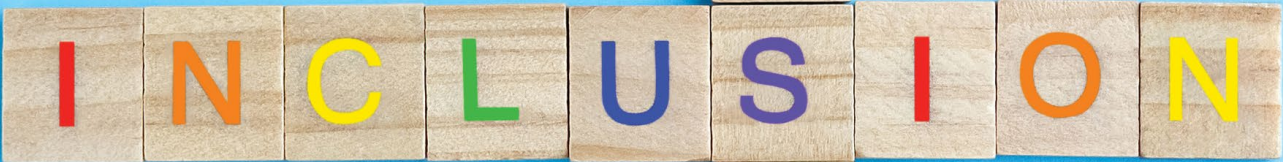


DIAMOND

Maurice H. Kornberg School of Dentistry Magazine | Summer 2022



WHY
DEI
MATTERS



Kornberg School of Dentistry

DIAMOND

Maurice H. Kornberg School of Dentistry
Magazine | Summer 2022

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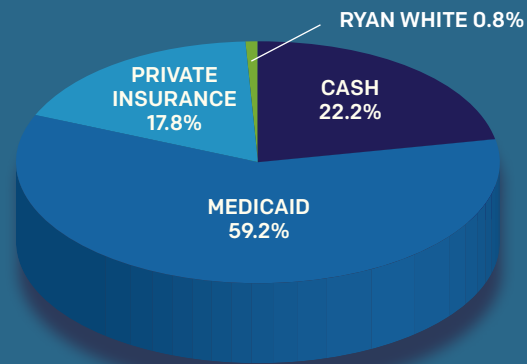
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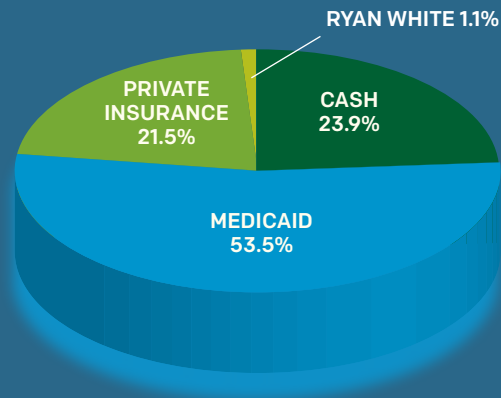
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PAYMENT METHODS BY PATIENT AND VISIT COUNTS FOR THE CLASS OF 2022

% OF PATIENTS



% OF VISITS



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DIVERSITY, EQUITY,



DEAN AMID I. ISMAIL, *Laura H. Carnell Professor*

“
**WITHOUT
DIVERSITY,
SOCIETIES
STAGNATE AND
CLOSE THE DOOR
FOR INNOVATION
AND CHANGE.**

This issue of the Diamond addresses the progress that we have made at the Maurice H. Kornberg School of Dentistry in diversity, inclusion, and equity among students, staff, and faculty. DEI is not a new concept. It has its basis in all religions. Most importantly, the concept of DEI is part of our U.S. history. The second paragraph of the United States Declaration of Independence states “We hold these truths to be self-evident, that all men [and women] are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.”

This is a declaration for equality, which, unfortunately, has been violated throughout our history. We shall never abandon the cause for equality; however, equality is different from equity. Providing equal treatment for all people does not provide the same opportunities to succeed. In an equitable society, programs are developed to address individual needs and circumstances to achieve equity. At the dental school, we admit students using both academic achievement metrics and professional experiences, but, even when we standardize the admission system, we cannot rule out the lack of equity in the

quality of pre-dental schools and colleges, support and quality of previous educators, and the overall quality of previous education from K-12. Hence, the dental school has developed a support system for students who need more help because of their previous circumstances.

Some readers may immediately conclude that students who need help belong to certain minority groups. This presumption is false—because inequities, which impact specific groups in our society more than others, affect all Americans. Success of our minority students has been phenomenal as confirmed by the recipients of class awards and recognitions.

Diversity, is not only necessary in any society, but also natural. All biological systems are diverse. Without diversity, societies stagnate and close the door for innovation and change. Like-minded people do not challenge themselves or each other because their work and daily life and cues are the same for all. In diverse societies, we see the cross-cultural impact on food and drink, language, habits, and openness to innovation because diverse groups approach each challenge and resolve it in different ways. At the dental school, we are now more diverse in ideas, cultures, race, ethnicity, and sexual orientation and gender expression than at any time during our almost 160th year history.

Inclusion complements societies that strive to become diverse and equitable because in inclusive environments every member has the right to be included and treated based on their skills and talents. The selection of people for admission to any school or college, and other life endeavors, should be based on skills and talents and not race, ethnicity, religion, immigration status, or origin. Every member of an organization should be afforded a chance to show their skills and talents. Inclusion is a concept that is often violated.

AND INCLUSION (DEI)



When a minority individual is invited to serve on a Board or Association, but he/she is not provided with an opportunity to engage and share thoughts and ideas, or is dismissed, then we have a dis-inclusive society. The impact on any organization in such a society is the loss of talent. All US and European professional sport teams have discovered that talent has no color and have opened their doors to engage and reward people based on skills and talents. The U.S. military discovered during WWII that courage also has no color, religion, origin, nor language, and started to integrate before any other sector in the U.S.

There is no doubt that our country has been diverse since its inception. However, we still strive to improve to be equitable and inclusive. We have made considerable progress during the last century and, especially, during the last 60 years, but we have not yet reached the “dream” where we “will not be judged by the color of [our] skin [our sexual orientation gender, religion, or origin] but by the content of [our] character.” (Adopted from M.L. King Speech “I Have a Dream.”) It is time to be a rainbow of colors united by the American values of kindness, care, and devotion to the welfare of our societies, and most importantly, to the quest for excellence.



WHY THEY MATTER

BY TIFFENIA D. ARCHIE, *PhD, CLA, '03 Temple*

As a diversity and inclusion professional, I am often asked why diversity and inclusion (D & I) matter and why should D & I be a priority for any institution or organization? Typically, my first gut response is that aspiring to create diverse and inclusive spaces feels like the right thing to do. I mean who wouldn't want to live in a diverse and inclusive world? I always say, with a chuckle, that I kinda like me but if I had the choice to live in a world where everybody was like me or nobody was like me, I'd choose the world where nobody was like me. Living in a world where everybody looked like me, acted like me or thought like me would be incredibly boring and, while this world of MEs might be good, it likely wouldn't be great. And that's because research tells us that diversity and inclusion make things better.

What we know is that diverse teams make better decisions 80% of the time compared to individual contributors (People Management), that racially diverse teams outperform their counterparts by 35% and that gender-diverse teams are 15% more likely to have higher performance (McKinsey and Company). Also, diverse and inclusive teams are more productive (especially in the long-term), more creative, more innovative, and are better at decision-making.

We also know that the dental workforce has grown in racial and gender diversity. From a classroom perspective, diverse and inclusive classrooms enhance the educational experiences for all students as exposure to differing viewpoints and ideas helps to develop a number of cognitive skills, such

as critical thinking and problem-solving. Diverse and inclusive classrooms lend themselves to greater collaboration among students, promoting empathy, and improving student achievement. Students educated in diverse classrooms are more tolerant, less prejudiced, and less prone to explicit and implicit bias. But, perhaps most importantly for future dentists, diverse and inclusive classrooms help students to develop their cultural competency – the ability to interact, understand, and care for people from different cultures and backgrounds than one’s own. Cultural competency is a skill that will be critical with an increasingly diverse patient population and dentists who develop cultural competency will be able to provide the best patient care that will improve citizens’ oral health, and ultimately, overall health. It is for this reason that the largest dental association in the world, the American Dental Association (ADA), has championed diversity and inclusion—advocating for both in the dental school classroom, in its membership, and in the dental profession. Representation at all levels matters.

I do want to make clear the distinction between diversity and inclusion. Diverse spaces are spaces that include people of different backgrounds. These meaningful differences might include race, gender identity and expression (as mentioned above), or socioeconomic status or religion. Inclusion is the involvement of diverse individuals and the incorporation of diverse perspectives, needs, contributions, and viewpoints. Dr. Verna Myer, a leading D & I consultant, succinctly defines the difference between the two as follows: “diversity is being invited to the party and inclusion is being asked to dance.” Diversity can have an impact only if it is buttressed by inclusion. You can fill a room with people who represent diversity but if they don’t feel a sense of belonging or feel supported, you may never benefit from their voices. As the ADA’s commitment to diversity and inclusion states, meaningful contributions can be made when “diverse viewpoints and needs are heard, valued, and respected.” So, for the future of the profession and healthcare, diversity and inclusion must remain a strategic imperative.

Tiffenia D. Archie, is Temple University’s Associate Vice President and Chief Inclusion Officer. She has worked in higher education for almost 30 years in a variety of positions. Affectionately known as “Tiff,” students and colleagues look to her for direction in advancing social justice.

Though Dr. Archie lectures on a number of topics, most of her research involves issues related to race, class and gender, with a focus on minority faculty, staff, and student recruitment and retention, racial microaggressions, and African-American Muslim women and veiling. Dr. Archie holds an undergraduate degrees in psychology and sociology and earned her PhD in sociology from Temple.

<https://www.ada.org/about/principles/diversity-and-inclusion>

A FRIEND TO ALL



Affectionately known as Uncle Louie, Dr. Louis Herman was admissions director for several decades, including the 1960s. Honoring him as one who “changed not only our lives, but hundreds of others,” Drs. Marvin Levine and Gordon Kalmanson, Class of ’67, have ensured that Herman’s “honor, compassion, and integrity” are remembered. They rededicated his sculpted bust in May 2014. That bust, which Temple dental student Martin Siegel made, is currently on display in the admissions area.

When he first met Dr. Louis Herman, Temple Dental’s admissions director, Marvin Levine says he was scared. Temple Dental was his first and only realistic choice. Yet he was Jewish, and that could have been an obstacle. Entering the admissions office for an interview, he felt his life was in Herman’s hands.

But Dr. Herman did what he always did—with everyone. He sat, he listened, was empathetic and kind. “He was so nice, calming me down,” remembers Levine.

Even months later, when Levine, then a Temple Dental student, sought some advice, Herman was ready to help. “You didn’t need an appointment,” explains Levine. “His door was always open.” For any of the Jewish students who felt discrimination, such generous support was remarkable. In fact, for all students his support was legendary.

In their yearbook dedication to Herman, the Class of 1949 also warmly described the man. “We feel that we are especially indebted to that congenial gentleman with a heart of gold...He was never too busy to listen to our problems or to intercede for us when necessary. He was a true friend when we needed friends.”





COMMITTEE EMBRACES AND FOSTERS DIVERSITY

Our students are from across the globe. Our patients are economically, racially, and culturally diverse. With such a wide array of differences, how does Kornberg ensure a welcoming, respectful, and supportive environment? One answer is the Diversity and Humanistic Culture Committee.

Begun six years ago, it recognizes that dentistry is a humanistic health profession. That means excellence of care must include not only cultural awareness and an understanding of diversity but also development of the necessary interpersonal skills. Especially for students who may not be from a diverse setting, the goal is to equip them to be better clinicians.

To that end, the committee provides programming for an in-depth exchange of ideas and beliefs across gender, racial, ethnic, cultural, and socioeconomic lines. These conversations encourage students, staff, and faculty to learn from their differences and reexamine their most deeply held assumptions about themselves and their world.

Underscoring all the workshops, speaker engagements, and special events are the themes of connectedness and communication. In fact, to keep the Kornberg community informed and involved, the committee uses school-wide bulletin boards and monitors.

Additionally, the committee collaborates with Kornberg's Office of Student Affairs and Diversity as well as with Temple University's Office of Diversity, Equity and Inclusion; Office of Institutional Diversity, Equity, Advocacy and Leadership; and with the Office of Health Equity, Diversity, and Inclusion at the Lewis Katz School of Medicine.

"We're doing a lot here with diversity, inclusion, and humanistic culture. But we're also reaching out to the main campus and medical school for resources that we can use for our own programming," emphasizes Nyquist. "And we're proud that with the administration's help we've been able to continue programs, support, and resources throughout COVID-19."

“ SINCE OUR INCEPTION, WE’VE INCREASED PROGRAMMING AND PARTICIPATION. EVEN THOUGH COVID-19 WAS CHALLENGING WITH OUR ALL-ZOOM PRESENTATIONS, WE’RE NOW SEEING AN UPSWING. STUDENTS ARE REALLY EXCITED THAT ONCE AGAIN WE CAN HAVE IN-PERSON SPEAKERS AND EVENTS.

—Jo Ann Nyquist, chair of the Diversity and Humanistic Culture Committee and associate dean for student affairs and diversity

HANDLING CHANGE AND CHALLENGES

TWO INTERNATIONAL STUDENTS REFLECT ON THEIR YEARS AT KORNBERG



“I’m really impressed that Temple Dental sees the trends fast. The dean and the staff are doing amazing work.”

NIKUNJ PATEL, DMD, ‘22 **Now in a local practice and a Kornberg student tutor for digital dentistry**

“We called him ‘Grandfather,’” says Dr. Nikunj Patel looking back at one of his favorite experiences at Kornberg. “He treated us as family. If a student looked at the floor or the ceiling or seemed depressed, Dr. Eugene Whitaker, my mentor, would ask, ‘Are you OK, do you want to talk about it?’”

The lab was where Patel saw the full extent of Whitaker’s concern and generosity. “He was an excellent program director for the international program. When our group conducted research, we needed a lab, and he let us use one in his dental office. He then guided us throughout the process. We studied the interaction of the corona virus with oral bacteria found in patients with gum disease, and he taught us all the parameters: how to collect research, how to record information, and how to complete research. He has always been generous and taught us to be generous. I have been amazed and inspired by him so much that I also want to be on faculty someday.”

Yet, one of the biggest challenges for international students, says Patel, is how they relate to professors. “In our countries

we are taught not to speak up in front of our respected faculty because compared to them, our education level is not high as theirs. Here, we have freedom of speech. We can ask multiple questions without any hesitation.”

“I’m from India,” he says, referring to another challenge. “People in my cohort are from the Middle East, Egypt, and Dubai, with a lot of us from India. Many did their schooling at other universities for two to three years before coming to Temple Dental. Initially, it was hard to interact with those from different social backgrounds, speaking different languages, and eating different foods.”

Work-Life Balance

According to Patel, emotional support is also a concern. He says that handling academics and the financial burden of education plus limited chances to see family and the difficulty of making friends during COVID-19, “all affect mental health.” For better work-life balance, he learned to cook and how to grow different types of plants. He also started socializing more with Zoom friends and purposefully organizing online games and group movie watching. Beyond that, he points to “everything that school did for us—yoga class, musical concerts, mindfulness sessions, mental health services, and group therapy.”

In fact, Patel emphasizes that faculty and staff have always been approachable and supportive. “During the initial phase of the pandemic, they used to say, ‘Everything is changing, we are getting new guidelines every day, but we are there with you, and we’ll take care of you.’ That helped us stay motivated, keep working, and trust them.”

“At times, the faculty would stay and help us even after the school closed. One day, my cluster director, Dr. Tweddale, stayed to supervise a student until 6:45pm, along with the director and the faculty advisor, Dr. Su. They all took care of the patient who left smiling. Yes, that happened at Temple Dental!”

Looking ahead, he says, “Most of us are staying here because we love the community. We love working here. Kornberg has made us realize through MOM-n-PA and other events that we need to be here for the people. We need to connect with them. So I say to Dean Ismail, ‘Thank you for organizing MOM-n-PA.’”



Valerie Malcolm is one of 10 international students in her class and has one more year before graduation.

VALERIE MALCOLM, '23 **'The international program and the DMD program are unlike any other.'**

Valerie Malcolm walked into Kornberg dressed as the new student she was on April 26, 2021, and generated a few second looks—because just the previous Friday she had been manager in the pediatric clinic. That switching of gears and assuming a different role have been typical for Malcolm since she's been at the dental school.

Starting as adjunct faculty in 2015, her journey toward becoming a Temple Dental student has been quite different from any of the other foreign-trained students in her class. First, she is familiar with the culture and language since she is married to an American and has lived here for 14 years. Secondly, she avoided the complicated process of completing paperwork remotely, then flying frequently from home to the school for tests and an interview. What she did have to manage was getting records from her dental school in the Philippines, "where things tend to progress a little more slowly," she says, and where she didn't have the time to visit for personal follow-ups while working here.

Yet, she still has faced many of the same challenges as other international students. "We've left our families behind and miss special occasions and holidays," she explains. In fact, she hasn't been back to see her family since before the pandemic.

Being There for Each Other

Bonding together like family, since their own families are so far away, international students "constantly check on and support each other," according to Malcolm. "But one of the

COVID-19 challenges is that we don't see facial expressions because of masking. Coupled with the extra challenge of a language barrier, interpersonal relationships and communication can be difficult. We all speak with an accent, some more pronounced than others. So we just subconsciously make an extra effort to be there for each other."

How does Kornberg help? Malcolm points to the many groups and clubs welcoming members and to the Office of Student Affairs and Diversity, which "constantly organizes activities for students, such as mentorships." Pairing a junior international student with a senior one, "really helps us navigate this school and the clinic," she says.

Asked how Kornberg prepares foreign-trained dentists for practicing in the States, Malcolm emphasizes, "We have wonderful faculty who are excellent dentists and excellent educators. Our clinics provide fantastic exposure to a very diverse patient base. So when we graduate, we're going to be confident with our care."

PREPARING FOR THE NEXT STEP

Asked how Kornberg effectively helps international students get ready for work after graduation, Dr. Nikunj Patel lists five factors.

- **WORKING WITH MULTIPLE PATIENTS IN ONE SESSION**
"It's similar to a private practice experience. We have so many patients. Every Monday I used to see four to five patients."
- **PRACTICE MANAGEMENT COURSES**
"We had three courses, not just one. We will feel more confident in private practice in the future."
- **DIGITAL DENTISTRY**
"We get to know all about it. They really taught what's going on in the outside world."
- **PATIENT COMMUNICATION**
"They taught us excellent communication skills. I can now talk to my patients even if they're not happy with me, angry with me, sad with me, disappointed or confused."
- **BUILDING RELATIONSHIPS**
"I have so many friends from the support staff including assistants and janitors. The school has helped us connect with everyone, and that helps us make relationships for a lifetime. I will always cherish my time at Temple Dental."



STUDENT ORGANIZATIONS REFLECT

Hold up a mirror to the world today, and you'll see multiculturalism on a grand scale. Hold up a mirror to Kornberg students today, and you'll see the same.

With all of those different backgrounds, how does a Temple Dental student in a minority demographic find a space that's familiar, comfortable, and welcoming? The school offers many ways, but one that may be most apparent is the variety of student organizations.

Some of the clubs have been on campus for a number of years. Some were organized a few years ago. A few were approved and started just last summer, and one has restarted due to the effects of COVID-19.

In addition, some focus on bringing awareness to a single culture, while others with a diverse membership promote diversity awareness through philanthropy and education. Yet, all

embrace the concept of inclusion. Every student is welcome to join any of these organizations, even without fitting the usual member profile, if their purpose is to learn about a new culture.

WHO THEY ARE, WHAT THEY DO

Alpha Omega International Dental Fraternity

Haley Lockstein, Past President

Talking to a friend who was a member of Temple Dental's Alpha Omega about 30 years ago, Lockstein says that her friend remembered it as a Jewish fraternity. "So that was the history of the group," she notes. "But now we have a very diverse membership, and we really don't focus on religion at all at this point."

Instead, they invite dentists to speak about their specialties, organize social events, and work in underserved neighborhoods with an annual park cleanup. "I wouldn't necessarily



A MULTICULTURAL WORLD

consider us one of the groups doing more than others with diversity,” says Lockstein, “just that we are all inclusive. Our members come from all different backgrounds, and we relate over dentistry.”

“When we were struggling with COVID-19, I’m just really glad we were able to get some volunteer events in. Next year should be even better.”

—Haley Lockstein, ‘23

American Dental Education Association

Nile Hodges, President

“Making sure that everyone gets access to dental education is our focus,” emphasizes Hodges. “We run four to five workshops a year, some with upperclassmen offering advice that only comes from experience—about going to school, studying, and how to do well in clinic. Other programs make sure upperclassmen are also on the right path with their resumes and decisions after graduation.”

This year presented the group with an additional opportunity for learning. Because COVID-19 interfered with ADEA’s plans for an annual convention in Montreal and scheduled it in Philadelphia instead, representatives from the Temple chapter were easily able to attend convention workshops and meet students from other dental schools. “It was encouraging when they came back to school with positive feedback,” says Hodges. “That interaction is the cornerstone of what we do.”

“ADEA doesn’t just involve dentists, but all of the dental professions. That’s what I like about it. We couldn’t do it without the other professions.”

—Nile Hodges, ‘23

American Student Dental Association

Kara Sanford, President

“Recently, the school had a Friday Ramadan celebration at sunset with Middle Eastern food,” says Sanford, “and it was

really cool to see. The dean and a lot of professors came, and it kind of inspired the dean. He reached out to us, wanting to do something like that with ASDA because we have so many ethnicities to celebrate. Due to the great diversity we have on our team, we have endless resources to help guide us in planning these cultural events in the future.”

Even though COVID-19 shut down ASDA’s outreach initiatives in North Philadelphia for two years, the club is planning to resume going to schools to talk about basic healthcare. Additionally, they are planning events with Kornberg’s international students.

“Our whole leadership board is completely diverse. We’ll be sharing cultural food, talking about cultures and how they relate to dental treatment. I think it will be really good.”

—Kara Sanford, ‘24

ASIAN AMERICAN DENTAL STUDENT ASSOCIATION

Timothy Yi, President

“Let’s just do it,” Yi said when a classmate mentioned she was surprised that “an organization like AADSA doesn’t exist here.” Yi had been talking with another classmate about starting AADSA, and that conversation was all the impetus they needed. Last spring the organization became official.

Asked about the primary reason for the organization, Yi responds, “It’s for more exposure to different Asian backgrounds. That’s what we really want and to increase relationships with Asian classmates, whether from our own class or other classes. We also want to promote cultural competency, which will not only have a positive impact on our lives as student dentists but also on the communities that we will serve.” Last Memorial Day they organized a kickoff event at FDR Park in south Philadelphia to experience the various foods of Asian vendors.

“I really want the organization to continue past when we graduate. Hopefully, when we’re alumni and come back to Temple Dental, we’ll see that this club is thriving and doing well.”

—Timothy Yi, ‘24

LGBT AND ALLIES IN DENTISTRY

Daniel Markel, President

A partnership between LGBT students and FIGHT Philly, the city’s only LGBT-focused dental clinic, is a new idea that’s gaining momentum due to Markel’s energy and vision. “This could be a phenomenal opportunity,” says Markel, “for dental

students to spend a day assisting and seeing how things are run there. A lot of students want to work in community health centers after graduation, and this is a way to get a foot in the door.” With a shortage of dentists, particularly specialists, a steady stream of volunteers and graduates “could help a huge amount of people,” he explains.

Before Markel became president, the club was more focused on creating a friend group and a safe space for members. That’s still important, he says, as is continued participation in Philadelphia’s Pride March. Last June, that included getting a booth and promoting oral health to people in the march.

“In my freshman year, COVID-19 happened, the club leadership was graduating, and nobody was participating. They asked me to be president, so I just restarted from scratch. And it’s come back, doing really well. We’re one of the more active organizations on campus.”

—Daniel Markel, ‘23

STUDENT NATIONAL DENTAL ASSOCIATION

Jaroda Strapp, President

Founded to support marginalized groups, SNDA “has evolved from meeting the needs of African American students to supporting any student who might feel a bit disenfranchised or maybe a little ‘othered’,” says Strapp. In fact, one club initiative identified that a perceived feeling of isolation was why more students from underrepresented backgrounds weren’t at Temple Dental. “Applicants were qualified,” notes Strapp. “They just didn’t know how dental school would go for them at Kornberg.” By asking applicants about expectations and explaining how SNDA offers support, the club has helped change perceptions—and helped increase diversity.

An event that also connects the club with potential high school and college applicants is the annual Impressions Day. It invites underrepresented minority students to tour the school and hear what being a dental student entails. In addition, the club organizes social outings to get to know each other better and participates in the Shared Food Program, “doing our part in the community that’s allowed us to be here,” says Strapp.

“The class of 2024 is planning something wonderful: pre-dental chitchat sessions with prospective students and also preclinic sessions for upperclassmen to help underclassmen with clinical preparation as they get ready for exams.”

—Jaroda Strapp ‘23

WOMEN IN DENTISTRY

Kiera Doleski and Ruchi Patel, Co-presidents

Timing is always important, and for Temple's Women in Dentistry, COVID-19's appearance has had an impact. "This is our third year," explains Doleski, "and most of that time was during COVID-19, so we mainly have had Zoom speakers." Still weighing the pros and cons of using Zoom for presentations, the club surveyed members about their interest in virtual presentations versus in-person ones versus receiving educational handouts. Perhaps because face-to-face engagement has been limited, handouts were the favorite.

Looking at how they can move into the future, Patel, who most likely will be a co-president after Doleski graduates, says, "I want to take it up a notch. We can do more with restrictions going away." Included will be using a grant for donating hygiene supplies to No More Secrets, a women's wellness center, as well as continuing with clinic mentoring and hearing from female dentists "who chose career pathways different from the usual ones straight from college or even from the States," notes Patel.

"We're not actually affiliated with the national club because dues are expensive. Going forward, maybe that can be implemented, and we can join other chapters in other schools for events."

—Kiera Doleski '23

"I want to uplift and support and encourage one another, not just in dental school but also in our personal lives."

—Ruchi Patel '24

SOUTH ASIAN STUDENT DENTAL ASSOCIATION

Priya Zaveri and Trisha Desai, Co-presidents

"We're just getting started, and we're excited to get things rolling," say Zaveri and Desai. "In the future we can see collaborating on some events with Temple's other health professional organizations and Philadelphia's South Asian organizations." The main goal, they explain, "is to celebrate Indian and Muslim holidays, such as Garba, which happens in the fall, and other holidays like Holi, Diwali, Eid Iftar, and Ramadan. Because South Asia includes eight different countries, we want to do our best to incorporate as much as we can of all different types of people and cultures."

Planning even further, the founders want to "foster community and a sense of belonging via culture, provide social and mentorship opportunities, and set up a Q&A session for students with established dentists who come from our culture to talk about how they got to where they are."

"We went to undergrad together at Temple, which had a really great South Asian population. We had events and did all sorts of fun things. We just wanted to pull that up into dental school and celebrate our culture."

—Priya Zaveri, '24

—Trisha Desai, '24

“

**EVERY STUDENT IS
WELCOME TO JOIN ANY
OF THESE ORGANIZATIONS,
EVEN WITHOUT FITTING
THE USUAL MEMBER PROFILE,
IF THEIR PURPOSE IS TO
LEARN ABOUT A NEW CULTURE.**

"NOW, YOU SEE FACULTY OF COLOR ACROSS ALL DEPARTMENTS"



Juan I. Espinoza, DMD '92, AEGD '93

Q: What changes in diversity have you seen over 30 years?

The patients have not changed, but the faculty and student body have. Now, the faculty and student body better reflect the community they serve.

At Temple Dental today, we have faculty and students from almost every continent, I believe, except Antarctica. Between the treating dentists and the student body, around 15 to 20 languages are spoken or even more. That is diversity and representation!

Q: Have minority faculty members tended to bond together? Has that changed?

I can only speak for the Restorative Department, and in our department we tend to bond. This internal bonding always has occurred by developing and mentoring each other.

Q: When you began teaching at the school, did you feel accepted by the faculty?

While I was just finishing my AEGD program at Temple, my mentor, Dr. Daniel Boston, asked me to become part-time faculty. When he became our chairman, he understood the importance of having minority faculty in the Restorative De-

partment, not just to fill a quota, but to represent the school community. He made sure I felt comfortable as the only Hispanic faculty member of the Restorative Department at that time.

However, I remember that one faculty member back then made a racial slur to an Hispanic patient in front of me. Another day, a faculty member was offended that I was speaking Spanish to an Hispanic student. Now, under the leadership of Dean Ismail, this behavior isn't tolerated. Now, with leadership representing its students and the communities, we are stronger and better as an institution.

Q: Have you reached out to minority students over the years to make them feel comfortable?

When I was a dental student, a faculty member told me that my clinical work did not impress him. So he referred me to an Hispanic faculty member because he was my kind. This experience led me to want to help students even more.

I understand from personal experience how important it is for minority students to feel comfortable and seen by all faculty. If any dental student, regardless of ethnicity, comes to me for help, I will go out of my way to help them. The only thing that I ask of them is to come prepared. Over the years, I have mentored many students of color.

Q: When did you begin to see change at the school with diversity?

Positive and drastic change was so evident when Dean Ismail became dean. Hiring diverse faculty and accepting minority students is now on the agenda. Dean Ismail understands the importance of training minority dentists so they can go back and treat their communities.

Q: What is your overall view of Dean Ismail's impact on diversity at the school?

Just walk down the hall where all the portraits of the deans are located. You will notice one thing: They are all white males. When Temple University hired Dean Ismail as the dean of the Dental School, it made history. Not just because he is not white, but also because of his educational background. He has a Ph.D. in public health, which means that he under-



ADVANCED EDUCATION GENERAL DENTISTRY

-Marc Herman, DDS, FAGD, FACD, MS

Temple Dental has a Commission on Dental Accreditation (CODA) accredited residency/post-doctoral certificate program. The Advanced Education General Dentistry (AEGD) takes the recent graduate beyond the four-year DMD curriculum and strengthens their knowledge base and clinical judgment, helping them keep pace with advances in the field. While primary patient care provides the majority of residents' learning experience, they will also further enhance their diagnostic skills and ability to develop patient-appropriate treatment plans through the didactic curriculum and weekly seminars covering treatment planning, literature reviews, and topics in general dentistry. Students train to operate effectively and collaborate efficiently within healthcare teams while honing their ability to provide emergency, multidisciplinary, and patient-centered oral healthcare to a diverse community of patients with a broad spectrum of conditions and needs.

stands the importance of disparities in dental health. He is also a dentist and has an M.B.A. When I was hired back in 1993, there were only a handful of faculty members of color. Now, you see diversity across all departments.

Q: What keeps you motivated to continue teaching at Temple Dental?

Part-time faculty are the backbone of the school, and we are not here to make a living, but to support. For the students who are ready, I love to contribute my clinical knowledge of 30 years in practice and as a faculty member. Secondly, I like to see and talk with the staff and faculty. Some of the faculty are people who taught me, and it is very motivating to be able to have this community.

The AEGD Clinic operates as a stand-alone clinic with a staff of dental assistants and hygienists, with rotations in postgraduate endodontology, the sedation clinic, periodontology, orthodontics, oral surgery, and implantology. These supplement the comprehensive patient care assignments in the AEGD clinical facility. Dedicated faculty instruct and support residents throughout their clinical development and treatment of complex cases. The AEGD program has a 15-chair clinical facility that includes a fully-equipped dental laboratory, expanded dental operatories, instrument and materials storage, radiology capability, nitrous oxide capacity, dental hygiene, resident office space, sterilization area, and waiting room and front desk space.

Residents in this one-year program also have the flexibility to pursue an elective second year of AEGD training and/or to earn an optional Master's of Science degree in Oral Health Sciences. We are instituting a new curriculum where students may apply to a joint AEGD/DPH program. After two years, the doctor will graduate with dual certificates.

One of our proudest commitments is to digital dentistry for the 21st century. We can only imagine how our present graduates will be practicing dentistry 50 years from now. Who would have thought that impressions would be digital, that communication with the lab would be over the Internet, that we would be creating crowns in our offices, and so much more?

In addition to providing patient care, the AEGD Clinic is available for dentists wishing to investigate new products. Please give us a call and let us help you maximize your dentistry practice or just stop by to say hello and see how the 21st century looks.

Q: What led you to choose Temple Dental as a place to teach?

I grew up in Oregon. The great recruiter, Mark Lombard, lured me to Temple Dental School even though I was accepted to Oregon Dental School, where tuition was only \$3,500 a year compared to \$20,000 at Temple. I can truly say that I embodied the Temple slogan, "I could have gone anywhere, but I came to Temple." It was the best decision of my entire career.

Now, I find myself persuading students to attend Temple Dental. Some degrees might look good on the wall, but the clinical experience you get at Temple Dental, you won't get anywhere else.

THEN & NOW



Grateful for how Temple Dental has helped three generations of their family, Dr. Jorge Blanco, '02 (center) and his son, Dr. Kemel Blanco, '03, share a memorable white-coat moment with granddaughter Belinda Blanco. Congratulating them all is Dean Ismail.

THE BLANCO FAMILY

A Latin American Experience

The year was 1974. The place was Cuba. And the dental graduate from Havana University was Dr. Jorge Blanco, age 32. In the same class was his wife, Rauda Jamis, also a dentist. Years later in 2002 he would graduate again, this time from Temple Dental, just a year before one son, Kemel, and just four years before a second son, Farid.

But the family's connection with Temple Dental almost didn't happen. Jorge had wanted to go to medical school and only reconsidered when his father, a dentist, requested it. "You'll be the only son to follow in my footsteps" is how the family tells the story.

"Temple changed our lives," says Kemel. "We feel proud and lucky. My Dad is really grateful. He came here in 1992 after Hurricane Floyd. Then while studying for the boards, he did roofing and other jobs until he could enter Temple Dental."

Remembering his own time at the school, Kemel laughs as he describes finishing his fourth year and getting his diploma while his wife delivered his son. Then he adds, "We return to Philadelphia every two years so my son can see where he was born and also so we can see the city where we lived for five years. It was nice, but it was cold!" Yet, he admits he plans winter visits so he and his family can enjoy skiing in the Poconos, the place where he learned to ski.

Happy in a year-round warmer climate, the Blancos today have two practices in Florida. Kemel's is Vitadent in Miami for endodontics, orthodontics, and preventive care. His brother is with their father in Blanco Jamis Dental Group, a practice Jorge started 30 years for general dentistry. The Group has 11 locations throughout Miami-Dade and Broward Counties.

Family Connection Continues

However, connections to Temple Dental remain strong. Kemel's son is a freshman at a Florida university with plans that dental school is next. In addition, Farid's daughter, Belinda, currently is at Temple Dental and proudly received her white coat last spring.

Commenting about the school's diversity today, she says, "I love Temple Dental for being so diverse because coming from Miami where 90% of people are Hispanic, it's all I've ever been exposed to. So attending a school that has such a diverse population will most definitely make me a more compassionate and understanding dentist with patients from different backgrounds." She adds, "My best friend in dental school is Indian, and I've learned so much about their culture and way life. I'm grateful for that because in Miami I would have never been exposed to that."

"We're not those who don't go back," says Kemel. "Temple was great."

Three generations of Blancos seem to agree.

THE BYDALEK FAMILY

Seeing Diversity Increase

When Dr. Michael Bydalek walks down a Kornberg hall, he gives it “the eye test,” looking for changes as he says “hi” to new and familiar faces. An active alum, he’s on campus enough to notice, especially when he gives his annual lecture to AEGD students. “The last few years,” he says, “we’ve had residents from India, Morocco, Saudi Arabia, Canada, and South America.”

With such diversity at the school, he carefully considers how relatable his experiences as a suburban solo practitioner are to these students. What he hopes is that they “can take something from me when they go back to their countries.”

To make a connection, he learns about each student before the lecture and then five minutes into it, “pulls out a nugget about each one,” catching them off guard. The point is to show them they’re not just grad students. They’re residents in a program that values compassion and collaboration, so clearly evident in Kornberg’s patient-centered approach.

He says, “I try to make it comfortable for them. They come to Temple and try to assimilate for a year, sometimes two. I feel for them.”

Asked why he’s come back for 10 years to give the lecture, he says, “I do it because it’s the world we live in. We need to prepare all future dentists—local, national, and international—for comprehensive and ethical care, just as Dean Ismail said in 2012 when describing his vision for the school.”

1989 Contrast

Michael continues, “At a recent reunion, I heard that we have a Diversity and Humanistic Culture Committee. We didn’t have that when I was here. It’s such a dramatic change in the right direction.” In fact, he notes that in 1989 diversity barely showed up. The population difference centered on women, and they were only 20% of the class. In contrast, by 2020 women had edged out males at 52%, reflecting a seismic shift in the profession in this country.



At last May’s White Coat Ceremony of his son, Ryan Bydalek, ’24, Dr. Michael Bydalek, ’89 (right), celebrates the milestone and his family’s connection to the school. Proud to be there, too, were Dr. Mark Bydalek, ’88, Michael’s brother (left), and their father, Dr. Raymond Bydalek, former associate dean and director of clinics.

Michael’s son, Ryan, is also very aware of diversity at the school. “As the dean said at our White Coat Ceremony, our class is like the United Nations with students from more than 35 countries.”

To ensure students understand the implications of diversity, Ryan says the school teaches about implicit bias: what it’s about, how to recognize it, and what to do about it. Says Michael, “That’s a big change between Ryan and me. The dean has brought diversity and inclusion.”

In addition, Michael’s father, Raymond, Temple Dental’s former associate dean and designer of what was an all-new dental school in 1989, has noticed big changes at the school. “Since the capital improvements over the last decade, he can’t believe it’s the same building,” says Michael. “He thinks it’s all unbelievable—the physical layout for how procedures are done. And as one who encouraged women into dental school in the late ‘70s, he couldn’t be happier with their increasing numbers.”

That all underscores the fact that Kornberg continues to implement what’s needed to be a major center of dental care, including an environment of inclusion.

THE WILLIAMS/HODGES FAMILY

It's All in the Family

"It was 1968, and I was in culture shock," says Dr. Edward Williams, '72. "I had graduated from Central State University, an Historically Black University (HBCU) in Ohio, and then unexpectedly I was the only African American dental student in the dental school." In fact, he had planned to be a biochemist and was in Washington, D.C., pursuing that direction when the detour to Temple Dental came as a complete surprise.

He explains the details. "At Howard University, I talked frequently with Dr. Murray, a Black dentist and faculty member who encouraged me to take the DATs. 'You're the kind of student we'd like to have in dentistry,' he said. Then, because I scored well on the DATs, he asked if I would go to Temple Dental for an interview. He called his friend, Dr. Evans, an African American on Temple Dental's Admissions Committee."

"That was a Thursday evening. By Friday morning I was on the Temple campus for an interview, describing why I wanted to be a dentist. Afterward, Dr. Evans said to the dean, 'You've seen his DATs. If you don't accept him here at this time, I want you to accept my resignation.' No one had ever stood up for me like that and put their life on the line. So I went home and told my mother, 'Gee, I guess I'm going to have to be a dentist. I can't let a person like this down.'"

On Saturday the school called Williams to say he had a seat. The irony was that he had really gone to Philadelphia, which was home, because it was a chance to see his family and friends.

Connection with Dr. Tansy

Accepting the realities of being a minority of one, although one woman was also in his class, Williams remembers some unfairness but also was "pleased to be in physiology class with Dr. Tansy, who was hard but fair." Beyond that, he doesn't elaborate, except to say that he had a few good friends for support but felt isolated.

However, when his two children, Erik, '90, and Kellyn, '92, became interested in dentistry and enrolled in Temple Dental, Williams was concerned and told Tansy. "I don't want them to go through the things I did." Understanding, Tansy replied, 'I will look after them.' Fortunately, Williams' children didn't need to be monitored and had a very different experience. Today, grandson Nile Hodges, '23, is "very happy to be a



Dr. Edward Williams, '72, (left) still smiles as he recalls going on stage twice last spring to present a white coat to his grandson, Nile, '23, (right) in a delayed ceremony due to COVID-19 and then to his granddaughter Paige, '24.

student at Temple Dental," where he sees acceptance of people and ideas. Yet, he believes the school needed to make "a correction" and did so when it noted that his class has only three African Americans. "You have to make a concerted effort with recruitment and admissions to attract more," he says.

A Good Moment

One memorable clinic experience stands out for Hodges. "An African American man came in who was not my assigned patient but an emergency. 'I didn't expect to see you,' the man said, clearly surprised. 'I'm happy to have someone like me, treat me.'" Describing the conversation, Hodges says, "It was a good moment."

Hodges doesn't often think about his being an exception as an African American in dentistry. His family experience is too broad. Father Eric Hodges, '92, has an endodontics practice, his mother specializes in orthodontics, his uncle is in general practice, and his grandfather has conducted extensive research into the relationship between concussion and the traumatized jaw joint area, particularly after sports injuries. Additionally, his sister, Paige, is at Kornberg, and his cousins, now in college, are considering dentistry at Temple.

Asked why so many family members continue to go to Temple Dental, Williams says they've had opportunities to go to other universities. But it's about family unity. What the family does as a whole is what's important. Then he adds, "I keep a close ear to what's going on, and so many things the dean has done makes us all proud."

AN IMMIGRATION STORY: FROM DISCRIMINATION TO SERVICE



Dr. William Choi, '09, lecturing at Temple Dental.

He's a boy, 10 years old in the 1980s and living in Argentina where Asians are few. Life is basically on the streets because both parents are always working. A bus ride can mean a slap and then spitting in his face. A walk around the wrong corner can mean a punch in the face, or worse, a beating. It's discrimination, open and aggressive.

But as William Choi becomes a teenager, he "sits down to start thinking about it." What's the reason for it? What's behind the violence that makes him feel so unsafe? Why are Argentinians always telling him to go home, back to China?

He decides that mistrust and anger come from infrequent encounters with people of another heritage, from local culture teaching children to be biased, and that time is needed to understand those who are different.

It's a philosophical view unusual in his family of sweat-shop workers who are focused on earning money so they can emigrate to the U.S. He is focused on that, too, but as the youngest sibling, wants a different kind of life from theirs, a way out. At church, one of his Bible teachers is a dentist. The church community becomes central to his seeing the bright side. They are like big brothers and big sisters, teaching him how to deal with discrimination and drugs, to be a good person, to have a better life.

Fast forward to Choi's high school and college years in the U.S. on the West Coast. Spanish is his first language, and South and Central Americans are plentiful, so he hangs out with Hispanics and Asians. Grateful that Asian Americans are not a minority in his college, he is comfortable, but curious about the East Coast.

Arriving at Temple Dental

"That part of the country was a mystery," he explains. "In California, Koreans still have a lingering fear of Blacks, mostly due to the destruction in L.A. of businesses during the Rodney King riots. Back in the 90s, you wouldn't see many Asians socializing with Blacks."

But he is accepted into Temple Dental in an area heavily populated with African Americans. "It was definitely what I was looking for," he says. "I enjoyed the social and academic life. It opened my eyes about the value of diversity. I learned about finding common ground and building relationships. It was the best time of my life."

Without his experience at Temple Dental and its clinics, Choi doubts that he would embrace diversity and have three practices located in the economically disadvantaged areas of San Francisco, Oakland, and San Leandro. "It's because of Temple," he says, "that I've focused my career on community-based dental care that provides comprehensive treatment from general dentistry to specialty care."

Other people mentored me, and now I truly enjoy mentoring other people," he emphasizes. In fact, he says that mentoring young people who feel lost is the most important aspect of his career.

That's one reason he also treats those who are often ignored: special needs adults. As a hospital dentist, Choi works with the population he's been serving since graduating as a resident from the University of California.

"It's physically challenging to get the job done," he says. "The patients are medically compromised, can have convulsions and not be cooperative. There's a shortage of dentists for this work. So as the only provider for this population in the northern Bay Area, we're glad that Stanford Health Care opened its doors to us."

Underlying all of his work is a belief he shares with young dentists confused about diversity: "This world is diverse and when you have an open mind about it, you can see what it has to offer."

“I WANT TO SHOW THE WORLD HOW PEOPLE CAN LIVE TOGETHER”



Dr. Ron Silverman, '72 (center above)

“When we had free time in Iraq, although it wasn’t often, I would go sit around with the lower ranking troops. We would have nonalcoholic beer and smoke cigars and tell stories. That’s how we got to know everybody.” —Dr. Ron Silverman

The Iraqi woman had something important to say, and she wanted Dr. Ron Silverman to hear it. Stopping him in a military hospital hallway, she surprised him with, “I want my country to be like your country someday.” Ready to listen, he asked, “Why?” “Because,” she said, “when I was in a hospital bed, I had a Black surgeon and an Asian nurse. There were people wearing crosses around their neck, and there were people wearing Jewish stars around their neck. Everybody here works together. And that’s what I want for my country because Iraq is very tribal and not inclusive.”

Silverman, then a two-star general and commander of all medical teams in Iraq, thought, “She’s right. I want to tell my troops, ‘You bring a sense of humanity to this corner of the world. You work with people from all races, all religions, all diversities. You live and work together as a team, and I want you to remember that when you go home. Show the world how people can live together.’”

Proud of the military’s history as a leader in the advancement of diversity, Silverman notes that the military was integrated in 1948. “Even in Vietnam,” he says, “when racial tension was increasing in the States, our soldiers didn’t care what color you were or what language you spoke. They worked together.”

The reason, he believes, is when people from different backgrounds, viewpoints, and experiences live together, their environment breaks down innate prejudice and creates understanding. The result is a cohesive team.

Valuing Each Other

A case in point was Silverman’s time in Central and South America, providing humanitarian aid after Hurricane Mitch in 1998. “We had a lot of Spanish-speaking

soldiers but not nearly enough,” he says. So he asked the Peace Corps if he could use their members as translators. In Paraguay, the Corps agreed and sent about 25 workers to the small town where he was based. They lived in gymnasiums plus anywhere space was available, and Silverman immediately set up some rules. Peace Corps members couldn’t share a room or eat by themselves. Everyone was integrated. Often politically different, both groups learned to value each other. “It worked out great,” he remembers.

While at Temple Dental, Silverman describes his class as predominantly White and male, although the clinic reflected its mixed neighborhood of Blacks and Hispanics. “I thought that I was relating well with my patients, making them feel comfortable. But maybe I wasn’t,” he explains. He was from a homogenous suburb going to school with a group of homogenous students. Not until the military did he truly learn about differences. And his experience in the military, he says, “is that diversity has worked extremely well.”

RIISING TO THE CHALLENGE



Stephanie McGann, DMD, FAGD

Dr. Stephanie McGann, married mother of four from West Chester, Pa., owns Rainbow Valley Dental and is active in the Dental Society of Chester and Delaware Counties (past president). But what many patients comment on most is her black belt certificate proudly hung in the reception area. The same determination to succeed that served McGann well at Temple Dental where she was often the only female in the room emboldened her to explore Songahm Tae Kwon Do.

She and her daughter began the martial arts journey together in 2015. Her daughter was eager to learn while McGann was “just there to get some exercise” or least that’s what she told herself. Not only was she getting in better shape, but

McGann enjoyed learning forms and sparring. “No matter how many patients caused me stress during the week, the time I spent in class and training was a way to clear my mind and focus on something away from dentistry,” she said. “My daughter and I were hooked from our first tournament together. Training was a lot of fun so we decided to transition from ‘recreational’ participation to ‘competitive’ tournament participation.”

In 2021, McGann earned enough points to attend her first tournament of champions as a competitor. In 2022, she returned as a second-degree black belt, eligible in 6 events and coming home with 3 bronze medals. “Hopefully I will be back next season because I am still going for gold. There is no limit to the benefits of martial arts—I can always get better, learn more, and then share what I know with others. I also enjoy judging at tournaments, especially in the divisions for special abilities competitors,” she said.

In 1983, McGann began her Temple Dental studies with an informal ‘race to the doctorate’ with her mother who was studying education administration at Temple part time. (The daughter won). She found dental school to be a completely different experience from being a science major. While McGann was accustomed to often being the only female in a class, she felt unprepared for the difficulties of being a woman in dental school. “Back then, there was a feeling that we did not belong in the profession. Many female classmates and I were told we should be ashamed for taking up a seat that should go to a man who would one day support a family,” remembers McGann. “During board exams, women were expected to wear a dress and pumps and because my very pregnant feet did not fit in my pumps, I lost points for attire.”

McGann credits that resolve to climb whatever mountain is in front of her with her success in life and Tae Kwon Do. “The focus of martial arts is the same focus needed when wielding a high-speed handpiece in a confined space. The strength and flexibility I am building will most likely prolong my career. Dentistry and practice ownership can be a source of stress and anxiety; martial arts allows me to deal with stress in a much more productive manner,” she said. “I know dentists who run marathons, climb mountains, or play golf; I like to kick, punch, play with weapons and break boards.”



Dr. Marisol Tellez, Associate Dean for Research, student winners, Dr. Rena D'Souza, Director of the National Institute of Dental and Craniofacial Research NIDCR, and Dean Ismail.

SCIENCE IN DENTAL PRACTICE DAY

Science in Dental Practice Day was held on March 15th and 18th. The poster competition was held on the first day with 57 predoctoral and graduate student participants mentored by 24 faculty members. Nine winners were selected in three categories (Research studies DMD, Research Studies Graduate and Systematic Reviews). On March 18th, the entire School met at Temple's Performing Arts Center; the keynote speaker was Dr. Rena D' Souza, Director of the National Institute of Dental and Craniofacial Research NIDCR. First-place winners in each category also shared short presentations of their work.





KELLY HOLST, DMD

PRACTICE MANAGEMENT IN ACTION

Ever wish you had more practical business training in dental school? Here's how you can help better prepare the next generation of dentists:

While Temple Dental students graduate from our program with unmatched clinical training and experience, they haven't historically been given enough practical information on the business side of dentistry.

We're working to change that with a three-part course for students implemented a few years ago—Practice Management in Action—and we need your help.

This series provides students with hands-on opportunities to experience the private practice environment and learn skills in leadership, business, and patient management.

Who better to help educate our students than our very own alumni? Your participation will include an interview with students, covering a variety of topics surrounding practice management, and a possible site visit at your office.

Together, we can ensure that the next generation of dentists graduate not only with top-notch clinical skills – but with the practical business skills to hit the ground running as practicing dentists.

If you are interested in imparting your many years of wisdom with our students, please email kelly.holst@temple.edu. We're looking forward to working with you!

NEW FACULTY



Marc Herman, DDS

MARC HERMAN, DDS

Associate Professor, Department of Restorative Dentistry

Dr. Herman received his BS and DDS from the University of Maryland College Park and his DDS from The University of Maryland School of Dentistry and completed a general practice residency at North Shore University Hospital. He joins Temple Dental's faculty after being on the faculty of North Shore University Hospital-Long Island Jewish Medical Center - Hofstra School of Medicine, Department of Dental Medicine, where he served as the Chief of the Division of General Dentistry, Temporomandibular Joint Disorders, Medical/Dental Ethics, Sports Medicine/Dental Sleep Disorders, and of Practice Administration.



Nupur Patel, DMD

NUPUR PATEL, DMD

Assistant Professor, Department of Restorative Dentistry

Dr. Patel earned a BDS from the Government Dental College and Hospital (Ahmedabad, India) and her DMD from Temple. She completed the graduate program in prosthodontics from the University of Pennsylvania, and joins Temple after completing a fellowship in oral oncology and maxillofacial prosthodontics from the University of Texas MD Anderson Cancer Center.



Adam Wolf, DMD

ADAM WOLF, DMD

Assistant Professor, Department of Pediatric Dentistry

Dr. Wolf received his BA from Emory University and his DMD from Temple, and completed his graduate residency at St. Christopher's Hospital for Children. He has practiced in several pediatric clinics in the Philadelphia area, and had been a part-time member of the Kornberg faculty since 2020. He is board-certified with the American Board of Pediatric Dentistry.



Ivan R. Miloradovic, DMD

IVAN R. MILORADOVIC, DMD

Assistant Professor, Department of Endodontics

Dr. Miloradovic returns from private practice to Temple Dental's faculty, where he previously held a position as a clinical instructor, to become a full-time member of the faculty. He earned his BS, DMD and specialty certificate endodontics from Temple. He has held teaching assistant positions at the University of Pennsylvania and Temple in physical and organic chemistry, and was an adjunct professor of physics and general chemistry at Rowan University.

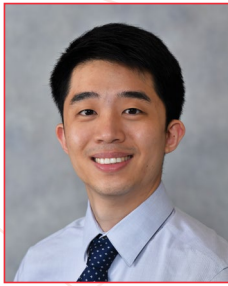


Anabela Amado, RDH, PHDHP

ANABELA AMADO, RDH, PHDHP

Instructor, Department of Restorative Dentistry

Ms. Amado joins the faculty after serving for several years as clinic director and dental hygienist at HealthLink Dental Clinic in Southampton, Pennsylvania. She earned her associate's degree in dental hygiene from the Community College of Philadelphia and has a Public Health Dental Hygiene License.



Kevin Chen, DMD

KEVIN CHEN, DMD

Instructor, Department of Restorative Dentistry

Dr. Chen earned his bachelor's degree from the University of North Carolina and completed Temple Dental's post baccalaureate program before receiving his DMD from Temple. He has trained and worked digital technologies for scanning, designing and fabricating prostheses at Temple and in private practice.



Sandra Deiley, RDH, PHDH,
BS in Education

SANDRA DEILEY, RDH, PHDH, BS IN EDUCATION

Instructor, Department of Restorative Dentistry

Ms. Deiley joins Temple Dental from private practice. She earned her associates of applied science degree in dental hygiene from Montgomery County Community College, and also holds a BS in education from Kutztown University. She served as a special education teacher at the elementary and high school levels in the Pennridge School District of Bucks County, Pennsylvania.



Jennifer Dyke, MED, RDH

JENNIFER DYKE, MED, RDH

Instructor, Department of Restorative Dentistry

Ms. Dyke holds a BA in education from the University of Washington and a master's in education from Eastern Washington University. She earned her associate's degree in dental hygiene from the Community College of Philadelphia. She has been an instructor in dental hygiene at Shoreland Community College (Washington State), Delaware Technical Community College, Rowan College and the Community College of Philadelphia, and also worked for many years in private practice.



Ayla Gourani, DMD

AYLA GOURANI, DMD

Instructor, Department of Restorative Dentistry

Dr. Gourani received a bachelor's degree biomedical engineering and biomechanics from the University of Michigan. After earning her degree, she served as a consulting engineer before enrolling at Temple Dental for her DMD.



Alaa Mouminah, BDS, MS

ALAA MOUMINAH, BDS, MS

Instructor, Department of Pediatric Dentistry

Dr. Mouminah earned her dental degree from King Abdul Aziz University, Saudi Arabia, and worked for several years as a general dentist. She completed the graduate program in periodontics and a master's degree in oral biology from the University of Pennsylvania. There, she served as the chief resident. She is board-certified with the American Board of Periodontology.

NOMAHN HUMAYUN, DDS (NOT PICTURED)

Associate Professor, Department of Periodontology and Oral Implantology

Dr. Humayun joins Temple's faculty from the King Faisal Specialist Hospital and Research Centre in Riyadh, where he has been on staff as a periodontist and taught third and fourth year periodontics residents. He received his BS at the University of Michigan, and his DDS and graduate certificate in periodontics from the University of Detroit Mercy. He is board-certified with the American Board of Periodontology.

WHITE COAT CEREMONIES 2022

Recognizing that one of the most important milestones in a dental student's life is the White Coat Ceremony, Temple Dental held two commemorations on Friday, April 29, to honor members of the Class of 2023 and of the Class of 2024.

Held at the Temple University Performing Arts Center, each event opened with a welcome from Dean Amid Ismail and a performance of the National Anthem by Kristen Marie Gillis. Rick Workman, DMD, (top row, right), founder and Executive Chair of Heartland Dental, spoke on "Professionalism and the Future of Dentistry."

A highlight, as always, was when a family or faculty member coated each student, acknowledging the beginning of his

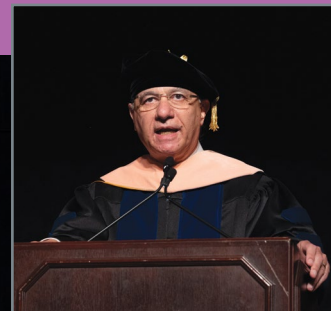
or her clinical education while moving into the third year of dental school. Keynote speaker Nora Jones, PhD, (bottom row, center), Associate Director of the Center for Urban Bioethics, offered her thoughts on "Dentistry as an Ethical Journey." Underscoring the importance of the ceremonies, all of the students in the Classes of 2023 and 2024 recited in unison the Professional Oath with Dr. Jones.

Class presidents Jacqueline Lieberman (Class of 2023) and Charles Lynam (Class of 2023) provided student commentaries.

The dean's remarks concluded each ceremony, followed by receptions in McGonigle Hall.



COMMENCEMENT MAY 20TH



Temple Dental held the 2022 graduation ceremony at the Temple University Academy of Music on May 20. Dean Amid Ismail made opening remarks, followed by a keynote address from Raymond A. Cohlma, DDS, executive director of the American Dental Association.

Sharing their thoughts, too, were Aaron G. Segal, DDS, FACP, FAAMP, on behalf of the faculty and students speakers Ladan K. Dayyani, DMD, and Michael D. Koerner, DMD.

After presentation of degrees and specialty certificates, friends, family and faculty enthusiastically welcomed the graduates into the dental profession. Notably, they already have made outstanding contributions to dental care. At Kornberg, they treated 18,810 patients and provided 162,292 procedures over 57,111 patient visits during their last two years.

ALUMNI GATHERINGS NEAR AND FAR

ENDO GATHERING APRIL 28 - PHOENIX



TUKSOD Endodontists reconnected with old classmates over colorful sunsets and delicious food at the annual AAE '22 in Phoenix, Arizona. See you next year in Chicago!



CELEBRATION OF THE LEGACY OF DR. RICHARD WEISS

Trustee Harmon-Weiss and the Kornberg School of Dentistry hosted a celebration on May 11 of the legacy of our late chairman, Dr. Richard Weiss. Friends, family, and colleagues gathered at the Union League to remember Richard's contributions to Temple, Philadelphia, and to all of us personally. We also announced the launch of a special initiative to support faculty leadership and development at Kornberg, the Richard C. Weiss Dental Leadership Fund. The fund will be used to support the training of dental faculty and senior staff in academic leadership to empower a team that will lead the school now and in the future.

ALUMNI REUNION MAY 13 & 14

The 2022 Temple Dental Reunion Weekend was a success! It was great to see old classmates reconnect and create new life-long memories. Events included tours at the school, dinner at the Logan Hotel in downtown Philadelphia, and brunch at the Museum of American Revolution. **Save the date for Temple Dental's 160th Anniversary Celebration on April 27, 2023.**



ORTHODONTIC ALUMNI GATHERING MAY 21 MIAMI



Alumni from across the country attended the Annual AAO Session '22 in Miami Beach. TUKSOD held an alumni reception to catch up with old classmates and staff. Join us next year in Chicago!

AWARDS PRESENTED TO OUTSTANDING ALUMNI

Every year, the Alumni Association recognizes exceptional alumni who are advancing the field of dentistry. Awards may be given in the following categories.

- The Education Award is for alumni making significant contributions to the field of dental education.
- The Entrepreneurship Award is for alumni with exceptional initiative in the business of dentistry.
- The Humanitarian Award is for alumni who go beyond the profession's responsibilities to help improve the welfare of one's community, state, country or world.
- The Leadership Award is for alumni who are advancing dentistry on local, national, or international levels through action, awareness building, research, or policy development.
- The Service Award is for alumni who are driven by charitable acts and volunteerism.

This year, the awards were presented at our Reunion Celebration on May 13, 2022. Congratulations to the following awardees:

Nipa Thakkar '12, Leadership Award

Dr. Thakkar volunteers as a Big Sister with Big Brothers Big Sisters in the Philadelphia area. She is also a rotarian with the Westtown-Goshen Rotary chapter and a member of the Greystone Auxillary of Chester County Hospital. In addition, Dr. Thakkar is on the Board of Trustees for the Pennsylvania Dental Association and on the American Dental Association's Council on Membership. She completed the ADA Diversity in Leadership program in 2014 and was the inaugural recipient to the ADA Henry Schein Cares Dr. David Whiston Leadership Award in 2015.

Joanne Burrell '89, Education Award

Dr. Burrell has been the recipient of the Abington Hospital Williamson award for service to the community. Recently, she received the Humanitarian Award from the Second District Dental Organization and is involved in the local Montgomery-Bucks Dental Society. She has been a board member and past President of the Society. Sadly, Dr. Burrell passed away in May 2022.

Gregory Gagliardi '89, Humanitarian Award

Dr. Gagliardi's professional mission statement has always been to put "Children First". He has served the local community by supporting organizations such as a Woman's Place and Mission of Mercy in Pennsylvania, along with supporting the global community by supplying dental supplies and community support to areas in Haiti, Nicaragua, and Honduras.

Do you know Kornberg School of Dentistry alumni who are changing the field of dentistry and making a difference in their communities or the world? Nominate them for an Alumni Association Achievement Award; nominations are open from September 1 until December 1.



Nipa Thakkar '12, Leadership Award



Joanne Burrell '89, Education Award



Gregory Gagliardi '89, Humanitarian Award

ABOUT THE ALUMNI ASSOCIATION

The Kornberg School of Dentistry Alumni Association cultivates ongoing relationships between alumni, students, and the school. We strive to accomplish the following outcomes through our events, outreach, and programs:

- Actively seek student representation, participation, and input within the association from students in each of the four dental-school-year cohorts.
- Build a robust and engaged dental school community of alumni, students, and faculty through events and programming.
- Facilitate networking and professional development opportunities, as well as the creation of mutually supportive relationships between alumni, students, and the dental school community.
- Foster pride and an environment of mutual respect and understanding that encourages the exchange of information, ideas, and opinions.
- Promote an environment in which all issues can be freely discussed and questioned for the betterment of the school and students' lives.
- Recognize alumni contributions.
- Serve as a resource for students, their families, and the school prior to matriculation and throughout their years at Temple.

The Alumni Association proudly supports initiatives that enhance the student experience while fostering camaraderie, community, and a commitment to service. The financial support that alumni can offer to the alumni association goes to help fund events that directly benefit current students.

2023 CE COURSES

Friday, September 16, 2022

MANDATORY TRAINING - Opioid Training: Pain Management, Identification of Addiction, and Guidelines for Prescribing or Dispensing Opioids

Dr. Marc Gottlieb

9:00 am – 1:00 pm / 4 CE

Zoom: D \$180 DT \$75 Faculty \$25 Residents/Students FREE

In Person: Dentist \$295 / Dental Team \$125 / Temple Faculty \$50

Temple Residents/Students FREE

Location: Temple University Student Faculty Center,

3340 N. Broad Street, Phila, PA 19140

Friday, September 23, 2022

Oral Lesions: Recognition, Diagnosis and Management

Dr. Chizobam Idahosa

9:00 am – 4:00 pm / 6 CE

Zoom: D \$180 DT \$75 Faculty \$25 Residents/Students FREE

In Person: Dentist \$295 / Dental Team \$125 / Temple Faculty \$50

Temple Residents/Students FREE

Location: Temple University Student Faculty Center,

3340 N. Broad Street, Phila, PA 19140

Friday, September 30, 2022

Updates in Pediatric Dentistry

Dr. Lance Kisby

9:00 am – 4:00 pm / 6 CE

Zoom: D \$180 DT \$75 Faculty \$25 Residents/Students FREE

In Person: Dentist \$295 / Dental Team \$125 / Temple Faculty \$50

Temple Residents/Students FREE

Location: Temple University Student Faculty Center,

3340 N. Broad Street, Phila, PA 19140

Friday, October 7, 2022

Clear Aligners

Dr. Harold Slutsky

9:00 am – 4:00 pm / 6 CE

Zoom: D \$180 DT \$75 Faculty \$25 Residents/Students FREE

In Person: Dentist \$295 / Dental Team \$125 / Temple Faculty \$50

Temple Residents/Students FREE

Location: Temple University Student Faculty Center,

3340 N. Broad Street, Phila, PA 19140

Friday, December 9, 2022

MANDATORY TRAINING

Act 31 Child Abuse Recognition and Reporting

Dr. Angela Stout and Mary C. Pugh, Esq.

9:00 am – 11:00 am / 2 CE

Zoom/In Person: Dentist \$125 / Dental Team \$75 /

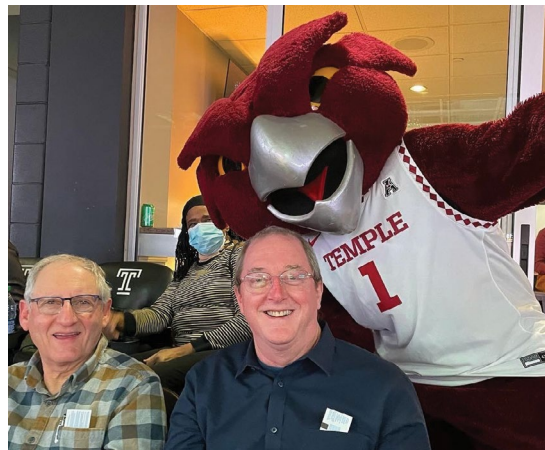
Temple Faculty \$25 / Temple Residents/Students FREE

Location: Temple University Student Faculty Center,

3340 N. Broad Street, Phila, PA 19140

ALUMNI CALENDAR OF EVENTS

<https://dentistry.temple.edu/alumni/alumni-events>



Kornberg School of Dentistry Homecoming Tailgate

Saturday, September 17, 2022

10:30 am – 2:00 pm (Kickoff: 2:00 pm)

Lincoln Financial Field, Lot K

American Association of Oral and Maxillofacial Surgeons Alumni Reception

Thursday, September 15, 2022

6:00 pm – 8:00 pm

Hilton New Orleans Riverside

Temple Kornberg School of Dentistry Alumni Reception

Grand Salon D24

SmileCon Alumni Reception

October 14, 2022

6:30 pm – 8:30 pm

Hilton Americas Houston

Meeting Room 344 B

American Academy of Periodontology Alumni Reception

Saturday, October 29, 2022

7:00 pm – 9:00 pm

Sheraton Phoenix Downtown

Laveen-A

Greater New York Dental Meeting Alumni Reception

Sunday, November 27, 2022

6:00 pm – 8:00 pm

New York Marriott Marquis Hotel, 4th floor

Temple Dental's 160th Celebration

Thursday, April 27, 2023

Union League of Philadelphia, Details TBD

For more information, contact Nicole Carreno at ncarreno@temple.edu or 215-707-7541.

Or visit our website at

<https://dentistry.temple.edu/continuing-ed>

Please feel free to take our survey so we can better our programs and offerings:

<https://www.surveymonkey.com/r/JHFPYGC>

WILLIAM J. RIEGER, DDS ('72)



William J. Rieger, DDS ('72) passed away suddenly on January 19, 2022. Just two days before he died, while treating a clinic patient with student dentist Dr. Maitri Shah, '22, Dr. Rieger decided to surprise Shah with a graduation present. "Take it," he said, handing her his unique bowls for prosthodontic lab work.

"It was very special," explains Shah's best friend, Dr. Nikunj Patel, '22. "He taught us as his own kids, how to be a good dentist, and how to treat a patient with the highest quality of care."

A beloved professor of maxillofacial prosthodontics, Dr. Rieger grew up in Philadelphia, graduated from LaSalle University, then Temple Dental. He started as a faculty member here in 1974.

Wallace B. Hirschberg, DDS	DEN '43	Thomas L. Caldwell, DDS	DEN '61
Robert M. Katin, DDS	DEN '48	Ellis P. Hyman, DDS	DEN '62
Leon Perahia, DDS.	DEN '49	Patrick Ho, DDS	DEN '63
Sylvan Morein, DDS	DEN '51	James F. Maynes, DDS	DEN '66
Ronald F. Steg, DDS	DEN '52	Larry Shaen, DDS	DEN '74
Aaron A. Sorkin, DDS	DEN '52	Alexander M. Neidhardt, III, DDS	DEN '76
William H. Binns, Jr., DDS	DEN '54	Robert Edgar Stark, DDS	DEN '79
William K. Schaffer, DDS	DEN '54	Louis Eisenberg, DDS	DEN '80
Jack H. Atkins, DDS	DEN '54	Mark Stephen Williams, DDS	DEN '81
Carl D. Nelke, DDS	DEN '54	Stephen E. Shpeen, DMD	DEN '83
Austin E. Stiles, DDS	DEN '56	William W. Adams, DMD	DEN '84
James E. Miller, DDS	DEN '57	Joanne C. Burrell, DMD	DEN '89
Armin M. Elkins, DDS.	DEN '58	Cendie R. Crawley, DMD.	DEN '95
Ronald W. Niklaus, DMD	DEN '58	Gregory A. Kurman, DMD	DEN '99
Peter J. Kapsimalis, Sr., DDS	DEN '59		



Kornberg School of Dentistry

3223 North Broad Street
Philadelphia, PA 19140

