and introduces the student to the surgical skills and knowledge of dental materials required to restore and maintain dental health. An introduction to clinical experiences is included. Prerequisite for all clinical restorative dentistry courses.

**Course Director:** DR. EDWARD DESCHEPPER

#### Modular Directors:

**Single Tooth Direct  
Restorations:** DR. LISA HALL,  
assistant professor of operative dentistry

**Single Tooth Indirect  
Restorations:** DR. PAUL REIFER,  
assistant professor of operative dentistry

**Orthodontics:** DR. DENNIS HAAS,  
assistant professor of orthodontics

small groups," she said. "Instead of giving the students just one experience with 'Dexter,' the manikin used to teach beginning students in radiology, we presented a seminar on panoramic radiography that had to wait till the third year in the old curriculum. Students also got an early introduction to digital imaging, and they met in small groups to discuss a fictional clinical case concerning a patient who did not want to have radiographs taken—a scenario I guarantee they will encounter in practice. To respond to the patient, the students had to apply their knowledge of radiation biology and radiation safety."

The class gave the radiology pilot high marks in a followup survey (see side bar on page 9).

#### MOVING MOUNTAINS

The School of Dentistry's king-size glacier of curriculum-related details inched along slowly at first, gaining mass as it crossed faculty and departmental terrain. In the 1996-97 fiscal year, it picked up something glaciers aren't known for: Speed.

- After reflecting upon their progress and weighing the value of their accomplishments to date, members of the IUSD Faculty Council reaffirmed, by a vote in July 1996, their commitment to create an entirely new four-year predoctoral curriculum commencing one year later.

- The first-year students began the fall '96 semester one month ahead of the upper classes so that they could enroll in *Introduction to Critical Thinking Skills*, a pilot project designed by the Department of Oral Biology. The goal of the program, as described by Dr. Marilyn Lantz, the pilot's co-director, was to "introduce students to professionalism and critical appraisal skills. In addition it introduced students to alternative learning methods,

enabled both faculty and students to have a pilot experience in problem-based learning and independent-learning exercises, generated data on student and faculty performances in this setting, and identified issues and problems for further consideration."

The four-week block emphasized exercises involving six to seven students in each group. At least a dozen faculty tutors, representing not only oral biology but all IUSD departments, participated in the small-group sessions. The pilot addressed doctor-patient relationship issues and stimulated students to begin acquiring specific skills related to analyzing and working through healthcare problems—skills they will need to apply every day throughout their professional careers.

- Faculty members continued to make trips to the University of New Mexico, where they engaged in training sessions designed for teachers of problem-based learning. (More than 40 have completed the course thus far, and New Mexico's role as a training site for IUSD's teachers will be ongoing.)

- The administrators solved, at least temporarily, the school's critical space problem—they found some! With small-group classes presenting an innovative format for the instruction of dental students, the interior layout of the dental building no longer accommodated the needs of the dental program. Seminar-sized rooms suddenly became worth their square feet in gold. But it soon became clear that, even if the building could be remodeled in time, the school would still be woefully under-equipped to handle a minimum of 16 predoctoral seminar groups simultaneously. Determined to keep the number of students in each PBL as small as possible, the administration broadened its horizons in the search for rooms. IUSD finally secured the use of an auditorium and a long hallway full of seminar rooms in the building that was vacated by the Indiana State Department of Health when the department moved to a downtown site in 1996. Located on Michigan Street, as the School of Dentistry is, the facility is about a 10-minute walk from the school.

- Dr. John F. Chaves, a psychologist and head of the IU dental school's division of behavioral medicine and bioethics, and his son, John A. Chaves, a software engineer at Lucent Technologies, a part of Bell (formerly AT&T) Laboratories in Chicago, developed the "PBL Evaluator," an electronic assessment tool that has been customized for IU and that plays a major role in the students' development as

self-aware professionals and critical thinkers. Drawing in part from criteria developed at McMaster University, Dr. Chaves and his IU colleagues Drs. Marilyn Lantz, James McDonald Jr., and Byron Olson designed a program that is uniquely IUSD's. Used in paper-and-pencil format during the introductory pilot course in 1996, the PBL Evaluator is now accessed by students and faculty through the World Wide Web. "It provides immediate feedback to students and tutors and is also a convenient way for us to collect and process data, which will be used to provide feedback to the course directors," says Dr. Chaves.

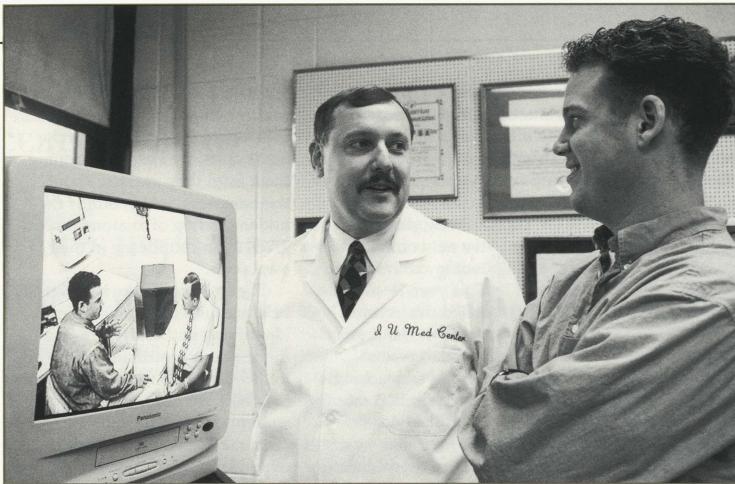
The PBL Evaluator is a highly detailed instrument that will not only generate invaluable data but also help the students learn what the concept of assessment means behaviorally. "The PBL Evaluator is an evaluator for the faculty, but it is also much more," says Dr. Chaves. "It's an explicit tool to teach students to make professional judgments about interpersonal communication. It teaches them to assess others as well as themselves."

In dental education, the technical and knowledge-based aspects of the students' clinical performance are assessed rigorously by the faculty, but the interpersonal aspects of being a dentist are only rarely assessed—and usually only when a problem arises—since it is neither practical nor appropriate for faculty members to sit beside students and their patients throughout an entire clinical appointment. "We feel it is critical for students to internalize their own 'mentors,'" says Dr. Chaves. "They must be able to make skilled assessments of their own performances."

Marilyn Lantz,  
chair of oral  
biology, and  
periodontist  
Jonathan Gray



- With drafts of the curriculum for years two, three, and four still on the drawing board, the first-year courses were finalized for the 1997-98 school year and sent to the IU administration for final approval.
- The faculty concluded that computers would have an integral role to play in much of the new curriculum; after studying a number of models, the school's Technology and Informatics Committee selected the Compaq 4120T as the required laptop computer.



Student Eric Evans (right) eventually came to know Steven Haug as a prosthodontic teacher. But for the Class of 2000's introductory four-week PBL program, which was piloted in the fall of 1996, Dr. Haug presented himself under the guise of Eric's patient, an exceedingly frustrated denture wearer toting a big bag of ill-fitting prostheses. Their "appointment," and those of Eric's classmates, were videotaped so that the students could analyze their first attempts at stepping into the often challenging role of the dentist.

#### TAKING WING

Finally, after poring over, weighing the importance of, and contending with details that by now were numbering in the thousands, the IU School of Dentistry's faculty members—holding their collective breath—gave wings last summer to the first semester of the new, year-round curriculum.

Composed of 24 weeks compared to 16 in the old format, first semester opened with *Critical Thinking and Professional Behavior: An Introduction*, a five-week version of the 1996 pilot that had since been accepted as a full-fledged part of the program.

"A number of schools make an effort to 'teach' ethics," says Dr. Lantz, who co-directed the introductory course with Dr. Chaves. "IU is giving its students opportunities to 'live' ethics. The students are exposed to problem-based learning as soon as they arrive, and the cases we present in those first few weeks are designed specifically to bring up some hotbed issues for the dental profession. For example, students worked with a fictional case involving suspected child abuse. The presenting chief complaint could have been a manifestation of physical abuse. Students

also dealt with problems of substance abuse and impaired professionals, and they visited rehabilitation centers."

Students spent a good deal of this course engaged with the community. "Most dental students are in their 20s, and, like everyone else, they are oriented toward their own stage of life," says Dr. Lantz. "But when they enter the dental profession, they have to be oriented to the full human life span. So we sent them to daycare centers to see if they could get on the wavelength of young children. We sent them to assisted living centers to interview residents. We had guest lecturers come in to the school to talk about the human life cycle, from infancy to old age."

In addition to giving students experience in relating to a broad spectrum of people, these off-site activities help the students to value the community as a learning resource—and to understand that serving the community is an effective way to learn more about it. The activities also help the students envision their eventual places as healthcare professionals within the community.

"Instead of telling students 'This is a tooth' when they arrive at the

dental school, we are challenging them first with fundamental questions related to professionalism: 'What does it mean to be a member of the dental profession?'" says Dr. Lantz.

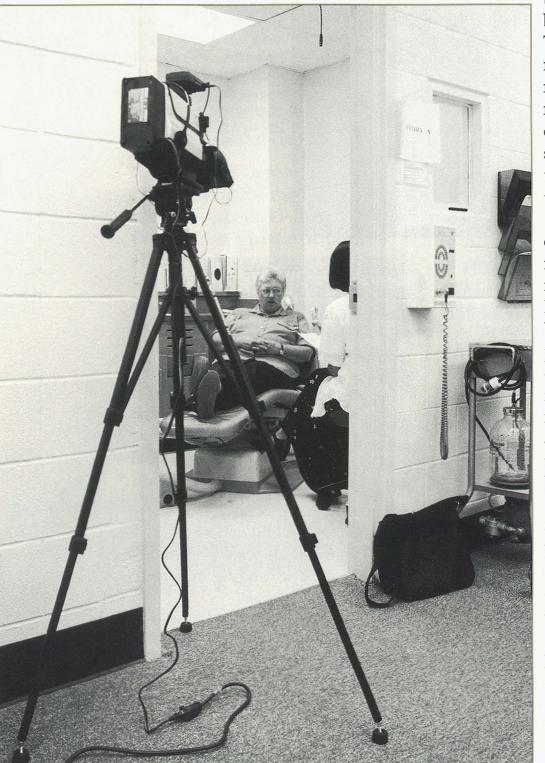
The five-week introductory course led students into the fall semester's main program: three comprehensive courses in cell biology, orofacial biology, and dental sciences that served as the umbrella for several course modules. The modules were presented in blocks of time ranging in length from four to 19 weeks.

Module directors had the freedom to use the time allotted to them in ways they felt were best suited for their subject matter. The students, therefore, were on the receiving end of widely varying teaching techniques.

Some teachers lectured in the traditional way while others barely lectured at all. Some showed their teaching slides on a screen in the lecture hall while others posted theirs on the Internet. Some followed their lectures with PBL sessions while others beefed up their laboratory sessions with oral exams and student teaching responsibilities. Some held a tight rein on the dissemination of information while

others stressed the importance of independent learning.

"You have to stay flexible in this new schedule," understates first-year student Brent McDonald, who allowed the author to follow him through some of his course work.



*In the new program, students get a taste of the doctor-patient relationship within a few days of their arrival at the dental school. While the videotape rolls, a student faces the challenge of communicating with Sybil Niemann, a professor of allied dental programs who has mustered all of her acting talent to portray a dental patient unhappy with what she perceives as an inordinately long wait for treatment. The student's techniques in establishing rapport with the "patient" will be examined later on in a tutor-led small-group discussion.*

"In the old teaching format for gross anatomy, students would sit through a two-hour lecture, and then about half of them would show up for the optional laboratory at the medical science building," says Dr. Daniel Brady, director of

the new orofacial biology course.

This year, he eliminated the lectures, made the laboratory mandatory, and employed teaching strategies that mimic the PBL style of the tutorials.

Hands-on experiences dominate this module. "Students read about the hypoglossal nerve, but they are also placing their fingers on it, seeing how it moves and how it relates to other anatomical structures," says Dr. Brady.

Also new to the anatomy lab this year are oral exams, conducted with assistance from the oral surgery faculty. "With traditional lab practicals, pins are stuck in the anatomical structures for the students to identify," explains Dr. Brady. "But when surgeons

open a surgical field, they don't have the convenience of pins to guide them to a structure before they cut it. So we did away with the pins as well as the rote task of having students memorize and regurgitate the names of structures. Instead, we emphasized the importance of making decisions on the basis of understanding the relationships between structures—which is exactly what surgeons must do."

Students have to justify their reasons for choosing to cut a structure before actually cutting it. In the oral exams, we keep questioning them until they are sure about their answers, which builds their understanding of anatomy and gives them confidence in their own skills."

The students in the lab were held accountable not only for identifying and understanding the anatomical structures assigned to them but also for teaching what they had learned to five other students in their designated group. "Several students expressed dismay over this requirement at first," says Dr. Brady, "but after a couple of weeks, some returned to tell me they had changed their minds because they were beginning to see that teaching their classmates reinforced the knowledge and also brought to light information that they didn't know. This, of course, is the goal of problem-based learning: to establish what you know and what you don't know, and to build from there."

It is interesting to note that, amidst the many innovative teaching techniques employed during first semester, there was evidence that the traditional lecture format continues to thrive. Students, for example, wrote "rave reviews" about a lecture series on growth and development by Dr. Ronald Hathaway, assistant professor of orthodontics.

This would come as no surprise to Dr. Rose Marie Jones, associate professor of prosthodontics. During her stint as head of the predoctoral Curriculum Committee, a post now headed by Dr. L. Michael Stropes, she envisioned the new curriculum to be one in which problem-based learning opportunities enrich rather than replace dentistry's traditional methods of teaching and assessing students.

"We cannot mask the fact that, to master a dental education, students must acquire a giant base of knowledge—knowledge that simply must be memorized," she said. "Before they can think about problems related to clinical dentistry or ponder a research question it is imperative for students to know the ABCs of the profession."

The semester introduced an accelerated pace and a dizzying cascade of new experiences into the dental school's daily agenda, throwing everyone—faculty and students alike—into the role of student.

With literally every participant functioning in the "learn as you go" mode, troubles were bound to crop up, and they did.

For one, the school's computer system had difficulty accommodating all of the new users. That, in combination with a different set of computer glitches being tangled with at the campus level but nevertheless filtering down to affect the school's computers, caused numerous school-wide computer slow-downs and "crashes," which inevitably affected the assignments related to the laptops, particularly the PBL Evaluator program. The problems also hampered one of the faculty's key methods of communicating with students.

But, computer troubles aside, it soon became apparent that the faculty needed to make other "in-flight corrections" to the methods they were employing to disseminate information to the students.

"The summer was laid back," recalls Brent McDonald of the 3.5-credit introductory class. "It was nice to have the whole school to ourselves—we got to meet the faculty and learn our way around the building. There was plenty of time to get acquainted with classmates."

The leisurely attitude ended abruptly when the three-course, 18-credit portion of the semester kicked in. "That's when the com-

munications problems began," says Brent. "There were lots of schedule changes, and sometimes we didn't know where we were to be from one day to the next. We weren't getting the word on where tests would be held until the afternoon before. We also weren't getting any information about the type of tests we would be taking. It was frustrating, and a lot of students were unhappy."

Communication snafus were particularly stressful for students because so many of them were already very busy struggling to adapt to a learning process that was totally alien to their experiences in college.

Empathy abounded. "It's tough for the students to have everything around them brand new," says Dr. Brady. "They can't look upstream to the second-year students to find out if it will be OK."

Students in the new class fear the prospects of burnout in a program that goes year-round and has shorter vacation breaks. They worry about the effect this new type of learning will have on their National Board scores. They feel tremendous pressure to pass all courses. (Since individual courses are very large and interrelated to the other courses, failing one in a semester composed of only three could mean having to repeat the entire year.)

The faculty has tried to be reassuring, but it's easy to empathize with the student point of view. "When it's affecting your life, you have a right to be worried," says Dr. Matthew Moeller, director of one of the school's Comprehensive Care Clinics.

"So far in their lives, these students have all been very successful academically," says Dr. Lantz. "If they weren't, they wouldn't have made it into dental school. We've taken people with a track record for success and asked them to learn in some very different ways. The

*In the first year  
of the year-round  
system (July 1, 1997–  
June 30, 1998),  
students were  
allotted 30 weekdays off:*

**2 WEEKS IN DECEMBER**

**1 WEEK FOR SPRING BREAK**

**1 WEEK IN JUNE\***

**4-DAY "WEEKENDS"**

**IN SEPTEMBER, MAY,  
AND AT THANKSGIVING**

**HOLIDAY OBSERVANCES  
OF INDEPENDENCE DAY,  
LABOR DAY, MARTIN LUTHER  
KING JR. DAY, AND MEMORIAL DAY**

*\*In the new curriculum,  
only first-year classes will  
begin the year on July 1.  
The Class of 2001 will  
begin its second year  
on July 20, so students  
in the upper classes  
can look forward to a  
three-week break each summer.*

Drawing on his 20 years of experience on the dental faculty at Southern Illinois University, psychologist John Chaves is leading efforts to establish a clinically relevant behavioral science program at IUSD. He brought to IU a rich archive of videotaped interactions between students and patients that have helped underscore the importance of dental professionals developing the skills to communicate with a diverse patient population as well as other professionals.



model for some of them has been: I have always been successful doing 'X.' I am trying to be successful doing 'X' here, and it's not working. So interspersed with the adjustments to the program itself are the adjustments many of the students are having to make to a very different learning demand. The ability to recall is not enough any more, nor is the ability to pick the right answers on multiple-choice exams. Now, students must learn *how to use what they learn.*"

"It was a big adjustment, going from the lecture-test format at college to this," says Brent. "At dental school, you have to be able to stay on the ball and think on your feet at all times. But the way I see it, this way of learning is more of a 'real world' situation because we're never going to know what's coming at us in our practices, and we are going to have to make quick decisions in the dental office."

"There were a lot of bumps in the road we didn't anticipate," says Dr. Byron Olson, co-director of the cell biology course. "The new courses have many layers, and

running them takes a tremendous amount of coordination. Serving as a course director in the old curriculum was nothing like this year's task, in which you may be dealing with as many as 20 instructors—and that's not counting all of the PBL tutors leading the small groups. After we've been through the entire first year of the new program, it will be much easier to plan the 1998-99 year and to distribute schedules at the front of the year."

Fortunately, in a system that now teaches students to seek, provide, and value feedback, the students found a receptive audience when they articulated their concerns. "Dr. Lantz and I met with the class president, Mr. Yazdan Alami, frequently throughout the semester," says Dr. Olson. "He brought us the concerns of his classmates."

And the faculty worked quickly to make repairs. "Communication has gotten better," says Brent McDonald. "Dr. Van Dis has been excellent in hearing our concerns and working with us, as have Dr. Olson, Dr. McDonald, and Dr. Garetto (*the latter two, James McDonald Jr. and Lawrence Garetto, are directing the 8.5-credit, systems-based course in spring semester with Dr. Daniel Brady—ed.*). They are listening and learning from the mistakes of fall semester. Weekly schedules are now getting posted for us."

#### TEST TIME

As of this writing, the first-year students are taking fall-semester's final exams, which are clustered under the banner of Assessment Week. They head into those exams having already been rigorously tested throughout the past 24 weeks.

In addition to continual feedback from the PBL tutors, two "triple jump" exams were incorporated into first semester. Designed

to test skills learned in the PBLs, the triple jump places students in a one-to-one relationship with examiners. In the first portion, the examiner reads through a case with the student and then gives the student 20 minutes to identify, by oral presentation, the key learning issues of the case. In the second part, the student is allotted two hours to research the learning issues by seeking out information sources wherever they can find them. In the final part, the student returns to the examiner to present his or her findings in writing.

Bi-weekly exams were also given throughout the semester, with each test calling upon the students to correlate information gleaned from all three courses. Examination questions, many of them case-based, often required essay-style answers and, on a few occasions, individual questions were composed by multiple authors representing each of the courses.

One goal of the faculty is to increase the number of integrated questions on future exams. Some teachers are resistant to this new form of questioning, but at least one faculty member—Dr. Daniel Brady—relishes the opportunity to probe students' minds by asking questions that will help them acquire a more comprehensive picture of the subject at hand.

"My expertise is synthesizing information, so for me it's fun to write integrated questions," he says (while conceding that finding the extra time needed to compose co-authored questions is not).

"I wrote a case-based question with genetics teachers Drs. James Hartfield and Eric Everett and restorative dentist Dr. Edward DeShepper," says Dr. Brady, who holds a PhD degree in anatomy. "We then passed it around to a number of other people—it went back and forth quite a bit and took

## INTEGRATED QUESTION

some time. It's easy for me to pull key points out of different concepts and bring them together. For the creativity, though, I go to the clinical experts on the faculty; we want to make the cases as real as possible. I think students retain details from these questions better, and they like the opportunity to look at a case and work it through. If faculty from other disciplines can tell me what they want their students to learn, I can write a case-based question around it that will give them the answers they want but that will also address broader issues."

Final exams have also been designed to integrate information from all three courses. During Assessment Week, students will grapple with questions related to fictional cases, with one case being presented to them each morning from Monday through Wednesday and two cases being presented on Thursday morning. On Friday, students will sit for a mock National Board, which will acclimate them for the real thing (scheduled in 1999) and down the road will help the faculty gauge the curriculum's impact on the real National Board scores.

Course grades will be derived from three sources: the PBLs, the triple jump and bi-weekly exams, and the Assessment Week exams. Each source will account for one-third of the final grade. Transcripts will carry individual grades for each module.

### MEASURING SUCCESS

Equally important to the creation of new courses, teaching methods, and examination tools is the development of a sound assessment program that will employ a variety of tools to measure the effectiveness of each component of the new program.

Dr. Christianne Guba, head of the predoctoral Assessment Committee, is spearheading

*(A sample of the type of questions that students encounter on their exams and finals in the new curriculum. It was composed by faculty members representing the cell biology, orofacial biology, and dental sciences courses.)*

**A concerned mother brings her 18-year-old son to your office and tells you that her son noticed a "tooth" on the lower right jaw was growing "sideways" toward the tongue.**

**Your oral exam concludes that instead of a "tooth growing sideways," the palpable, hard mass is an exostoses (bony protuberance) located on the lingual surface of the right mandible at the mucogingival junction of the second premolar. Your careful examination also reveals a similar exostoses on the left mandible in the same location. You tell the mother and her son that this condition is an autosomal dominant trait that occurs in 7% of the population, with bilateral expression in 80% of those affected.**

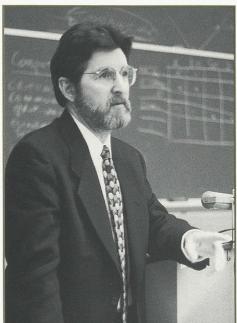
**The mother and son are a little anxious about this news. The mother asks you the following questions. In the space provided, clearly and concisely explain the answers.**

**What do you mean by "autosomal dominant"? Is this a result of something I may have done or vitamins I didn't take during pregnancy?**

**The mother then reports that at age 8, her son was hit with a softball on the right lower jaw (mandible), and she wonders if that would have affected the eruption of her son's second premolar. Explain to her when the second premolar erupts and becomes visible.**

**If these bony protuberances have to be removed surgically in the future, and you wish to remove them without discomfort to the patient, what nerves would you have to anesthetize, and where would you place the anesthetic to effect this anesthesia?**

With nearly two decades of experience with PBL programs, Stewart Mennin runs the PBL program that has served as the primary source of training for IU's dental faculty. He is assistant dean of educational development and research at The University of New Mexico's Health Sciences Center. While faculty members may debate the methods to be used in educating students, Dr. Mennin, who revisited IU in November 1997, underscored the importance of remembering that we are all of one mind when it comes to values. "We all want our students to do well," he said.



another sizable challenge for the faculty: to create a set of curriculum assessment criteria that can be used school-wide. A few years ago, Dr. Jonathan Gray, who preceded Dr. Guba as chair of the Assessment Committee, published in the *Journal of the Indiana Dental Association* a list of competency-based measures compiled by the IUSD faculty. "Dr. Gray's list still provides a good framework as we work on developing competencies for the new curriculum," says Dr. Guba. "We are working with the departments right now to pull together what they believe is an appropriate set of criteria and an effective set of assessment tools for each discipline. Then the departments need to 'close the loop' by deciding how they will utilize the assessment data to evaluate and modify the curriculum in an on-going fashion."

"In addition to collecting information through the PBL Evaluator program, we are gathering other kinds of information that will help us assess the total program," says Dr. Chaves. "The students periodically take a 'Defining Issues' test, which looks at the development of ethical reasoning. We have another tool that helps us to characterize the ways in which students conceptualize the role of the dental professional. We are also looking at social

anxiety and some of the factors that may affect how well students perform in the PBL setting."

Tributaries of assessment data are flowing strenuously from every direction in the curriculum; they are feeding into a river of information that the faculty will pan for factual nuggets of greatest value to the formation of a systematic assessment program.

The faculty ultimately hopes to show quantifiable evidence that the new program does indeed deliver a broader, more empowering education to the students. If that turns out to be the case, Indiana University can then, with more confidence than ever before, steer students down an educational path in dentistry with the assurance that it has been forged with many facts and few assumptions.

Although everyone would like to see results of the new curriculum immediately, evaluating all of the details of a four-year dental program will be a labored and lengthy process. But the first portion of the assessment program must be in place before the school's next ADA accreditation site visit.

Under the expert stewardship of Associate Dean Donald Tharp, the next series of accreditation activities already looms large on the IU School of Dentistry's horizon. Dean Tharp's timeline reveals that our self-study "document," which in reality is an enormous tome compiled of many documents written by many IU dental school employees, is due in the hands of the ADA Commission by June 1, 1999; we can expect the site visitors to arrive for an intensive three-day evaluation of our program beginning September 14, 1999. By then, all but the fourth-year class will be participating in the new curriculum.

The past year has been an exuberant and exhausting one for IUSD's faculty members, but their exploration into the new curriculum has barely started. Significant hurdles remain as they plot the second, third, and fourth years of the program. Of critical importance is the search for enough teachers who are both comfortable and competent in the role of tutor. The size of the tutor pool must be twice as large by the time the Class of 2002 is on the school's doorstep.

The school must also devise more ways to support all teachers in this labor-intensive curriculum, but particularly those in the tutorial program. Ongoing training of PBL tutors is especially needed in order for the program to achieve consistency, in style and substance, among all of the tutorials.

Students will continue to require close monitoring. An IUSD Progress Committee has been put in place to keep a watchful eye over students in the new program. With representation from all departments and two at-large members from the Faculty Council, the Progress Committee will work to unify dental student promotions across the four years of the new curriculum. This group will continually work with and solicit feedback from all course and module directors.

Students enrolled in the allied dental programs must also adapt to the new curriculum. Efforts are under way to incorporate problem-based learning into the dental hygiene classes. All full- and part-time dental hygiene teachers are now serving as facilitators (the hygiene program's version of PBL tutors); they are already leading case-based, small-group discussions whenever possible.

"The strategies learned through the case studies have had a direct effect on clinical experience..." dental hygiene teacher Lorinda

Coan reported to the faculty last September. "We began during the summer session having students identify and research personal clinical learning issues and follow through with self study, using inquiry and critical thinking skills to solve problems. Students are also applying self-assessment skills learned through the PBL experience to evaluate their clinical performance."

While much more work lies ahead for everyone at the IU School of Dentistry, bright spots are already illuminating a curriculum that holds much promise.

Clinic director Dr. Matthew Moeller, an alumnus of the PBL training program at the University of New Mexico, lost no time in applying much of what he learned in New Mexico as soon as he returned to his clinic at IUSD.

"I've stopped being the 'Fix-It' man for my students," he says with a laugh. "Now, I engage them more fully in problem resolution. When decisions need to be made in the clinics, I no longer make them. I ask the student, 'What are your choices?' It's important for students to understand first-hand what the repercussions are should they, for example, forget to obtain an informed consent from the patient."

Dr. Ray Maesaka, professor emeritus of prosthodontics and a former director of the school's clinics, presented a continuing education course that helped demystify the concepts underlying PBL teaching methods for clinical faculty, including part-timers, who have not yet had an opportunity to take the course in New Mexico.

Using PBL skills in the clinics makes teaching more rewarding for teachers as well as students. "It's the back-and-forth discourse that makes it fun," says Dr. Moeller. "I do a lot of questioning now. I let my students know that it's OK for them to be wrong, but I insist that they take a stand."

The faculty is pursuing the new curriculum with a cautious optimism typical of seasoned teachers. It is heartening, though, to hear the excitement that creeps into many of their voices as they talk about what they've seen the students achieve so far, and what they believe the students are capable of achieving as they progress through the program.

It is inspiring to listen to the enthusiasm of Dr. Lawrence Goldblatt, IU's dean of dentistry, when he offers his interpretation of the new curriculum to the school's alumni, as he did at the Fall Dental Alumni Conference last September. "Our students will be far better prepared than we were at graduation to be independent thinkers, problem solvers, and lifelong learners; to solve the complex problems of their patients; and to be innovative in their approaches and critical of what they are told."

And it is nothing short of exhilarating to watch as the curriculum shows its first signs of empowering IU's newest students of dentistry. "I'm happy with this type of education," Brent McDonald says with a voice that is already imbued with professionalism, "because I now feel I can go out and have an intelligent conversation with a dentist."

In the years ahead, the faculty will strive for balance between the application of new strategies

and the preservation of tried-and-true techniques of the past. The curriculum project will undoubtedly continue to stretch their imaginations, tax their strength, and test their endurance.

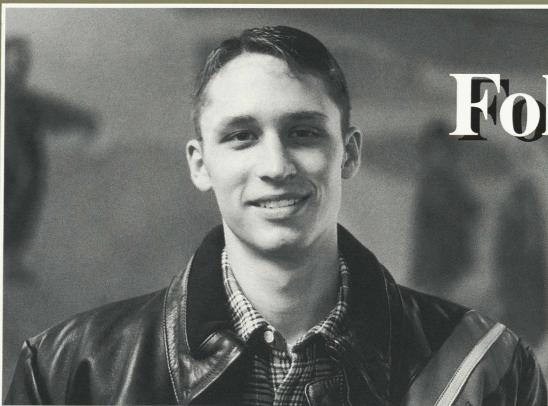
But if past achievements at Indiana University School of Dentistry are any indication, this school's talented roster of faculty is up to the challenge.

"For this ongoing process of change," Dr. Matthew Moeller says with confidence and conviction, "the IU dental school has never been more creative than it is right now."

*By Susan Crum  
Director of Publications*

*After talking to a sample of IU faculty members and spending the morning observing IU's new curriculum in progress, Dr. Mennin (in profile at right) reports back to some of the curriculum's course directors, module directors, and tutors.*



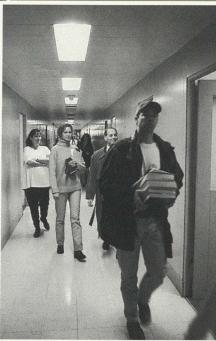


# Following Brent

First-year dental student Brent McDonald shows us a sample day in the new curriculum.

Monday, November 10

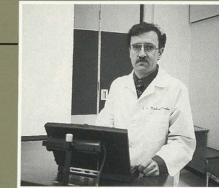
**8 am:** Brent and classmates meet in Rice Auditorium in the former Indiana State Department of Health, a few blocks west of the dental school, where they listen to a cell biology lecture by oral biologist Lech Switalski. This is the first of four lectures that Dr. Switalski will deliver in a block of two weeks.



**9 am:** Students and tutors head upstairs to a cluster of seminar rooms for the small-group PBL sessions.

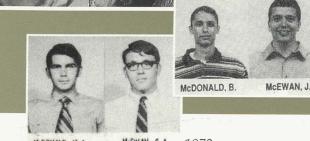
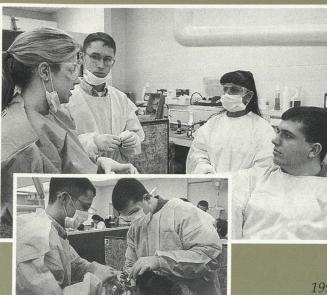
**9 am-noon:** Brent and six classmates have been assigned to a PBL tutored by Dr. James McDonald Jr., a preventive and community dentistry faculty member. Today they mull over a clinical case that will help them correlate, and put into practical application, the information they have received in lectures by Dr. Switalski and previous instructors.

**12:30 pm:** Back at the dental school, the class has a dental materials lecture by Dr. Mark Winkler (photo at right), a faculty member in the restorative dentistry department. He routinely uses a laptop computer instead of a slide carousel to project images onto the lecture screen.



**1:30-3:30 pm:**

The class "suits up" for a clinical task. Dr. Melvin Lund (photo above, back to camera) and other restorative dentistry faculty teach students how to take face-bow measurements on one another.

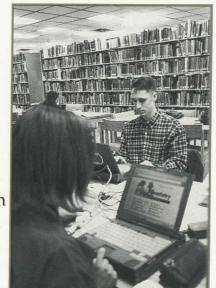


**4:30 pm:** Before heading for home, Brent reports to the restorative dentistry lab, where students have been instructed to pick up a dentoform project assigned to them earlier by occlusion lecturer Dr. Donald Schmitt. "We had to grind down some of the occlusal surfaces of the teeth in order to have equal pressure on each and every tooth," Brent explains.



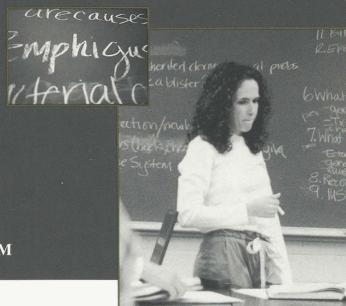
## And, Twice a Week. . .

For four hours twice a week, the Class of 2001 is assigned "Independent Learning" time, discretionary periods that students often use to pursue additional information for an upcoming PBL session or to complete mandatory computerized evaluations of PBL performances. Here Brent takes advantage of a lunch-hour break in the school's library.

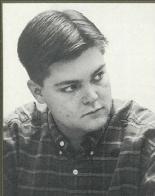


# PERCEPTIONS OF A “PBL” IN MOTION

BY SUSAN CRUM



Angela Ferry



John Ayers



Luke Henn



Janet Tran

**From** 1993 until 1997, I listened attentively as the School of Dentistry's faculty vigorously discussed and debated the merits of introducing small-group, problem-based learning methodologies to the dental education program at Indiana University.

At conferences, retreats, brown-bag jam sessions, and workshops—through white papers, mission statements, task forces, and flow charts—IU's teachers of dentistry kicked around facts, ideas, and opinions like soccer players in a high-stakes match. It was exciting to watch, and even though I had the luxury, as non-faculty, of observing from the sidelines, I still got the air knocked out of me every time I contemplated the daunting challenge these people had undertaken to reorganize, re-format, and revitalize the curriculum.

Ultimately, problem-based learning (PBL) was one of several new techniques under consideration that made it into the new curriculum as complements to, rather than replacements of, the program's traditional teaching

methods. Accustomed to a school that has employed the time-honored large-lecture format to teach most of the basic sciences, I found the practical application of PBL classes—while they were still in the abstract discussion stage—mighty hard to picture. Some of the faculty did too. The concept sounded intriguing and promising, but also ambiguous and, well, a bit unsettling. Exactly how, on the basis of a day-in, day-out school year, would the PBLs function within the program? What role, I wondered, would the PBLs play in the broad scheme of education? Why does small-group learning better prepare a student for a career in dentistry? Or does it?

The formal, document-supported answers to those questions can't be supplied immediately, of course. They must come over time, as the school continues, in the weeks, months, and years ahead, to pursue and evaluate this new direction in dental education.

Informally, though, a lot of my own concerns about problem-based learning were put to rest on the morning of November 10, 1997, which was the first time I was able to watch PBL students at work.

My primary mission that Monday was to shoot some lecture and PBL photos at the former Indiana State Department of Health to illustrate this report. After listening to a lecture by Dr. Lech Switalski, one of the professors teaching the seven-credit Cell Biology course, the Class of 2001 moved from Rice Auditorium in the former Indiana State Department of Health to a cluster of seminar rooms upstairs. There the class splintered into 16 PBL groups. A PBL assignment related to Dr. Switalski's lecture material and written in the form of a health-care case had been distributed.

I trailed one group into a tiny, sparsely furnished room and set about my photographic chore. But the class, composed of seven students and one tutor, Dr. James McDonald Jr., was so utterly unlike any predoctoral class I had



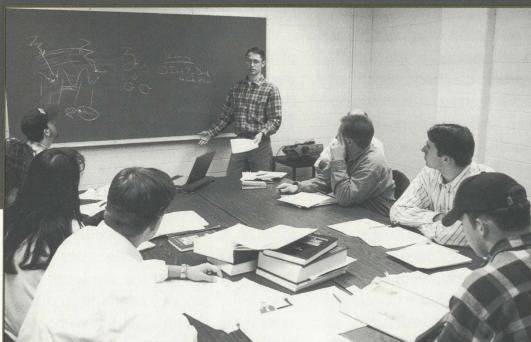
*Michael Witte*



*Larry Pauley*

*Dr. McDonald said nothing to get the three-hour PBL ball rolling. He didn't have to—the ball began rolling by itself.*

*Brent McDonald*



witnessed before, I couldn't help but take a seat and observe for a few minutes. I was soon hooked. I stayed not only for the entire three-hour session but also returned on Friday for the group's three-hour wrap-up.

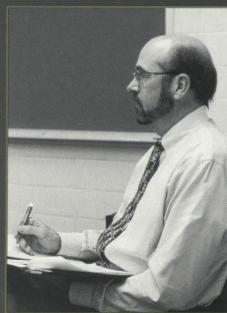
While I was in that room, I kept wishing that all 8,188 of the IU School of Dentistry's graduates could see what I saw: seven young collaborators, at an embryonic stage of their development as dental professionals, who nevertheless seemed to be well in control of an articulate, in-depth discussion of issues related not to "cell biology" per se, but to a fictional clinical case concerning a newborn baby hospitalized with severe oral and skin blisters.

It wasn't just the ability of these novice dental students to competently handle problems related to clinical oral medicine that struck me as exceptional. There also was an air of professionalism in the

room that seemed to be student-generated rather than teacher-enforced. Dressed casually, the students looked (if they'll pardon a middle-aged person's expression) like college kids. But they behaved toward one another, related to their tutor, and maneuvered through their assignment like self-assured young dentists.

Students are taught to consider each PBL case assignment with respect to four specific perspectives of knowledge that apply to all healthcare problems: behavioral, ethical, and biological domains, and a domain related to the population. In addition, five basic performance domains are stressed in the PBLs, and this particular PBL group was performing well in each of them: Respect, Communication Skills, Responsibility, Knowledge Acquisition, and Self-Awareness/Self-Assessment.

*Assuming the proper posture of a PBL tutor, Dr. McDonald distances himself from the group by sitting several feet away from the discussion table, thus minimizing his image as group leader. There is an enormous temptation to lecture," he admits. "But I try to stay within the boundaries of the tutor's role, which is to guide, with a minimum of comment, a discussion that allows students the freedom to explore their own thoughts and to develop their own hypotheses."*



Stranger still, to this observer's untrained eye, were Dr. McDonald's position and demeanor within the group, both of which appeared decidedly "unteacher-like." Instead of taking command at the head of the seminar table, he purposely scooted his chair several feet away from the group. He said nothing to get the three-hour PBL ball rolling.

He didn't have to—the ball began rolling by itself.

For starters, Angela Ferry, without any prompting, rose from her chair and placed herself at the blackboard in the position of scribe. Then Larry Pauley spontaneously began to read the case aloud to the others, all of whom went to work identifying case-based learning issues as soon as Larry finished. From the well-established rhythm of the group I assumed, wrongly, that these people had been working like one happy family in the same PBL for the entire fall semester. (I learned later that this was only their third week together.)

The students devoted two-thirds of the PBL session to composing a list of topics, known in the PBLs as "learning issues," that they

would need to research in their independent learning periods this week. The independent learning periods provide each of the students with eight hours of “free time” within the 40-hour school week; but they are expected to use that time judiciously—that is, in pursuit of “structured, non-classroom activities,” such as preparing for upcoming PBL tutorials.

To determine learning issues for this particular case, the students did a lot of talking about what they did and didn’t know, based on their previous learning. Writing and erasing, erasing and writing, Angela put the blackboard through a flurry of drafts as the students counted and discounted the importance of numerous case details.

On the surface, the tutor’s job looked easy. It’s anything but—especially for teachers who are used to and comfortable with lecturing to students from a remote podium. Dr. McDonald, for the most part, remained an unobtrusive but relentless observer. During the session his gaze rarely left the students, and I’ll bet that his mind never abandoned them once. He discreetly took notes on a pad of paper in his lap. He interjected a few well-placed comments and questions to keep the group from straying too far afield of the topic and periodically shared with them a brief, case-relevant anecdote to help drive home a point.

A peculiarity of the cell biology tutorials—and of *all* the tutorials, as I later learned from IU professor Dr. John Chaves—is that almost none of the tutors running the PBLs are experts on the topic at hand. Dr. McDonald’s area of expertise, for example, is nutrition, not cell biology, and the other 15 PBL tutors hail from all sorts of educational backgrounds.

But the paucity of experts is intentional—and is considered an advantage, not a drawback,

in the PBLs. “Non-experts are the best kind of tutors,” explained Dr. Chaves, head of behavioral medicine and bioethics, “because the tutor’s job is to guide the process of learning, not to feed the students information related to content. When teachers are experts on the topic they are tutoring, they can become preoccupied with teaching. Instead of facts, tutors need to bring to the tutorials the kind of information that cuts across disciplines—knowledge that bears on the scientific method, such as hypothesis testing, retrieving information, and assessing information reliability and validity.”

In the PBL I observed, the students pulled into the conversation a lot of information from their previous dental school course work. This was a cell biology PBL, mind you, but throughout the session I heard the students quoting orthodontist Ronald Hathaway, oral pathologist Charles Tomich, and teachers from other learning domains. Helping to ensure the multidisciplinary flavor of the case were its authors, an interdepartmental trio composed of Dr. Susan Zunt, an oral pathologist, Dr. Ginat Mirovski, a dermatologist, and Dr. Switalski, an oral biologist.

After agreeing on a dozen or so topics to study further, the students decided among themselves who would be responsible for collecting information on each topic. Information gathered by each student was to be written up and presented to the group on Friday.

The seven students I watched were equally engaged in the process. But it occurred to me that the PBLs would offer a prickly environment to any student hoping to maintain a low profile, sliding by with a minimum of effort.

“There is no place to hide,” said Dr. Chaves of the new curriculum. “Students who do not perform well are identified quickly.” Because a

student’s ability to do well in the tutorials is interwoven with the abilities of other students, classmates are mutually responsible, to some degree, for one another’s learning experience; and they let each other promptly know when those in the group aren’t pulling their weight.

“There is enormous peer pressure to function well,” said Dr. Chaves.

Students spent the final portion of the session taking turns assessing PBL performances: their own, their classmates’, and their tutor’s. There was a noticeable change in the students’ comfort level during the peer review, punctuated by much less eye contact, more staring at the table top, and a few sheepish glances. Clearly, this face-to-face evaluation of their colleagues was not a requirement the students savored. They did manage to offer criticisms, though, which were well-padded by diplomacy and good will.

The students shrugged off their bashfulness to focus a much more critical eye on their own performances. The comments I heard showed an impressive amount of self-awareness—there wasn’t a sugar-coater in the bunch:

“I don’t bring visuals to my presentations.”

“I can’t translate something so others understand it.”

“I’m too quiet in the group—I don’t speak up enough.”

“I’m not a good researcher.”

“I don’t get my point across.”

The new curriculum is designed to keep students continually aware of their progress through the program. They are required to make regular assessments of their own performance in the PBL setting as well as the performance of their peers and tutors. The oral reviews I heard in this PBL were to be followed up with written assessments that the

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students and the tutor were to prepare for one another. In the former curriculum, student performance was routinely and thoroughly assessed; but opportunities for students to reflect on their own work, let alone critically assess the work of others, were rare. Teachers such as Dr. Marilyn Lantz, chair of oral biology, believe these learning experiences are invaluable to the development of a dentist.

"Our profession functions by peer evaluation, but very few dental programs give students any experience at all with it," Dr. Lantz said when I spoke to her a few days after the PBL session. "When students leave school, they find they have no facility with the process. These tutorials change the whole tenor of a dental program. What makes them unique is the combination of students' taking responsibility for their own learning and participating in the evaluation process. A tutorial without the evaluation component misses the point philosophically—evaluation is part and parcel of this process. It's the feedback that students need to become reflective about everything they do. We are using case studies in the PBLs and the computerized evaluator program to get students accustomed to professional role orientation—to teach them what it means to be a professional. We have always been hopeful that students 'learn' about professionalism while they are in school, but until now we've had no formal mechanism to teach these skills."

#### FRIDAY'S FOLLOWUP

On Friday group members reconvened in the same little room, with written presentations in hand. Student John Ayers, who possesses a gentle, quick-witted sense of humor and seems right at home in the PBL environment, joked with the group, creating an atmosphere

*"Our profession functions by peer evaluation, but very few dental programs give students any experience at all with it," Dr. Lantz said.*

in the room that was upbeat and full of energy. On this day there was yet another observer, a young candidate for the Class of 2002. First-year student Brent McDonald, for one, was glad to see him.

"I've been encouraging candidates for next year's class to sit in on the PBL sessions to see what they're all about," said Brent, who helped coordinate the school's annual student recruitment program this year. "I myself really enjoy the new curriculum because of all the social aspects of it—I don't mind talking to anybody. But this curriculum is not for everybody. It won't fit some people's learning styles."

Tutor McDonald (no relation to Brent) agreed when we talked after the class. "The classic introverted person would struggle in this curriculum," he said. "Every perspective candidate I've spoken to in the admissions interviews so far thinks the new curriculum sounds wonderful," he said. "But I'm not so sure all of them will feel that way later on. We are trying to make it very clear to them just exactly what a PBL-based curriculum is and how one works."

This potentially negative point of the curriculum, if one stops to ponder it, may be a positive one in disguise. Because if it's true that a classic introvert doesn't fare well in interactive educational environments, he or she isn't likely to function well as a private practitioner either.

"Dentists need to be comfortable getting consults from all kinds of healthcare providers," said Dr. Lantz. "They need to be able to talk about very difficult issues with their patients. The PBLs give

reticent students years to practice their interpersonal skills so that they don't have to deal with communication problems after they're already dentists."

In the old curriculum, students spent virtually all of the first two years sitting in large lecture halls and laboratories, where one's ability to relate to others isn't particularly relevant, and certainly isn't tested. In those formats, the timid, the outgoing, the uncommunicative, and the outspoken can flourish equally.

"But we sometimes encountered students who had made it into their third or even fourth year of school, and then found themselves failing because they had trouble making appointments and communicating with their patients," said Dr. McDonald. "They lacked the interpersonal skills needed in dentistry. Now we are giving students a much better chance of developing those critical skills early, even if some members of the class are not very comfortable doing it."

The PBL process should also help immediately spot students who—in rare instances—have probably not chosen a career path best suited for them. "If a student does not belong in dentistry," said Dr. McDonald, "the new curriculum should help us find this out very early in the program."

The candidate visiting this particular PBL listened thoughtfully and gave the session a "thumbs up" at the end. Like me, he probably noticed that the students had made good use of their independent learning time, unearthing a wealth of information from a variety of sources. Between

*In the old curriculum, first-year students read about dentistry in textbooks. Now, they also spend six to eight hours a week orally expressing thoughts about dentistry in the tutorials...*

Monday's and Friday's sessions, class textbooks, library books and journals, the World Wide Web, and knowledgeable individuals had all served as resources.

Each student added an impressive quantity of new information to the case study on that day. Distributed presentations ranged in length from two to four pages. Oral presentations were respectfully and attentively listened to. I noticed that Janet Tran, whose topic was enamel hypoplasia, established excellent eye contact with her classmates as she spoke, and she skillfully fielded questions.

To make a presentation on melanin, Brent McDonald demonstrated a flair for manipulating the visual components of education by complementing his handout with a blackboard full of figures and drawings. The extra effort seemed to be appreciated by this classmates.

In the old curriculum, first-year students read about dentistry in textbooks. Now, they also spend six to eight hours a week orally expressing thoughts about dentistry in the tutorials, which means that the complicated and often arcane language of dentistry and medicine starts to become a working vocabulary for them as soon as they arrive at school. Throughout this PBL the students used correct medical and dental terminology, not layman's words. Had I not known better, I would have guessed from the conversation that these were third-year students, not newcomers.

They also showed a healthy appetite for learning more about the words that compose the language they will use for the rest of

their lifetime. To his presentation on the immune system, John Ayers attached an extra page of terms and their meanings to guide his classmates through unfamiliar territory. Later on, when an unknown medical word popped into the conversation, Luke Henn, using *Dorland's Medical Dictionary*, and Michael Wince, using his computer laptop, raced to find the definition. *Dorland's* beat the laptop on that one, but later in the session Michael called up another unfamiliar term in cyberspace faster than Luke could flip through the pages of the dictionary.

I couldn't help but notice that within this cluster of students there was a minimum of looking to the tutor for the quick and easy answers. Within the framework of the PBLs, students are learning to become responsible for their own education—another important goal of the new curriculum.

When lectures are the sole vehicle driving the first years of a dental program, it's easy for students to become complacent, passive learners, taking a back seat in their education as they travel a road that bypasses almost all of the school's opportunities to instill in students a sense of accountability for the education they ultimately acquire. Dr. Lantz and her IU colleague Dr. John Chaves identified this problem in a recently published article\*:

*In our current paradigm, the faculty have assumed responsibility for what the students learn. Students have been expected only to be responsible for material presented by faculty during*

*lectures or in assigned reading, even though that material may represent only a small part of the knowledge base in an area. Our students have not been sufficiently invested in charting the course of their own learning. Yet, this is both a professional value and a skill that will be required of them after completion of dental school.*

There wasn't time in Friday's PBL for all of the students to present their findings, so plans were made to finish up on Monday. I'm not sure there really is such a thing as "finishing up" with a clinical case in the PBL setting, however, because after working hard together for six PBL hours and thrashing out numerous case details on their own between Monday and Friday, the students were presented on Friday with a page containing a potpourri of interesting new facts relevant to the case scenario. As before, this material needed to be read and digested within the PBL and then individually researched by the students outside of class.

I expected the eleventh-hour change to the dynamics of the case and the extra weekend assignment to be met by a chorus of groans (I stifled one of my own). But if the students were exasperated by this new turn of events, they hid it well. They seemed instead to absorb the new information with the curiosity of young scholars who were already thinking of how they could best use those new details to build upon the foundation of their case-based research.

"The key issue is the idea of education being iterative," said Dr. Chaves. "It's an essential part of the PBL message: Students must

## THE FIRST-YEAR TUTORS

(1997-98)

always be developing learning issues." That second sheet of case-related information and the students' reports served as a springboard for the identification of new learning issues, which ultimately lead to the development of dentists who are lifelong learners.

"It is a natural inclination for students to want to solve the PBL cases," said Dr. McDonald. "But in the problem-based learning classes, we want to emphasize the *process of learning* rather than the end result. It is possible, with any given case, for the students to have an excellent session with their tutor without ever really coming up with a specific solution to the case."

"Knowledge acquisition is always going on in the PBLs," stressed Dr. Chaves.

I was disappointed that I wouldn't be around next Monday to hear how the case ended and (I must admit) to find out if Dr. McDonald's students had been able to solve it. But—if I understand the problem-based learning concept correctly—I'd be missing the point if I dwelled on these loose ends.

Because the architects of the problem-based learning classes will tell you that—even more important than arriving at the destination that harbors yours answers—is learning how to equip yourself for the scholarly journey that will lead you there.

\*What Should Biomedical Sciences Education in Dental Schools Achieve?, *Journal of Dental Education* 1997;61(5):426-433.

### AN Interdepartmental Collaboration

#### DEPT OF ORAL BIOLOGY

Daniel Brady  
John Chaves  
Arden Christen  
Richard Gregory  
P.K. Jamison  
Leonard Koerber  
Marilyn Lantz (*chair*)  
Donald LeBlanc  
James McDonald Jr.  
Byron Olson  
Lech Switalski  
Paul Zitterbart

#### DEPT OF ORAL FACIAL DEVELOPMENT

Jeffrey Dean  
Lawrence Garett  
James Hartsfield Jr.  
Irina Leyvand  
Karen Yoder  
Dennis Zimmerman

#### DEPT OF ORAL SURGERY, MEDICINE, AND PATHOLOGY

Heidi Crow  
Ginat Mirowski  
Don-John Summerlin  
Margot Van Dis  
Darlene West  
Mark Wohlford (*chair*)

#### DEPT OF PERIODONTICS AND ALLIED DENTAL PROGRAMS

Jonathan Gray  
E. Brady Hancock (*chair*)  
Carl Lerner  
Pamela Mesenbrink  
Donald Newell  
Gail Williamson

#### DEPT OF RESTORATIVE DENTISTRY

Steven Dixon  
Michelle Grose  
Christianne Guba  
Bruce Matis  
Matthew Moeller  
Michelle Moenning  
Neil Pinney  
Michael Stropes

#### ORAL HEALTH RESEARCH INSTITUTE

Margherita Fontana  
Andréa Ferreira Zandoná  
Carlos González-Cabezas

# INTRODUCING IUSD'S NEW ASSOCIATE DEANS

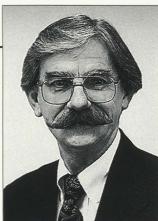
During the final months of the 1996-97 fiscal year and the early part of the current fiscal year, individual IU School of Dentistry committees directed internal search and screen processes to identify outstanding candidates for four associate deanships, including candidates to fill two newly created positions. After receiving the recommendations of the committees, Dean Lawrence I. Goldblatt announced that the following appointees would join his administrative team:

In July 1997, George K. Stookey, PhD, professor of community and preventive dentistry, became associate dean for academic affairs. Dr. Stookey had been serving in the position in an acting capacity since Dr. Goldblatt joined the school as dean in January 1997.

This administrative position primarily oversees all aspects of faculty recruitment, development, and promotion as well as the school's information management services, including the library and dental illustrations.

Dr. Stookey was appointed to the faculty in 1964 and has long guided IU's international leadership efforts in the field of preventive dentistry research. He holds three degrees from IU, including a master's degree in preventive dentistry and a doctorate in dental sciences. His newest appointment does not preclude his continued service as director of the Oral Health Research Institute, a post he has held since 1981, or his participation as one of the school's primary researchers. Under his supervision as associate dean for

George Stookey



Chris Miller



research from 1987 until 1996, the school's external support for research doubled. Two years ago he launched the annual Indiana Conference, which he designed to provide an IU forum for the intellectual exchange of ideas among international researchers on specific topics such as the early detection of dental caries. From March 1996 until the close of that year, Dr. Stookey led the dental school as acting dean while a search was under way for a new dean.

In July 1997, Chris H. Miller, PhD, professor of oral microbiology (School of Dentistry) and microbiology and immunology (School of Medicine), was appointed to the new administrative position of associate dean for research and graduate education. He had been serving as acting associate dean for research since 1996.

This associate dean will be responsible for overseeing all aspects of the school's ongoing research plan. He will work with Dean Goldblatt to develop the financial and personnel resources necessary to execute the research plan and, in conjunction with the associate dean for academic affairs and the department chairs, he will assist individual faculty in identifying research collaborators, fundable research avenues, and potential sources of funding. He will also work with the school's graduate faculty and the individual graduate program directors to coordinate all aspects of graduate student recruitment, admissions, education, and research.

Dr. Miller was appointed to the IU faculty as the dental school's

first microbiologist in 1970. At that time he had recently graduated with master's and doctoral degrees in microbiology from the University of North Dakota. He also completed a postdoctoral fellowship at Purdue University. He was named chair of IU's Department of Oral Microbiology when it was created in 1981, and he served until the department expanded into the Department of Oral Biology in 1993. He is an internationally recognized expert in dentistry for his work and extensive writing in the field of sterilization and infection control in the dental office, and is a longtime infection control consultant to the American Dental Association. He heads the school's Sterilization Monitoring Service, which provides monthly sterilizer testing to more than 3,000 dental offices and clinics nationwide.

Also in July, Margot L. Van Dis, DDS, professor of dental diagnostic sciences, accepted the new administrative position of associate dean for education and student affairs.

In this role she will be responsible for supporting all aspects of student recruitment, admissions, and progress. She will also oversee all student services and supervise efforts in curriculum development.

Before Dr. Van Dis was appointed to the IU faculty in 1990, she taught at The Ohio State University for five years. She earned her undergraduate and dental degrees from the University of Michigan and taught at the dental school there for two years. She also has a master's degree in dental diagnostic sciences from the

Margot Van Dis



George Willis



University of Texas Health Science Center at San Antonio. She is certified by the American Board of Oral Medicine and the American Board of Oral and Maxillofacial Radiology. She recently completed a five-year term as director of the American Board of Oral and Maxillofacial Radiology, and was the Board's president in 1997. She is the first woman to serve on this board. In 1996 Dr. Van Dis undertook the extraordinary challenge of chairing the IUSD Curriculum Committee, for which she coordinated the school's efforts to implement an entirely new dental curriculum. That group is now under the direction of Dr. L. Michael Stropes, assistant professor of operative dentistry.

In November 1997, George P. Willis, DDS, associate professor of operative dentistry, assumed the duties of associate dean for clinical affairs. This dean coordinates all clinical resources, activities, and support services at the school and the school's associated clinical sites. He also addresses issues related to patient recruitment, care, and followup.

Dr. Willis has served as chair of IU's Department of Restorative Dentistry for the past three years. He joined IU's part-time dental faculty in 1979 after earning his dental degree here, and accepted a full-time position a year later, teaching for many years in the former TEAM clinic and operative dentistry department. He also holds a bachelor's degree from Purdue University. He has extensive knowledge as a clinician to draw upon in his new job. Since

1979 he has complemented his teaching career with a part-time general dentistry practice and for 18 years has coordinated IU's popular continuing education course, *Expanded Functions for Allied Dental Professionals*. As chair of restorative dentistry he also supervised the Comprehensive Care Clinics. Dr. Willis's background as a dentist consultant for three Indiana zoos enables him to assist researchers at the Oral Health Research Institute with several projects related to improving the oral health and diet of exotic animals.

The clinical affairs associate deanship was formally held by Donald R. Tharp, DDS, professor of operative dentistry. Associate Dean Tharp will continue to assist Dean Goldblatt on a variety of administrative projects. His first major assignment is to serve as coordinator of accreditation, overseeing the IU dental school's participation in an in-depth evaluation process conducted by the American Dental Association's Commission on Dental Accreditation. Prior to the Commission's site visit in September 1999, Dr. Tharp will guide the school in preparing a self-study document that describes all facets of the school's operation, including reliable assessments of established competencies. The Commission last performed an accreditation site visit at IUSD in October 1992.

LaForrest D. Garner, DDS, a professor of orthodontics who chaired the former Department of Orthodontics for 17 years, has served as the school's associate dean for minority student services

for 11 years. In this post he has managed an ongoing recruitment campaign, often extending his search into other parts of the country, to acquaint minority students with the field of dentistry and interest them in enrolling at IU. He has worked extensively with the Health Foundation of Greater Indianapolis and other funding agencies to secure scholarships for the school's minority students. He will continue to serve as associate dean until his retirement later in 1998.

## NEW DEANS JOIN TWO LONGTIME ADMINISTRATORS.

Donald Tharp (left) has been a dental school associate dean since 1989, and LaForrest Garner since 1987.



## HATCHER, WILKINSON FILL KEY IUSD STAFF POSTS

Elizabeth A. Hatcher, an administrative assistant in the Department of Oral Facial Development, has been appointed Director of Staff Development and Support, the first position of its kind at the IU School of Dentistry.

In announcing the appointment in October 1997, Dean Lawrence Goldblatt referred to the school's need for an administrator whose main focus would be to "actively promote and support the development and welfare of our staff personnel."

Elizabeth will work with the school's department chairs and other supervisors to implement a program that encourages staff members in their professional development and creates a well-defined, supportive environment in which they can flourish as members of the dental school team.

To pursue her new duties Elizabeth will draw upon a background rich in dental school experiences. She joined the school in 1976 as secretary in the former pediatric dentistry department, and for the past several years has managed the pediatric dentistry and orthodontic clinics in the Department of Oral Facial Development. She currently splits her time between the manager's position and the new directorship.

Elizabeth has studied at IUPUI and Indiana State University, as well as the Sawyer College of Business, Van Nuys, Calif., and California State University, Northridge.

She has long shown innovation and leadership in regard to the staff. During a period in the early 1980s, when Elizabeth wanted to work part time, she and a colleague lobbied for, and succeeded at, turning the then-new concept of job-sharing into reality at the School of Dentistry. The two employees pioneered the effort, dividing one full-time job in pediatric dentistry between themselves, and opened the door for other employees to seek nontraditional paths in the workplace. Elizabeth represents the school's staff on the IUPUI Staff Council. Within the school, she represents the staff on the IUSD Executive Committee.

Throughout her career at IU Elizabeth has also coordinated a number of important programs in her roles as special projects coordinator in oral facial development and as a longtime member of the IUSD community Outreach Committee. From 1985 to 1991 she addressed audiences throughout Marion County on the topic of infant and toddler dental care. A total of 80 presentations reached more than 2,000 adults. She is a co-author of several articles pertaining to children's dental health, including one on interproximal caries in the primary dentition that was recently accepted by the *Journal of Clinical Pediatric Dentistry*.

Elizabeth is well known among graduates of IU's pediatric dentistry residency program for her 14 years of service as executive secretary of the IU Pediatric Dentistry Alumni Association and as associate editor of the group's publication, *Our Tree*. In 1993 she received the association's Ralph E. McDonald Research Award for her participation in a study of the effects of hand-over-mouth restraint for children in the dental office. The study was published in *Pediatric Dentistry*.

Jude Wilkinson



In another position newly established in August 1997, Judith (Jude) A.

Wilkinson was appointed as the School of Dentistry's Technology Transfer Specialist.

In this role, Jude will use her strong background in research marketing to pursue a variety of hi-tech avenues that will lead to an increase in the IU dental school's profile, nationally and internationally, as an institution with excellent research and technology capabilities.

"IUSD's innovative ideas and capabilities, developed in state-of-the-art research facilities, are the pathways from the school to the marketplace," stated Dr. George K. Stookey, associate dean for academic affairs, when he announced Jude's appointment within the Office of Academic Affairs. "However, IUSD must increase its external presence in order to be seen as an important resource for business and industry."

By creating and maintaining a dental school research Web site and helping the school's individual research scientists add their continually evolving research profiles to IU's computerized research database service, Jude will make it possible for the school to take advantage, in Dr. Stookey's words, of "critical windows of opportunity for effective research and technology collaborations, which are dependent upon timing and research funding." She will also provide expertise in such areas as licensing and intellectual property protection as well as agreements and contracts. "Jude's efforts will enhance our research programs," says Dr. Stookey, "and she will assist our faculty in working with the IU Office of Technology Transfer."

Elizabeth Hatcher



Ms. Wilkinson holds a law degree, bestowed by the IU School of Law (Bloomington) in 1989. She is also a 1972 graduate of Purdue University's bachelor's degree program in communications and education.

Before joining the school she was assistant director of the Technology Transfer Office for IU's Research & the University Graduate School, working on both the Bloomington and Indianapolis campuses. Prior to that she served that school as a grants consultant for the Sponsored Research Services. While there she created and directed the GradGrants Center, a resource center housed in the Bloomington campus's main library for graduate students seeking help with grant writing and funding of their research projects; she also edited the center's publication. She is a member of the editorial advisory board of *Intellectual Property Advisor*, a national intellectual property protection newsletter, and a past editor of IU's *Technology Transfer News*.

Jude is IU's former representative to ATAIN (Access Technology Across Indiana). In 1994-95 she organized SMART, IU's Systemwide Multimedia Advisory Resource Team Initiative. She is active on the lecture circuit, speaking on a variety of topics at regional and national meetings of the Association of University Technology Managers, the Licensing Executives Society, and the National Council of University Research Administrators.

## NEW FULL-TIME FACULTY APPOINTMENTS

### LORINDA L. COAN

Lecturer in Dental Hygiene, Department of Periodontics and Allied Dental Programs

**EDUCATION:** BS degree (1996) in health sciences education, Indiana University; AS degree (1981) in dental hygiene, IU; expanded functions dental auxiliary training (1981), IU; dental assisting certification (1981); and certificate (1974) in dental assisting, Professional Careers Institute, Indianapolis.

**PROFESSIONAL BACKGROUND:**

Part-time faculty member in IU's dental hygiene division since 1994; dental assisting instructor, Professional Careers Institute, 1981-82; clinical dental hygienist in several dental practices in Indianapolis and New Palestine, 1982-present; dental assistant in private practice, Indianapolis, 1974-79. **OTHER ACTIVITIES:** Instructor in cardiopul-



Lorinda Coan

monary resuscitation, IU, 1994-present; and ongoing participant in healthcare education programs for children in schools in central Indiana.

### HEIDI C. CROW

Assistant Professor of Hospital Dentistry and Director of the General Practice Residency Program, Department of Oral Surgery, Medicine, and Pathology

**EDUCATION:** MS degree (1990) in oral sciences, State University of New York at Buffalo; certificate (1986) in general practice residency, Strong Memorial Hospital,

Heidi Crow



Rochester, N.Y.; DMD degree (1985), University of Pennsylvania; BS degree (1981) in

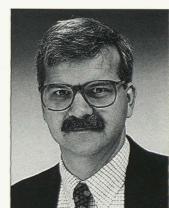
biology and chemistry, Allegheny College, Meadville, Penn.

**PROFESSIONAL BACKGROUND:**

Visiting assistant professor of hospital dentistry, IU, 1995-97; several appointments at the University of Michigan between 1993 and 1995, including GPR program director for hospital dentistry; staff dentist, Sisters of Charity Hospital, Buffalo, N.Y., 1991-93; faculty positions at SUNY at Buffalo in periodontics and oral medicine and at Erie Community College School of Dental Hygiene, Buffalo, 1988-1993; and private practitioner in the New York cities of Andover (1986-89) and Rochester (1986-87). **OTHER ACTIVITIES:** Member, American Association of Dental Schools Ethics Committee, 1992-95.

### ERIC T. EVERETT

Assistant Scientist, Oral Facial Genetics (School of Dentistry), and Assistant Scientist, Dermatology (School of Medicine)



Eric Everett

**EDUCATION:** PhD degree (1993) in molecular and cellular biology, and pathobiology, Medical University of South Carolina; MS degree (1989) in pathology/clinical immunology, University of Florida College of Medicine; medical technology internship (1982), University Hospital of Jacksonville, Fla.; and BS degree (1981) in biology, Jacksonville University, Fla.

**PROFESSIONAL BACKGROUND:**

Visiting assistant scientist, IU Schools of Dentistry and Medicine, 1996-97; research associate, Howard

Dr. Everett continued...

Hughes Medical Institute, IU School of Medicine's Herman B Wells Center for Pediatric Research, 1993-96; and postdoctoral fellow in medical genetics, IU School of Medicine, 1994-96; staff medical technologist at the University of Florida (1984-89) and Baptist Medical Center, Jacksonville, Fla. (1982-84). **OTHER ACTIVITIES:**

Recipient, Gerald P. Rodnan Summer Fellowships, United Scleroderma Foundation, Inc., 1990 and 1992, and the Dermik Laboratories Research Grant, Dermatology Foundation, 1997; and author of 17 scientific articles and 18 abstracts appearing in the medical literature. **PRIMARY**

**RESEARCH INTEREST:** Genes that play key roles during embryonic development of the head, face, and oral cavity. These genes are identified through mutation analysis of candidate genes, through genetic linkage studies involving families having individuals affected by a particular craniofacial disorder, and through animal model studies.

**LISA H. HALL**

Assistant Professor of Operative Dentistry, Department of Restorative Dentistry

**EDUCATION:** MSD degree (1992) in operative dentistry, Indiana

University; DDS degree (1988), IU; BS degree (1984) in public health dental hygiene, IU; and AS degree (1983) in dental hygiene, IU.

**PROFESSIONAL BACKGROUND:** Visiting assistant professor of operative dentistry, IU, 1996-97; part-time IU faculty member in operative dentistry, 1989-96; private practitioner, Indianapolis, 1990-91.

**OTHER ACTIVITIES:** Inducted into Omicron Kappa Upsilon honor dental society, 1988.

Lisa Hall



Wan Kim-Park

**WAN KYU****KIM-PARK**

Assistant Scientist,  
Department of  
Periodontics  
and Allied  
Dental Programs

**EDUCATION:** PhD degree (1994)

in neuroscience, New York University; MS degree (1990) in medical neurobiology, Indiana University; MS degree (1967) in biochemistry, Seoul National University, South Korea; and BS degree (1964) in pharmacy, Seoul National University. **PROFESSIONAL BACKGROUND:** Concurrent part-time faculty positions, IU School of Dentistry Host Defense Laboratory and Dankook University School of Medicine Department of Biochemistry, South Korea, 1995-June 97; research associate (1993-95) and postdoctoral fellow (1992-93), IU Department of Anatomy.

**OTHER ACTIVITIES:** Co-author of textbook, *Prospective Preventive Dentistry* (K.K. Park, ed., Chungmoongak Press, Seoul), 1997; critical reviewer, Scientific Review Division of the National Institutes of Health/National Institute of Dental Research, 1996-present; author of abstracts, book chapters, and articles appearing in the scientific literature, including publications in such journals as the *Annals of the New York Academy of Sciences* and the *European Journal of Haematology*; President, Korean Legal Aid Society for Family Relationship, Indiana Chapter, 1989-90; **PRIMARY RESEARCH**

**INTEREST:** Antinflammatory cell research, focusing on mechanisms of inflammatory cell function. Research is conducted in the dental school's Host Defense Laboratory and involves collaboration with international researchers.

Holly Reeves

**EDWIN T. PARKS**

Associate Professor of  
Dental Diagnostic  
Sciences,  
Department of  
Oral Surgery, Medicine,  
and Pathology

Edwin Parks



**EDUCATION:** MS degree (1995)

in dental diagnostic sciences, Indiana University; DMD degree (1981), University of Kentucky; BS degree (1977) in biochemistry and molecular biology, Central College, Danville, Ky. **PROFESSIONAL**

**BACKGROUND:** Private practitioner in oral medicine, Tallahassee, Fla., 1995-97; faculty member, IU's former departments of stomatology and diagnostic sciences, 1993-95; faculty member in health and safety (1990-91) and allied health (1983-91) at Western Kentucky University; faculty member in dental hygiene, Hazard Community College, Ky., 1982-83; general practitioner, Whitesburg, Ky., 1981-82. **OTHER ACTIVITIES:** Awarded diplomate status, American Board of Oral Medicine, 1996; chair, section of oral and maxillofacial radiology, American Association of Dental Schools, 1993-94; recipient, IU's Howard Riley Raper Award for Excellence in Oral and Maxillofacial Radiology, 1993; and staff dentist, Marion County Juvenile Detention Center, Indianapolis, 1991-95.

**HOLLY W. REEVES**

Assistant Professor of Pediatric Dentistry and Orthodontics,  
Department of Oral Facial Development



**EDUCATION:** MSD degree (1997) in pediatric dentistry, Indiana University; certificate (1996)


**STEVEN R.  
SCHIMMELLE**

Assistant Professor of Oral and Maxillofacial Surgery,

Department of Oral Surgery, Medicine, and Pathology

**EDUCATION:** Certificate (1996) in oral and maxillofacial surgery,

University of Cincinnati Hospitals, Ohio; DDS degree (1992), Indiana University; undergraduate studies (1985-1988), IU. **PROFESSIONAL BACKGROUND:** Part-time positions in Indianapolis as a distributor for the Indiana Central Regional Blood Bank, 1990-92; a laboratory technician, 1990-91; and a dental assistant, 1990-92. **OTHER ACTIVITIES:**

Recipient, Indiana Society of Pediatric Dentistry's dental student graduation award (1992), G.R.

Baker Fellowship graduation award

for outstanding pediatric dentistry resident (1994), and Robert

Farnsworth Memorial orthodontic

graduation award for dedication to

patient care (1996).

**OTHER ACTIVITIES:** Inducted into honorary dental organizations—Delphi Society (1990), Beta Delta fraternity (1991), Phi Delta fraternity (1991), and OKU (1992); and received University of Louisville's predoctoral graduation honors—American Academy of Oral Pathology and American Association of Oral and Maxillofacial Surgery awards, both in 1992.

## PROMOTIONS/TENURE

### PART-TIME FACULTY

**Charles O. Hazelrigg**

promoted to clinical associate professor of pediatric dentistry, Department of Oral Facial Development

**Mark E. Mallatt**

promoted to clinical professor of preventive and community dentistry, Department of Oral Biology

### FULL-TIME FACULTY

**Thomas R. Katona**

promoted to associate professor of orthodontics, Department of Oral Facial Development (School of Dentistry) and of mechanical engineering (School of Engineering and Technology); and tenured

**Brian J. Sanders**

promoted to associate professor of pediatric dentistry, Department of Oral Facial Development; and tenured

### NEW ACTING CHAIRS

**David T. Brown**

associate professor of prosthodontics and acting chair, Department of Restorative Dentistry

**James K. Hartsfield Jr.**

associate professor of oral facial genetics and of orthodontics (School of Dentistry); associate professor of medical and molecular genetics (School of Medicine); and acting chair, Department of Oral Facial Development



**LAURA M. ROGERS**  
Clinical Assistant Professor of Operative Dentistry and Associate Director of the Comprehensive Care Clinic, Department of Restorative Dentistry

Laura Rogers

**EDUCATION:** Certificate (1995) in hospital dentistry, University of Alabama at Birmingham; DMD degree (1994), University of Florida; BS degree (1990) in nutrition and food science, Florida State University; and AS degree (1977) in dental hygiene, Westbrook College, Portland, Maine. **PROFESSIONAL BACKGROUND:** Part-time clinical instructor in operative dentistry, IU, 1996-97; part-time practitioner, Carmel, 1996-present; full-time practitioner, Huntsville, Ala., 1995-96; dental hygiene practice in Florida, 1977-86. **OTHER ACTIVITIES:** Received University of Florida's predoctoral graduation honor, the Oral Medicine Award, 1994; and developed exercise program for quadriplegics, Florida State University, 1990.

**KEVIN T. STOCKTON**

Assistant

Professor of Oral and Maxillofacial Surgery, Department of Oral Surgery, Medicine, and Pathology

**EDUCATION:**

Certificate (1996) in oral and maxillofacial surgery, Indiana University;

DMD degree (1992), University of Louisville; and BA degree (1988) in biology, University of Louisville. **PROFESSIONAL BACKGROUND:** Visiting assistant professor of oral and maxillofacial surgery, IU, 1996-97.



Kevin Stockton

# INCOMING CLASS PROFILES 1997-98 ACADEMIC YEAR

	Dentistry DDS 2001	Dental Hygiene ASDH 1999	Dental Assisting Certificate 1998	Postdoctoral Education (master's degree, PhD degree, and certificate programs)
<b>APPLICANTS</b>	<b>1,373</b>	<b>273</b>	<b>62</b>	<b>300</b>
<i>Indiana Residents</i>	154	264	61	<i>not tallied in central office</i>
<i>Non-residents</i>	1219	9	1	<i>not tallied in central office</i>
<i>Men</i>	951	3	1	<i>not tallied in central office</i>
<i>Women</i>	422	270	61	<i>not tallied in central office</i>
<i>Minority Applicants</i>	66	15	5	<i>not tallied in central office</i>
<i>Matriculating Students</i>	100	50	20	31
<b>STUDENTS</b>				
<i>Indiana Residents</i>	66	49	20	5
<i>U.S. Residents (excluding Indiana)</i>	30	1	0	9
<i>Students from Other Countries</i>	4*	0	0	17**
<i>Men</i>	64	0	0	22
<i>Women</i>	36	50	20	9
<i>Minority Students</i>	4	0	0	0
<i>Average GPA (4.0 scale)</i>				
<i>Overall Science</i>	3.30 3.25	3.30	2.59	<i>not tallied</i>
<i>Tuition (excluding ancillary fees)</i>				
<i>In-state</i>	\$10,650	\$3,081.25	\$3,400	\$10,650
<i>Out-of-state</i>	\$22,810	\$9,454.00	N/A	\$22,810
<i>Percent of In-state Tuition Increase from Previous Year</i>	~8%	~4%	~4%	~8% (12 programs)

\*Canada, South Korea, Vietnam

\*\*India, Jordan, The Phillipine Islands, Saudi Arabia, South Korea, Syria, Thailand, Venezuela

## TOTAL DENTAL SCHOOL ENROLLMENT

386	(4 dentistry classes)
94	(2 dental hygiene classes)
20	(1 dental assisting class)
11	(public health dental hygiene bachelor's degree candidates)
101	(students in 12 graduate programs)

School of Dentistry employees honored at the IUPUI reception are, from left: Gerald Wood, Sheri Puckett, Karen Miles, Lynn Collins, Gayle Massa, and Blake Keillor.

## IUPUI BESTOWS SERVICE AWARDS ON DENTAL STAFF

Collectively, six of the dental school's employees have provided Indiana University with 135 years of service. Individually, they have earned their places among IU's most dedicated and steadfast employees. On November 11, 1997, the Indiana University-Purdue University Indianapolis campus held a reception to honor all IUPUI employees who celebrated an anniversary with IU in 1997 and who had been with the university for at least 15 years. Ceremonies were held at University Place Conference Center.

### CONGRATULATIONS

#### 30 Years

**M. Lynn Collins**  
Administrative Billing Coordinator  
Faculty Private Practice

**Gerald D. Wood**  
Research Associate  
Oral Health Research Institute

#### 25 Years

**DeLois Hill\***  
Custodian  
Building Services

**Gayle E. Massa**  
Orthodontic Clinic Coordinator  
Department of Oral Facial Development

#### 20 Years

**Karen V. Miles**  
Secretary/Receptionist  
Clinical Affairs

#### 15 Years

**Blake J. Keillor**  
Animal Research  
Technician  
Bioresearch Facility

**Sheri L. Puckett**  
Clinic Coordinator  
Comprehensive Care Clinic

**Mattie Welch\***  
Custodian  
Building Services

In addition, current dental school employees who reached five- and 10-year milestones with IU in 1997 are:

#### 10 Years

**Elaine J. Ball**  
Clinic Coordinator  
Comprehensive Care Clinic

**Andrew J. Beiswanger**  
Research Technician Trainee  
Oral Health Research Institute

**Gayle M. Fischer**  
Research Technician  
Oral Health Research Institute

**Carole A. Kacius**  
Director of Admissions  
Office of Student Affairs

**Julie R. LeHunt**  
Administrative Secretary  
Department of Oral Surgery,  
Medicine, and Pathology

**Marvin E. Offett**  
Assistant Supervisor  
Building Services

**Debra J. Pennington**  
Administrative Secretary  
Clinical Affairs



**Neil M. Pethe**  
Laboratory Specialist  
Department of Restorative Dentistry

#### 5 Years

**Jusuinder K. Athwal**  
Dental Radiology Coordinator  
Department of Oral Surgery,  
Medicine, and Pathology

**Charlotte Badanek**  
Dental Assistant  
Department of Periodontics  
and Allied Dental Programs

**Anthony W. Bass**  
Custodian  
Building Services

**Susan L. Boggs**  
Administrative Secretary  
Oral Health Research Institute

**Robert K. Bowman**  
Laboratory Technician  
Department of Restorative Dentistry

**Darrell L. Bradley**  
Custodian  
Building Services

**Jeffery J. Chandler**  
Dental Assistant  
Comprehensive Care Clinic

**Barbara E. Duncan**  
Clinic Coordinator  
Comprehensive Care Clinic  
(continued on page 36)

\*Retired in 1997

5-year employees continued...

**Sharon K. Kramp**  
Patient Care Technician  
Department of Oral Surgery,  
Medicine, and Pathology

**Pamela J. Lovejoy**  
Senior Administrative Secretary  
Office of Development

**Sonya S. Lowhorn**  
Dental Assistant  
Department of Oral Surgery,  
Medicine, and Pathology

**Liliya Lukantsova**  
Research Technician Trainee  
Oral Health Research Institute

**Rebecca L. Mannon**  
Secretary/Receptionist  
Department of Oral Surgery,  
Medicine, and Pathology

**Linda L. Maxey**  
Cash Control Clerk  
Cash Operations

**Rebecca S. Rudicel**  
Dental Assistant  
Comprehensive Care Clinic

**Tonja P. Small**  
Dental Assistant  
Comprehensive Care Clinic

**Marie E. Wilson**  
Research Technician  
Oral Health Research Institute

**Nancy J. Wilson**  
Dental Assistant  
Department of Oral Surgery,  
Medicine, and Pathology



## The Final Reel of an Outstanding Career: Dr. Koerber Retires

Dr. Leonard G. Koerber, professor of oral biology, bid farewell to his friends and associates at a retirement reception held in his honor at the School of Dentistry on September 30, 1997.

Dr. Koerber's outstanding career at the IU dental school began in 1970, after he earned an EdD degree that year in Instructional Systems Technology and Educational Psychology at IU Bloomington. He also holds a bachelor's degree in philosophy from St. Francis Seminary, Milwaukee, Wisc., and a master's degree in history from Marquette University, Milwaukee. Before joining the IU faculty Dr. Koerber taught high school for 10 years in schools in Wisconsin, North Carolina, and Indiana. He was the dental school's longtime director of

instructional development and the audiovisual center; until recently he held professorships in instructional development and practice administration.

Under his direction, hundreds of educational videotapes covering a wide variety of subjects were produced in the school's former television studio for use by the faculty and students. From 1971 to 1987 he served as television director for dental auxiliary courses televised for students on the Gary, South Bend, and Fort Wayne IU campuses and at the former Indiana State University in Evansville.

Dr. Koerber is an honorary member of Omicron Kappa Upsilon national honor dental society and the IUSD Alumni Association. His many other accomplishments and attributes were voiced by Dr. Lawrence I. Goldblatt, IU dean of dentistry, when he addressed Dr. Koerber and his guests during the retirement reception. Dean Goldblatt said in part:

"...Len has spent most of his career helping other people. In the late '70s and early '80s he was program director for our



Professor Emeritus Malcolm Boone (right) chats with Dean Goldblatt (left) and Dr. Boone's former graduate student, Dr. Orlando Cayetano, who now teaches part time on the restorative faculty.

*The honoree gets a hug from Megeen Higgins, administrative assistant in financial affairs, and a handshake from Dean Lawrence Goldblatt.*



Disadvantaged Dental Student Opportunity Program. He also served as a proposal reviewer for the Health Careers Opportunity Program and a program evaluator for two of our research programs—the HEW Short-Term Training Grants for Students in Professional Schools, and the NIH Dental Minority Research Program.

"He is author or co-author of numerous papers in professional journals and has worked extensively as a mentor to dental students, dental faculty, and allied dental professionals. In more recent years Len has worked very closely with faculty exploring innovative ways to present material, utilizing all variety of media.

"All of us who have known Len over the years have come to depend upon his constantly cheerful, optimistic yet serious nature, and to depend on the fact that if there was a way to help us, he

would find it. Service to his colleagues and caring for the less fortunate have been the watchwords of his career, and we have all been most fortunate to have him as our colleague and friend.

"We do not expect him to disappear from the dental school scene—at least not for long. We hope that when he finds that retirement has left him with a little extra time on his hands, he will remember that he is still one of us, and will visit the school to participate in our programs and the exciting future he has helped secure for us."



*Emeritus Professors Myron Kasle (left), Indianapolis, and Glen Sagraves, Terre Haute, were among the retired faculty who returned to IUP to welcome Dr. Koerber to the club.*



*Hazel Clark, a research associate in dental materials, catches up with Richard "Scotty" Scott, Indianapolis, the school's longtime director of the Department of Illustrations. He retired in 1985.*



*Dr. Koerber tries out his new Indiana University "easy chair" under the approving gaze of his wife, Pat Koerber.*

# GRADUATING CLASSES

## Certificates in Dental Assisting

### FORT WAYNE

September Bresnahan  
 Laura Conklin  
 Nicki Crawford  
 Christina Demski  
 Deborah Dokurno  
 Andrea Ford  
 Lora Gerbers  
 Shelby Hammond  
 Tammy Hersh  
 Biljana Krleska  
 Kelly Miller  
 Kathryn Osborn  
 Joelle Renz  
 Janelle Rorick  
 Kim Smith  
 Angela Thomas  
 Amber Woebbeking

### INDIANAPOLIS

Elizabeth A. Abate  
 Lesley G. Bergamesco  
 Anna M. Bolling  
 Kathryn Brown  
 Amanda Ford  
 Letha A. Inso  
 Tiyaka S. Johnson  
 Kimberli S. Kelsey  
 Kristen Kemp  
 Jennifer A. Key  
 Melinda R. Lewis  
 Shawn Lyons  
 Sheri L. McCoy  
 Amberly D. Randol  
 Rosa L. Robbins  
 Angela R. Thornburg  
 Amanda L. VanTreece  
 Stacy L. Vest  
 Melissa M. Whitson  
 LeAnn Ziegel

### NORTHWEST

Wanda Boddie  
 Karen Hack  
 Renee Lynn Hamilton  
 Connie Hoefflicker  
 Jennifer Marie Matthews  
 Tracey Moore  
 Becky Nowak  
 Christine R. Null  
 Tanya Summerfield  
 Rebecca Tippie  
 Oceanna Vann

### SOUTH BEND

Julie M. Anderson  
 Gayle S. Banic  
 Heather M. Blanda  
 Gina S. Brown  
 Jennifer Marie Ciesielski  
 Megan Leigh Dolezal  
 Jessica Renee Hoover  
 Jennifer L. Hostetler  
 Jayne Marie O'Neil  
 Angela Marie Peppers  
 Lydia Beck Richardson  
 Juliet Lynne Sabie  
 Jill E. Schafer  
 Jennifer Marie Stough

## Associate of Science Degrees in Dental Laboratory Technology

### FORT WAYNE

Jon P. Adair  
 Patricia M. Bergamino  
 Jennifer L. Brecht  
 Jason K. Dennington  
 Kelly A. Johnson  
 Rosaly K. Werling  
 Rebecca Wiegman

## Associate of Science Degrees in Dental Hygiene

### FORT WAYNE

Jennifer L. Azbell  
 Lisa A. Baumgartner  
 Kathleen M. Bertz  
 Nicole L. Haffner  
 Cynthia L. Hine  
 A. Lorene Householder  
 Sandra L. Knapp  
 Dylan K. Mackey  
 Angela C. McKaig  
 Rachel D. Miller  
 Jamie N. Niezer  
 Cassandra J. Pence  
 Tracy A. Ritchey  
 Michelle L. Scheele  
 Darcia L. Schmucker  
 Angela L. Smith  
 Shanna M. Southivong  
 Jill N. Stackert  
 Janet L. Uhl

### INDIANAPOLIS

Ginger Kay Ashley  
 Lisa Abbs Bailey  
 Susan Jane Bartoo  
 Julie Anna Tackett Bass  
 Jennifer Ann Beck  
 Yaping Bei  
 Marc Anthony Beiswanger  
 Shandi Renee Bolton  
 Rachael Grace Brown

### MARY E. SKAGGS CARMICKLE

Darla J. Carper  
 Sheri Colleen Carroll  
 Debora Lynn Carter  
 Kelly Elaine Croner  
 Paula Lei Ellis  
 Erin Foster  
 Jessica Rachel Gibson  
 Kristi Lacey Graves  
 Heather Lyn Hill  
 Gretchen Kathleen Hontz  
 Tina M. Hook  
 Julie Renee Hubbell  
 Stephanie Lynn Hudelson  
 Michelle Deann Ireland  
 Bridget R. Kahn  
 Tracy Gresley Kershaw  
 Debra Gene Kuczynski  
 Jody Ann Little  
 Shanor Marie Marcum  
 Tammy D. Sharp Meeks  
 John A. Miller-Ehlers  
 LaRee S. Milton  
 Amy J. Munn  
 Jaime Leigh Newburn  
 Maureen F. Parsley  
 Aleksandra Pavolotskaya  
 Stephanie Ann Petto  
 Synthia M. Philpot  
 April Dawn Pierson  
 Janalee Reeves  
 Cynthia Renee Riley  
 Elizabeth Ann Rinehart  
 Cheryl L. Selzer  
 Caroline C. Sheely  
 Jennifer Kay Shotkowski  
 Amber Dawn Smith  
 Kimberly J. Smith  
 Tiffany Ann Sperry  
 Mary Ruth Stringer  
 Maria Luz Lim Tansinsin

### NORTHWEST

Lisa Renee Andrews  
 Jennifer Ballas  
 William G. Bewick  
 Julia Bond  
 Beth A. Davis  
 Tina Marie Hicks  
 Karen Howerton  
 Shirley G. Keen  
 Vicki Lynn Kurowski  
 Deborah JoAnna Magura  
 Amy Lynn Meyer  
 Kathy Michele Ortiz  
 Alicia Marie Raketic  
 Kierah Karlene Robinson  
 Marie D. Ruppel  
 Terra Ann Smiley  
 Jennifer Lynn Smith  
 Dawn M. Tomich  
 Brandy R. Wahl

## **SOUTH BEND**

Nicole Vondel Balasa  
 Melissa Elaine Bemiller  
 Deborah Lou Bender  
 Health Michele Butcher  
 Roeleta K. Eicher  
 Alice Kay Glantz  
 Tamera J. Golden  
 Elizabeth A. Goshert  
 Lynn Ann Grevengoed  
 Amanda L. Hicks  
 Traci Lynn Honkomp  
 Rebecca Sue Jordan  
 Laura Lee Knapp  
 Andrea F. Kralis  
 Yuolivia Louise Linnemeier  
 Vickie J. Markuson  
 Vonda L. Maust  
 Maureen Ann McFadden  
 Sandra J. Stewart  
 Karla J. Musser  
 Karin Michelle Reising  
 Dawn Marie Roy  
 Deanna M. Russ  
 Tammy Jo Shively  
 Cynthia Jane Zarazee

## **Bachelor of Science Degrees in Public Health Dental Hygiene**

### **INDIANAPOLIS**

Hilary Hamby  
 Kelly Marie Miller  
 Heather Leigh Moore Laymon  
 Erin Ann Rake

## **Doctor of Dental Surgery Degrees**

Vargha Abbasian  
 John W. Adelsperger II  
 John P. Ahler  
 Kim A. Alexander  
 Leila A. Alter  
 Yuval Arazi  
 Holly G. Aylworth  
 Christopher M. Ball  
 Lori A. Baumcom  
 Joseph E. Beck  
 Jennifer R. Buehler  
 Roland M. Buyama  
 Cortland S. Caldemeyer  
 Todd A. Carter  
 Brad B.H. Ching  
 Guy Chistekoff  
 Joseph W. Cochran  
 J. Craig Cook  
 Frieda K. Cooke  
 Tod J. Curtis  
 Mohammad H. Deldar  
 Heather E. DeLong  
 R. Bryan Dixon

Mark J. Dodds  
 Dawn R. Durbin  
 John S. Everly  
 David C. Ferrell\*  
 Lesley S. Flannagan  
 Chari L. Fletcher-Crayton  
 Kevin M. Freeman  
 Michael S. Frey  
 Arnel J. Gallanosa  
 Jose L. Garcia  
 Wendy J. Garvin  
 Scott A. Grasso  
 Michelle E. Grose  
 Christopher R. Hazel  
 Usha E. Hecht  
 Jon A. Hendrickson  
 Timothy J. Holtzeizer  
 Zoran D. Ilic  
 T. Matthew Jacks  
 Kathryn F. Jones  
 Clarence G. Jung  
 Monica Katyal  
 Jennifer A. Kennedy  
 Todd J. Kleinrichert  
 Matthew C. Love  
 Shaun M. Lovelless  
 Samantha R. Lowe  
 Arnold Min-Der Ma  
 Laura A. Markley  
 Stephanie P. Martin  
 Russell McCabe  
 Matthew T. McCrady  
 Jenny L. McWilliams  
 Amy J. Meyer  
 Philip J. Mirise  
 Michelle W. Moenning  
 Matthew C. Moll  
 Bo Young Park  
 Thanh Quach  
 Michael V. Razzano  
 Suzanne R. Reedy  
 Salwa P. Rizk  
 Jennifer A. Roig  
 Samia R. Shaikh  
 Thomas Stakem  
 Christian M. Steffey  
 Mark F. Stoner  
 Kimberly S. Taylor-Beard  
 Scott D. Thole  
 Jennifer K. Trathen  
 Eric L. Treadwell  
 Kelly S. Ulman  
 Randall E. Vollmer  
 Curt A. Warren  
 Aaron L. Wilkins

\*Deceased 11-24-97

## **GRADUATE PROGRAMS**

(Graduates July 1996 through June 1997 and Titles of Theses and Dissertations)



Dr. Papayasatok

## **CLOSE UP**

### **Sangsom Papayasatok**

**Hometown:** Chiangmai, Thailand. **Dental education:** DDS, Chiangmai University, 1991. **IU graduate program:** dental diagnostic sciences (major), oral pathology (minor). **Thesis:** Comparison of three contrast correction methods for quantitative measurement of minute bone changes in digital subtraction radiography.

**Degree:** MS, May 1997. **Plans:** To return to former position as an instructor in the Department of Oral Radiology at Chiangmai University.

## **DENTAL MATERIALS**

MSD degree

### **Steven P. Haug**

Evaluation of the color stability of five common coloring agents and their effect on the physical properties of three common polymers used in extraoral maxillofacial prostheses

MS degree

### **Jeffrey A. Platt**

Correlation of the clinical and laboratory performance of five dentin bonding systems

## **DENTAL MATERIALS/ PROSTHODONTICS**

MSD degree

### **Andres F. Guzman**

Wear resistance of four luting agents as a function of marginal gap distance, cement type, and restorative material

## **DENTAL SCIENCES**

PhD degrees

### **Margherita R. Fontana**

*Streptococcus mutans fimbriae: role in dental caries formation and prevention*

PhD degrees continued...

**Carlos González-Cabezas**

Analysis of three cariogenic bacteria in secondary carious lesions using immunofluorescence techniques and confocal microscopy

**Carol Anne Murdoch-Kinch**

Cephalometric analysis of families with dominantly inherited Crouzon Syndrome: a genotype/phenotype correlation study to establish and redefine the concept of incomplete penetrance

**Karen Masbaum Yoder**

Altitude, diet, and dental fluorosis: a study in Tanzania

**ENDODONTICS**

MSD degrees

**Erich A. Dittmar**

Lossy compression of trial length radiographs and its impact on working length determination

**Ronald Lee Steinbrunner**

Evaluation of the biocompatibility and osteogenic potential of G-5 and G-6

**GENERAL PRACTICE RESIDENCY**

Certificates

**William C. Hine Jr.**  
**Linda Polito****OPERATIVE DENTISTRY**

MSD degrees

**Sangyun Choi**

Clinical comparative study of two in-office vital bleaching techniques

**Watcharaporn Kuphasuk**

Effect of different storage and sterilization procedures on adhesion (shear bond strength) testing using extracted human teeth

**Chanida Tharavanij**

Effect of different storage and sterilization procedures of microleakage testing using extracted human teeth

**Argyro E. Xirouchaki**

Shear bond strength of six bonding agents to human dentin with and without thermocycling

**ORAL AND MAXILLOFACIAL SURGERY**

Certificates

**John A. Helmkamp**  
**Carlo C. Lo****ORAL PATHOLOGY**

MSD degrees

**Seema Ganatra**

p53 expression in oral epithelial dysplasia

**Indraneel Bhattacharyya**

Expression of Class I major histocompatibility complex molecules in premalignant and malignant oral epithelium

**ORTHODONTICS**

MSD degrees

**Angela Becker**

Assessment of osteoporosis risk factors in the female dental patient: a demographic study

**Genrikh Gandelsman**

Long term maxillary growth following primary bone grafting in unilateral cleft lip and palate

**Sigrid (Madding) Tate**

Comparison of tensile, shear-peel, and torque orthodontic bond strength test methods performed on a resin and two glass ionomer cements

**Kathleen Smith Ratliff**

Effect of cement thickness on the tensile and torsional bond strengths of orthodontic brackets

**PEDIATRIC DENTISTRY**

Certificates

**Vickie Hemann****Bradley Fulkerson****Edward Sammons****PERIODONTICS**

MSD degrees

**Saul E. Grajales**

Immunoglobulin G proteolytic activity in supra- and subgingival dental plaque from adult periodontitis patients

**Leslie J. Paris**

Dimensional accuracy of different acquisition techniques: spiral computed tomography of the mandible

**Stephan S. Porter**

Detection of simulated intra-osseous peri-implant lesions using direct digital radiography and pseudo-color enhancement

**Scott Alan Reef**

Immunoglobulin G proteolytic enzyme activity in adult periodontal disease

**PROSTHODONTICS**

MSD degrees

**Thomas J. Smithy**

Effect of finish line design on the breaking strength of anterior full veneer Dicor crowns

**Arnaldo G. Zuccari**

Effects of oxide powders and e-glass fibers on some mechanical and physical properties of acrylic resins for provisional fixed restorations

*Libby Halpin*



*Mark Fitzgerald*



# COLLISION TAKES LIVES OF LIBRARY ASSOCIATES

Faculty, staff, and students were shocked and deeply saddened last summer by the deaths on July 23 of School of Dentistry Library staff members Elizabeth J. Halpin and Mark E. Fitzgerald. The two longtime IUSD employees lost their lives in a car-semitrailer truck collision in Wabash, Ind., as they traveled to a meeting in Manchester, Ind. Mr. Fitzgerald died at the scene, and Ms. Halpin died after being flown to a hospital in Fort Wayne.

"They were very committed to their jobs and to the University," said Dr. Lawrence I. Goldblatt, dean of dentistry. "They were really outstanding people."

And they will be greatly missed by their many friends and associates at the school. Following are tributes to the memory of Ms. Halpin and Mr. Fitzgerald that were composed by the dental school's library faculty and staff and submitted for inclusion in the IUPUI Staff Council records.

## **Memorial Resolution on Behalf of**

**Elizabeth J. "Libby" Halpin**

### **Assistant Director for Technical Services**

Elizabeth J. "Libby" Halpin, beloved staff member and colleague at the Indiana University School of Dentistry Library, died in Fort Wayne, Ind., on July 23, 1997. She was 60.

Ms. Halpin joined the IUSD Library in 1986 as Technical Services Specialist. Prior to that time, she had held many professional librarian positions at Indiana University-Purdue University Indianapolis and on the Bloomington campus.

In 1997, she was promoted to the dental library's Assistant Director for Technical Services. Ms. Halpin received a Bachelor's degree in Romance Languages from DePauw University and a Master's degree in Library Science from IU.

Ms. Halpin was instrumental in the automation of the School of Dentistry Library. Her leadership and expertise in technical services, particularly in serials, made the library collection a singularly important resource on dentistry and the dental health professions. But beyond this, it was Libby's grace, her intellect, and her spirit which endeared her to the library staff. She was well versed in literature, art, film, and music, especially rock music. From Libby we gained a greater appreciation for history, language, and culture. She was warm, vibrant, and full of fun, and because she believed in us, she made us have confidence in ourselves. In her life, she took the road less traveled by and that made all the difference.

Be it here resolved that this memorial resolution be presented to the Staff Council of IUPUI and that copies be sent to her son, Eric Strain, and her daughter, Shelley A. Wash.

## **Memorial Resolution on Behalf of**

**Mark E. Fitzgerald**

### **Cataloging Senior Assistant**

Mark E. Fitzgerald, beloved staff member and colleague at the Indiana University School of Dentistry Library, died in Wabash, Ind., on July 23, 1997. He was 41.

Mr. Fitzgerald joined the staff of the IUSD Library in 1991 as Technical Services Assistant. In 1996, he was promoted to the position of Cataloging Senior Assistant. In addition to his work at the school, he was a talented musician and held the position of Minister of Music at Crestview Christian Church. Mr. Fitzgerald received a bachelor's degree from Olivet Nazarene College and a Master's degree in Organ Performance from the University of Illinois. At the time of his death, he was pursuing the Master's of Music Technology degree at IUPUI.

After hearing of his death, a friend commented that while we no longer have Mark's music, we will always have his song. At the School of Dentistry Library, his laughter was our music. And although that music has been taken from us, we will always have the memories of the cheerful, joyful individual behind the laughter as an inspiration to us. He didn't just live life, he embraced it. Mark's legacy to us is to experience life to the fullest and to savor even the smallest moment as evidence of life's richness and goodness.

Be it here resolved that this memorial resolution be presented to the Staff Council of IUPUI and that copies be sent to his parents, Dan and Rose Fitzgerald, and to his friend and colleague, Ann Case.

*The memorial resolutions  
were prepared by:*

*Sara Anne Hook  
Amy Li  
Kaylene M. Rossok  
Terri St. John  
Crystal F. Wagner*

INDIANA UNIVERSITY SCHOOL OF DENTISTRY

**Budget**  
July 1, 1996—June 30, 1997

**G E N E R A L F U N D**

**operating income: \$23,432,109.41**

state appropriations	54.42%
student tuition	27.28%
clinic income	14.54%
contract and government for administrative services	2.02%
other (reimbursement agreements and miscellaneous)	1.14%

**operating expenditures: \$23,432,109.41**

salaries, full-time faculty	28.90%
university assigned costs for central services	15.55%
supplies and related expenses	15.31%
fringe benefits and retirement	14.92%
salaries, full-time staff	13.94%
salaries, part-time instructors	5.66%
equipment	3.97%
wages, hourly employees	1.26%
travel	.49%

**MISCELLANEOUS INCOME: \$5,654,161.48**

(excluding research and gifts to the IU Foundation)

auxiliary (student instrument issue, etc.)	48.14%
service (sterilization monitoring service, etc.)	27.33%
other (fellowships, etc.)	18.94%
continuing education	5.59%

**MISCELLANEOUS EXPENDITURES: \$5,503,718.34**

auxiliary	44.29%
service	32.24%
other	18.06%
continuing education	5.41%

**R E S E A R C H 1 9 9 6 - 9 7**

extramural research funding	\$4,762,295.00
intramural (IUSD) research support	369,342.61
total	

extramural funding sources	amount	percent
federal government sponsored research	\$912,939	19.17
federal training grants	12,356	0.26
non-government sponsored research and testing	3,727,798	78.28
university support, research, and training (other than dental school funds)	109,202	2.29
total		\$4,762,295
		100.00

department/division	amount	percent
oral health research institute	3,135,929	65.84
oral biology	642,835	13.50
periodontics and allied dental programs	351,518	7.38
oral facial development	261,789	5.50
restorative dentistry	186,613	3.92
research administration and support	169,423	3.56
oral surgery, medicine, and pathology	14,188	0.30
total		4,762,295
		100.00

indirect costs recovered from funded research	\$613,898
contract and grant submissions (62 proposals)*	\$14,092,316

\*Number of proposals to receive funding will not be known until the lengthy review sessions are completed for each.

**fiscal affairs**

## C L I N I C F A C T S 1 9 9 6 - 9 7

current patient population: 15,323

	patient appointments	clinic income
predoctoral students	60,818	\$2,070,455
graduate students	19,465	\$1,181,641
dental hygiene students	7,730	\$192,921
<b>total</b>	<b>88,013</b>	<b>\$3,445,017</b>

T U I T I O N A T I U S D A N D N E I G H B O R I N G S C H O O L S  
for first-year dental students, 1996-97 academic year

	resident	non-resident
indiana university	\$9,860	\$21,120
case western reserve university (ohio)	\$23,900	\$23,900
marquette university (wisc.)	\$15,325	\$26,995
northwestern university (ill.)	\$24,894	\$24,894
the ohio state university	\$8,886	\$24,849
southern illinois university	\$5,682	\$17,046
university of detroit mercy (mich.)	\$20,500	\$20,500
university of illinois at chicago	\$6,780	\$19,500
university of kentucky	\$6,400	\$16,680
university of louisville	\$6,400	\$16,680
university of michigan	\$13,658	\$24,870
university of missouri—kansas city	\$12,160	\$24,460

## LOWEST U.S. DENTAL SCHOOL TUITION:

university of california san francisco and university of california los angeles	○	\$8,394
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## HIGHEST U.S. DENTAL SCHOOL TUITION:

(of institutions with 4 calendar years\*)

university of southern california	\$33,363	\$33,363
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NATIONAL MEAN (excluding schools with ○ entries)	\$12,771	\$20,709
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\*Tuition at the University of the Pacific, a 3-calendar-year program in San Francisco, was \$38,456 for residents and non-residents.

Source: 1996/97 Survey of Predoctoral Dental Educational Institutions—Academic Programs, Enrollment, and Graduates (Volume 1), published by the American Dental Association Survey Center

## RESEARCH AWARDS

(July 1996-June 1997)

### Federal Government Sponsored Training Research

#### PRINCIPAL INVESTIGATORS TITLES

PRINCIPAL INVESTIGATOR	TITLE	BUDGET
Joseph Bidwell	HORMONAL REGULATION BY BONE CELL NUCLEAR PROTEINS	12,355.78
James Hartsfield Jr.	EPOXIDE HYDROLASE STUDIES AND PHENYTOIN-INDUCED CLEFTING	107,198.00
Janet Hock	HORMONAL REGULATION OF BONE GROWTH IN VITRO	17,120.77
Thomas Katona	CLASS V COMPOSITE PLACEMENT METHODS AND CAVITY DESIGNS	29,824.53
Thomas Katona	DEVELOPMENT OF ORTHODONTIC BONE RESPONSE MODELS	28,413.64
Marilyn Lantz	FIBRINOGEN BINDING AND VIRULENCE OF <i>P. Gingivalis</i>	121,828.50
Donald LeBlanc	ORAL STREPTOCOCCI VIRULENCE—NEW MOLECULAR APPROACHES	121,832.45
Donald LeBlanc	PLASMID BIOLOGY OF <i>ACTINOBACILLUS ACTINOMYCETEMCOMITANS</i>	226,214.08
George Stookey	PHARMACOLOGICAL EFFECTS OF FLUORIDE	154,279.85
George Stookey	ESTIMATION OF DIFFERENCES ON FLUORIDE EXPOSURE AND EXPRESSION IN ADOLESCENTS	18,497.50
NED WARNER	SECRETORY IgA AND SERUM IgA IMMUNITY IN HIV-1 INFECTION	75,373.90

### Federal Government Sponsored Training Grants

#### PRINCIPAL INVESTIGATOR TITLE

PRINCIPAL INVESTIGATOR	TITLE	BUDGET
George Stookey	SHORT-TERM RESEARCH TRAINING IN PROFESSIONAL SCHOOLS	12,356.00

### University Support, Research, and Training

#### PRINCIPAL INVESTIGATOR TITLE

PRINCIPAL INVESTIGATOR	TITLE	BUDGET
Chris Miller	1997-98 RESEARCH INCENTIVE FUND AWARDS	109,202.00

### Non-Government Sponsored Research and Testing

#### PRINCIPAL INVESTIGATORS TITLES

PRINCIPAL INVESTIGATOR	TITLE	BUDGET
Bradley Beiswanger	DEVELOPMENT OF A PROPRIETARY FACILITY TO CONDUCT RESEARCH RELATED TO DENTURE ADHESIVE MATERIALS	228,118.00
Bradley Beiswanger	OPERATIONAL SUPPORT OF THE DENTURE RESEARCH FACILITY	147,314.00
Bradley Beiswanger	A GINGIVITIS METHODOLOGY STUDY	133,233.32
Joseph Bidwell	IDENTIFICATION OF PARATHYROID HORMONE (PTH)—REGULATED ANABOLIC GENES	30,000.00
Cecil Brown	ENDODONTICS TESTING (FOR VARIOUS AGENCIES)	2,000.00

Non-Government Sponsored Research and Testing continued...

<b>PRINCIPAL INVESTIGATORS</b>	<b>TITLES</b>	<b>BUDGET</b>
Arden Christen	SAFETY AND EFFICACY OF NICODERM (NICOTINE TRANSDERMAL SYSTEM) AS AN ADJUNCT TO A SMOKING CESSATION PROGRAM IN A DENTAL FACILITY	9,600.00
Arden Christen	EVALUATION OF THE EFFICACY AND SAFETY OF A TRANSDERMAL DELIVERY SYSTEM OF NICOTINE/MACAMYLAMINE IN CIGARETTE SMOKERS	72,716.00
Ann Dunipace	ENAMEL FLUORIDE UPTAKE AND MINERAL CONTENT CHANGES FOLLOWING USE OF A NON-FLUORIDATED DENTIFRICE AND THREE FLUORIDATED DENTIFRICES	102,610.00
Ann Dunipace	FLUORIDE UPTAKE INTO INCIPENT ENAMEL LESIONS FOLLOWING USE OF A NON-FLUORIDATED DENTIFRICE AND THREE FLUORIDATED DENTIFRICES	32,545.00
Ann Dunipace	IN SITU EVALUATION OF THE EFFECT OF THREE FLUORIDE DENTIFRICES ON FLUORIDE UPTAKE, REMINERALIZATION, AND ACID RESISTANCE OF INCIPENT ENAMEL LESIONS	46,066.00
Ann Dunipace	IN SITU EVALUATION OF THE EFFECT OF FOUR FLUORIDE DENTIFRICES ON FLUORIDE UPTAKE, REMINERALIZATION, AND ACID RESISTANCE OF INCIPENT ENAMEL LESIONS	83,117.00
Ann Dunipace	ENAMEL FLUORIDE UPTAKE AND MINERAL CONTENT CHANGES FOLLOWING USE OF A NON-FLUORIDATED DENTIFRICE AND TWO FLUORIDATED DENTIFRICES	32,500.00
Lawrence Garetto	BIOMECHANICS TESTING (FOR VARIOUS AGENCIES)	52,050.00
Richard Gregory	MUCOSAL BIOLOGY TESTING (FOR VARIOUS AGENCIES)	939.12
E. Brady Hancock	A MULTICENTER PARALLEL DESIGN, SINGLE-BLIND STUDY COMPARING VR-303-ABS WITH COE-PAK PERIODONTAL DRESSING, VR-303-ABS WITH OCTYLDENT PERIODONTAL ADHESIVE, AND VR-303-P WITH OCTYLDENT PERIODONTAL ADHESIVE IN REDUCING THE CLINICAL SIGNS ASSOCIATED WITH PERIODONTITIS	101,358.00
Steven Haug	CLINICAL EVALUATION OF AN INJECTED DENTURE BASE MATERIAL	6,070.50
Roger Isaacs	CARIES METHODOLOGY STUDY; AND SCREENING EXERCISE TO IDENTIFY SUBJECTS WHO RAPIDLY FORM EXTRINSIC DENTAL STAIN	75,000.00
Roger Isaacs	A STUDY COMPARING TWO TOOTHBRUSHES FOR THEIR ABILITY TO REMOVE PLAQUE OVERALL AND ON THE INTERPROXIMAL SURFACES OF TEETH	750.00
Michael Kowolik	BASIC RESEARCH SUPPORT FOR INVESTIGATIONS OF PMN LEUKOCYTE MECHANISMS AND DEVELOPMENT OF RESEARCH MODELS	250,000.00
Bruce Matis	CLINICAL STUDY OF 10% CARBAMIDE PEROXIDE DEGRADATION IN BLEACHING TRAYS	19,054.00
Bruce Matis	CLINICAL EVALUATION OF TWO WHITENING TOOTHPASTES IN A DOUBLE-BLIND STUDY	53,611.00
Bruce Matis	CLINICAL EVALUATION OF OPalescence IN A DOUBLE-BLIND STUDY USING EXPERIMENTAL AND CONTROL GROUPS	21,034.00
Bruce Matis	CLINICAL EVALUATION OF DENTIFRICE AFTER BLEACHING FOR 21 DAYS WITH REMBRANDT LIGHTENING GEL	33,507.00
Louis Menegotto	HISTOMORPHOMETRIC ANALYSIS OF IMMEDIATELY PLACED AND LOADED IMPLANTS	15,000.00
Chris Miller	COMPARATIVE CLEANING OF DENTAL INSTRUMENTS IN ULTRASONIC CLEANERS	5,660.00
Chris Miller	ANTIMICROBIAL ACTIVITY OF TEST MOUTHWRISSES	16,320.00
Chris Miller	PROPERTIES OF AN EXPERIMENTAL STEAM GENERATING SOLUTION FOR SMALL STERILIZERS	3,443.50

<b>PRINCIPAL INVESTIGATORS</b>	<b>TITLES</b>	<b>BUDGET</b>
Chris Miller	SPORICIDAL ACTIVITY OF AN EXPERIMENTAL TEST SOLUTION	12,334.40
Chris Miller	ANTIMICROBIAL ACTIVITY OF TEST MOUTHRRINES	15,927.20
Chris Miller	PRELIMINARY TESTING FOR THE ABILITY OF AN ELECTROLYZED SODIUM CHLORIDE SOLUTION TO KILL SPORES OF <i>BACILLUS SUBTILIS</i>	944.00
Chris Miller	STERILIZATION IN A CASSETTE STEAM STERILIZER	6,536.80
Chris Miller	ANTIMICROBIAL ACTIVITY OF A REFORMULATED MOUTHRRINSE	6,129.00
Chris Miller	EFFICACY TESTING AND MATERIAL COMPATIBILITY TESTING OF A TEST SOLUTION IN A CHEMICAL VAPOR STERILIZER	6,070.00
Chris Miller	ORAL BIOLOGY TESTING (FOR VARIOUS AGENCIES)	20,299.49
Chris Miller	SPORICIDAL ACTIVITY DURING SIMULATED USE TESTING IN A CHEMICAL VAPOR STERILIZER	2,962.50
Eugene Roberts	ORTHODONTICS TESTING (FOR VARIOUS AGENCIES)	1,300.00
Mark Saxen	ANALGESIC EFFICACY OF 3% DICLOFENAC IN HYALURONAN (ORALEASE) GEL FOR APHTHUS ULCER PAIN IN PATIENTS WITH AIDS	9,188.00
Bruce Schemehorn	FLUORIDE UPDATE AND RELEASE, HARD TISSUE ABRASION AND DENTAL STAIN REMOVAL STUDIES (FOR VARIOUS AGENCIES)	1,109,582.56
George Stookey	EFFECT OF CARBOXYLIC ACID SOLUTIONS ON REDUCTION OF TARTAR ACCUMULATION	91,167.00
George Stookey	FLUORIDE RINSE PROGRAM	55,389.28
George Stookey	ELECTRON MICROSCOPY TESTING (FOR VARIOUS AGENCIES)	2,742.80
George Stookey	CELL CULTURE TESTING (FOR VARIOUS AGENCIES)	36,816.67
George Stookey	BIORESEARCH FACILITY TESTING (FOR VARIOUS AGENCIES)	740,456.00
George Willis	DENTAL MATERIALS TESTING (FOR VARIOUS AGENCIES)	30,461.00
George Willis	PROSTHODONTICS TESTING (FOR VARIOUS AGENCIES)	2,574.86
Mark Winkler	IN VITRO EVALUATION OF RETENTION OF BONDED AMALGAM RESTORATIONS	3,300.00



Paul Robertson

### • KEYNOTE SPEAKER

Dr. Paul B. Robertson, president-elect of the American Association for Dental Research, will present the keynote address at the Indiana University School of Dentistry's 6th annual Research Day.

Dr. Robertson is a periodontist and dean of the University of Washington School of Dentistry, Seattle. He holds a bachelor's degree and dental degree from the University of Texas. His specialty training in periodontics and graduate studies in experimental pathology were completed at the University of Alabama.

Dr. Robertson is a former dental officer in the U.S. Air Force. In addition to conducting a private practice in periodontics, he has held previous academic positions at the universities of British Columbia, Connecticut, and California.

He is a fellow of the American and International colleges of dentists and will be inducted as president of the American Association for Dental Research in March 1998. He has published more than 100 journal articles, books, and chapters. His major areas of research interest have included the oral consequences of primary and acquired immunodeficiency diseases, the etiology and pathogenesis of the periodontal diseases, and the oral effects of smokeless tobacco use.

### • KEYNOTE ADDRESS

#### *Fire, Ice, and the Periodontium*

The presentation will focus on two major destructive forces affecting the periodontium. The first is the use of snuff and chewing tobacco. The second is a higher risk of adult periodontitis and unusual forms of periodontal disease associated with primary, acquired, or therapeutically induced immunosuppression.

The first part of the presentation reviews studies conducted on the oral consequences of snuff and chewing tobacco use among professional baseball players. About half of the players studied were smokeless tobacco or "spit tobacco" users, the majority of whom used snuff. The second part of the presentation describes comprehensive studies of 92 commercial sex workers in Senegal, Africa. Included in the studies were an assessment of decayed, missing, and filled teeth; Plaque Index; Gingival Index; recession; probing depth; clinical attachment loss; and the presence of HIV-associated periodontal lesions, under conditions wherein the examiner was unaware of each subject's HIV status.

### • AN INVITATION TO ALUMNI

#### *6th Annual Research Day*

*University Place  
Conference Center  
IUPUI Campus*

*Monday, April 13, 1998*

The Indiana Section of the American Association for Dental Research and the IU School of Dentistry Research Committee invite IU graduates to join hundreds of dental school employees and students in this annual celebration of IUSD's research efforts.

Complementing the keynote address will be displays by manufacturers as well as research poster and table clinic presentations by IUSD faculty, staff, and students.

There is no fee for alumni participation (except for parking).

Dental professionals earn three Continuing Education credits if they attend the lecture and review the posters and table clinics, and one credit if they attend only the lecture.

## R E G I S T R A T I O N

To register for the Research Day program, call the Oral Health Research Institute at (317) 274-8822 or return the following information by mail:

NAME \_\_\_\_\_

MAILING ADDRESS \_\_\_\_\_

TELEPHONE NUMBER \_\_\_\_\_

E-MAIL ADDRESS \_\_\_\_\_

NUMBER OF PERSONS ATTENDING \_\_\_\_\_

*Mail to: Dr. Mostafa Analoui, president of the AADR Indiana Section, Indiana University School of Dentistry, Room D5255, 1121 West Michigan St., Indianapolis IN 46202-5186.*

*Registration can also be sent by fax, (317) 274-2419, or by e-mail, manaloui@iusd.iupui.edu.*

## STRENGTH IN NUMBERS: PEDIATRIC DENTISTRY BOARD SHINES WITH IUSD TALENT

The American Board of Pediatric Dentistry's newest *Directory of Diplomates*—published for the first time in comprehensive detail in 1997—backs up with facts what folks at IU have long suspected: Indiana University's advanced educational program in pediatric dentistry has produced far more diplomates of the board than any other dental institution.

Nearly twice as many, in fact, as the two schools whose training programs are tied for second place in terms of membership numbers.

"I was extremely pleased that publication of the directory finally came to fruition," says Dr. David R. Avery, a longtime professor of pediatric dentistry at Indiana University who chaired the dental school's former Department of Pediatric Dentistry. "It has provided access to information heretofore unavailable from any other source."

The directory contains the names of members, both living and deceased, from 1940, when the board was established, to 1996.

IU also comes out on top in a review of the board's directors, which are key leadership positions within this organization. Until two years ago the seven-year terms

were staggered, with seven pediatric dentists serving at any one time. Now the board operates with five members serving in staggered, five-year terms. "In addition to certifying the diplomates, the directors conduct other business of the board and approve the business to be implemented by its central office," says Dr. Avery, who currently directs IU's graduate pediatric dentistry program and the James Whitcomb Riley Hospital Dental Clinic. "The directors are elected by voting members of the American Academy of Pediatric Dentistry, composed of diplomates and non-diplomates. The directors are among our most highly respected peers in pediatric dentistry."

IU launched its advanced educational training program in pediatric dentistry in the mid-50s, conferring a Master of Science in Dentistry degree upon its first graduate—Dr. Richard E. Jennings—in 1956.

"There are, of course, many criteria to consider when one evaluates the quality of an educational program," says Dr. Avery. "Nevertheless, the significant involvement of IU-trained pediatric dentists in leadership positions on the American Board of Pediatric Dentistry is one indicator of strength that causes me to be extremely proud of our program, our sponsoring institution, our faculty, and our support staff."

## Directors

Total Number of Directors\* from 1940 to 1996: 51

Universities Producing Greatest Number of Directors (Top 5):

Indiana University	12 (~24% of Total)
University of Michigan	7
University of Nebraska	5
Northwestern University	4
Boston University	3

Years of Directorship  
Directors Trained at IU

Ralph E. McDonald (DDS'44, MS'51) Indianapolis	1955-1962
Richard E. Jennings (DDS'45, MSD'56) Idabel, Okla.	1965-1972
Walter A. Doyle (MSD'61) Lexington, Ky.	1968-1975
Paul E. Starkey (DDS'43) Coos Bay, Ore.	1969-1976
James R. Roche (DDS'47, MSD'83) Carmel	1974-1981**
John R. Mink (DDS'56, MSD'61) Lexington, Ky.	1978-1985
Gerald Z. Wright (MSD'70) London, Ontario, Canada	1979-1986
Brian D. Lee (MSD'70) Foster City, Calif.	1980-1987
Gayle V. Nelson (MSD'84) Sioux Falls, S.D.	1983-1990
Arthur P. Mourino (MSD'74) Mechanicsville, Va.	1986-1993
Thomas J. Wickliffe (DDS'73, MSD'77) Billings, Mont.	1987-1994
Paul O. Walker (MSD'72) St. Paul, Minn.	1995-2002

\*formerly called Examiners

\*\*In addition to serving as a director, Dr. Roche, IU professor emeritus of pediatric dentistry, is secretary/treasurer of the American Board of Pediatric Dentistry. He's been serving with distinction in that position since 1982.

## American Board of Pediatric Dentistry Diplomates

Total Number of Diplomates Certified from 1940 to 1996:

Total Number of U.S. and Canadian Advanced Educational Programs That Have Contributed At Least One Diplomate to the Board:

Universities Producing Greatest Number of Diplomates:

Indiana University

Baylor College of Dentistry

University of Nebraska

\*includes current and former programs

1,048  
79\*  
82  
(~8% of Total)

44

44

# National Spokes-Man

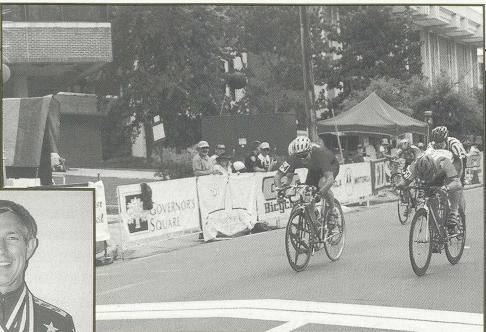
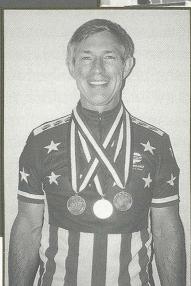
After winning the U.S. Cycling Federation's Masters National Championship road race in Pensacola, Fla., 10 years ago, Dr. Charles Moll, then 45, briefly contemplated pedaling off into retirement with the sound of this career high note resonating sweetly in his ears.

But the call of the road was sweeter still, so Dr. Moll, an Indianapolis oral and maxillofacial surgeon and part-time Indiana University faculty member, forgot about packing away his custom-made bike. As it turns out, he still had a lot of good miles—and a surplus of competitive spirit—left in him.

Last summer in Tallahassee, Fla., cycling with the 55+ age group in the Federation's 1997 Masters National Championship, Dr. Moll won the 28-mile criterium. By also placing third in the 50-mile road race and fifth in the individual 40K time trial, he scored enough points to be named the Championship's Best All Around Rider (BAR) in his age group.

Criterium races require cyclists to run a number of laps on small courses. "For me it's the most exciting," he said. "You have to negotiate a lot of corners and ride in a lot of traffic—it is the greatest test of bike handling."

With two previous BAR awards to his credit, for competitions in St. Louis, Mo., in 1993 and Augusta, Ga., in 1994, Dr. Moll has trained himself to think the unshakable thoughts of a winner before each race. With the pressure to perform already bordering on unbearable, he heaps even more on himself. "In addition to concentrating on winning the individual



Dr. Moll (right) slips past the competition as he prepares to cross the finish line—and take Best All Around Rider honors.

Charles Moll: A Man and His Medals

event, I picture myself representing the Indianapolis area," he said. "I also think about how my performance helps give validation to the bicycling community at large."

Dr. Moll's cycling skills and sophistication level have come a long way since he entered his first 100-mile race in Marion, Ind., in the 1970s. At that event he rolled along on a bicycle sporting big soft tires and a baby seat still attached to the back. He was appalled as out-of-shape cyclists nimbly passed him by. "I had thought of myself as a competitor," he reported in a 1989 dental school newsletter story. "I kept thinking, 'This can't be happening to me!' The course took me about eight hours to complete, and I could hardly walk when I got off the bike. But I came back a year later and cut three hours off the trip."

He's been shaving time off his rides at local and national races ever since. "The '97 season was one of my best, due in large part to my having joined a new five-member Indianapolis team," said Dr. Moll. "Working together, this group affects the outcome of many races. My teammates have helped me become well-placed in a number of events, leading to wins in the overall category for my age group in last year's four Indiana Governor's Cup races."

Dr. Moll finds Indianapolis and its outlying areas an excellent place for bicycle riding and racing and says that Hoosier races provide the type of intense competitive atmosphere a racer needs to prepare for national events. He launched his riding career with the Central Indiana Bicycling Association and still goes along on CIBA-sponsored rides when he's not racing.

Dr. Moll took his latest national win in stride, swiftly turning his attention to his next opportunity to cross a finish line. In August he was once again at the head of the pack when he and three teammates won the American Bicycling Racing Leagues World Championship (50+ category), a 62-mile race held in Utica, Ill. He also was named champion of the Midwest Race Series (35+ group) for his performance in 13 races of various lengths held throughout Indiana in 1997.

*Stephanie Martin accepts the Pierre Fauchard Academy scholarship from part-time IU faculty member Dr. Ray Maddox, then chair of the Indiana section of the Academy.*

## A 21-TEACHER SALUTE

In 1997 a new annual IUPUI campus program recognizing outstanding teachers was launched. Known as Teaching Excellence Recognition Awards (TERA), the program salutes both full- and part-time teachers. Recipients were determined by a selection committee composed of IUSD faculty representing each department and the part-time faculty; the committee used an outline of specific criteria to evaluate candidates. At the dental school's Faculty Council meeting in May, 21 faculty were recognized for their achievements. Each honor carries with it an award of \$1,000.

### FIRST ANNUAL TERA RECIPIENTS:

#### *Periodontics and Allied Dental Programs*

**Karen M. Beard,**  
clinical lecturer  
in dental assisting

**Lorinda L. Coan,**  
lecturer in dental hygiene

**Jonathan L. Gray,**  
clinical assistant professor  
of periodontics

**Elizabeth A. Hughes,\***  
instructor in dental hygiene

**Sybil S. Niemann,**  
clinical assistant professor  
of allied dental programs

**R. Hunter Rackley Jr.,**  
assistant professor  
of dental hygiene

**Tracy A. West,\***  
instructor in dental hygiene

#### *Restorative Dentistry*

**David T. Brown,**  
associate professor  
of prosthodontics

**Lisa H. Hall,**  
assistant professor  
of operative dentistry

**Steven P. Haug,**  
associate professor  
of prosthodontics

**Rose Marie Jones,**  
associate professor  
prosthodontics

**Joseph J. Legan,**  
clinical associate  
professor of endodontics

**Larry D. Ryan,**  
associate professor  
of operative dentistry

#### *Oral Biology*

**Arden G. Christen,**  
professor of preventive  
and community dentistry

**Richard L. Gregory,**  
associate professor  
of oral microbiology  
(School of Dentistry)  
and of pathology and  
laboratory medicine  
(School of Medicine)

**Mark E. Mallatt,\***  
clinical professor of  
preventive and community  
dentistry and of  
dental hygiene

**Byron L. Olson,**  
professor of preventive  
and community dentistry  
(School of Dentistry) and  
of biochemistry and molecular  
biology (School of Medicine)

#### *Oral Surgery, Medicine, and Pathology*

**Jack E. Schaaf,**  
associate professor  
of dental diagnostic sciences

**Don-John Summerlin,**  
associate professor  
of oral pathology

**Gail F. Williamson,**  
associate professor  
of dental diagnostic sciences

**Susan L. Zunt,**  
associate professor  
of oral pathology

\*part-time faculty member



## SCHOLARSHIPS AND AWARDS

Throughout the 1996-97 academic year a host of scholarships and awards were once again bestowed on a large number of the IU dental school's hardworking students from a variety of sources. A scholarship new to IUSD last year came from the Pierre Fauchard Academy, an international dental honor society. The Academy offers awards to dental students throughout the country who demonstrate leadership qualities. IU's worthy recipient was Stephanie Martin, who was a fourth-year dental student in 1996-97 as well as president of the IUSD Student Affairs Council.

Other students receiving scholarships and awards during the 1996-97 school year were:

#### DENTAL HYGIENE STUDENTS

**A. Rebekah Fisk**  
Memorial Scholarships

**MAUREEN PARSLY**  
**MITZI EICHENBERGER**  
**MELISSA EADS**

Awarded for academic achievement.  
Named for IU's first director of dental hygiene. Ms. Fisk established IU's program on the Indianapolis campus in 1950 and served as director until her retirement in 1970. She died in 1982.

**American Dental Hygienists' Association Scholarship**

**MARY SKAGGS CARMICKLE**

Given for academic excellence.

**Sigma Phi Alpha Scholarships****MITZI EICHENBERGER****JENNIFER KERSHNER BECK\*****JOHNA MILLER-EHLERS**

\*Recipient of two scholarships

Awarded by Theta Chapter of the national honor society for dental hygienists.

Recognizes leadership skills as well as academic and clinical performance.

**DENTAL STUDENTS****Robert J. Alber Memorial Scholarships****M. SCOTT FREY****JENNIFER MARSHALL****BRANDON STOFER****SHERRI SKILES**

Named for a graduate of the IU School of Dentistry Class of 1947 who was a dentist in Ligonier. Dr. Alber died in 1970. Recipients must be residents or former residents of Noble, Elkhart, LaGrange, or Kosciusko counties.

**Martha Louise Kutka Memorial Scholarship****NICOLE WESTFALL**

Named for the mother of Dr. Laura Kutka Hamon, a 1980 dental graduate of IU who practices in Portage, Ind. Awarded to women in dental and medical school for academic achievement.

**Guthrie Pullman Carr Academic Achievement Scholarships****KYLE TAYLOR****SCOTT POWERS**

Honors the memory of a 1915 graduate of the Indiana Dental College who practiced in Lafayette, Ind. Dr. Carr died in 1960. He was the father of IUSD graduates W. Kelley Carr (DDS'55, MSD'61), West Lafayette, and Guthrie E. Carr (DDS'54), Lafayette, and the grandfather of Guthrie P. Carr (DDS'87), West Lafayette.

**Harvey G. Levinson Memorial Scholarships****JOHN ADELSPERGER****R. BRYAN DIXON**

Given in part for academic achievement, and named in memory of a 1960 IUSD graduate and dental practitioner in Sherman Oaks, Calif. Dr. Levinson, who died in 1986, had practiced with his uncle, Irving S. Newmark (DDS'45). Award established in 1987 by Dr. Newmark and Dr. Levinson's brother, Steven N. Levinson, both of Studio City, Calif.

**Isaac Knapp Dental Education Foundation Scholarships****KELLY ULMAN****ERIC ARNOLD**

Established in 1991 by the Isaac Knapp District Dental Society to aid students in their pursuit of a dental education. Funds one third- and one fourth-year student annually. Candidates must be affiliated with one of 10 counties (Adams, Allen, DeKalb, Huntington, Jay, LaGrange, Noble, Steuben, Wells, or Whitley).

**Howard K. and Shizuko Maesaka Award****JAMES BAILEY**

Awarded for excellence in preclinical technique in prosthodontics. Honors a 1926 IU dental graduate, who died in 1975, and his wife. Mrs. Maesaka resides in Oahu, Hawaii. Their sons, Ray, of Indianapolis, and Clifford, of Venice, Fla., are IUSD graduates (1960 and 1961, respectively); and the couple's grandson, Clifford Jr., of Louisville, Ky., received his IU dental degree in 1986. Dr. Ray Maesaka is an IU professor emeritus of prosthodontics.

**Michael T. Wilson Memorial Scholarship****CHARI FLETCHER**

Named in memory of a dental student from Columbia City who was in his third year of studies at the time of his death in 1983. Established by Mr. Wilson's family and friends, including his parents, Carolyn K. Wilson, of Columbia City, and Dr. John S. Wilson, of Deland, Fla.; and his sisters, Cathy Hunter, of Columbia City, and Kimberly A. Egolf, of Ligonier.

**Omicron Kappa Upsilon Scholarships****BRAD CHING****CHAD HAZELRIGG****TYLER POTTER**

Given by Theta Theta Chapter of OKU, the national honor society for dentists. Mr. Hazelrigg and Mr. Potter received their awards for maintaining the highest grade-point-average in the Class of 1999 during their first year of study (they earned identical scores), and Mr. Ching received his for earning the highest GPA in the Class of 1997 during the first three years of dental school.

**George A. Welch Memorial Scholarship****JOSEPH BECK**

In memory of a longtime Rockville, Ind., dentist and an IUSD Distinguished Alumnus (DDS'51) who died in 1992. Presented to a fourth-year dental student who has outstanding personal qualities and an interest in general dentistry. Established by Dr. Welch's friends and family, including his wife, Frances Welch, Rockville; son, Dr. David Welch, Edmond, Okla.; daughter Christine Lindsey (ASDH'75), Washburn, Wis.; daughter Nancy Witty, Rockville; and daughter Mary Ruth Staadt (DDS'85), Rockville.

**IUSD Alumni Association Scholarship****SCOTT TATE**

Awarded for academic achievement.

**Elkhart County Dental Society Memorial Scholarship****M. SCOTT FREY**

Assists students of dentistry who reside in Elkhart County. Honors the memory of dentists who were members of the Elkhart County Dental Society.

**Johnson Public Health Dentistry Scholarship****LINDA YANG**

Created in 1975 by Donald W. Johnson (DDS'56), of Carmel. Named for Dr. Johnson's parents, Frank R. and Jessie B. Johnson, and awarded to students who demonstrate a special commitment to community health projects.

## GRADUATE STUDENTS

### Indiana University Fellowships

Recipients were orthodontic students when the awards were bestowed.

#### JOSEPH GREGG

#### KIMBERLY HANDICK

#### MICHELE WITTNER

Given by the Fellowship Subcommittee of the IUPUI Graduate Affairs Committee. Established to recruit outstanding students in research programs based at IUPUI.

### J.W. Adams Memorial Award

#### JOHN KIZIOR

Established by IU's graduate orthodontic faculty and named for Dr. J. William Adams, who chaired IU's former Department of Orthodontics from 1945 to 1961 and served on the part-time faculty until the early 1980s. He died in 1988. Given to an orthodontic student at graduation for demonstrating clinical excellence.

### Robert Farnsworth Memorial Award

#### LANA (STOLL) HELMS

Established by IU's graduate orthodontic faculty and named for a 1971 graduate of IU's orthodontic certificate program. Dr. Farnsworth, of Great Falls, Mont., died in 1972. Given to a graduating orthodontic student who has exhibited a special dedication to patient care.

### Dr. and Mrs. Peter H. Leonard Award

#### MICHELE WITTNER

Established by the Leonards, of Columbus, Ind., and given to a graduating orthodontic student for academic excellence. Dr. Leonard (DDS'63, orthodontic certificate '65) served for several years as a volunteer assistant professor of orthodontics at IU and is a charter member of the Pursuit of Excellence Dean's Council, which is composed of individuals who have made major contributions to IUSD.

### Carl W. Edds Scholarship

#### E. JAYME ADELSPERGER

In memory of a 1957 dental graduate of IU who was an Indianapolis orthodontist and a part-time IU School of Dentistry faculty member. He died in 1985. Established in that year by Dr. Edds' wife, Jeannie Edds Hart, and children. Awarded annually to a first-year orthodontic student.

### Prentice Foundation Scholarships

#### AJIT "DENIS" BRITTO

#### KAREN COTTINGHAM

#### AURORA FERNANDEZ

#### KIMBERLY HANDICK

#### OLIVER HARPER

#### TODD HICKMAN

Established in 1971 by Wilson E. Prentice (DDS'39) and his wife, Rosemary Husted Prentice, Jeffersonville, to assist students enrolled in IU's graduate orthodontic program. Awarded annually to first-year orthodontic students.

### G.R. Baker Fellowship Award

#### VICKIE HEMANN

Named in memory of a 1966 graduate of IU's pediatric dentistry residency program. Dr. Baker of Lexington, Ky., died in 1971. Established by his classmates on behalf of the IU Pediatric Alumni Association. Given at graduation the pediatric dentistry student voted by classmates and faculty as possessing the best "attitude and ability."

### Henry M. Swenson Periodontic Scholarships

#### PAUL DENEMARK

#### KITI TORRUNGRUANG

Named for and established in 1977 by an Indianapolis periodontist, part-time faculty member at the IU School of Dentistry, and past president of the American Academy of Periodontology. Awarded annually to two periodontic students who have demonstrated academic excellence.

### I. Lester Furnas Awards

#### GARY PLYMALE

#### PATCHANEE RUNGRUANGANUNT

In memory of a 1910 graduate of the Indiana Dental College and leader in prosthetic dentistry who served on the IDC faculty from 1914 until 1920. He died in 1985. Award established by Dr. Furnas's family and presented to the most outstanding first-year prosthodontic students.

### John F. Johnston Scholarship Awards

#### SARKIS ISIKBAY

#### CHOTIROS KUPHASUK

Named for and established in 1965 by a graduate of the Indiana Dental College (DDS'21) and IU's advanced program in dental materials (MSD'60) and chair of IU's Department of Fixed and Removable Partial Prosthodontics (1951-1965). Dr. Johnston died in 1977. Award perpetuated by alumni of IU's graduate prosthodontic program and other friends. Given in recognition of clinical and academic excellence to third-year prosthodontic students.

### IUPUI Chancellor's Award

#### SARANDEEP SINGH HUJA, PhD candidate and graduate student in orthodontics

Awarded to one outstanding PhD degree student by the IU Graduate School Division at the 1997 Indiana University-Purdue University Indianapolis Chancellor's Honors Convocation shortly before IUPUI's annual commencement exercises.

### Young Investigator Fellowship

#### VANCHIT JOHN

Awarded by the American Academy of Periodontology and supported by W.L. Gore, Inc. Recipients are students in accredited programs in periodontics who have conducted research in the field of bone biology and periodontal regeneration.

### Indiana University Travel Fellowships

#### ERICH DITTMAR, endodontics

#### TOD MORETTON, endodontics

#### YEONGSUK SIM, orthodontics

#### LANA STOLL, orthodontics

#### KAREN YODER, PhD program

#### ANDRÉA FERREIRA ZANDONA, PhD program

Recipients are selected by the IU Research & University Graduate School. The awards enable students to travel to, and participate in, professional meetings of significance to their study programs.

## TREASURING FRIENDSHIPS

FYI, DR. MANSFIELD: "YOUR" PARTY JUST GETS BETTER AND BETTER



Among the Valentine revelers was this handsome bunch—all belong to the DDS Class of '97, except for Daniel Moenning (DDS Class of '98). Left to right, back row: Timothy Hoffitzer, Scott Frey, Jose Garcia, and Philip Mirise. Second row: Mark Dodds (with raised hand), Eric Treadwell, Jon Hendrickson, Wendy Garvin, Lori Baucom, Aaron Wilkins, Matthew McCrady, Daniel Moenning, George Jung, and Todd Carter. Third row: Jennifer Thrather, Arnel Gallanosa, Stephanie Martin, Michelle Moenning, Michelle Grose, Brad Ching, Dawn Stewart, and Jennifer Buehler. Front: Joseph Beck and Matthew Moll.

He decided to try to change that. In 1993, working with classmate and class president Kelly Jastremski, now of Bloomington, Ind., George led the Student Affairs Council's efforts to plan and produce the first annual Valentine's Day formal dance. Held at the Winston Yacht Club, the February soiree was an enormous hit, attracting hundreds of participants dressed to the nines and ready to party. The Council sponsored another in 1994.

George wondered, as he graduated, if the dance would enjoy only fleeting popularity. Judging from 1997's party—another huge success as well as the 5th annual event—it looks as if Dr. Mansfield can take some well-deserved credit for having started a bona fide (and megafun) tradition at the IU School of Dentistry.

The school's dental hygiene students were well-represented at the 1997 dance, which was held at Rathskeller Restaurant in Indianapolis. Posing here are members of the ASDH Class of '97 (left to right, back row): Jennifer Beck, Amber Smith, Jaime Newbourn, and Kristi Lace-Graves. Front row: Kelly Croner, Marialuz Tansinsin, Erin Foster, Paula Ellis, Bridget Kahn, and Jody Little.



VALENTINE'S DANCE 1997



You Can't Keep a Good Restorative Dentist Down. But it's more fun to watch one bob anyway, as evidenced by faculty member Edward DeSchepper, who braces himself for another hit after resurfacing from an abrupt and chilly trip into the drink.



Float Like a Butterfly. Smiling bravely as her turn at tank arrives, operative dentistry faculty member Lisa Hall soon finds out that doubling up on life preservers will spare her life but not her dignity.



Dean Goldblatt's spouse, Judy Goldblatt, chats with pediatric dentistry faculty member Dennis Zimmerman while an impromptu baseball game gets underway.



A Few Merry Rounds of "Dunk the Dean," Going...Going...Goldblatt Gone. Photos at left, from extreme left: With Dean Goldblatt serving as reluctant "dunkee," enthusiastic dunker Kyra Kenney, an orthodontic technician, fires up a ball using her close-range, no-fooling-around style; histotechnologist Shirley Shazer (center) puts the Dean in further peril with her graceful, leisurely, arched-ball approach; and Michael Aslin, a first-year dental student (and former college baseball player) neatly wipes out the Dean with a licketty-splash fastball.



Man of the Hour. Third-year dental student Shane Fisher headed the student effort to plan, coordinate, and supervise the picnic activities. He deserves a special thank-you for cooking up the "Dunk the Faculty" game, which, at three throws for a buck, plumped up coffers for the Student Affairs Council.

## WELCOME ABOARD—AND WELCOME BACK

IDA, IUSD Alumni Association help launch the dental school's 1st annual school-wide Student Appreciation Picnic



Shortly after the new school year got under way last summer, Dean Lawrence I. Goldblatt decided to call a brief "time out" from the daily work and study schedules so that the faculty and staff could do a proper job of greeting the School of Dentistry's new and returning students, and of letting them know how much they are appreciated as the third vital component of the dental school team.

On August 22, the school's students joined the faculty and staff at Riverside Park for a relaxing afternoon complete with good food, sunny weather, and a great environment for getting better acquainted.

The school co-sponsored the picnic with the Indiana Dental Association and the IU School of Dentistry Alumni Association. Greeting the hundreds of participants were Karrie Reis, of the

Alumni Association, along with Dr. Roger Isaacs, a full-time IU faculty member and former Alumni Association president. Showing themselves to be true-blue team players—and the best of sports—Dean Goldblatt and a crop of faculty and staff volunteered for dubious duty on the unsteady seat of a dunk tank, where they were unceremoniously dethroned and doused, over and over again, by students and employees eager to take advantage of this unique opportunity to "communicate" with the folks who usually occupy seats of power. The students plan to use the money raised by the dunk-tank challenges for a school project.

# TREASURING FRIENDSHIPS



*The med school's Dean Robert Holden*

## WHY IS THIS MAN SMILING?

As much as we hate to admit it, the gleeful gentleman in this photo—Dr. Robert Holden, dean of the IU School of Medicine—is all smiles because the medical school beat IU's law and dental schools in the first annual Scholar Chip Classic, an alumni-student golf open sponsored by the schools in conjunction with the IU Alumni Association. The event was held at Hanging Tree Golf Course, Westfield, on June 4.

The three professional schools on the IUPUI campus have long enjoyed a friendly rivalry. They decided it was time to move the competition onto the fairways and greens, where the classic would provide an opportunity not only for fellowship and camaraderie

among the schools' students and alumni but also for a very worthy fundraising project. All of the Classic's proceeds were allocated to the scholarship funds of each school's alumni association.

Coordinating the dental school's participation in the event were West Lafayette

alumni Robert Modlin (DDS'59), the IUSD Alumni Association's representative to the IUAA's Executive Council; and John Wells (DDS'66), then president of the IUSDAA.

Each student golfer was paired with an alumnus, who covered the cost of the student's game and meal. At the awards dinner that evening, IUPUI Chancellor Gerald Bepko was on hand to congratulate the winners—and buck up the losers, including golfers representing the Indianapolis law school, for which the Chancellor served as dean from 1981 to 1986.

The handsome revolving trophy sits—quite temporarily—on display in a conference room at the School of Medicine's library. Dentistry doesn't anticipate its being there for long and is already evaluating a number of choice spots within the dental school where the gleaming cup can be appropriately loved and admired by all after this year's competition.

Momentarily down but far from out, the dental school eagerly looks ahead to the '98 Classic, which is set for June 3, once again at Hanging Tree. Lots of golfers are needed to 1) sponsor our students, 2) help beef up the scholarship fund, and 3) send Dean Holden home in '98 without his smile and our trophy.

If you'd like to join in the fun, the fellowship, and the friendly, in-your-face rivalry, write to Karen Deery, IU Alumni Association (Indianapolis Campus), 850 West Michigan Street, Suite 241, Indianapolis IN 46202-5198; or call (317) 274-8959.



**In Better Times.** Dental student Spencer Bailey (left) and his sponsor, alumnus Mark Miller (DDS'67), Kokomo, look confident early in the competition. But as the day wore on, dentistry and law were forced to throw in the towel.

**Grace in Defeat.** No such thing as a poor loser in dentistry, as event co-coordinator Dr. Bob Modlin demonstrates by flashing a winning smile during the awards dinner. He was in charge of handing out the prizes.



# ICD Fellows Support Lille/IU Student Exchange

On September 3, 1997, in Kyongju, South Korea, IU alumnus Lloyd J. Phillips (DDS'54), of Indianapolis, was elected president of the International College of Dentists after serving a busy year as the group's president-elect. He now oversees the activities of more than 8,000 dentists in 90 countries who have attained fellowship status through their meritorious service to the profession and the community.

These international offices have been demanding for Dr. Phillips, but they haven't hampered his keen support of ICD activities on the home front.

A few weeks before he assumed the presidency, Dr. Phillips was busy working with the dental school as well as other members of the ICD's USA Section, District 7, to help coordinate and promote an exchange program between students at the IU School of Dentistry and one of its friendship schools, Université de Lille II, in Lille, France.

In July, fourth-year dental student Susanne Benedict, of Valparaiso, spent two weeks at the University of Lille; her trip was complemented shortly thereafter by a two-week visit to Indiana by Florence Vidal, whose participation in the exchange marked the completion of her dental studies at Lille.

IU signed an agreement of friendship and cooperation with Lille in March 1995. There have been visits back and forth among faculty members, including Dr. W. Eugene Roberts, an IU professor of orthodontics who also holds an appointment as a permanent visiting professor at Lille's medical

school; but the exchange between Susanne and Florence was the first of its kind for dental students at the two universities.

With her trip funded in part through a special program offered by the International College of Dentists, Susanne devoted her time at Lille to observing patient care in the clinics and getting a feel for dental education in general. Relying on her "high school" French to see her through, Susanne found the textbook and spoken versions of French to be worlds apart. But she managed to hold her own, linguistically, and described Lille's faculty and students as very friendly, receptive, and interested in her background.

"Like IU, Lille is in the midst of making fundamental changes to the dental curriculum," said Susanne. "In Lille's case, it's a major expansion that's under way."

The university is one of four in Lille, a northern city near the border of Belgium. The Lille complex is the second largest health center in France. Composed of three campuses, Lille's "II" campus comprises the schools of law, medicine, and dentistry.

The opportunity to visit France came on extremely short notice for Susanne, so the course of her program was limited to observations on the Lille campus. She stayed with Florence Vidal's family, whose hospitality and kindness Susanne won't soon forget.

With the advantage of having the ICD's involvement and more time for planning on the Indianapolis side of the exchange, Florence encountered a broader

range of experiences during her stay in Indiana. After observing clinical dentistry at the school and at Riley Hospital, where orthodontic faculty member Dr. Ronald Hathaway acquainted her with the work of IU's craniofacial team, Florence was escorted to several Indiana cities for on-site visits of dental offices belonging to ICD fellows. She stayed as a guest in some of their homes.

Hoosier dentists who helped treat Florence to a comprehensive view of the dental profession included Dr. Phillips and Dr. Roberts; Jean Williams (DDS'69) and Robert Perry (DDS'69), both of Crawfordsville; William Risk (DDS'64), Lafayette; R. Dale Lentz (DDS'67) and Charles Steffel (DDS'78), both of Indianapolis; and Charles Simons (DDS'68), Kokomo.

Their efforts were worth it. As she prepared to return home, Florence looked pleased with her American adventure and remarked on how well organized her visit had been. "I met some very interesting and intelligent people," she said.

Susanne summed up her participation in the exchange program similarly. "It was a very positive experience," she said.



French exchange student Florence Vidal (center) poses with her new IU associates at the end of her stay in Indiana. From left: Dr. Lawrence I. Goldblatt, dean; Ms. Carol A. Dill, administrative assistant to the dean; Ms. Susanne E. Benedict, dental student and co-participant of the exchange; and Dr. Lloyd J. Phillips of the International College of Dentists, which helped sponsor the exchange.



Susanne Benedict at the University of Lille with Dr. Pierre Laforgue, dean of dentistry. Dr. Laforgue visited IU's dental school in 1995 with a French delegation led by university president Dr. Jean Leonardi.

## A BUSLOAD OF FURNASES

Furnases from Far and Wide. Signing the school's guest book were Dr. Furnas's relatives from Ohio, Minnesota, California, Tennessee, Colorado, Wisconsin, Mississippi, and Nebraska.

Photo by  
Pamela Lovejoy



It isn't uncommon for family members of IU's dental faculty, staff, and students to pop by for a visit to the School of Dentistry.

But they usually arrive one or two at a time—and don't require a string of parking places to accommodate their vehicle.

On a Saturday last summer, the extended family of the late Dr. I. Lester Furnas rolled up to the school in a full-sized chartered bus. The school was on the group's tour as one of several Indiana sites connected to the family's distinguished relative, a 1910 graduate of the Indiana Dental College who served on the dental faculty until 1920 and kept in close contact with the IU School of Dentistry his entire life.

Dr. Ralph E. McDonald, dean emeritus of the School of Dentistry and a longtime friend of Dr. Furnas, hosted the family during a reception in the main lobby.

To the IU faculty and staff who remember Dr. Furnas, the family's visit seemed quite fitting since

Dr. Furnas himself was one of our most loyal visitors. Although he left his Indiana teaching position to accept one at Western (now Case Western) Reserve University in Cleveland, Ohio, he highly valued his ties to friends and colleagues at the College and made frequent trips back to the school. He retired from teaching in 1938 to pursue a prosthodontic practice in LaJolla, Calif. His last visit to our school was a few weeks before his death on August 17, 1985. He was 96. His wife, Angela, died in 1988.

In the last years of his life, Dr. Furnas, who was born in Lynn, Ind., wrote a series of nostalgic articles about his Hoosier boyhood for the *Alumni Bulletin*. His ancestors were early settlers in the state.

During his career Dr. Furnas was a prolific writer and lecturer, addressing dental groups in 43 states and the major cities of Europe. A true pioneer in prosthetic dentistry, he wrote the first article to be published in the premier issue of the

*Journal of Prosthetic Dentistry*, and was co-author of *The American Textbook of Prosthetic Dentistry*. He became an authority on people living in the Arctic

after he made a survey of life on the Arctic coast of Alaska for the U.S. Government.

Long after his death, the support of IUSD that Dr. Furnas provided in abundance is underscored by the continued generosity and support of his family. The Furnases memorialized the doctor by establishing an IUSD scholarship in his name. Given for the first time in 1990, the scholarship is annually awarded to the most outstanding graduate prosthodontic students during their first year in the program. In 1989 the school held the I. Lester Furnas Faculty Development Conference, which was funded with part of a major gift made to the school by Mrs. Furnas two years earlier. The program's honored guests were Dr. and Mrs. Stuart A. Bender, of Vancouver, Wash. A dental graduate of Case Western Reserve University, Dr. Bender is Dr. Furnas's grandson and the son of the Furnases' daughter, Helen Bender, of Sedona, Ariz.

# A program with “extinguishing” features ignites hope for tobacco users

deborah m. hudson, coordinator of Indiana University's Nicotine Dependence Program, explains how a dentist, a physician, and a respiratory therapist have joined forces in a newly expanded IU medical center facility to help patients battle their dependency on tobacco.

Six years ago, Dr. Arden G. Christen, a professor of preventive and community dentistry at the Indiana University School of Dentistry, launched the Indiana University Nicotine Dependence Program (IUNDP) with the help of Dr. Richard Hurt of the Mayo Clinic, Rochester, Minn. Two other members of IU's dental faculty—Dr. Christianne J. Guba, associate professor of operative dentistry, and Dr. James L. McDonald Jr., professor of preventive and community dentistry—joined the dental school-based program as counselors. Their efforts focus on helping hard-core tobacco users quit. To date, Dr. Christen and his colleagues have treated approximately 350 patients in a uniquely comprehensive program that underscores the importance of individual counseling in the cessation process.

Opportunities to reach even more tobacco users emerged in April 1997, when the Nicotine Dependence Program expanded its staff, its scope of service, and its number of locations.

Tobacco cessation patients continue to be seen at the dental

school as well as the Richard L. Roudebush Veterans Affairs Medical Center, with Dr. Christen and part-time IU faculty member Dr. George E. Lanning overseeing efforts at the V.A. But the primary site of the program has been reestablished at the new Indiana Cancer Pavilion of the Indiana University Cancer Center. Joining Dr. Christen as co-director is Stephen J. Jay, MD, a professor of medicine at the IU School of Medicine. I have been appointed program coordinator, the first full-time position in a group that stresses a multidisciplinary team approach to patient treatment.

Our new facility within the Cancer Pavilion affords us the opportunity to offer tobacco cessation counseling to persons under treatment as inpatients at all of the hospitals on the IU Medical Center campus. We are also committed to educating the public and health professionals about many issues related to tobacco control. For example, we've been talking to students in the public school sys-

tem, and we were recently asked by healthcare professionals from California and Mississippi to conduct a two-day educational program for them. IUNDP staff members are involved in, and committed to, ongoing research to refine and improve treatment modalities.

The Nicotine Dependence Program also continues to evolve from its original format as a state-of-the-art tobacco cessation program for outpatients. This intensive, one-on-one counselor/patient program offers a range of treatment options to meet the unique needs of each participant. In addition to treating a patient's physical addiction to nicotine, the counselors employ a combination of pharmacologic, psychosocial, and behavioral therapies. As a group we work closely with referring professionals to provide the most appropriate level of care possible. Complementing the core team's work is a host of IU consultants with expertise in such areas as psychology, nursing, and respiratory therapy.

Photo by  
IU Dept  
of Medical  
Illustrations



Program team members Stephen Jay, Deborah Hudson, and Arden Christen

### Key components include:

- biochemical monitoring at each session
- diagnostic screening for nicotine dependence
- diagnostic consultation
- personalized treatment planning
- pharmacologic therapy
- social/family support issues
- short- and long-term followup, including quantifiable measurements
- relapse prevention and management

IU's Nicotine Dependence Program ranks among the most successful in the field—about 33 percent of the program's participants have abstained from tobacco use for at least one year. With smoking the leading cause of preventable death in the country today, IU's program and others like it provide a much-needed service in the United States. More than 10,000 Indiana residents—about one Hoosier every hour—die from smoking-related respiratory disease. According to the Centers for Disease Control and Prevention, Indiana is ranked the second highest in the country in prevalence of adult smokers—at 27.2 percent, we are second only to Kentucky at 27.8 percent. And, of all 50 states, Indiana has the sixth highest rate of deaths related to smoking. Smoking costs every man, woman, and child in Indiana \$548 per year in health-related costs.\*

The staff of the IUNDP is nationally known for expertise in the area of tobacco cessation. Since 1980, Dr. Christen has been involved in many tobacco research projects, especially studies involving smokeless tobacco and nicotine withdrawal therapy in dental practice. Most of these projects have been conducted at the IU dental school's Oral Health Research Institute. He is the author of more than 225 articles published in the medical and dental literature, and

he has lectured throughout North America and Europe. A longtime consultant to the National Cancer Institute, he was a technical expert for an advisory committee headed by former Surgeon General J. Everett Koop that developed a report, "Health Consequences of Using Smokeless Tobacco," in 1986. Dr. Christen was co-author of the 1990 Surgeon General's Report, "The Health Benefits of Smoking Cessation." He is currently consultant to the American Dental Association for smoking cessation and tobacco education.

Dr. Jay, the assistant dean for continuing medical education at the IU School of Medicine, is a practicing board-certified internist and pulmonary specialist. He has a long-standing interest in tobacco control and has been engaged in tobacco-related research since 1974. He currently teaches medical students and residents as well as practicing physicians about tobacco cessation. In 1996, Dr. Jay edited a theme issue of *Indiana Medicine* titled "Indiana Physicians Confront the Tobacco Epidemic," which was distributed to more than 5,000 physicians. Dr. Jay chairs the Indiana State Medical Association Tobacco Control Task Force, which has been active in developing tobacco-related policy in Indiana. He has worked recently with the state and county health departments as well as other groups on various tobacco control initiatives, particularly those involving youth.

Although many obstacles prevent healthcare professionals from discussing smoking issues with their patients, helping patients to stop using tobacco is one of the most important services a healthcare provider can offer. A recent study of dental practices found that only 24 percent of primary care dentists offer smoking cessation counseling to their patients. The Nicotine Dependence Program

has as one of its goals to help dramatically boost that percentage by offering outreach services to Indiana's dentists and allied dental professionals. We hope to expand, through component dental societies and other groups, a strong line of communication with the dental community. Specifically, we have designed a continuing education course for dentists and dental hygienists who would like some guidance in setting up a smoking cessation counseling program in their offices. And we are not only receptive but eager to hear from all healthcare providers who can suggest ways for us to assist them further.

Nicotine is now recognized as an extremely addictive drug. Therefore it is imperative that dental patients who use tobacco receive support at each and every office visit to help them achieve the difficult—but doable—task of quitting.

\*Information available from ASSIST (American Stop Smoking Intervention Study), a collaborative effort among the National Cancer Institute, the American Cancer Society, state and local health departments, and other voluntary organizations to develop comprehensive tobacco control programs in 17 states, including Indiana.

For referrals, appointments, or additional information about the IU Nicotine Dependence Program, contact Deborah Hudson:

IU Nicotine Dependence Program  
Indiana Cancer Pavilion, Room 474  
535 Barnhill Drive  
Indianapolis IN 46202-5289

Phone: (317) 278-3981  
E-mail: ndp@iucc.iupui.edu

*Deborah Hudson*



#### ABOUT THE AUTHOR

Deborah M. Hudson received her bachelor's degree in respiratory therapy from the IU School of Medicine in 1995. She completed a one-year clinical rotation in the IU Nicotine Dependence Program under the guidance of Dr. Christen, assisting with patient counseling. She has also participated in nicotine dependence seminars at the Mayo Clinic. In 1996 Ms. Hudson assisted Dr. Deborah L. Cullen, professor and director of IU's Respiratory Therapy Program, with writing a smoking cessation model curriculum to use in educating respiratory therapists; the project was funded with a grant from the U.S. Bureau of Health Professions.

Before joining the Nicotine Dependence Program Ms. Hudson was a teaching assistant in IU's Respiratory Therapy Program and a staff therapist at St. Vincent Hospital, Indianapolis. In the past year she assisted about 150 people in quitting smoking and served as a research assistant for two tobacco cessation research studies. Before earning her degree she was an expanded-duty dental assistant for six years.

## IUSD'S DENTAL HYGIENE STUDENTS: CONNECTING WITH THE COMMUNITY

Each year, the IU School of Dentistry's dental hygiene students take their knowledge and their skills out of the dental classrooms and clinics and into Indiana's communities, where they carry to many of our state's citizens a message that underscores the relevance of oral health to overall health. Through their Community Dental Health course in the second semester of their final year of studies, and in other class projects, students learn to develop and assess oral health programs for a variety of population groups such as underprivileged persons, those with disabilities or special needs, and residents of correctional facilities. Students design and present educational programs for every age group, and also conduct, in tandem with other members of the dental profession, off-campus dental screenings and sealant projects. Most important of all, they are given the opportunity to recognize, from first-hand experiences, that the role of healthcare professionals within a community is integral to the overall well-being of that community's citizens.

## 1996-1997 academic year

### FACILITIES VISITED

health fairs	5
nursing homes	8
schools and preschools	25
<b>total</b>	<b>38</b>

### PEOPLE SERVED

school and pre-school children	1,351
the elderly	151
children participating in sealant programs	371
<b>total</b>	<b>1,873*</b>

\*Total does not include numerous health fair participants.

Information compiled by Pamela A. Mesenbrink, clinical assistant professor of dental hygiene



*"Prevention is the key to future optimal dental health," says Professor Pamela Mesenbrink. In her dental health course, dental hygiene students learn to help members of the community achieve self awareness of their dental health and become enthusiastic practitioners of good oral hygiene.*

## ON COURSE

indiana university  
school of dentistry  
continuing education  
calendar

(courses held in indianapolis  
unless otherwise stated)

**march 21**

**CE-520 MANAGEMENT  
OF TRAUMATIC INJURIES TO  
THE PRIMARY AND YOUNG  
PERMANENT DENTITION**

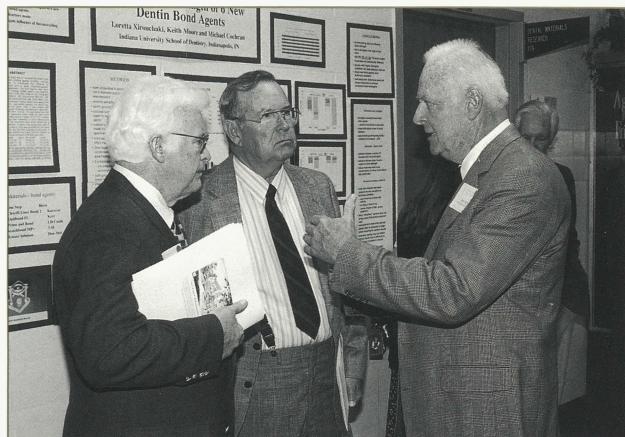
(American College of Dentists'  
Annual Maynard K. Hine  
Memorial Scholarship Lecture)  
Dr. Clifton O. Dummett Jr.,  
Louisiana State University,  
New Orleans

**march 27**

**CE-521 OSHA ANNUAL  
TRAINING (DENTAL HYGIENE  
SERIES PART II)**

Dr. Robert Cooley, University  
of Texas Health Science Center at  
San Antonio

*Photographs illustrating the CE calendar were taken at the IU School of Dentistry Alumni Association's Professional Development Day, the 5th annual spring conference held for the alumni at the dental school on April 12, 1997. Watch for details coming to you from the Alumni Association about the 1998 spring conference, scheduled on May 2.*



**april 3**

**CE-496 AGD's HOOSIER  
CONCEPTS: TMJ PRESENTA-  
TIONS (FOLLOWUP TO LAST  
OCTOBER'S COURSE)**  
Dr. Jack Schaaf, IU associate  
professor, Department of Oral  
Surgery, Medicine, and Pathology

**april 4**

**CE-523 SIMPLIFYING  
AND MAXIMIZING THE  
AUTOMATION AND  
TECHNOLOGY IN YOUR  
DENTAL PRACTICE**  
Dr. Barry Freyberg, Highland  
Park, Ill.

**april 17, 18**

**CE-525 PERIODONTAL  
SURGERY FOR THE GENERAL  
DENTIST—LECTURE AND  
WORKSHOP (LIMITED  
ATTENDANCE)**  
Dr. Donald Weissman, North  
Aurora, Ill.; and Dr. Donald  
Newell, IU associate professor,  
Department of Periodontics  
and Allied Dental Programs

**april 25**

**CE-526 ANCHORS  
AND THE COMPLETE  
MANDIBULAR OVERDENTURE:  
A PERFECT MATCH**  
Dr. Daniel Epstein, Columbia  
University, New York

**april 25-27**

**CE-524 AGD's HOOSIER  
CONCEPTS: PERIODONTICS**  
Dr. E. Brady Hancock,  
IU professor and chair,  
Department of Periodontics  
and Allied Dental Programs

**May 2**

**CE-527 THE PROSTHETIC  
WALK: FROM A FULLY  
DENTULOUS PATIENT TO  
A SEVERLY EDENTULOUS  
PATIENT (IUSD ALUMNI  
ASSOCIATION'S DENTAL  
ALUMNI SPRING CONFERENCE)**  
Dr. Rick Jordan, Asheville, N.C.

MAY 2

**CE-528 RADIOLoGY FOR DENTAL PERSONNEL—PRE-EXAM PREPARATION LECTURE**  
Gail Williamson, IU associate professor, Department of Oral Surgery, Medicine, and Pathology

MAY 8

**CE-529 LITIGATION VULNERABILITY ASSOCIATED WITH DENTAL HYGIENE CARE (DENTAL HYGIENE SERIES PART III)**

Cheryl DeVore, Ohio State University, Columbus

MAY 9

**CE-528 RADIOLoGY FOR DENTAL PERSONNEL—PRE-EXAM PREPARATION LABORATORY**  
Professor Gail Williamson

MAY 15

**CE-530 UPDATE ON ANTIBIOTICS, AND CONTROLLING PAIN AND BEHAVIOR IN THE DENTAL PATIENT**  
Dr. Pamela Sims, Samford University School of Pharmacy, Birmingham, Ala.

JUNE 20

**CE-531 COMPREHENSIVE ESTHETICS (IDA/IUSD ACADEMY OF CONTINUING EDUCATION)**  
Dr. Frank Spear, Seattle, Wash.

SEPTEMBER 4

**HOW TO IMPROVE DIAGNOSIS AND ESTHETICS THROUGH PHOTOGRAPHY**  
Dr. John Terrence Green, Dayton, Ohio

SEPTEMBER 16

**MAXIMIZING PRODUCTIVITY WITH NEW TECHNIQUES AND MATERIALS**  
Dr. Louis Malmacher, Cleveland, Ohio

SEPTEMBER 19

**ADVANTAGES OF THE MICROSCOPE AND ULTRASONICS IN APICAL SURGERY—LECTURE AND WORKSHOP (LIMITED TO ENDODONTISTS AND ORAL SURGEONS)**  
Dr. Donald Arens, IU associate professor, Department of Restorative Dentistry

SEPTEMBER 25

**RECOGNITION OF TOOTH ANOMALIES AND DISCOLORATIONS IN THE PRIMARY, MIXED, AND YOUNG PERMANENT DENTITIONS**  
Drs. Dennis Ranalli and Deborah Studen-Pavlovich, University of Pittsburgh

OCTOBER 1-3

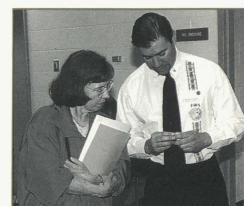
**FALL DENTAL ALUMNI CONFERENCE (HELD IN BLOOMINGTON)**  
Lecture on Friday, table clinics on Saturday

OCTOBER 9, 10

**ADVANCED ENDODONTIC CONCEPTS, TECHNOLOGY, AND TECHNIQUES—LECTURE AND WORKSHOP (LIMITED ATTENDANCE)**  
Dr. Donald Arens

OCTOBER 10

**RADIOLoGY FOR DENTAL PERSONNEL—PRE-EXAM PREPARATION LECTURE**  
Professor Gail Williamson



OCTOBER 17

**RADIOLoGY FOR DENTAL PERSONNEL —PRE-EXAM PREPARATION LABORATORY**  
Professor Gail Williamson

NOVEMBER 20

**COLLABORATIVE DENTISTRY: FACING THE NEW MILLENNIUM (IDA/IUSD ACADEMY OF CONTINUING EDUCATION)**  
Dr. David Garber, Atlanta, Ga.

For information about course fees, credits, and registration contact Dr. Donald Arens, director of Continuing Education, Indiana University School of Dentistry, 1121 West Michigan Street, Indianapolis, IN 46202-5186.

phone: (317) 274-7782  
fax: (317) 274-2419  
e-mail: ce@iusd.iupui.edu



All photo identifications left to right.

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Thomas Lapp, and Phil Pate



DDS'65 classmates  
Joe Shoemaker and  
Ben Asdell with  
Dr. Shoemaker's  
wife, Eleanor

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D o n o r   R o l l

C a l l

## IUPUI Campus Honors Indiana Dental Association

The Indiana Dental Association was among the organizations and persons honored in 1997 by IUPUI for their extraordinary support of the schools and divisions on the Indianapolis campus. The IDA was nominated by the dental school for its spirited and long-term commitment as a partner to dental education in Indiana. In particular, the Indiana Dental Association/IU School of Dentistry Pursuit of Excellence Endowment Program has been an invaluable source of funding for the dental school since the program's inception in 1980. At the end of a special 16-year campaign, the IDA fulfilled its goal of funding a \$1 million endowed IU faculty position in 1996. Titled the Indiana Dental Association Chair in Restorative Dentistry, the position represents the IDA's keen interest in contributing to the school's goal to acquire, retain, and nurture an outstanding roster of faculty.\*

Honorees were recognized at the annual Spirit of Philanthropy luncheon, held at the University Place Hotel on April 24. Accepting the honor on behalf of every contributor to the IDA Pursuit of Excellence fund were William B. Risk (DDS'64), Lafayette, then president of the Indiana Dental Association; and two gentlemen whose pioneering efforts—including their talent for identifying, pursuing, and fulfilling dreams—led to the creation of the Pursuit of Excellence: W. Kelley Carr (DDS'55, MSD'61), West Lafayette, and Lloyd J. Phillips (DDS'54), Indianapolis.

\*An international search for the person to fill the position continues as of this writing.



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