EXCELLING. INNOVATING. LEADING.

Shaping the Future of Dental Practice, Teaching and Leadership

Join us and become a Victor for Dentistry!
Dear Colleagues:

From the beginning, the University of Michigan School of Dentistry has been a leader, blazing a trail for others to follow. Our long history of leadership began in 1875 when our doors opened as the first dental school in the nation to be part of a public university.

That pioneering tradition has continued to the present day. We were the first to provide graduate dental education and the first to establish a four-year model of dental training, which later became the national standard. We constructed the first building in the world devoted solely to graduate and postgraduate teaching in dentistry. We co-founded—one of the nation’s first community dental clinics. In 2006, we established the first dental leadership program, now part of our new curriculum. And recently, we launched the first e-learning program in dental hygiene, which has become a model for colleges and universities worldwide.

Today, we continue to excel and innovate. As a result:

**We lead in the transformation of dental education.** Our School is known for its focus on experiential learning. Our curricula are grounded in evidence-based practice. And our innovation-driven teaching and learning initiatives are emulated by schools in this country and abroad.

**We lead in the discovery and creation of new knowledge.** We lead the way in dental and biomedical research, consistently placing Michigan among the top three dental schools in NIH funding. We also set the standard for translating laboratory research into improved patient care.

**We lead in shaping the future of oral health care.** Michigan graduates are among the world’s best clinical practitioners. Our faculty and alumni occupy leadership positions in academia, professional organizations, industry and government agencies.

**We lead in fostering a lifelong commitment to community service.** Volunteer and community outreach activities enhance awareness of the oral health concerns in Michigan and emphasize the dental needs in culturally diverse patient groups and in underserved areas.

As our School approaches 150 years of forging dentistry’s future, we join with the University to celebrate its third century. We are excited to be Victors for Dentistry. As victors, and with you helping us lead the way, we will build on our tradition of excellence and leadership in education, patient care, research and service.

We invite you to be part of this important and vital endeavor—the Victors for Michigan campaign. Strategic investments in scholarships, facilities, faculty enrichment and research will benefit students, practitioners and patients everywhere.

Join us and be a Victor for Dentistry.

Go Blue!

Dr. Laurie K. McCauley, Dean
Investing in the Future of Dentistry

Today’s students are tomorrow’s clinicians and dental scholars—professionals who will ensure the future and vitality of the dental profession. For that reason, we have made scholarship and fellowship support our top priority. We believe every student should have some form of financial assistance by offering both need-based and merit scholarships for DDS, Masters, DH, and DDS-PhD students.

Increasing Scholarship and Fellowship Support

Today’s School of Dentistry students face harsh economic realities. Due to limited funding from the State of Michigan, tuition rates have doubled in the last ten years. At the same time, a demanding year-round class schedule has made it virtually impossible for students to pursue even part-time work. The result is crushing debt—often as much as $200,000 per graduate—which in turn leads to limited practice opportunities and additional challenges for students choosing careers in academic dentistry or community service. This excessive debt burden is a threat not only to individual practitioners but to the entire profession.

Currently, fewer than one-third of our students receive scholarships or fellowships. In most cases, the average amount of annual support is $8,000—about one-fourth the cost of yearly in-state tuition. While tuition has steadily increased, financial aid has remained flat. To attract the best and the brightest we must be able to offer competitive scholarship packages.

“I graduated near the top of my class, partly because I didn’t have the daily pressure of studies—were constantly stressing over their growing debt burden. Without the scholarship, it would have been a very difficult time for me and my family.”

“After many discussions with dental students during my terms as MDA President, American Dental Association President, I know there is a tremendous need for financial aid to pay for their education. It’s essential that we give back to the School that gave us a great education and the opportunity to succeed. Every cent we give will help current dental students have that same opportunity.”

“I was fortunate enough to receive a Mette Foundation Scholarship at the end of my first year. That financial support mitigated a lot of the dread experienced by my fellow students, who—in addition to the daily pressure of studies—were constantly stressing over their growing debt burden. Without the scholarship, it would have been a very difficult time for me and my family.”

“We all benefit. When we give for scholarships, we can imagine the level of care from future graduates that we couldn’t imagine when we were in their shoes because of the discovery and application of new knowledge. Our financial gifts for scholarships are an investment in the future of the dental profession and our communities. When we give, we make a difference.”

Your gift will generate significant new funds for scholarships, fellowships, financial aid and stipends to deserving students.

GIFTS DO MAKE A DIFFERENCE

ANGELA RITCHIE (DDS 2011) was the first recipient of the Dr. H. Dean Millard Endowed Scholarship. Launched in 2010 by Drs. Joel Jacobson (DDS 1978, MS 1982) and Wayne Colequitt (DDS 1968, MS 1975), the endowment is funded with gifts from Millard’s former students.

“Increasing Scholarship and Fellowship Support”

Dr. Raymond Gist (DDS 1966)

President, Michigan Dental Association (2003-2004)
President, American Dental Association (2010-2011)

DAN REJMAN (DDS 2003) who maintains a private practice in Denver, was the recipient of a Norman H. Mette Foundation Scholarship. Since 1987, the Mette Foundation has distributed well over $1 million in scholarships and fellowships to University of Michigan students preparing for careers in healthcare.

“Your gift will generate significant new funds for scholarships, fellowships, financial aid and stipends to deserving students.”
RENOVATING AND UPDATING CLINICAL SPACES

Maintaining state-of-the-art clinical facilities is an absolute necessity and a constant challenge for any school of dentistry—but especially for a leader in dental education. In order to assure the highest standards of training for the practitioners of tomorrow, we must commit to two major clinic projects: (1) updating the current pre-doctoral comprehensive care clinics and (2) the construction of a new clinic in which students can gain valuable experiences in delivering care to patients with special needs. Skills the students learn in caring for these patients are an essential part of their education and required for accreditation. More importantly, our graduates will be prepared to offer care to patients who are often turned away from private practice and referred to hospitals or other special care facilities.

The Comprehensive Care Clinic

At present, the School operates four predoctoral clinics, each comprising 36 cubicles. Apart from the replacement of dental chairs, no significant improvements have been made since 1971, when the building officially opened. These spaces—designed half a century ago—place severe limitations on our students, faculty and patients. The aisles are not handicap-accessible, the largely unused storage areas within the cubicles take up valuable space, and the cubicles are unable to accommodate faculty, dental assistants, caregivers and contemporary equipment.

Our goal is to reconfigure the existing spaces in a way that creates a welcoming environment for patients and better operatory spaces for students. The new design calls for 120 cubicles—30 for each area—that provide greater privacy and accessibility for patients, efficient work areas for students and faculty, sufficient space for four-handed dentistry, all with accommodation for emerging treatment technologies as well as the electronic health record.

Our facilities need to be upgraded so they reflect the fact we are one of the country’s elite dental schools. The cubicles where our dental students treat patients are more than 40 years old. The dental chairs in those cubicles have been there for more than 20 years. That can’t continue.

Our needs are changing. Technology is advancing and becoming an increasingly important tool that helps us provide the level of care our patients expect. With support from our alumni, we will be able to enhance our clinics and the tools our dental students use to enable them to provide even better care for those patients.

The Special Needs and Interprofessional Education Dental Clinic

The latest Council on Dental Accreditation (CODA) standard states that all graduates must be competent in assessing the treatment needs of patients with special needs. Unfortunately, the cognitive and physical limitations of special needs patients make treatment in conventional clinics difficult or impossible. Thus, while a limited number of our students are able to treat some special needs patients within the School, we are having difficulty educating all students in this important practice area.

The solution is to develop a separate clinic for special needs patients, a space designed to deliver efficient, safe and compassionate dental care for individuals with complex treatment needs. The clinic will also support interprofessional education connecting dentistry to nursing, pharmacy and social work. This new clinic will create a rich learning environment for dental students. It will encourage interprofessional teaching and collaboration. It will enable the School to provide unique, integrated care for an underserved population who are often turned away from private practices because clinicians do not feel equipped to manage the care of these patients. While we cannot be the safety net for all special needs patients, by providing more experiences to our students, they will be better prepared to treat them in their practice. It will offer research opportunities for studying new health care delivery models.
**Enhancing and Expanding the Curriculum**

Dental practice is changing at a breathtaking pace. In order to prepare students for the many future demands of their profession, we have implemented a new curriculum that introduces students to evidence-based protocols day one of dental school. In essence, we are applying the science of education to a curriculum driven by science and focused on outcomes.

In addition to providing earlier opportunities for students in clinical care, the new education modules incorporate the science that supports the treatments they provide. With the significant changes to dental practice, in both technology and practice dynamics, there is an even more urgent need to build lifelong learning skills. Clinicians must be able to assess and evaluate changes in technology and clinical procedures. The curriculum also builds lifelong learning skills—with the goal of training students to be critical thinkers as well as informed adaptors, able to master new technology and equally able to evaluate that technology in terms of patient care realities.

To prepare students for future challenges and opportunities, the curriculum includes a suite of action-based learning programs and new technologies, all of which require ongoing support for:

- Student Pathways Projects in leadership, public policy, public health, academics, research and pre-specialization
- Interprofessional education initiatives that promote collaboration with Engineering, Medicine, Business and other U-M professional schools
- Community-based dental education projects such as the Wolverine Patriot Project, which provides oral health care to disabled and homeless veterans in northern Michigan
- Access to new equipment such as 3D haptics simulators (e.g., the Simodont simulators) that enable us to accelerate preclinical learning and advance students into patient clinics

To continue to graduate top-notch clinicians, we need support for curriculum initiatives to advance dental education and enhance the learning experience for the students.
4 Empowering a Committed Faculty

A dynamic learning environment has placed unprecedented demands on faculty, requiring them to “retool their thinking and rethink their tools.” In our contemporary curriculum, traditional models of education are being replaced with interactive, student-directed, hands-on learning experiences. This requires more resources on the part of the School for faculty training, support and facilities.

Michigan has a long tradition of fostering world renowned educators. Faculty pioneers include such greats as Al Richards (radiology), Phillip Jay (cariology), Sigurd Ramford (periodontics), Robert Meyers (orthodontics), and Chalmers Lyons, (oral surgery). There is no doubt that we are recognized in for great clinicians and great scientists.

We need to ensure we have great teachers as well.

Today’s trends in dental education call for an added dimension in both didactic and clinical instruction. These trends are redefining the teaching/learning process. It is not just about what the faculty members teach, but how they teach. Our students have greater expectations of their learning environment. These factors place new demands on our educators to refresh and refine their teaching style and the tools they use.

Faculty recruitment and retention is also a priority. The School must continue to maintain a supportive environment that attracts the finest teachers, clinicians and scientists to its ranks.

Developing our excellent faculty and competing successfully for top faculty requires:

- Resources, incentives and opportunities that enable faculty to explore, develop and validate new approaches for teaching and learning and support for rising stars as they establish their scientific careers.
- Creation of a specific faculty development curriculum to help our educators build more effective teaching skills in the classroom and the clinic.

As our educators focus on the future and retool their skills to respond to the ever-changing learning environment in dentistry they must be knowledgeable in these important areas.

The focus is on the future and the faculty must be prepared to address:

- The science of learning and its implications for competency-based education
- Team-based learning and other collaborative learning strategies
- Experiential learning and student engagement
- Reflective self-assessment and professional development
- Technology in contemporary clinical dentistry
- Educational research to support new strategies and curriculum design
- Interprofessional education and integrated collaborative care

More information is being conveyed via laptops, tablets and other mobile devices. LectureTools® software allows students to interact with faculty in real-time, during classroom presentations. All lectures are being podcast. Electronic portfolios are helping students monitor their progress, highlight their independent projects and demonstrate their skills. Continuing education modules are also being delivered through new technologies.

IDEA + EFFORT = INNOVATION

Gifts like the $200,000 gift from the Roberts Family Foundation is an excellent example of how support to faculty members inspires innovative educational programs that further enhance the predoctoral curriculum. Recent projects developed by the faculty include a 3D learning tool developed to help students better understand how to design and fabricate removable partial dentures; a clinical decision-making program in oral pathology that uses virtual patients to help students learn diagnostic skills and develop treatment plans; and an web-based data bank of exam questions developed by students as they apply critical thinking skills to what they are learning in the cariology course. These are valuable learning tools and with support for the faculty will enable us to do so much more.

Dr. Ronald Heys (DDS 1972, MS 1975)

Pushing the envelope to advance clinical dentistry takes money. I see it here at the School of Dentistry as a clinical instructor and in my practice. New technology and innovations that help improve patient care are extremely important to our future. If we want our School to sustain its excellence and success, we have to get involved.

Financial support from our alumni, most of whom are clinicians themselves, is important. Giving supports improvements in our clinics and offers the satisfaction of knowing you are making a difference in a dental student’s education and in the care they provide in dental school and when entering private practice in communities throughout Michigan and beyond.

My gifts to the University of Michigan School of Dentistry are my way of saying “thank you” for what the School has given me – a first-rate education at one of the country’s finest dental schools and the opportunity to teach dental students as a clinical faculty member.

I can assure you, your gift will make a difference.
Research is a vital part of our mission and one that must be sustained, supported and expanded—for the benefit of practitioners and patients in Michigan and around the globe. For more than a decade, the School of Dentistry’s research program has ranked among the top three in NIH grant funding. Research expenditures in 2012 topped $18.5 million.

Our research enterprise spans the entire dentistry continuum, from lab bench to chair-side patient care. School of Dentistry research scientists—often in collaboration with faculty from the College of Engineering, the School of Public Health, the Medical School and other U-M units—are making breakthrough discoveries in areas ranging from cariology to head and neck cancer stem cell research to tissue engineering. A number of faculty discoveries are being translated into treatment protocols that have a global impact on health and well-being.

The School of Dentistry research program is vigorous and productive. But sustaining and expanding patient-based research initiatives will require a series of strategic investments. Among our top priorities are projects focused on improving infrastructure to support our outstanding scientists:

- New laboratory equipment and advanced research technology
- More centralized, shared resources to support research across sub-disciplines within the School
- Renovations and updates to the School’s laboratories, including those conducting research in craniofacial and developmental biology and tissue engineering and regeneration
- Endowed support for the oral health sciences, with a focus on special projects such as the Oral Health Seminar Series and a new Research Ethics Lecture Series

While we have been successful in competing for NIH and NIDCR dollars in the past, competition today is keen and we are competing for fewer dollars than ever before. Recent government actions have cut $23 million from the NIDCR budget, which resulted in fewer grant awards and the loss of training slots. While these cuts hurt everyone, this loss is especially detrimental to our young researchers who rely on this funding to support research essential to their academic success.

Our goal is to provide our scientists the tools and facilities needed to sustain a world-class research program.
YOUR LEADERSHIP ROLE

The Victors for Michigan campaign comes at a pivotal moment in the history of the School of Dentistry. For almost 150 years, the School has been a leader in the field of dental education and research. We are determined to maintain and reinforce that leadership position.

This era of ever-advancing technology and ever-growing need demands much of us. It demands that we accept nothing less than excellence in every endeavor. It demands that we attract the best students, offer the best training, recruit the best faculty and provide the best facilities. And that, in turn, demands strategic, sustained financial support.

There is much to be done. The investments we make in the School now will have a tremendous impact on future clinicians and their patients.

This campaign offers an incredible opportunity for the School of Dentistry and its supporters to make a commitment to the dental practitioners and patients of tomorrow. With the help of alumni and friends and our faculty, staff, and students we will excel, innovate and lead as we shape the future of dentistry. We will be Victors for Michigan. We will be Victors for Dentistry.

PLEASE CONTACT US!

To make a gift or to learn more about the campaign, please contact:

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