

SUMMARY REPORT

ADEA Education Research Series, Issue 13, May 2026

ADEA Faculty Trends:

Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025

Access the online storyboard and the charts data at:
ADEA.org/facultytrends

ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025

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Executive Summary

Key findings of this edition include:

The distribution of faculty positions shifted across key structural dimensions between FY 2019 and FY 2025, including U.S. Census region, institution type, employment arrangement, academic rank and tenure system. Regional distribution shifted toward the Northeast, while the Midwest accounted for a smaller portion. The percentage of faculty positions at private institutions increased ([Figure 1.1](#)). Full-time roles accounted for a larger portion of faculty positions overall and across most academic ranks ([Figure 1.1](#), [1.4](#)). Assistant Professors continued to represent the largest academic rank, with a lower percentage among full-time roles and more among part-time roles ([Figures 1.2–1.3](#)). The tenure-based appointments became less common ([Figure 1.7](#)). There was little change in the faculty composition by primary disciplines ([Figure 1.5](#)).

Faculty demographics and workforce patterns changed over the same period. The faculty workforce became younger overall, including among school administrative roles (faculty who devote more than 80% of their time to administrative responsibilities) ([Figures 1.9–1.10](#)). Foreign dental degree holders accounted for a larger portion across all academic ranks ([Figure 1.6](#)). Women’s representation increased in selected primary disciplines such as

GPR/AEGD/Hospital Dentistry, Orthodontics and Dentofacial Orthopedics and Oral & Maxillofacial Surgery ([Figure 1.8](#)). New faculty hiring rates were slightly higher than separation rates, indicating modest net growth alongside continued faculty turnover ([Figure 1.11](#)). Private practice remained the primary source of new faculty ([Figure 1.12](#)) and less of a destination for faculty that left dental school ([Figure 1.13](#)). Most faculty that left their dental school positions were assistant professors ([Figure 1.14](#)).



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Unfilled faculty needs increased between FY 2019 and FY 2025, with demand evident across multiple disciplines—most notably in General-Operative-Restorative Dentistry and Oral & Maxillofacial Surgery—and concentrated at the Assistant Professor level (Figures 2.1–2.5). Most openings reflected existing roles rather than newly created ones, pointing to persistent challenges in filling established faculty positions (Figure 2.6). Limited response to position announcements became the most frequently reported hiring constraint by FY 2025 (Figure 2.2). Consistent with these patterns, more roles remained open for extended periods, including those open for more than 12 months (Figure 2.7).

The number of lost faculty positions remained limited and was unevenly distributed across primary disciplines and academic ranks (Figure 3.1). Losses became more concentrated over time, particularly among Assistant Professors and in a limited number of disciplines, such as General-Operative-Restorative Dentistry (Figures 3.2–3.3).

Dental schools addressed open and lost positions by relying mainly on internal adjustments to maintain teaching and clinical coverage (Figures 2.8 and 3.4). Redistribution of teaching responsibilities was the most common response. For open positions, part-time faculty

served as a secondary strategy. Because the number of lost positions was small relative to the overall faculty workforce, schools absorbed these changes through workload adjustments.

Changes in the faculty workforce were modest across structural and demographic dimensions, while recruitment challenges increased between FY 2019 and FY 2025. Faculty staffing challenges were concentrated among Assistant Professors (Figure 2.6). Dental schools maintained instructional and clinical capacity through continued hiring and greater reliance on internal workload adjustments.

For access to the online storyboard and the charts data, visit [ADEA.org/facultytrends](https://adea.org/facultytrends). For more detail, check the dashboards on U.S. dental school faculty in the ADEA Data Portal, available to ADEA members at dataportal.adea.org.

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Introduction



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Dental school faculty play a central role in educating future oral health professionals and advancing clinical training and research. The ability of dental schools to prepare the next generation of dentists and allied oral health professionals depends on the stability and sustainability of the faculty workforce.

Between FY 2019 and FY 2025, structural and demographic dimensions of the faculty workforce shifted, including geographic distribution, employment

arrangements, degree composition and tenure status. Overall disciplinary composition showed little change (Section 1). At the same time, recruitment challenges increased, time to fill roles lengthened and hiring needs became more concentrated at the Assistant Professor level (Section 2).

This report examines trends in full-time and part-time faculty positions at U.S. dental schools between FY 2019 and FY 2025 (fiscal years as defined by each participating school), using data from the 2018–19 ADEA Survey of Dental School Faculty and the 2024–25 ADEA Dental School Faculty Salary and Demographic Census. It analyzes changes in faculty composition and trends in open and lost positions, offering insight into faculty workforce planning, recruitment and retention strategies for deans, academic leaders and faculty members.

What this report covers

- **Faculty composition (Section 1)**
- **Open faculty positions and hiring challenges (Section 2)**
- **Lost faculty positions and institutional responses (Section 3)**

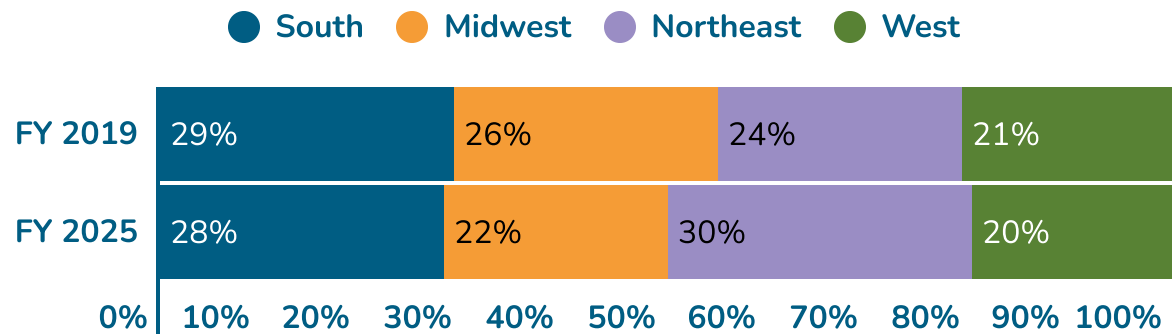
Section 1:

Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025

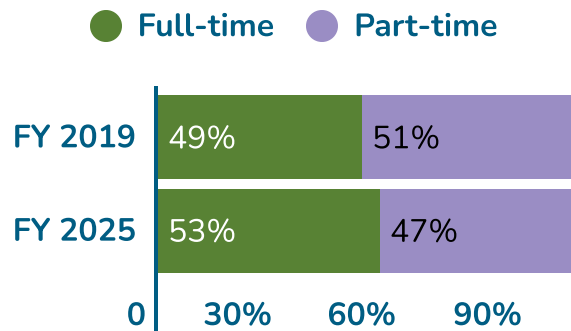


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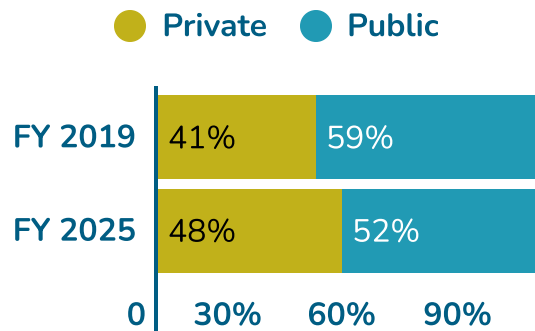
Fig. 1.1 Distribution of U.S. Dental School Faculty by U.S. Census Region, by Employment Status and Institutional Type, FY 2019 and FY 2025



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Faculty distribution shifted across regions and employment structures between FY 2019 and FY 2025, with changes concentrated in geographic distribution and full-time representation:

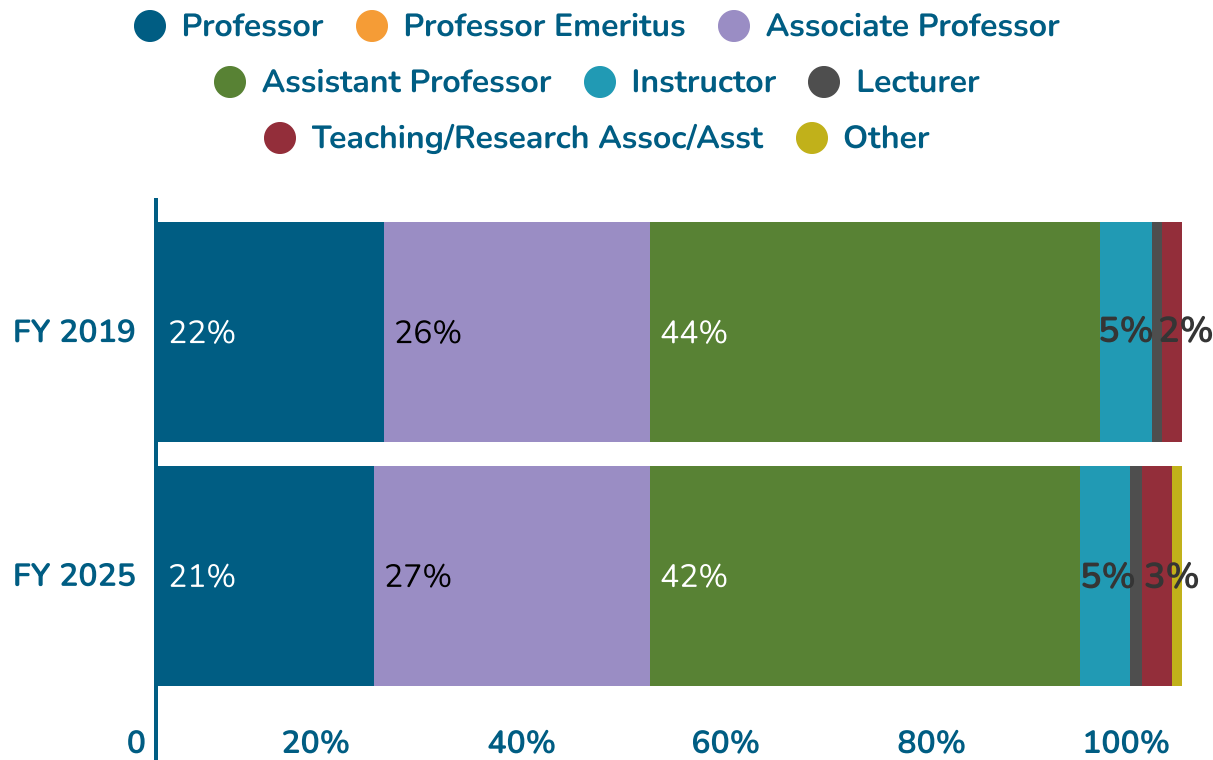
- The Northeast accounted for the greatest growth in faculty percentage, while the Midwest experienced the most significant decrease.
- Full-time became the majority of faculty positions by FY 2025.
- Private dental schools gained in their portion of faculty.

Notes: This reflects the estimated number of full-time and part-time faculty at all U.S. accredited dental schools, not only the schools that responded to the FY 2019 and FY 2025 ADEA data collection. For explanation and definition, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 1.2 Distribution of U.S. Dental School Full-time Faculty by Academic Rank, Responding Dental Schools, FY 2019 and FY 2025



[Download data](#)

The distribution of full-time faculty by academic rank changed modestly between FY 2019 and FY 2025, with changes in selected ranks:

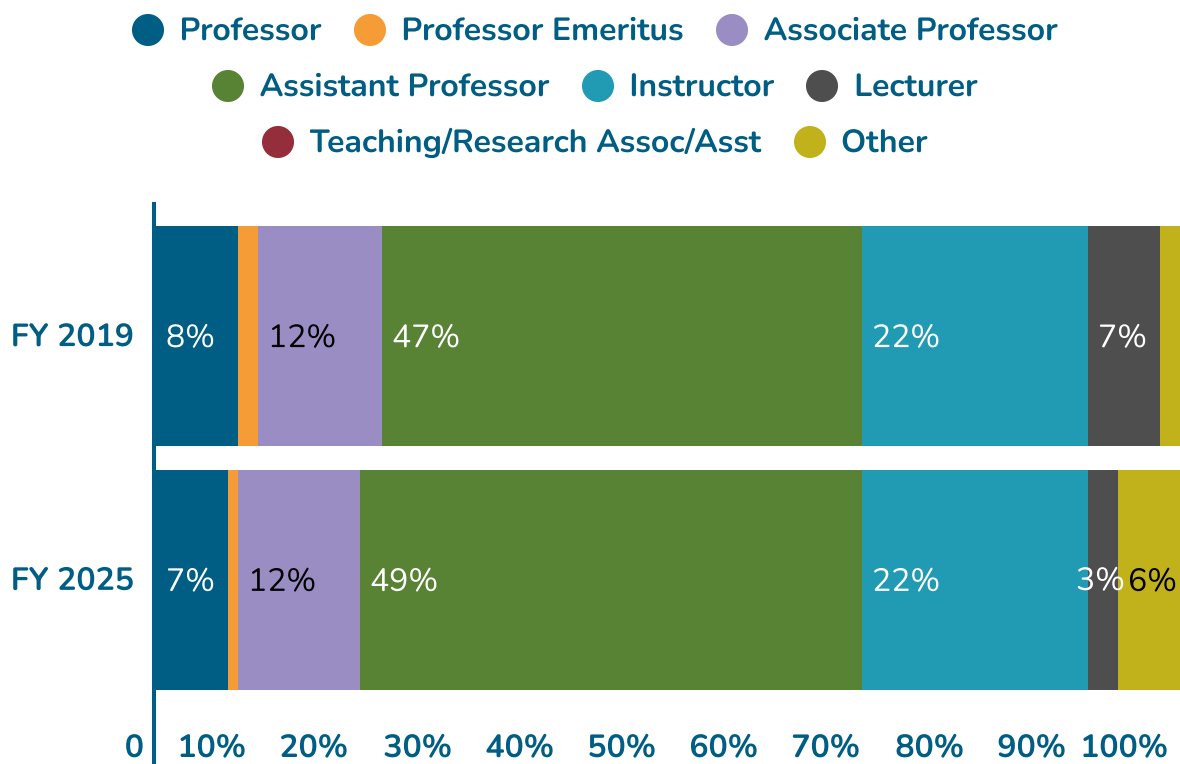
- The proportion of Assistant Professors declined slightly over the period.
- Teaching or research associate/assistant roles increased from 2% to 3%, representing the largest relative change across ranks.
- Associate Professors also accounted for a larger proportion of full-time faculty. However, Assistant Professors remained the largest percentage.

Notes: Percentages may not total 100% due to rounding. This analysis reflects the full-time faculty for which the responding schools provided their academic rank. For explanation and definition, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 1.3 Distribution of U.S. Dental School Part-time Faculty by Academic Rank, Responding Dental Schools, FY 2019 and FY 2025



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The distribution of part-time faculty by academic rank minimally changed between FY 2019 and FY 2025, with shifts concentrated in selected ranks:

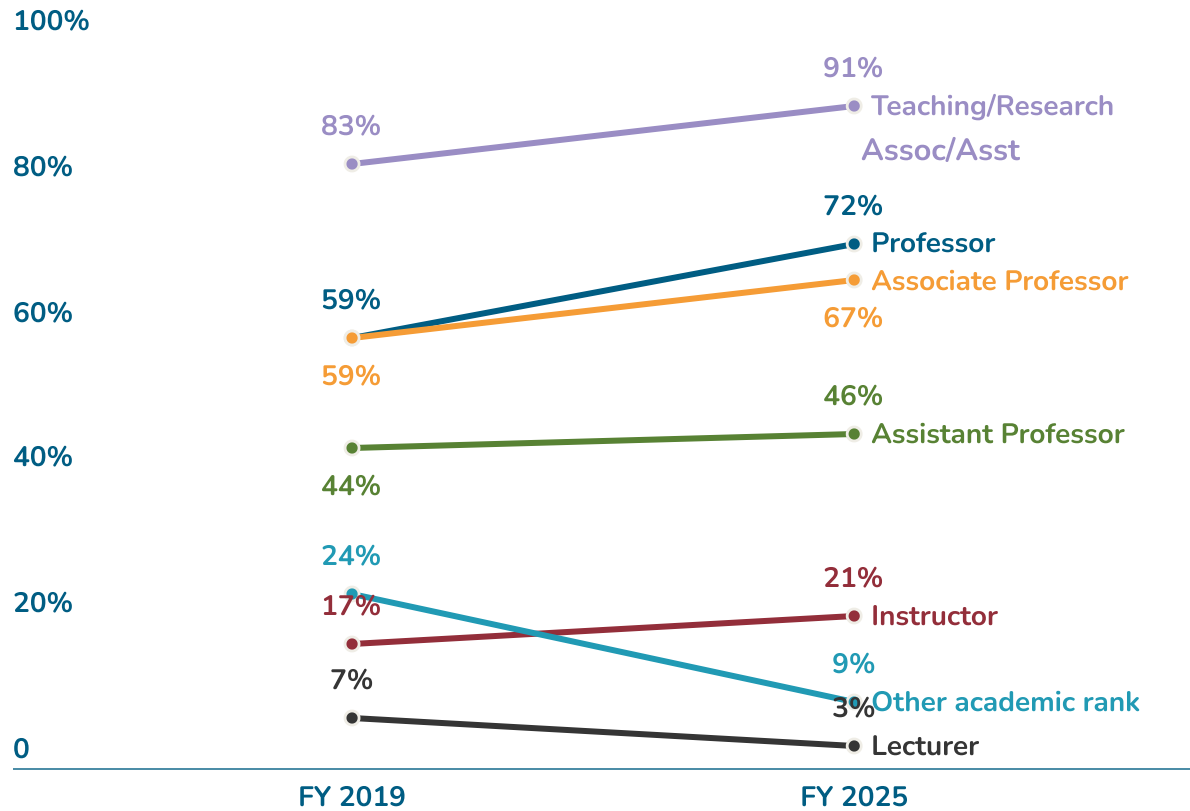
- The proportion of Assistant Professors increased, approaching half of part-time faculty.
- Lecturer roles declined from 7% to 3%, representing the largest decrease across ranks.
- “Other” roles accounted for a larger proportion of part-time faculty, though they remained a relatively small segment overall.

Notes: Percentages may not total 100% due to rounding. This analysis reflects the part-time faculty for which the responding schools provided their academic rank. For explanation and definition, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 1.4 Full-time Faculty Percentage by Academic Rank, Responding Dental Schools, FY 2019 and FY 2025



[Download data](#)

Full-time representation increased across most academic ranks between FY 2019 and FY 2025, consistent with the broader shift toward full-time roles:

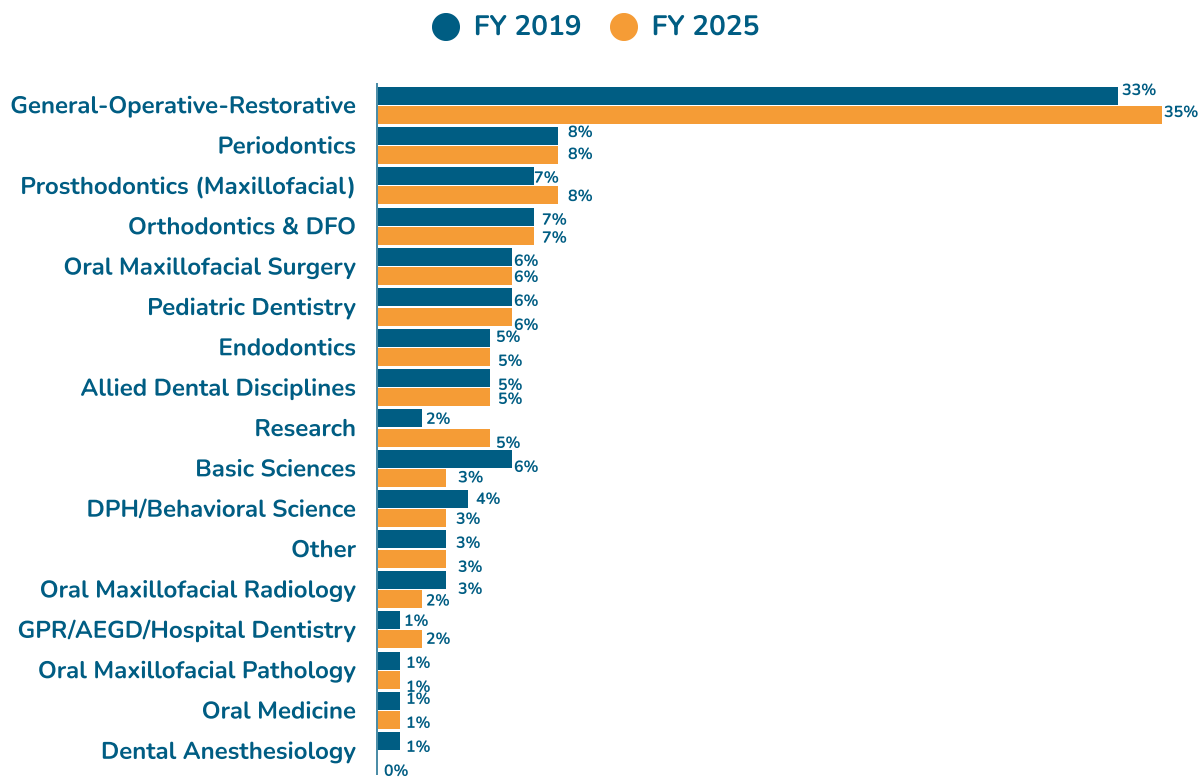
- Professors, Associate Professors and teaching or research associate/assistant roles accounted for a larger proportion of full-time faculty.
- Instructors represented a higher proportion, while Lecturers represented a smaller proportion.

Notes: This analysis reflects the full-time faculty for which the responding schools provided their academic rank. For definitions, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 1.5 Percent of Faculty Positions by Primary Discipline, Responding Dental Schools, FY 2019 and FY 2025



[Download data](#)

Primary discipline composition remained largely unchanged between FY 2019 and FY 2025:

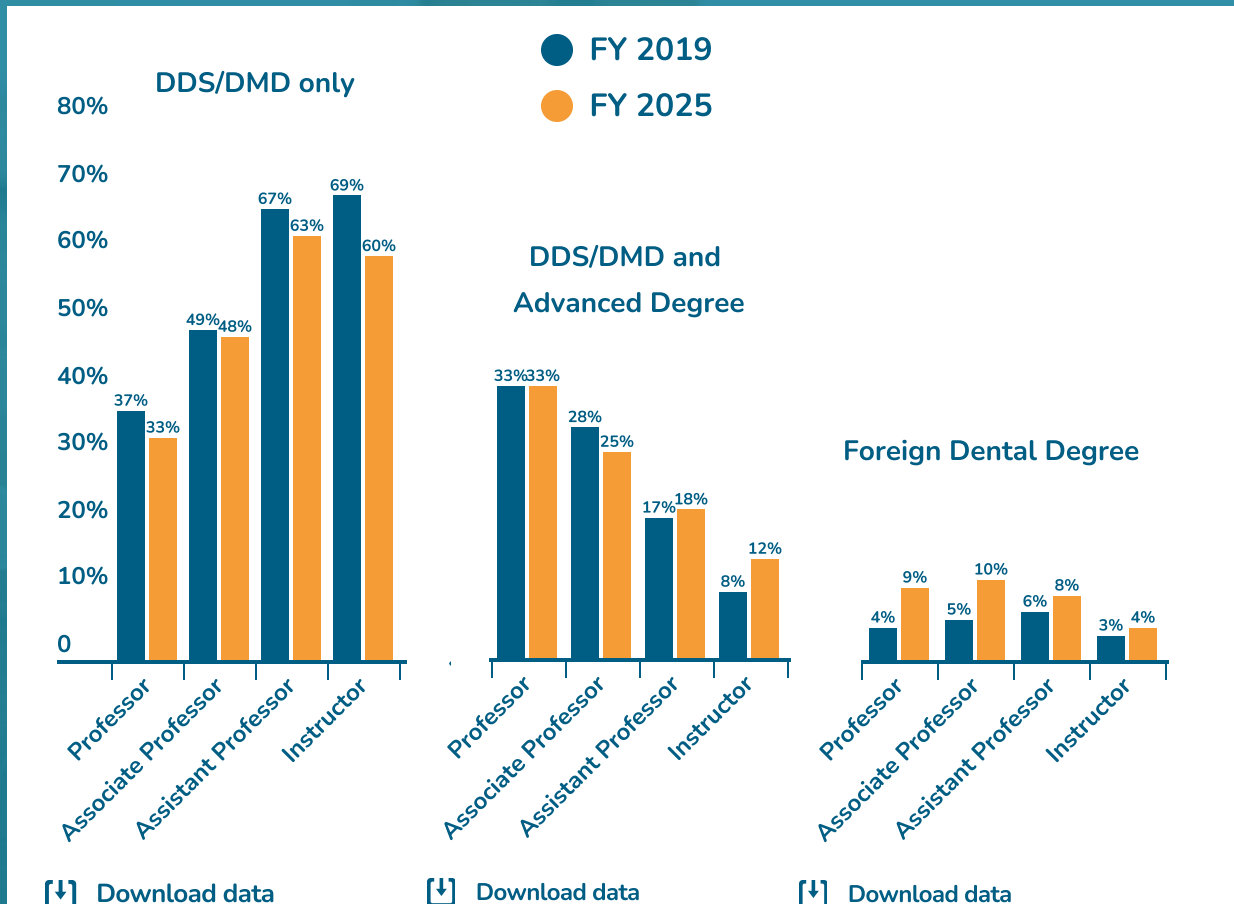
- Research increased from 2% to 5%, representing the largest change in portion across disciplines.
- General-Operative-Restorative accounted for a slightly larger portion of faculty.
- In contrast, Basic Sciences, Dental Public Health/Behavioral Science and Dental Anesthesiology accounted for smaller portions, while most other disciplines showed little change.

Notes: This analysis reflects the full-time and paid part-time faculty for which the responding schools provided their primary discipline. In FY 2025 “Other” included “Not a Dental Discipline,” “Other dental disciplines” and “Orofacial Pain.” ADEA collects data based on the nomenclature of 19 primary disciplines. For full list and definitions, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 1.6 Non-Administrative Faculty by Academic Rank and Highest Academic Degree, Responding Dental Schools, FY 2019 and FY 2025



Degree composition shifted across academic ranks between FY 2019 and FY 2025:

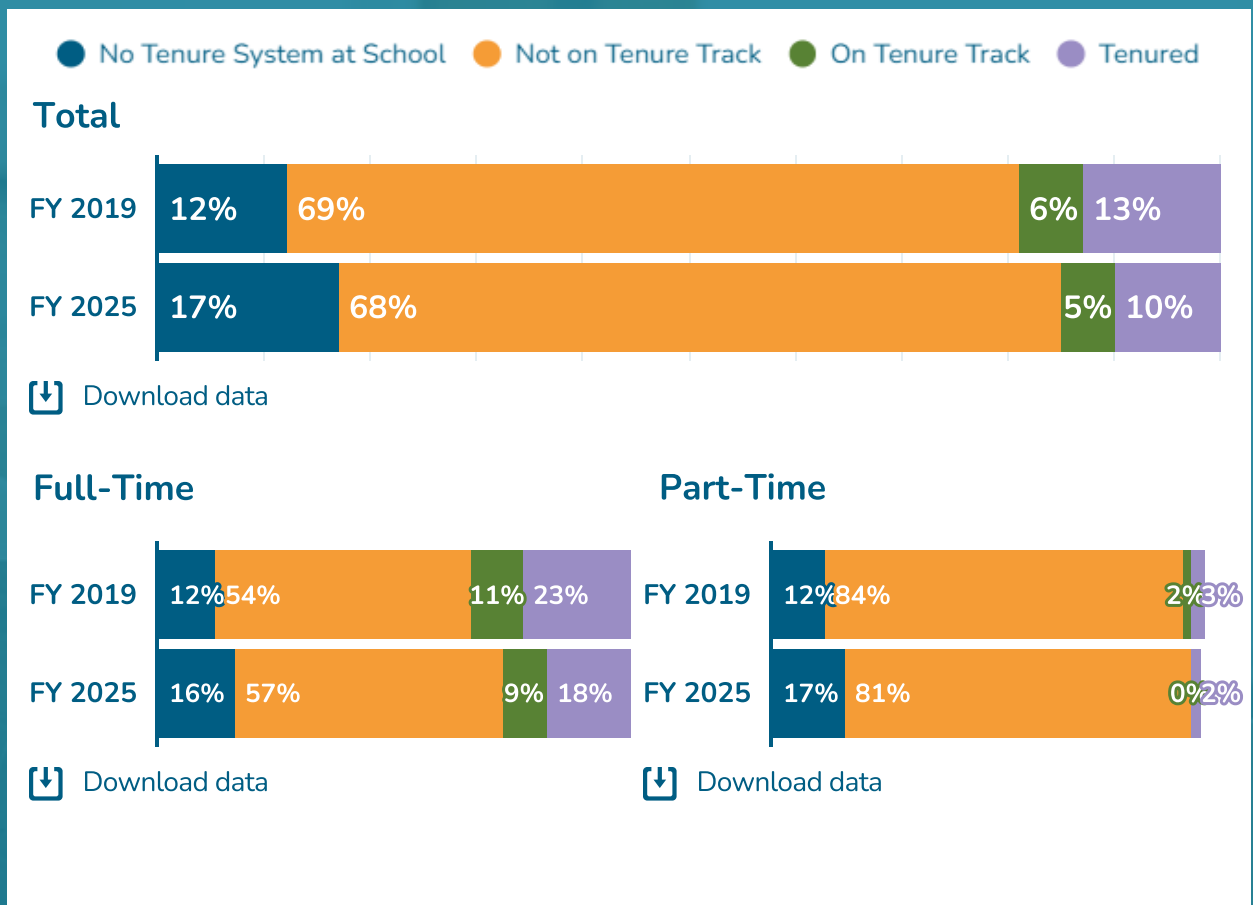
- **DDS/DMD-only credentials** accounted for a smaller percentage across all ranks.
- **DDS/DMD and advanced degrees** accounted for a larger percentage at the Assistant Professor and Instructor levels, while remaining more prevalent among Professors and Associate Professors.
- **Foreign dental degree** holders represented a larger percentage across all academic ranks, indicating modest growth in internationally trained faculty.

Notes: Percentages may not total 100% due to rounding. This analysis reflects the full-time and paid part-time faculty for which the responding schools provided their academic rank and academic degrees. For definitions, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 1.7 Faculty by Tenure and Employment Status, Responding Dental Schools, FY 2019 and FY 2025



Tenure-based appointments became less common between FY 2019 and FY 2025, while the percentage of faculty at schools without a tenure system increased:

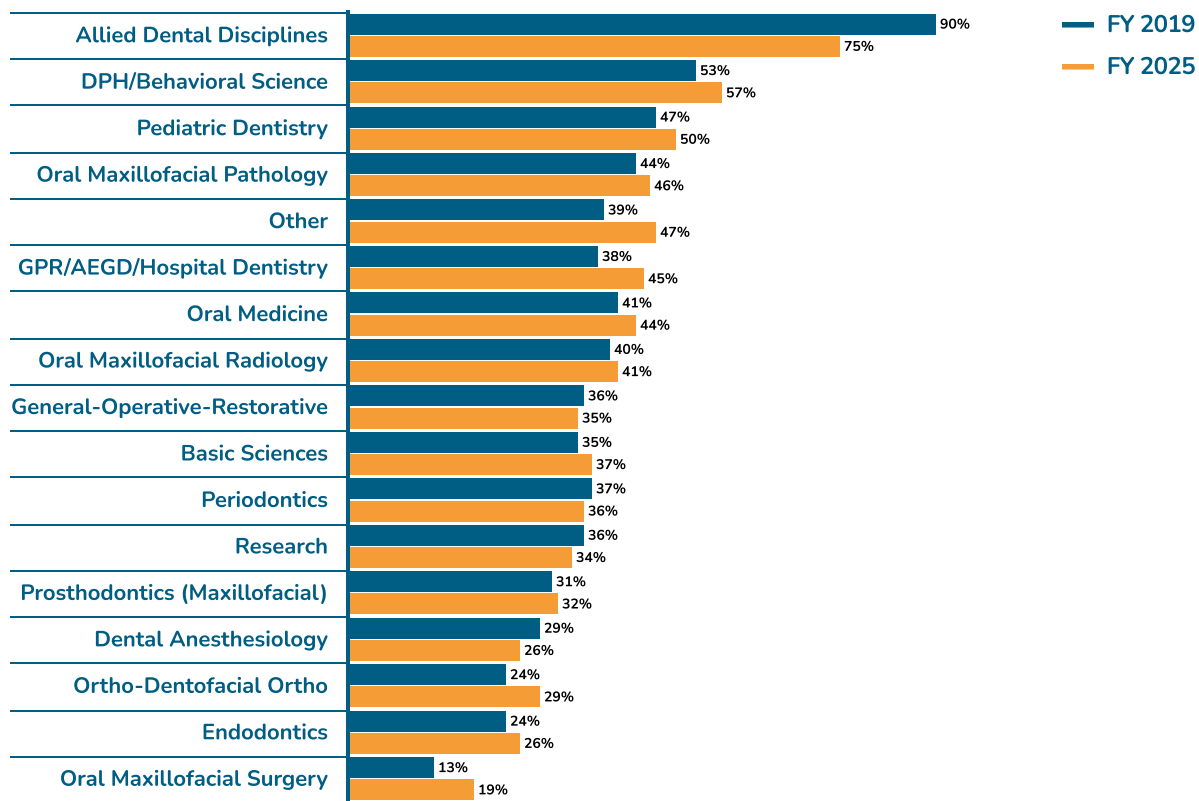
- Tenure-track and tenured appointments made up a smaller proportion of the faculty workforce overall.
- Full-time faculty showed a similar decline, with tenure-track and tenured appointments decreasing from 34% to 27%.
- Among part-time faculty, tenure-based appointments remained minimal, with no faculty on tenure track and only 2% tenured by FY 2025.

Notes: Percentages may not total 100% due to rounding. This analysis reflects the full-time and paid part-time faculty for which the responding schools provided their tenure status. For definitions, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 1.8 Percent of Women Faculty Within Each Primary Discipline, Responding Dental Schools, FY 2019 and FY 2025



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Women’s representation changed across disciplines between FY 2019 and FY 2025, with gains in selected clinical areas:

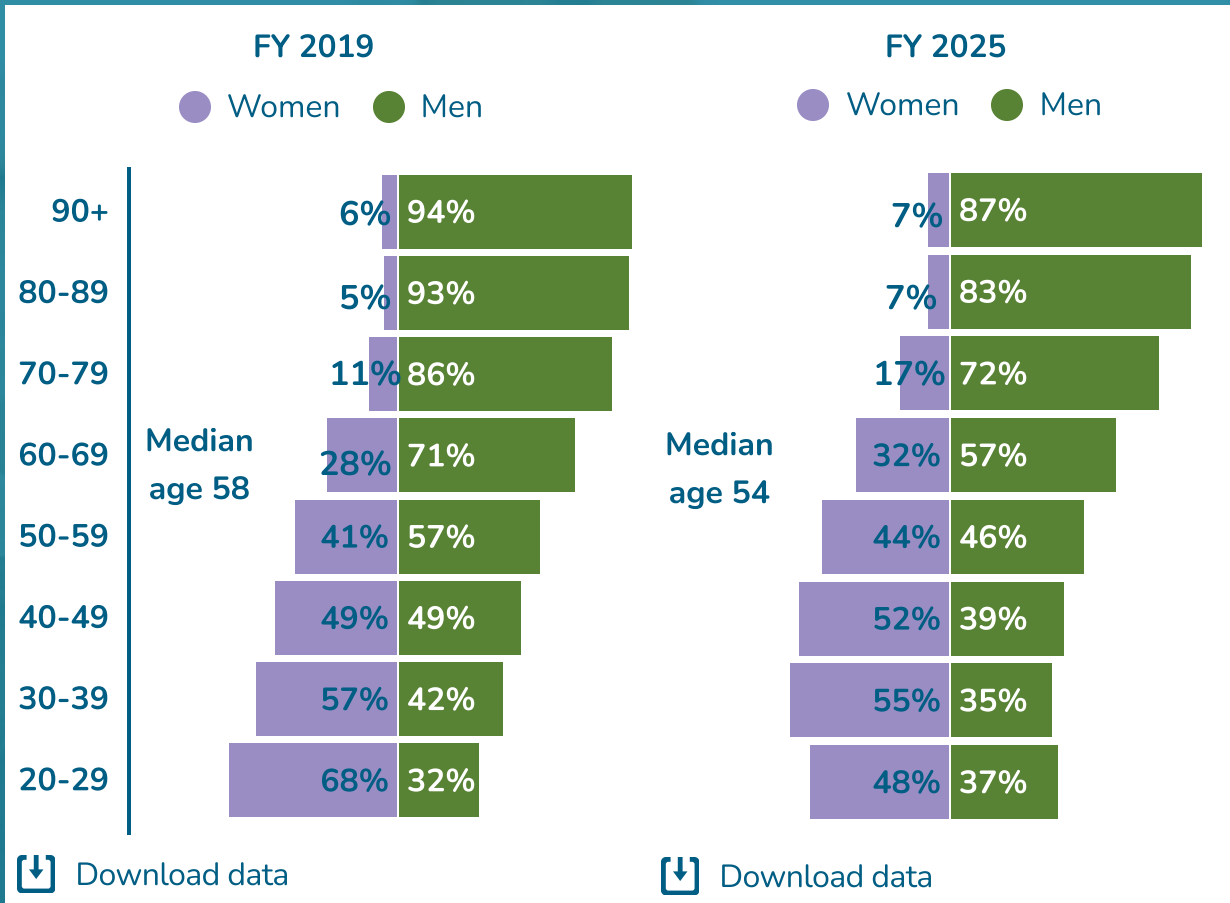
- The percentage of women rose in several clinical disciplines, including GPR/AEGD/Hospital Dentistry, Orthodontics and Dentofacial Orthopedics and Oral & Maxillofacial Surgery.
- In contrast, Allied Dental Disciplines experienced a decline, despite continuing to account for the highest percentage of women faculty.
- Representation remained relatively low in several disciplines, particularly Oral & Maxillofacial Surgery.
- Trends should be interpreted with caution due to increased missing gender data.

Notes: This analysis includes faculty for whom responding schools reported a primary discipline. Women faculty percentages are calculated using total faculty, including those identified as men or with unknown gender. In FY 2025 “Other” included “Not a Dental Discipline,” “Other dental disciplines” and “Orofacial Pain.” ADEA collects data based on the nomenclature of 19 primary disciplines. For full list and definitions, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 1.9 Percent of Dental School Faculty by Gender and Age, Responding Dental Schools, FY 2019 and FY 2025



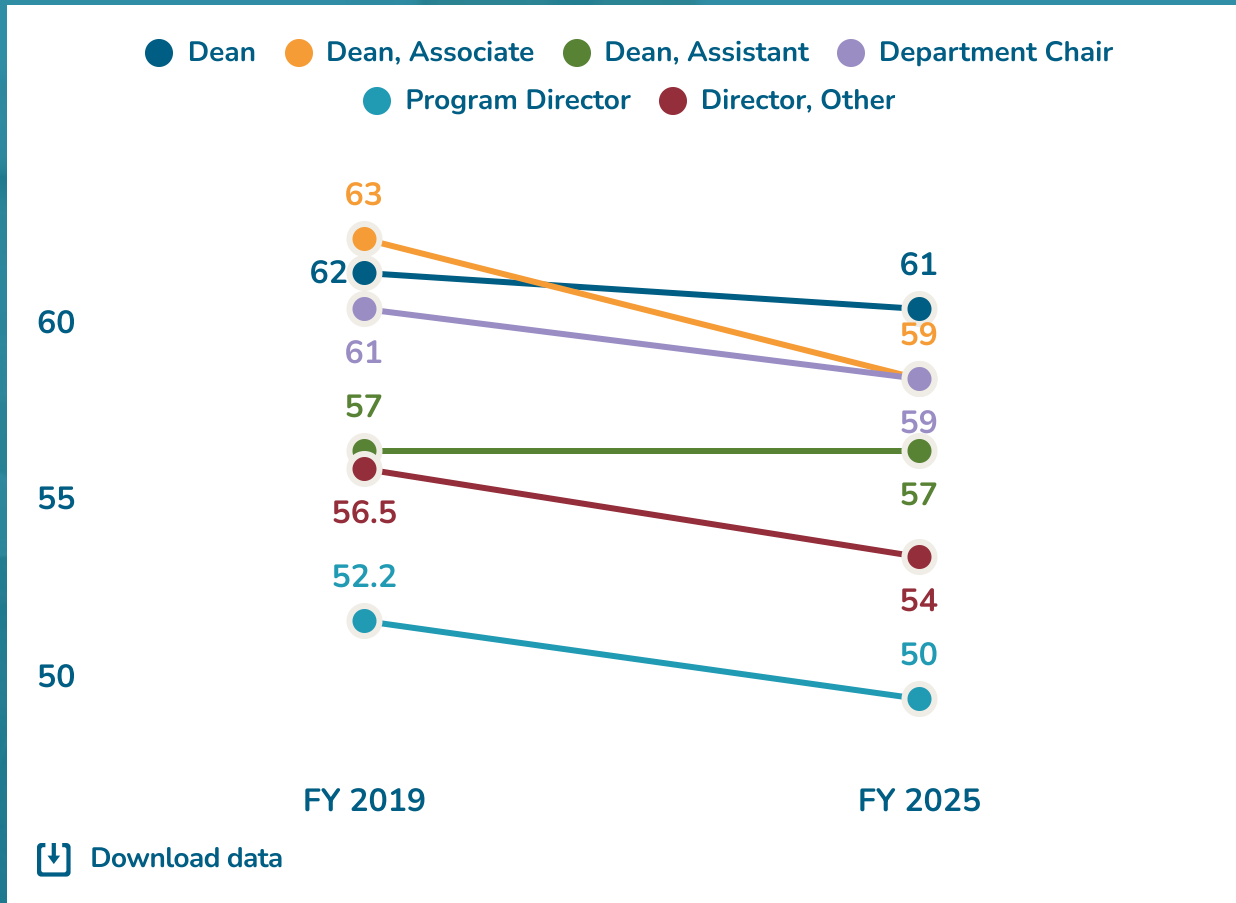
Gender composition varied by age group between FY 2019 and FY 2025, and the faculty workforce became younger overall:

- Women represented a larger proportion of faculty in younger cohorts, particularly among those under age 50, while older cohorts remained predominantly male.
- The proportion of women increased across most age groups, including those ages 40–49 and 50–59.
- The faculty workforce also became younger overall, with the median age declining from 58 to 54 years.
- Trends should be interpreted with caution due to increased missing gender data between FY 2019 and FY 2025.

Notes: Percentages may not total 100% because the presence of faculty for which their employer did not report their gender identity and/or reported other gender identities. For definitions, see Methodological Appendix.
 Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 1.10 Median Age of Faculty With Administrative Roles, Responding Dental Schools, FY 2019 and FY 2025



Median age declined across most administrative roles between FY 2019 and FY 2025, indicating a younger leadership profile in dental schools:

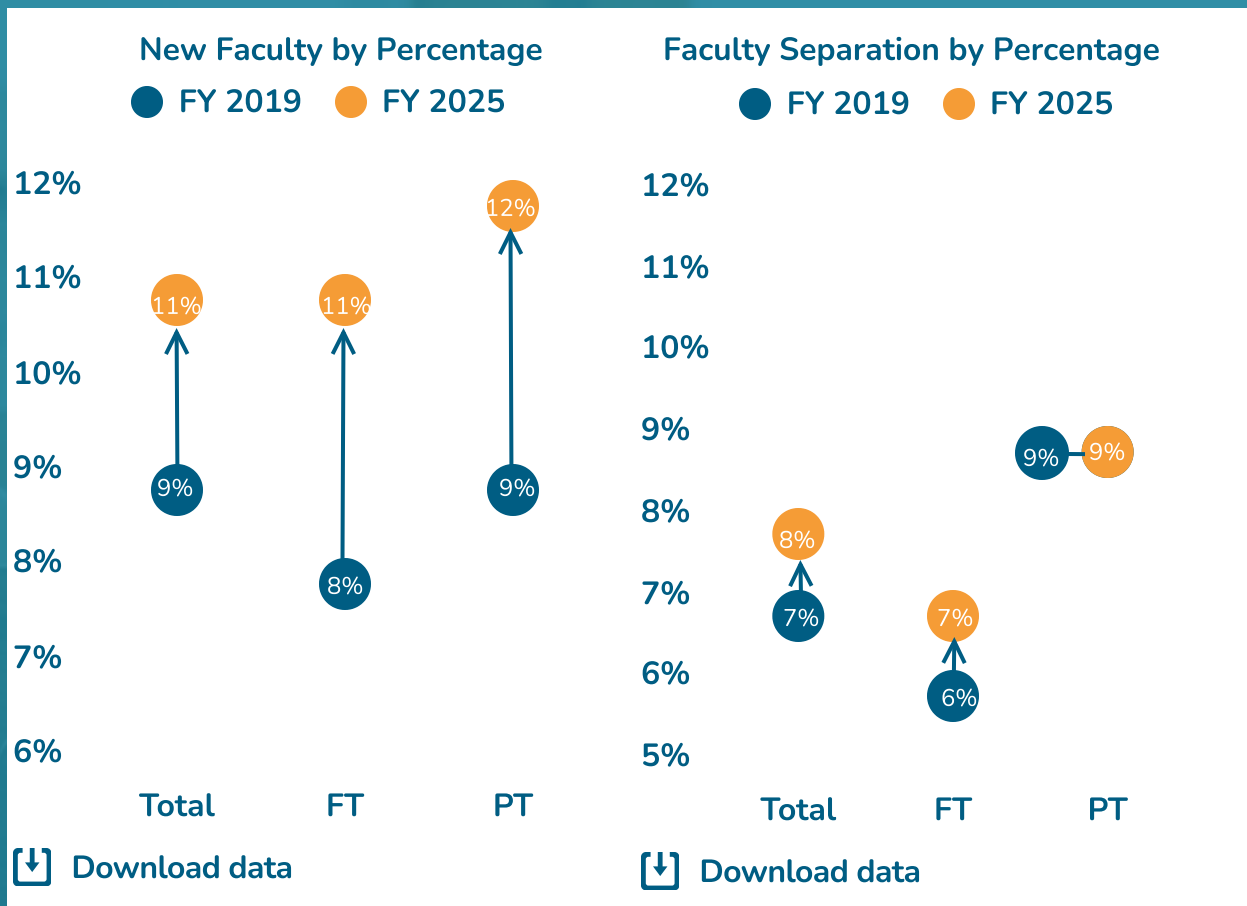
- The largest declines were observed among Associate Deans, with additional decreases among Department Chairs and Program Directors.
- In contrast, the median age of Assistant Deans remained stable, while Deans experienced only modest declines.

Notes: This analysis reflects all faculty for which the responding schools provided their administrative title and year of birth. Administrative faculty are defined as faculty whose administrative duties account for more than 80% of their time. For definitions, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 1.11 New Faculty Rate and Faculty Separation Rate by Employment Status, Responding Dental Schools, FY 2019 and FY 2025



New faculty hiring rates exceeded faculty separation rates in FY 2025, with modest differences across employment types:

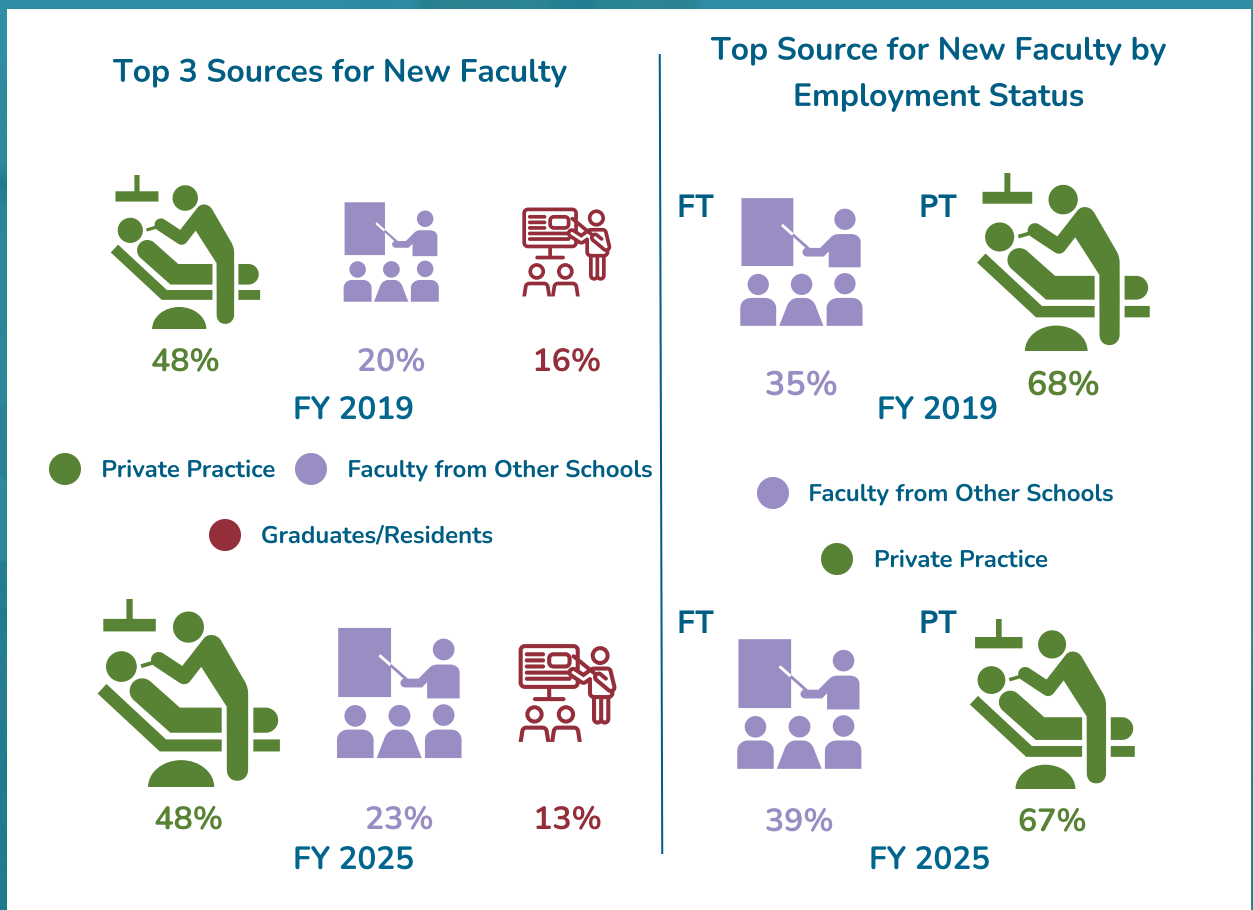
- Faculty hiring rates increased for both full-time and part-time faculty by approximately 3%.
- Faculty separation rates changed only slightly overall and remained relatively stable among part-time faculty.
- The gap between faculty hiring and separation rates indicates modest net growth in the faculty workforce.

Notes: This analysis reflects new faculty and separated faculty for which the dental schools reported their employment status. A faculty member is considered “new” if they are new to the dental school in the fiscal year analyzed, while a separated faculty member reflects a faculty member who was no longer affiliated with the dental school in the fiscal year. New faculty hiring rate = faculty entering the dental school during the fiscal year ÷ total faculty in that year. Faculty separation rate = faculty leaving the dental school during the fiscal year ÷ total faculty in that year. For definitions, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 1.12 Sources of New Faculty by Employment Status, Responding Dental Schools, FY 2019 and FY 2025



Private practice remained the primary source of new faculty, while other sources shifted between FY 2019 and FY 2025:

- Faculty from other dental schools accounted for a larger portion of hires over time, particularly among full-time appointments.
- In contrast, graduates and residents contributed a smaller portion of new faculty.

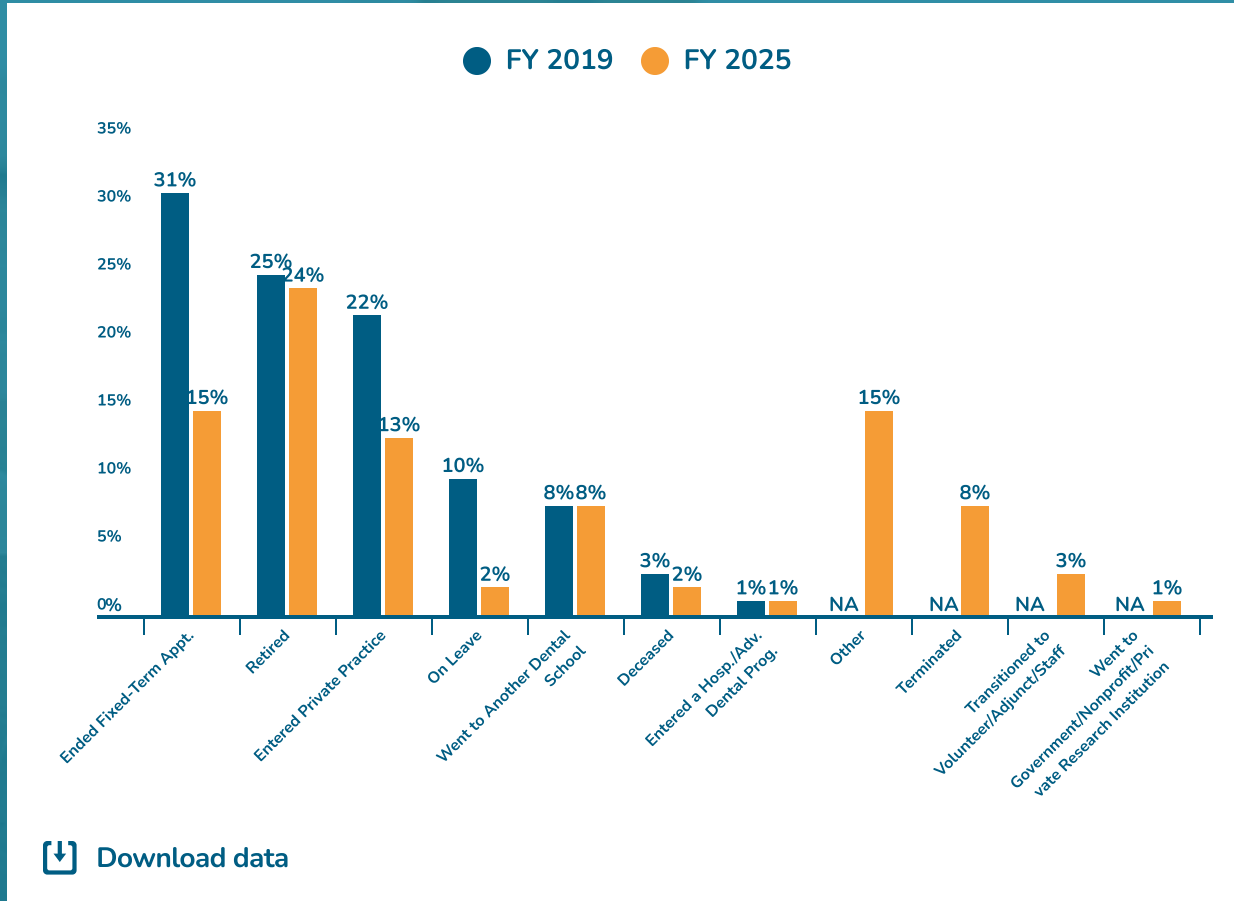
Recruitment patterns differed by employment status, with full-time hires more often drawn from other schools and part-time hires primarily sourced from private practice.

Notes: Percentage may not total 100% due to rounding. This analysis reflects full-time and part-time new faculty for which the responding dental schools reported the employment status and the source of the new faculty member. For definitions, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 1.13 Separated Full-time and Part-time Faculty by Reason for Leaving, Responding Dental Schools, FY 2019 and FY 2025



Reasons for faculty separation shifted between FY 2019 and FY 2025, with declines in fixed-term completions and movement to private practice:

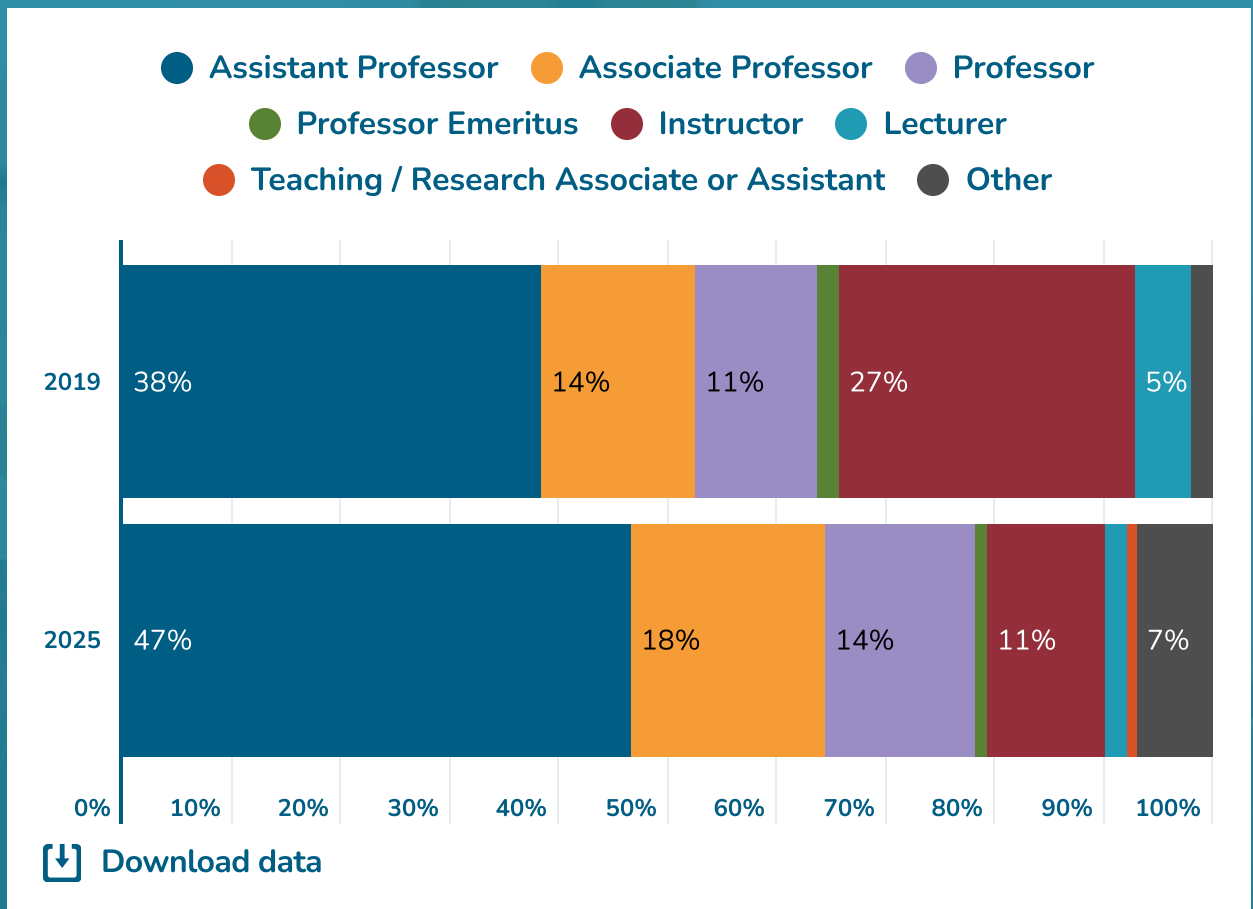
- Fixed-term appointment completions accounted for a smaller proportion and no longer represented the primary reason for separation.
- Departures to private practice also accounted for a smaller proportion over time.
- Retirement and movement to other dental schools accounted for similar proportions, with retirement becoming the largest category by FY 2025.
- Interpretation should consider the addition of separation categories in FY 2025; reported as NA for FY 2019.

Notes: Percentages for FY 2025 do not total 100% due to 8% selecting "Unknown." The analysis includes full-time and part-time faculty with reported employment status and separation reasons. For definitions, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 1.14 Percentage of Separated Full-time and Part-time Faculty by Academic Rank, Responding Dental Schools, FY 2019 and FY 2025



The distribution of separations by academic rank shifted between FY 2019 and FY 2025:

- Assistant Professors accounted for the largest proportion of separations and became more concentrated over time relative to the faculty workforce (Figures 1.2–1.3).
- In contrast, instructional ranks—particularly Instructors—accounted for a smaller proportion, declining from the second-largest to the fourth-largest portion of separations.
- Associate Professors and Professors showed comparatively limited change.

Notes: Percentages may not total 100% due to rounding. This analysis reflects new faculty and separated faculty for which the dental schools reported their employment status. A separated faculty member reflects a faculty member who was no longer affiliated with the dental school in the fiscal year. The analysis includes full-time and part-time faculty with reported academic rank and separation reasons. For definitions, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

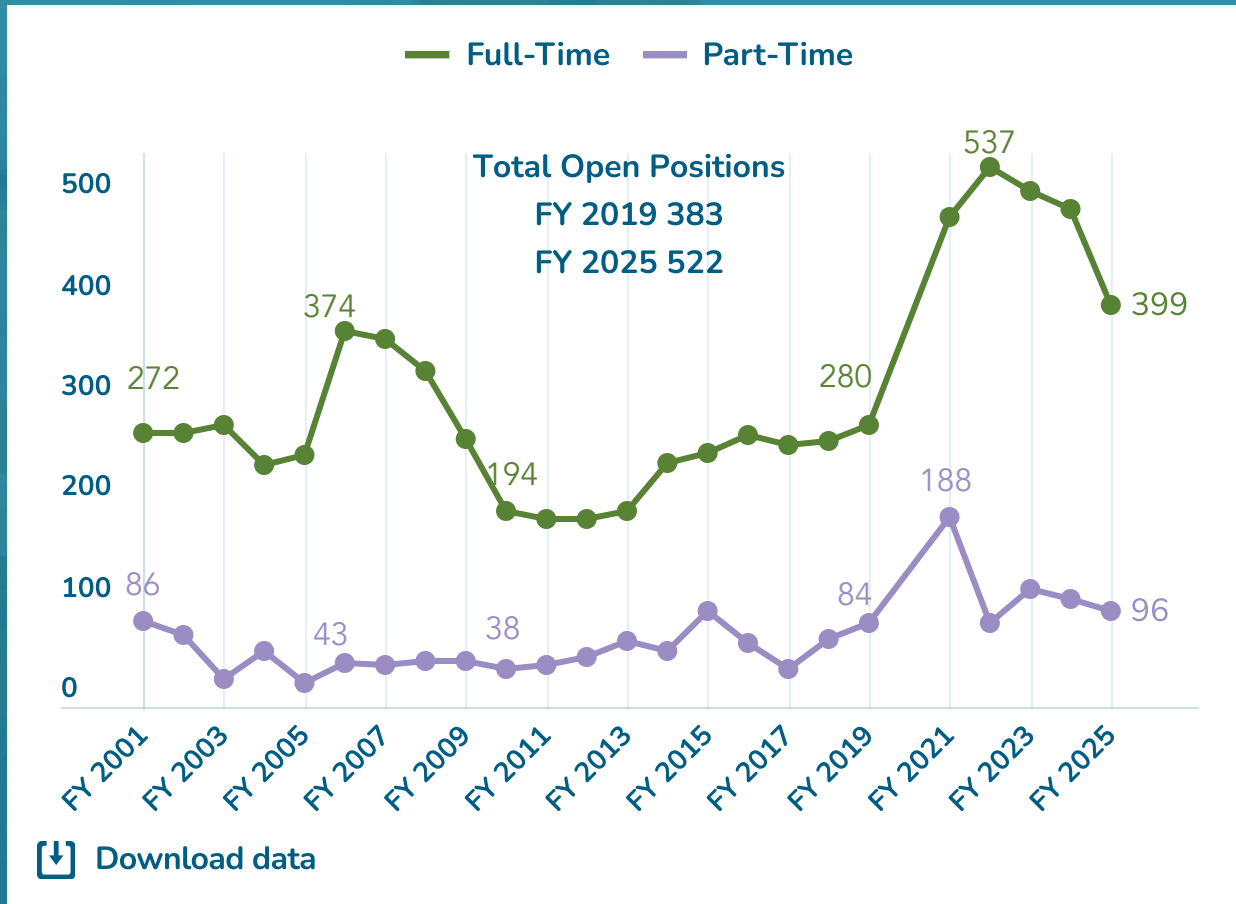
Section 2:

Open Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025



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Fig. 2.1 Open Faculty Positions in U.S. Dental Schools by Employment Status, FY 2001 through FY 2025



Faculty openings increased overall, with growth concentrated in full-time roles and peaking during the pandemic period:

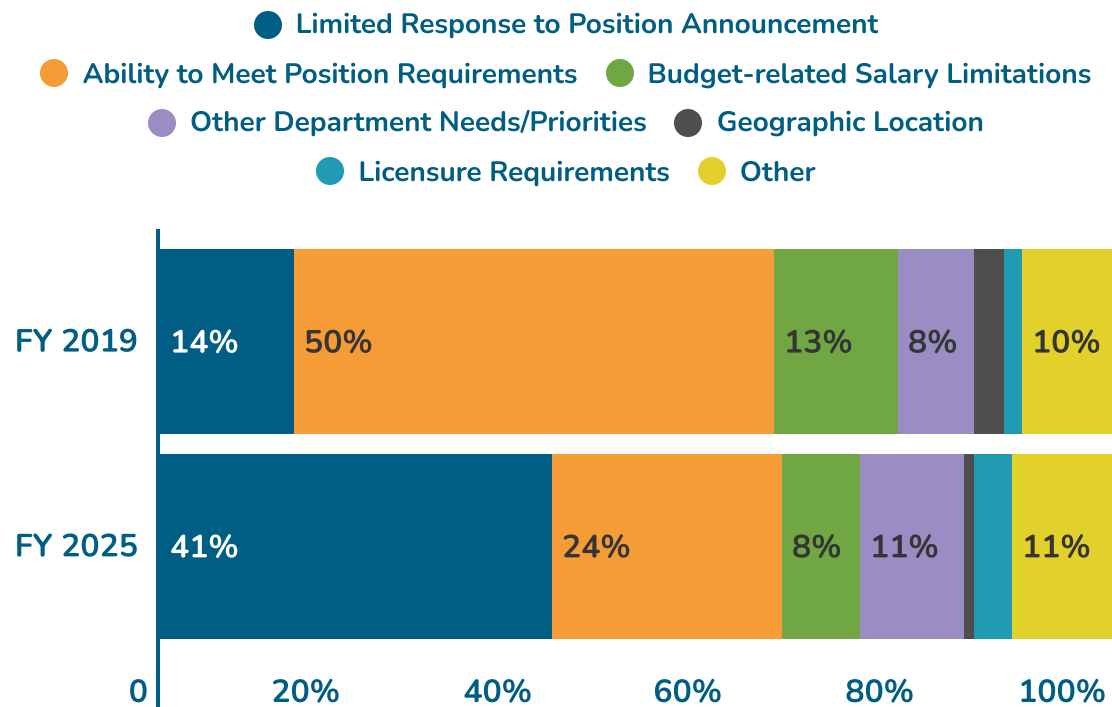
- The number of full-time and part-time faculty openings rose substantially between FY 2021 and FY 2022 before declining in subsequent years.
- Despite the decline after the peak, the level of openings in FY 2025 remained higher than FY 2019.
- Full-time faculty openings accounted for most openings and drove the increase over the period.

Notes: ADEA did not conduct data collection in FY 2020. In addition to full-time and part-time positions, some open faculty positions were reported without an employment status: 1 in FY 2012, 2 in FY 2013, 5 in FY 2015, 7 in FY 2016, 19 in FY 2019, 15 in FY 2023 and 27 in FY 2025. See Methodological Appendix for definitions.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 2.2 Factors Affecting U.S. Dental Schools' Ability to Fill Open Faculty Positions, % of Open Faculty Positions, FY 2019 and FY 2025



Hiring constraints shifted between FY 2019 and FY 2025, with limited response to position announcements becoming the primary barrier:

- Limited response to position announcements affected a larger proportion of searches over time.
- In contrast, candidate qualifications declined in relative importance, falling to the second most common constraint.
- Other factors showed smaller shifts, with salary limitations representing a smaller proportion and department needs and priorities representing a larger proportion.

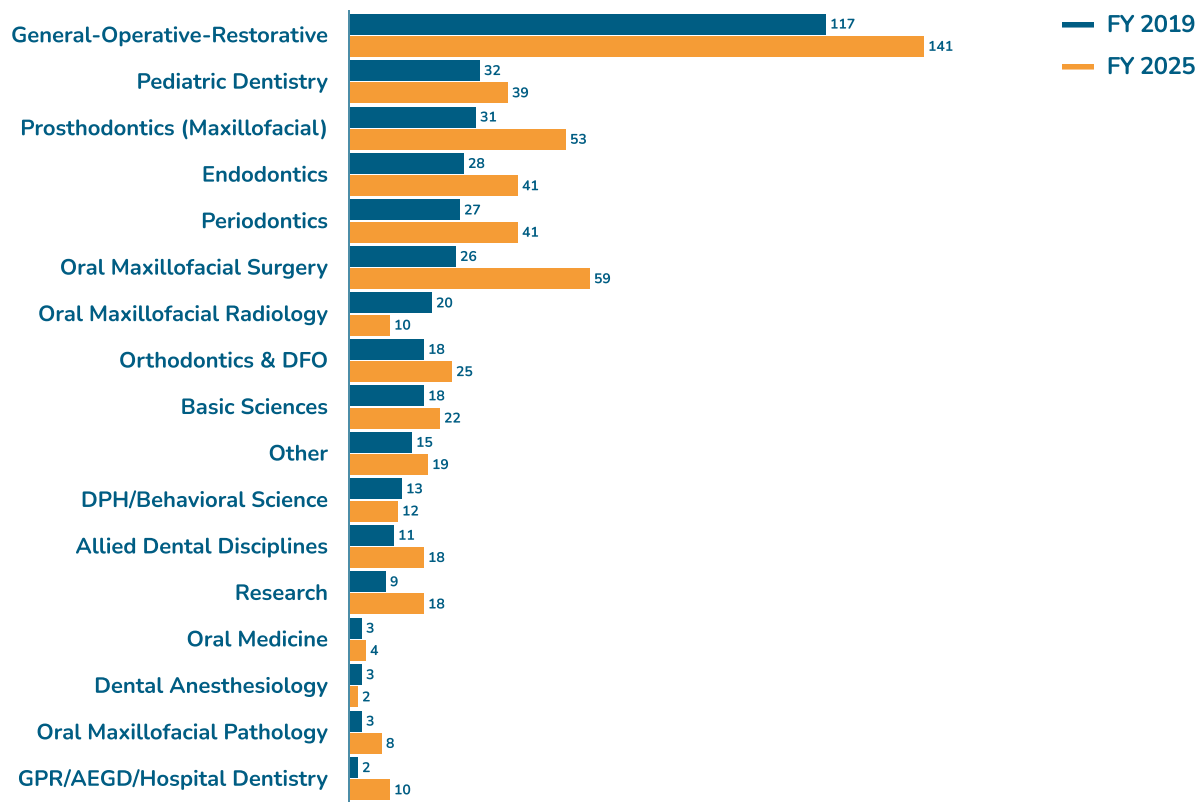
[Download data](#)

Notes: Percentages may not total 100% due to rounding. Dental schools reported factors affecting their ability to fill open faculty positions for 165 openings in FY 2019 and 251 in FY 2025. In FY 2025, "Other" combines responses coded as "Other," "Board eligibility/status," and "Candidates' ability to meet the parent institution's scholarship requirements." See the Methodological Appendix for definitions.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 2.3 Open Positions by Primary Discipline, FY 2019 and FY 2025



[Download data](#)

Open faculty needs expanded across most primary disciplines between FY 2019 and FY 2025:

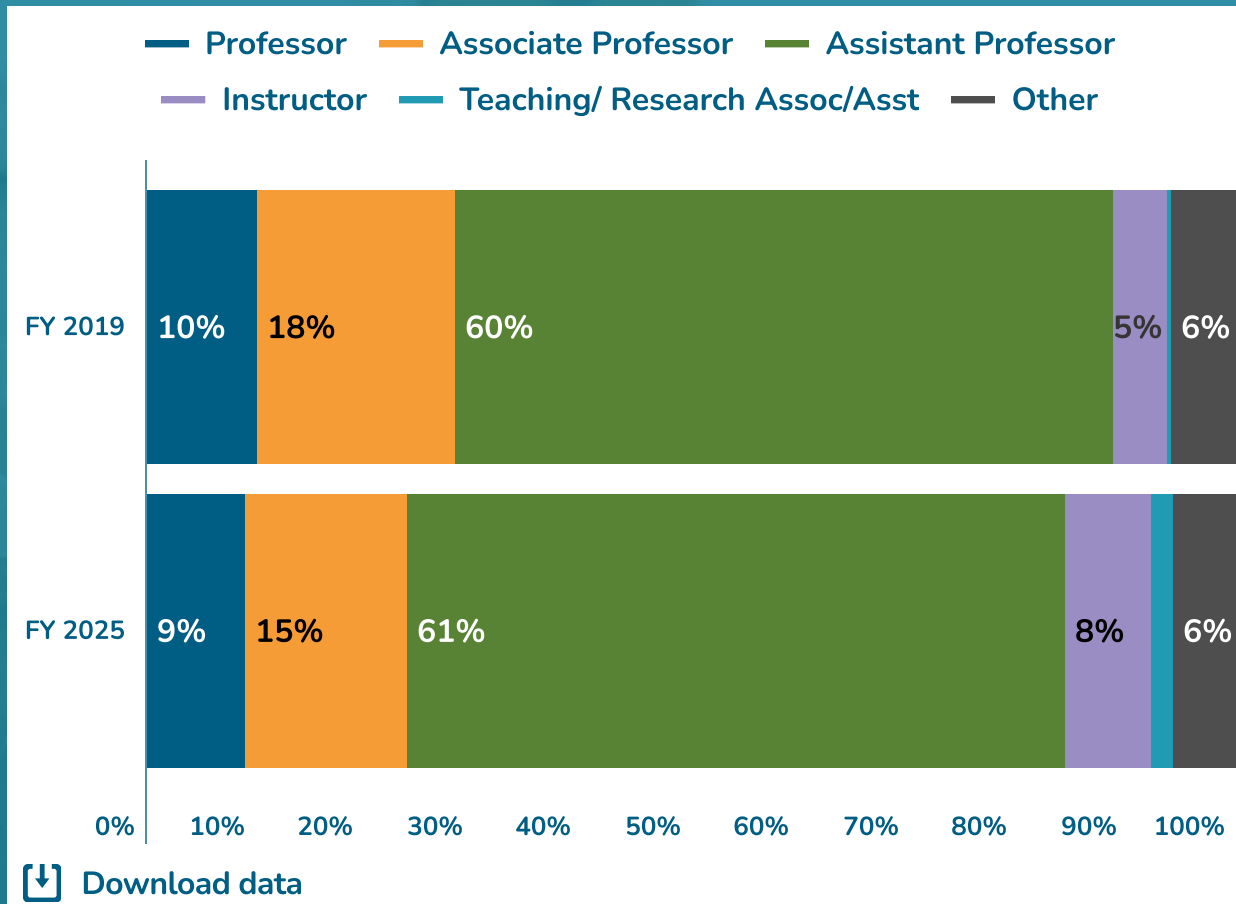
- The most pronounced growth in the number of openings occurred in General–Operative–Restorative Dentistry, Prosthodontics and Oral Maxillofacial Surgery; the latter two also represented a larger proportion relative to their percentage of the faculty workforce (Figure 1.5).
- Several smaller disciplines—including GPR/AEGD/Hospital Dentistry, Oral Maxillofacial Pathology, Research and Allied Dental Disciplines—also showed disproportionate increases relative to their workforce distribution.
- Few disciplines showed declines in openings.

Notes: In FY 2019, dental schools reported 7 open faculty positions without the primary discipline specified. In FY 2025, “Other” combined 9 responses coded as “Other dental discipline,” 5 as “Non-dental Discipline,” and 5 as “Orofacial Pain.” For definitions, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-Time and Part-Time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 2.4 Percentage of Open Faculty Positions by Academic Rank, FY 2019 and FY 2025



Open faculty roles were unevenly distributed across academic ranks relative to both the faculty workforce (Figures 1.2–1.3) and separations (Figure 1.14) between FY 2019 and FY 2025:

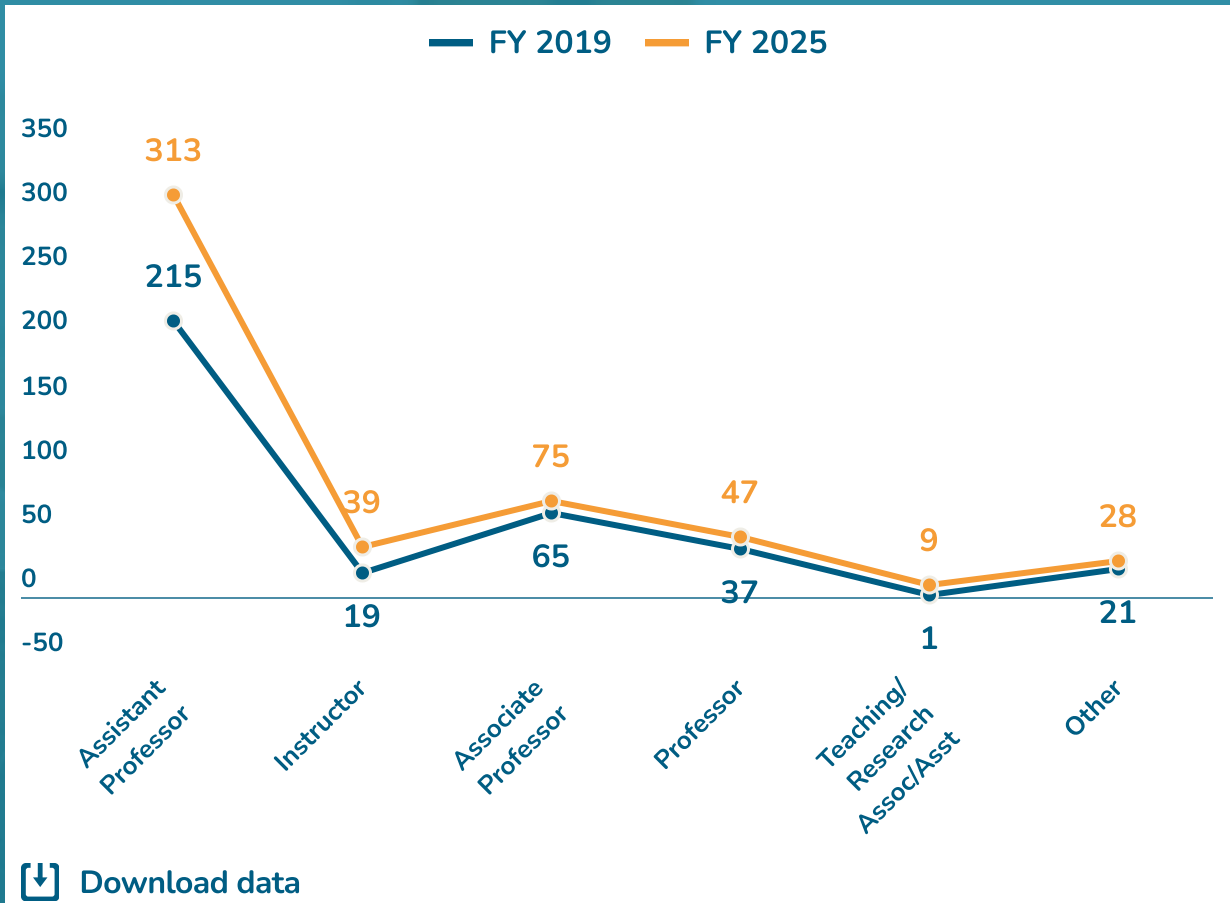
- Openings were most concentrated at the Assistant Professor level, which exceeded its portion of both the faculty workforce and separations.
- In contrast, Associate Professors and Professors accounted for a smaller proportion of openings relative to both benchmarks.
- Hiring was more concentrated at the Assistant Professor level than at more senior ranks.

Notes: Dental schools reported 25 open faculty positions without specifying their academic rank in FY 2019 and 8 open faculty positions in FY 2025. For definitions, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 2.5 Number of Open Faculty Positions by Academic Rank, FY 2019 and FY 2025



Growth in the number of open faculty roles was concentrated at Assistant Professor and Instructor levels between FY 2019 and FY 2025:

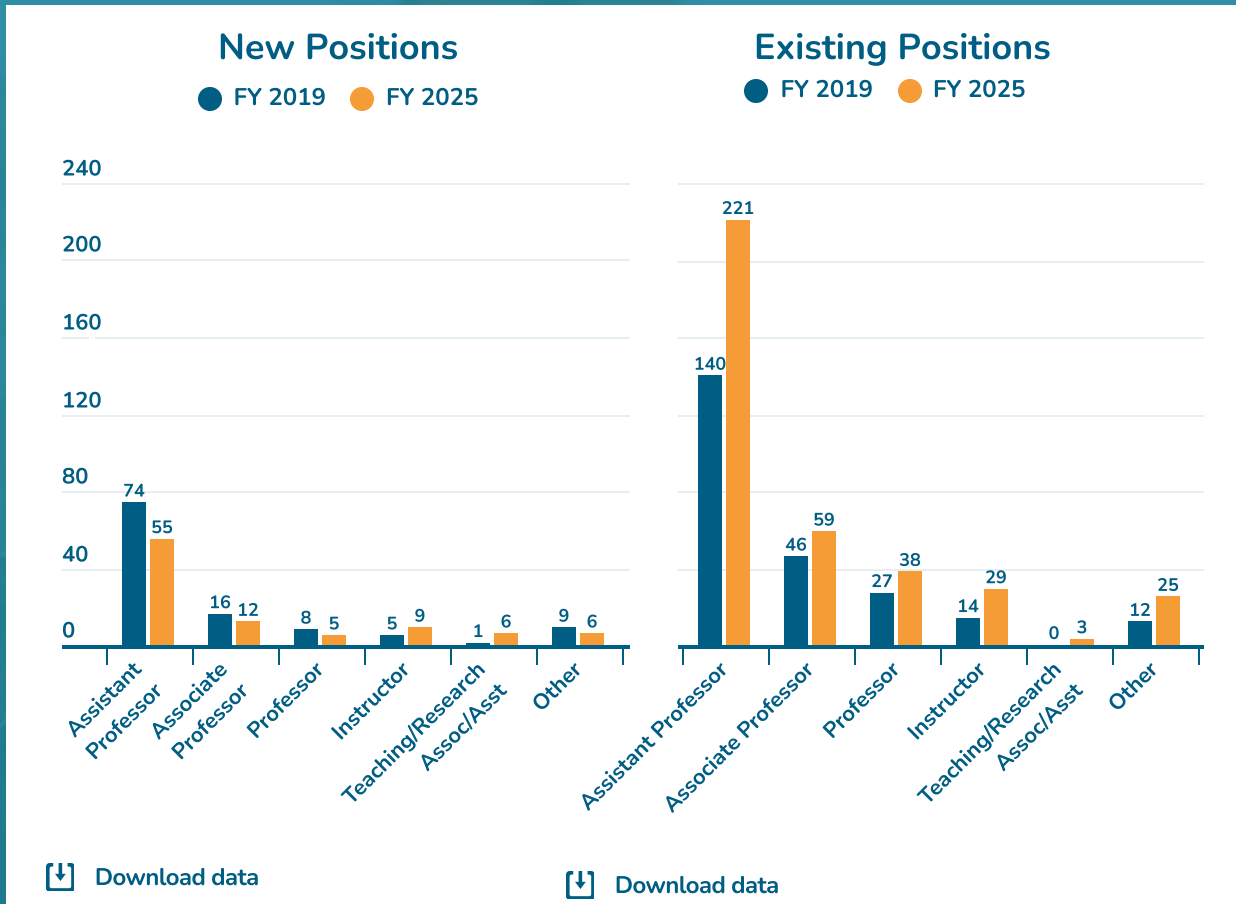
- Assistant Professor openings accounted for the largest increase over the period.
- Instructor and Teaching or Research Associate or Assistant roles also increased, though from smaller bases.
- Increases among Associate Professor and Professor levels were more modest.

Notes: Dental schools reported 25 open faculty positions without specifying their academic rank in FY 2019 and 8 open faculty positions in FY 2025. For definitions, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 2.6 Existing and Newly Created Open Faculty Positions by Academic Rank, FY 2019 and FY 2025



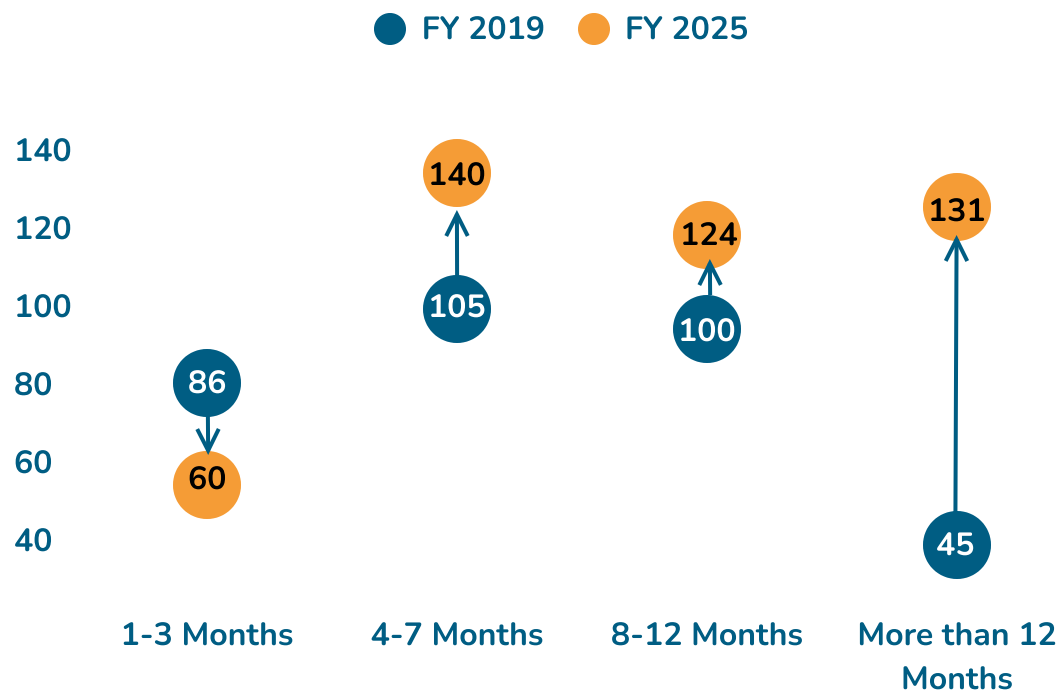
Open faculty roles were primarily existing positions and remained concentrated at the Assistant Professor level:

- Most open faculty roles—across both years—were for existing roles rather than newly created ones, and this pattern became more pronounced in FY 2015.
- Openings were most concentrated at the Assistant Professor level, where the number of openings increased substantially.
- Newly created roles remained limited in both years and were concentrated at junior ranks, with minimal representation at senior levels.

Notes: Dental schools reported 6 open faculty positions without specifying the academic rank in FY 2019 and 7 in FY 2025 and 21 faculty positions were unspecified as existing or newly created in FY 2019 and 23 in FY 2025. In total, 30 open positions were excluded from this figure. For definitions, see Methodological Appendix.
Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 2.7 Length of Time to Fill Open Faculty Positions, FY 2019 and FY 2025



[Download data](#)

Time to fill faculty openings lengthened between FY 2019 and FY 2025:

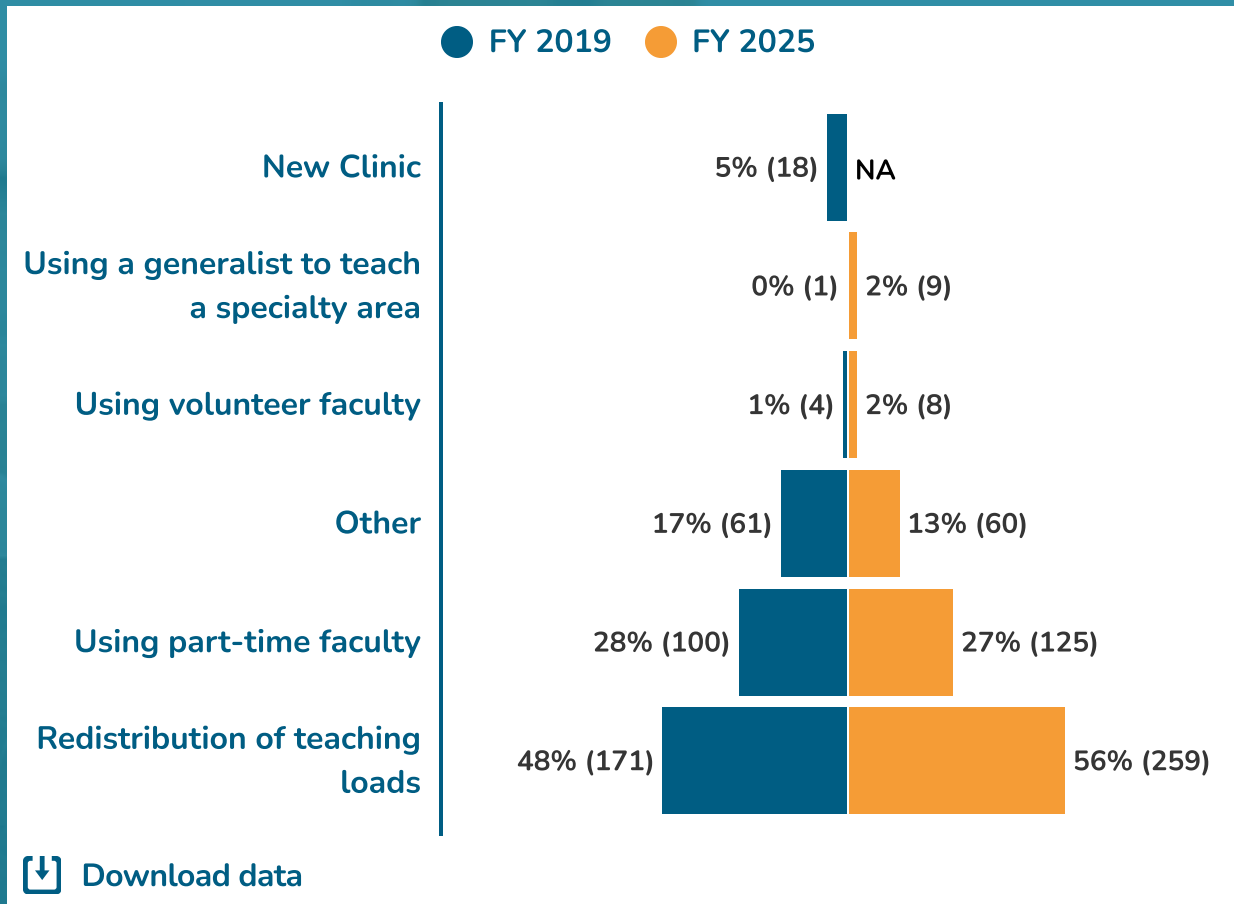
- Fewer openings were filled within 1–3 months, while the number of positions remaining unfilled beyond 4 months increased.
- The number of openings remaining unfilled for more than 12 months increased substantially.
- Longer search durations became more common, consistent with increased difficulty in attracting applicants (Figure 2.2).

Notes: Dental schools reported 47 open faculty positions without indicating the length of time the position was vacant in FY 2019 and 94 in FY 2025. In total, 141 positions were excluded from this figure. For definitions, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 2.8 Sources of Coverage for Open Faculty Positions, FY 2019 and FY 2025



Dental schools addressed unfilled faculty roles primarily through internal adjustments between FY 2019 and FY 2025:

- Redistribution of teaching responsibilities was the primary adjustment and became more widely used over time.
- Use of part-time faculty remained a secondary adjustment with little change in percentage over the period.
- Other approaches, including volunteer faculty and generalists teaching specialty areas, represented a limited portion.

Notes: Dental schools reported 28 open faculty positions without reported coverage in FY 2019 and 61 in FY 2025. In total, 89 positions were excluded from this figure. For definitions, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

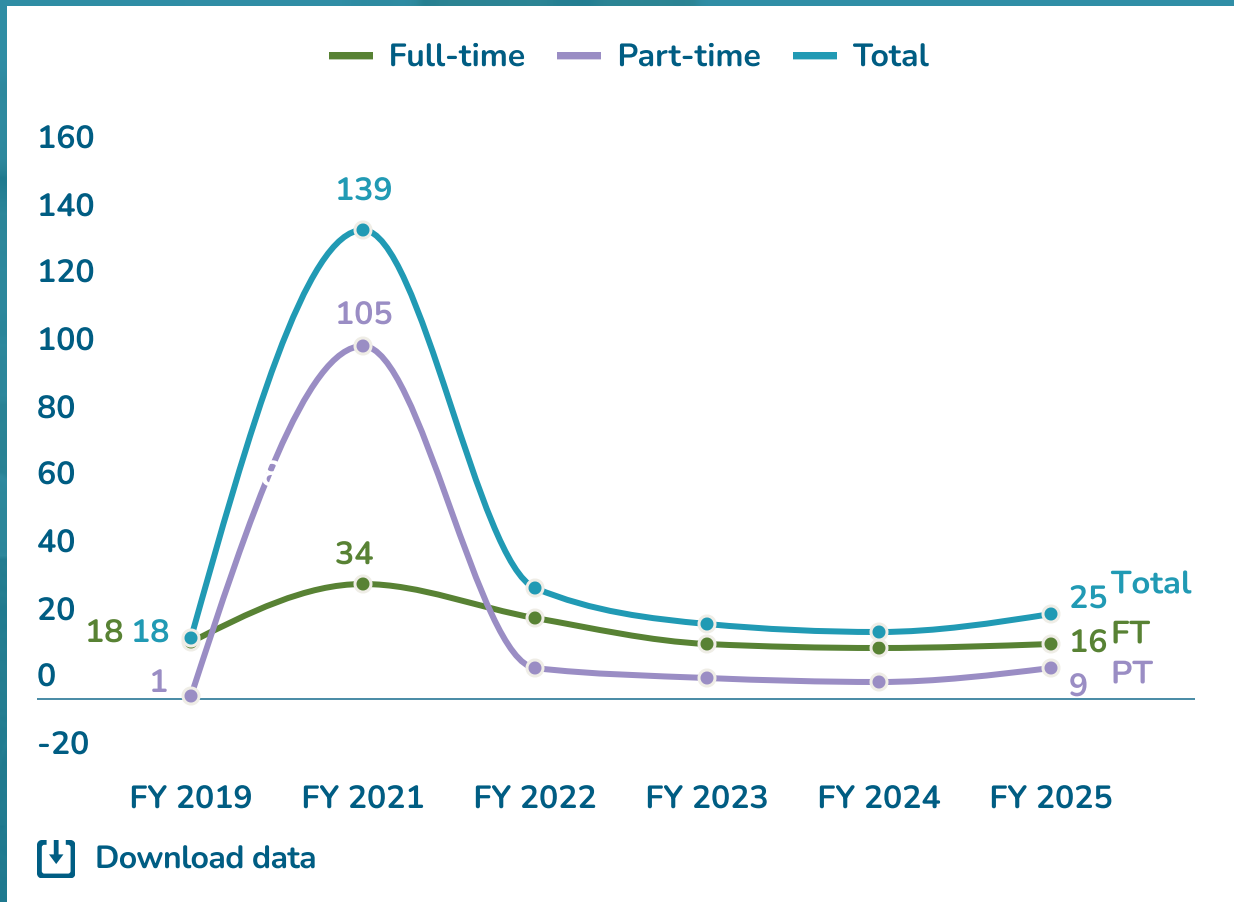
Section 3:

Lost Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025



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Fig. 3.1 Lost Faculty Positions in U.S. Dental Schools by Employment Status, FY 2019 through FY 2025



Lost faculty positions remained limited but were uneven across years and employment types:

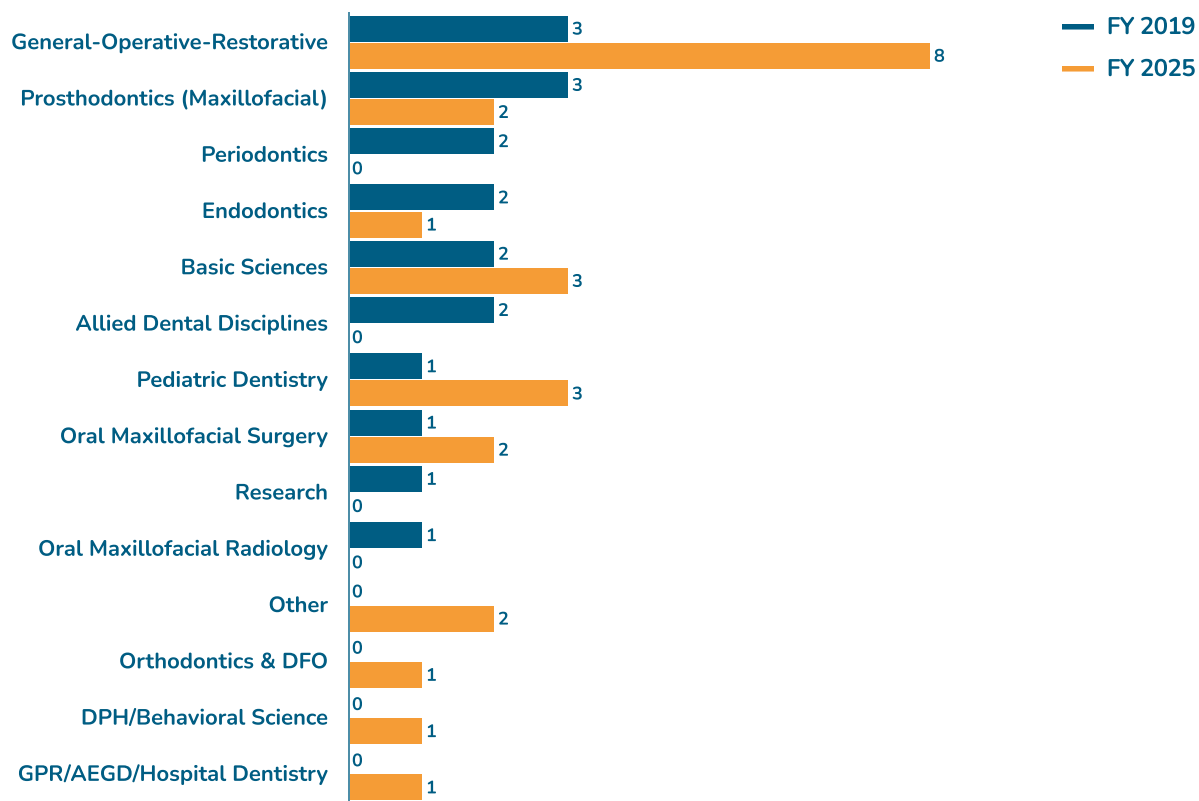
- The number of losses spiked during the pandemic period (FY 2021), driven primarily by part-time positions.
- Following this temporary increase, the number of losses declined and stabilized in subsequent years.
- By FY 2025, losses returned to levels similar to FY 2019.

Notes: ADEA did not conduct data collection during the FY 2020 academic year. Dental schools reported 1 lost faculty position without the employment status specified in FY 2014 and 1 in FY 2022. For definitions, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 3.2 Lost Faculty Positions by Primary Discipline, FY 2019 and FY 2025



[Download data](#)

Faculty losses were limited and concentrated in a small number of disciplines between FY 2019 and FY 2025:

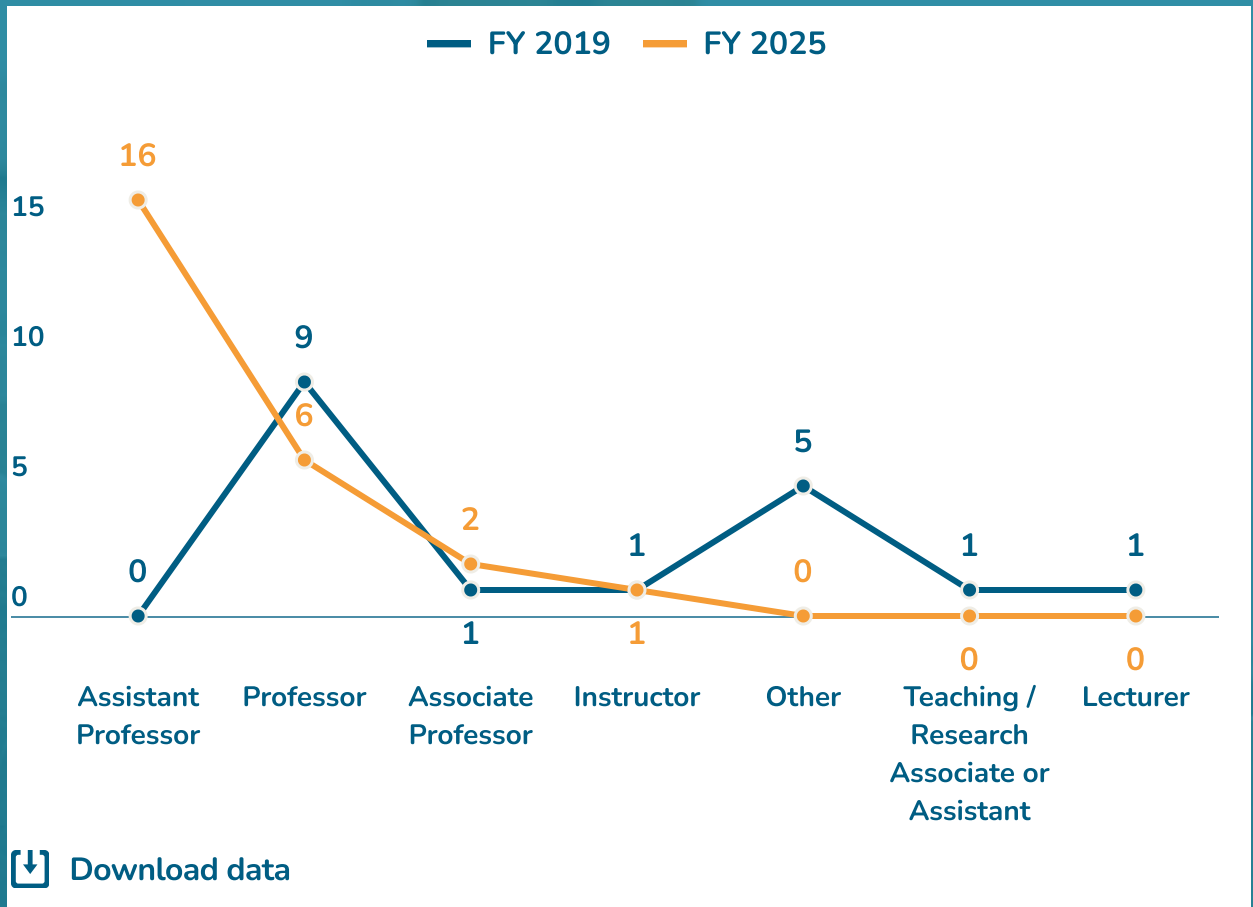
- General–Operative–Restorative Dentistry accounted for the largest number of losses and showed the most notable increase over the period.
- A small number of disciplines—including Basic Sciences and Pediatric Dentistry—accounted for additional losses.
- Other disciplines reported only isolated losses in faculty positions.

Notes: In FY 2025, dental schools reported 1 lost position without the primary discipline specified. In the same year, the “Other” category combined 1 response coded as “Non-dental Discipline” and 1 as “Orofacial Pain.” For definitions, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 3.3 Lost Faculty Positions by Academic Rank, FY 2019 and FY 2025



Lost faculty positions shifted toward the Assistant Professor level between FY 2019 and FY 2025 and exceeded its portion of the faculty workforce (Figures 1.2–1.3), consistent with the concentration of open positions at this level (Figure 2.5):

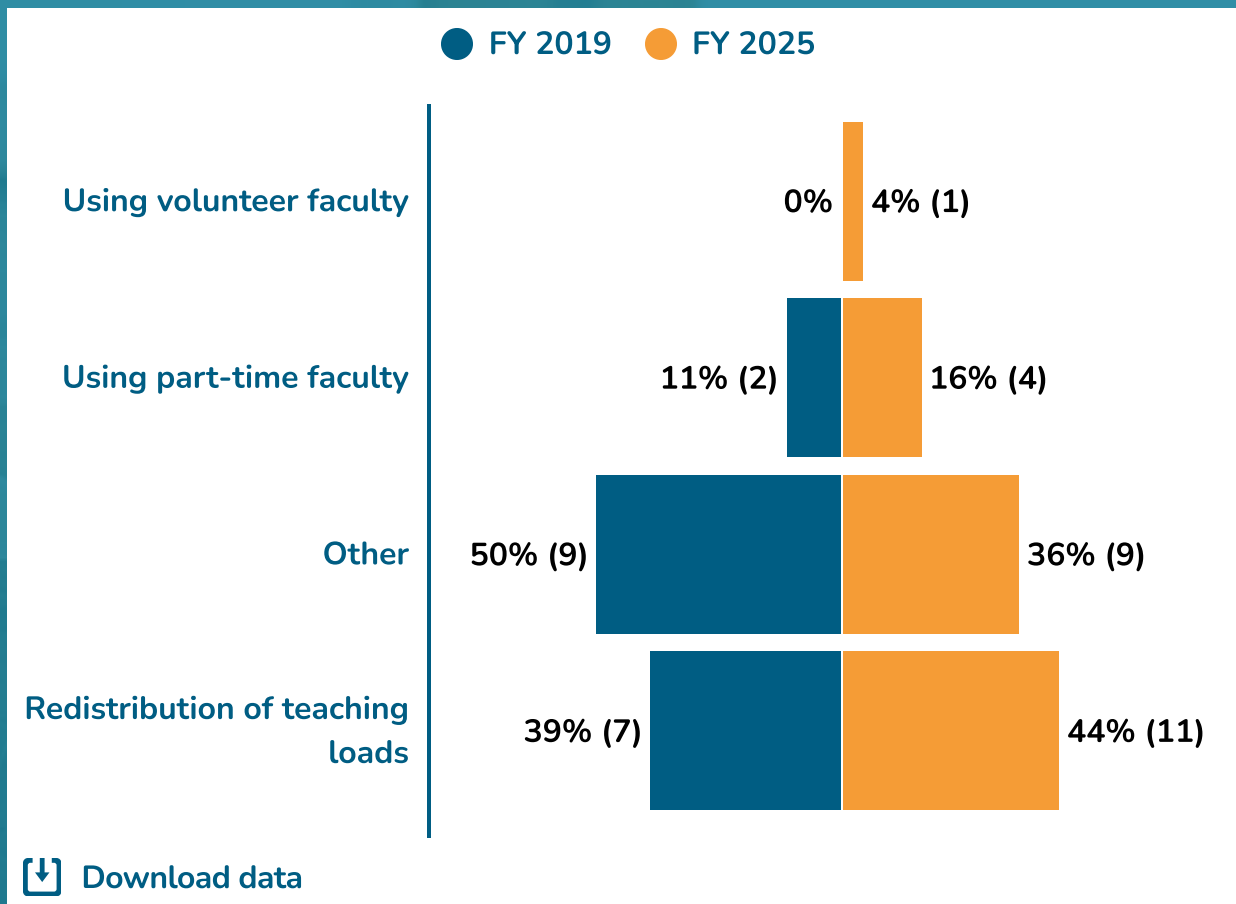
- By FY 2025, Assistant Professors accounted for a substantially larger number of lost faculty positions.
- In contrast, Professor and instructional ranks accounted for fewer losses, with some categories reporting minimal or no losses.

Notes: For definitions, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Fig. 3.4 Sources of Coverage for Lost Faculty Positions, FY 2019 and FY 2025



Dental schools addressed lost faculty positions primarily through internal adjustments, similar to those used for open positions, between FY 2019 and FY 2025:

- Redistribution of teaching responsibilities was the primary adjustment and accounted for a larger percentage over time.
- Use of part-time faculty served as a secondary adjustment and accounted for a modestly larger percentage.
- A substantial portion of responses fell under "Other," indicating institution-specific adjustments.
- Volunteer faculty were used infrequently.

Notes: For definitions, see Methodological Appendix.

Source: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

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Conclusion



Principal Officers at the ADEA Annual Session, 2026.

Structural and demographic dimensions of the faculty workforce shifted between FY 2019 and FY 2025, while composition by primary discipline showed little change. Open positions remained above pre-COVID-19 pandemic levels, and more of them stayed unfilled for longer periods, reflecting limited responses to position announcements and increased difficulty recruiting faculty. Dental schools relied more on internal adjustments to maintain instructional and clinical coverage.

Rebalancing recruitment across existing sources may help address the concentration of faculty hiring within a limited set of channels. Private practice continued to serve as the primary source of new faculty hires, while fewer hires came from graduates and residents. Faculty from other dental schools represented a larger portion of hires, particularly in full-time roles. These patterns highlight opportunities to strengthen the pipeline through earlier exposure to academic careers, stronger residency partnerships and targeted incentives.¹

Strengthening support for early-career faculty may reduce disproportionate turnover and hiring demand at the Assistant Professor level. Assistant Professors accounted for a disproportionate portion of both open and lost positions relative to the faculty workforce and represented the largest portion of separations. This concentration highlights the importance of strengthening mentorship, onboarding and promotion pathways to support retention and career progression at early-career stages.^{2, 3}

Expanding flexible faculty appointment approaches may improve workforce capacity and reduce imbalances across disciplines. Open positions clustered in selected ranks and disciplines, while hiring only slightly exceeded separations, limiting progress in addressing gaps in high-need areas. In response, dental schools primarily redistributed teaching responsibilities to maintain coverage, with part-time faculty providing additional support. Strengthening part-time clinical pathways and shared or joint appointments may improve flexibility, ease workload pressures and support coverage in areas of greatest need.⁴

Key Takeaways

- **Rebalancing faculty recruitment**
- **Support early-career faculty**
- **Expand flexible faculty appointment**

Notes: For references, see Methodological Appendix.

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Methodological Appendix

Citation: Liu S, Istrate EC, Booker CL, West KP. ADEA Faculty Trends: Full-time and Part-time Faculty Positions at U.S. Dental Schools, FY 2019 and FY 2025. Washington, DC: American Dental Education Association (ADEA), May 2026.

Disclaimer: ADEA calculated the indicators presented in this report based on analyses of the 2018-19 ADEA Survey of Dental School Faculty and the 2024-25 ADEA Dental School Faculty Salary and Demographic Census.

Faculty Positions: In FY 2019, the ADEA Survey of Dental School Faculty collected data on all full-time and part-time faculty from 63 of the 66 U.S.-accredited dental schools, representing an estimated 91% of faculty nationwide.

In FY 2025, 72 of the 77 U.S.-accredited dental schools provided data on their full-time and part-time faculty to ADEA, representing an estimated 85% of faculty nationwide.

To estimate the number of faculty by U.S. census region, this analysis includes data from responding schools and imputed data for non-responding schools, based on previously collected data or publicly available information from school websites (New York University, Stony Brook University, Northeast Ohio Medical University and University of Pennsylvania).

The information presented in this section includes faculty position counts, faculty demographic characteristics, sources of new faculty and reasons for faculty separations.

Open Positions: The response rate for open faculty positions was 74% in FY 2019 (49 of 66 accredited U.S. dental schools at the time of data collection) and 85% in FY 2025 (62 of 73 accredited U.S. dental schools).

In FY 2019, the ADEA Survey of Dental School Faculty did not collect information on whether schools had any open positions. As a result, it is possible that the 14 schools that responded to the overall survey but did not report open faculty positions had no vacancies during that period.

For each open faculty position, ADEA collected information on primary discipline, employment status, contract length, academic rank, methods used to cover the position, whether the position was newly created and recruitment factors affecting the school's ability to fill the position. In addition, the FY 2025 census collected the full-time equivalent (FTE) percentage for each open position.

Lost Positions: The response rate for lost faculty positions was 27% in FY 2019 (19 of 66 accredited U.S. dental schools) and 79% in FY 2025 (58 of 73 accredited U.S. dental schools).

In FY 2019, the ADEA Survey of Dental School Faculty did not collect information on whether schools had any lost positions. Therefore, it is possible that the 45 schools that responded to the survey but did not report lost faculty positions experienced no position losses during that period.

For each lost faculty position, ADEA collected information on primary discipline, employment status, academic rank and methods used to cover the lost position. The FY 2025 census additionally collected data on FTE percentage and contract length.

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Methodological Appendix

References:

[1] Wong, C. L., M. A. S. Melo, N. Scarpa-Lota, R. Moazzez, A. Furness, and K. T. Stewart. 2024. "The Future of Faculty Recruitment: Inspiring Students into an Academic Career." *Journal of Dental Education* 88: 895–899.

[2] Sambunjak, D., S. E. Straus, and A. Marušić. 2006. "Mentoring in Academic Medicine: A Systematic Review." *Journal of the American Medical Association* 296: 1103–1115.

[3] Pololi, L., D. E. Kern, P. Carr, P. Conrad, and S. Knight. 2009. "The Culture of Academic Medicine: Faculty Perceptions of the Lack of Alignment Between Individual and Institutional Values." *Journal of General Internal Medicine* 24: 1289–1295.

[4] Sabato, E., A. F. Doubleday, C. T. Lee, L. P. Correa, S. Huja, and G. Crain. 2023. "Recommendations for Remaining Agile in the Face of a Dental Faculty Workforce Shortage." *Journal of Dental Education* 87: 295–302.

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Glossary (1 of 3)

Term	Definition
Academic Degree	<p>ADEA U.S. Dental School Faculty Census provided the following options for the schools to report the academic degrees each faculty member currently holds: D.D.S./D.M.D.; Ph.D. or Other Doctoral Degree; Master's Degree; Foreign Dental Degree; M.D./D.O.; B.A./B.S. or Other Bachelor's Degree; A.A./A.S. or Other Associate Degree and Other Degree.</p> <p>The academic degree categories are based on the degrees reported by the schools. This report provides compensation data for the following categories: D.D.S./D.M.D.; D.D.S./D.M.D. and a Ph.D. or Other Doctoral Degree; D.D.S./D.M.S. and a Master's Degree; a Foreign Dental Degree; a Foreign Dental Degree and a Ph.D. or Other Doctoral Degree; a Foreign Dental Degree and a Master's Degree; M.D./D.O.; Ph.D. or Other Doctoral Degree; M.A./M.S. or Other Master's Degree; B.A./B.S. or Other Bachelor's Degree; A.A./A.S. or Other Associate Degree; and Other Degree.</p> <p>The Associate Degree category is omitted due to insufficient data, and the "Other Degree" category is omitted due to a lack of comparability. Faculty members who hold both a D.D.S./D.M.D. and a Foreign Dental Degree are classified under D.D.S./D.M.D., rather than the Foreign Dental Degree, as their academic degree. For example, a faculty member with a D.D.S./D.M.D., a Foreign Dental Degree, and a Ph.D. or other doctoral degree is reported as holding a D.D.S./D.M.D. and a Ph.D. or other doctoral degree.</p>
Academic Rank	<p>Academic rank refers to the rank of faculty members in the dental school during the FY 2025. ADEA U.S. Dental School Faculty Census provided the following options for schools to report: Professor (including Clinical/Research Professor), Associate Professor (including Clinical/Research Associate Professor), Assistant Professor (including Clinical/Research Assistant Professor), Instructor, Lecturer, Teaching/Research Associate or Assistant, Professor Emeritus and Other. In this report, only the ranks of Professor (including Clinical/Research Professor), Associate Professor (including Clinical/Research Associate Professor) and Assistant Professor (including Clinical/Research Assistant Professor) are displayed. "Other" ranks are not shown due to small sample sizes in those categories. For space considerations, the displayed titles are shortened to Professor, Associate Professor and Assistant Professor.</p> <p>This report provides the compensation statistics only for faculty that are at least 0.5 full-time equivalent (FTE) and have one of the following academic ranks: Professor (including Clinical/Research Professor), Associate Professor (including Clinical/Research Associate Professor) and Assistant Professor (including Clinical/Research Assistant Professor).</p>

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Glossary (2 of 3)

Term	Definition
Administrative Title	<p>For the purposes of this report, an “Administrative Title” is defined as a faculty member who spent at least 80% of their time in non-instructional, non-research-related activities during the school’s FY 2025. ADEA U.S. Dental School Faculty Census provided the following options for the administrative title for the schools to report: President; Vice President; Dean Emeritus; Dean; Acting Interim Dean; Dean, Associate; Dean, Assistant; Department Chair; Department Vice Chair; Program Director; Director, Other; Leader; Coordinator and "Other."</p> <p>To avoid double counting, faculty members who have administrative titles are mentioned by their administrative titles and not by their academic ranks. For example, a faculty member who is a Professor and an Associate Dean is reported as an Associate Dean and not as a Professor.</p> <p>This report provides the compensation statistics only for faculty that are at least 0.5 full-time equivalent (FTE) and have one of the following academic ranks: Professor, Associate Professor or Assistant Professor. For example, a faculty member who is a Department Chair is only included in the compensation statistics if she also held one of these academic ranks.</p>
Board Certification	<p>ADEA U.S. Dental School Faculty Census provided schools with the following reporting options: Board Certified, Board Eligible, Educationally Qualified, “Not Applicable” and “I Don't Know.” In this report, only Board Certified, Board Eligible and Educationally Qualified are displayed; the other categories are excluded due to small sample sizes.</p>
Clinical Faculty Status	<p>ADEA U.S. Dental School Faculty Census allowed the reporting dental schools to determine whether a faculty member should be classified as a clinical faculty member.</p>
Employment Status	<p>The employment status of the faculty position as full- or part-time is according to each reporting dental school’s definitions. Based on the FY 2025 ADEA Faculty Census instructions, no full-time position can have less 0.5 FTE.</p>
Lost Faculty Position	<p>Defined as a faculty position that will not be filled and was deleted from the budget at any point during the analyzed fiscal year at the reporting dental school.</p>
New Position	<p>This status reflects whether the open faculty position was newly created during the specified fiscal year (FY 2019 or FY 2025).</p>

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Glossary (3 of 3)

Term	Definition
Open Faculty Position	Defined as a faculty position that was open at any point during analyzed fiscal year at the reporting dental school, regardless of whether it was filled or currently vacant by the time of reporting.
Primary Discipline	<p>“Primary Discipline” refers to the discipline that best describes the faculty member’s primary appointment. If a faculty member has an appointment that spans multiple listed disciplines, including dual-track appointments, the primary discipline refers to where they spend most of their time, as reported by their dental school.</p> <p>ADEA U.S. Dental School Faculty Census provided the following options for the schools to report: Basic Sciences; Dental Anesthesiology; Dental Public Health and Behavioral Science; Dental Hygiene, Technology, Therapy and Assisting; Endodontics; General-Operative-Restorative; GPR/AEGD/Hospital Dentistry; Oral and Maxillofacial Pathology; Oral and Maxillofacial Radiology; Oral and Maxillofacial Surgery; Oral Medicine; Orthodontics and Dentofacial Orthopedics; Pediatric Dentistry; Periodontics; Prosthodontics (with Prosth-maxi Prosthetics); Orofacial Pain; Research; Other Dental Disciplines; and Not a Dental Discipline. “Other dental disciplines” includes any faculty appointments in a dental discipline not listed above. “Not a dental discipline” includes any faculty appointments in a non-dental discipline not listed above.</p> <p>This report cannot provide data on more detailed disciplines because the ADEA U.S. Dental School Faculty Census collected data only for these 19 major disciplines.</p>
Sex at Birth	<p>Based on the ADEA demographic guidelines, ADEA U.S. Dental School Faculty Census provided the following options for the schools to report: Male, Female and Unknown/Cannot report. Schools reported sex at birth information using preexisting, faculty self-reported sex at birth data.</p> <p>This report provides an analysis of sex at birth and compensation only for male and female faculty, due to sample size limitations for the other category.</p>
Tenure Status	ADEA U.S. Dental School Faculty Census collected information both on the tenure status of each full-time and part-time faculty member and whether the institution confers tenure status. It provided the following options for the schools to report: tenured, on tenure track, not on tenure track and no tenure system at school.

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Primary Discipline Definitions

Primary Discipline	Definition Provided in Census Instructions
Basic Sciences	Includes oral biology; biomedical sciences; microbiology; anatomy, general; biochemistry; cariology; biomaterials; biostatistics; physiology; pharmacology; anatomy, cell biology; neuroscience; immunology/bacteriology; dental materials; anatomy, dental; growth and development; histology; genetics; anatomy, physiology; ethics/jurisprudence/professionalism; statistics; and nutrition
Dental Anesthesiology	Includes anesthesiology and pain and anxiety control
Dental Hygiene, Dental Laboratory Technology, Therapy and Assisting	Includes all allied dental disciplines
Dental Public Health and Behavioral Science	Includes practice administration, community dentistry, public health, psychology and behavioral science
Endodontics	
General-Operative-Restorative	Includes clinical dentistry, comprehensive dental care, diagnostic treatment plan, preventive dentistry, occlusion, stomatology, general dentistry, restorative, family dentistry, operative dentistry, geriatrics and special patient care
GPR/AEGD/Hospital Dentistry	
Not a Dental Discipline	A discipline that does not require a dental education degree and is not basic science and/or behavioral science.
Oral and Maxillofacial Pathology	Includes oncology, general/dental and pathology general/dental
Oral and Maxillofacial Radiology	Includes diagnostic sciences, oral diagnosis, oral radiology and radiology
Oral and Maxillofacial Surgery	Includes oral and maxillofacial surgery and surgery
Oral Medicine	
Orofacial Pain	
Orthodontics and Dentofacial Orthopedics	
Other Dental Disciplines	Includes dental informatics, implantology, interdisciplinary dentistry, etc.
Pediatric Dentistry	
Periodontics	
Prosthodontics (With Prosth-maxi Prosthetics)	Includes prosthodontics, fixed; prosthodontics, maxillofacial; prosthodontics, removable; and prosthodontics
Research	Classified as spending at least 80% of time in research-related activities.

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Participating U.S. Dental Schools (1 of 4)

U.S. Census Region	U.S. Dental School	Institutional Type	Participating year
Midwest	Indiana University School of Dentistry	Public	Both years
	Southern Illinois University School of Dental Medicine	Public	Both years
	The Ohio State University College of Dentistry	Public	FY 2025 (no FY 2019)
	University of Iowa College of Dentistry and Dental Clinics	Public	Both years
	University of Illinois Chicago College of Dentistry	Public	Both years
	University of Michigan School of Dentistry	Public	Both years
	University of Minnesota School of Dentistry	Public	Both years
	University of Missouri - Kansas City School of Dentistry	Public	Both years
	University of Nebraska Medical Center College of Dentistry	Public	Both years
	A.T. Still University Missouri School of Dentistry & Oral Health	Private	Both years
	Case Western Reserve University School of Dental Medicine	Private	Both years
	Creighton University School of Dentistry	Private	Both years
	Kansas City University College of Dental Medicine ¹	Private	FY 2025 (no FY 2019)
	Marquette University School of Dentistry ³	Private	Both years
	Midwestern University College of Dental Medicine-Illinois	Private	Both years
University of Detroit Mercy School of Dentistry	Private	Both years	
Northeast	Rutgers School of Dental Medicine	Public	Both years
	Stony Brook University School of Dental Medicine	Public	FY 2019 (no FY 2025)
	University at Buffalo School of Dental Medicine	Public	Both years
	University of Connecticut School of Dental Medicine	Public	FY 2025 (no FY 2019)

Notes: Participating U.S. Dental Schools in the 2018-19 ADEA Survey of Dental School Faculty and/or 2024-25 ADEA Dental Faculty Salary and Demographic Census. For the purpose of this report, private includes both private and private/state-related dental schools, ¹ indicates schools were not in existence/accredited in FY 2019.

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Participating U.S. Dental Schools (2 of 4)

U.S. Census Region	U.S. Dental School	Institutional Type	Participating year
Northeast	Boston University Henry M. Goldman School of Dental Medicine	Private	Both years
	Columbia University College of Dental Medicine	Private	Both years
	Harvard School of Dental Medicine	Private	Both years
	The Maurice H. Kornberg School of Dentistry, Temple University ³	Private	Both years
	Touro College of Dental Medicine at New York Medical College	Private	Both years
	Tufts University School of Dental Medicine	Private	Both years
	University of New England College of Dental Medicine	Private	Both years
	University of Pennsylvania School of Dental Medicine ²	Private	Both years
	University of Pittsburgh School of Dental Medicine ³	Private	Both years
South	Dental College of Georgia at Augusta University	Public	Both years
	East Carolina University School of Dental Medicine	Public	Both years
	Louisiana State University Health New Orleans School of Dentistry	Public	Both years
	Medical University of South Carolina James B. Edwards College of Dental Medicine	Public	Both years
	Texas A&M University School of Dentistry	Public	Both years
	Texas Tech University Health Sciences Center El Paso Woody L. Hunt School of Dental Medicine ¹	Public	FY 2025 (no FY 2019)
	University of Alabama at Birmingham School of Dentistry	Public	Both years
	University of Florida College of Dentistry	Public	Both years
	University of Kentucky College of Dentistry	Public	Both years
	University of Louisville School of Dentistry	Public	Both years
University of Maryland School of Dentistry	Public	Both years	
University of Mississippi Medical Center School of Dentistry	Public	Both years	
University of North Carolina at Chapel Hill Adams School of Dentistry	Public	Both years	

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Participating U.S. Dental Schools (3 of 4)

U.S. Census Region	U.S. Dental School	Institutional Type	Participating year
South	University of Oklahoma College of Dentistry	Public	Both years
	University of Puerto Rico School of Dental Medicine	Public	Both years
	University of Tennessee Health Science Center College of Dentistry	Public	Both years
	UTHealth Houston School of Dentistry	Public	Both years
	UT Health San Antonio School of Dentistry	Public	Both years
	Virginia Commonwealth University School of Dentistry	Public	Both years
	West Virginia University School of Dentistry	Public	Both years
	Howard University College of Dentistry	Private	Both years
	High Point University Workman School of Dental Medicine ¹	Private	FY 2025 (no FY 2019)
	Lake Erie College of Osteopathic Medicine School of Dental Medicine ¹	Private	Both years
	Lincoln Memorial University College of Dental Medicine ¹	Private	FY 2025 (no FY 2019)
	Lyon College School of Oral Health and Dental Medicine ¹	Private	FY 2025 (no FY 2019)
	Meharry Medical College School of Dentistry	Private	Both years
	Nova Southeastern University College of Dental Medicine	Private	Both years
	Ponce Health Sciences University School of Dental Medicine ¹	Private	FY 2025 (no FY 2019)
	University of Pikeville Tanner College of Dental Medicine ¹	Private	FY 2025 (no FY 2019)

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Participating U.S. Dental Schools (4 of 4)

U.S. Census Region	U.S. Dental School	Institutional Type	Participating year
West	University of Colorado School of Dental Medicine	Public	Both years
	University of Nevada, Las Vegas School of Dental Medicine	Public	Both years
	University of Utah School of Dentistry	Public	Both years
	University of Washington School of Dentistry	Public	Both years
	A.T. Still University Arizona School of Dentistry & Oral Health	Private	Both years
	California Northstate University College of Dental Medicine ¹	Private	FY 2025 (no FY 2019)
	Herman Ostrow School of Dentistry of USC	Private	Both years
	Loma Linda University School of Dentistry	Private	Both years
	Midwestern University College of Dental Medicine-Arizona	Private	Both years
	Pacific Northwest University of Health Sciences School of Dental Medicine ¹	Private	FY 2025 (no FY 2019)
	Roseman University of Health Sciences College of Dental Medicine – South Jordan, Utah ¹	Private	Both years
	University of the Pacific, Arthur A. Dugoni School of Dentistry	Private	Both years
	Western University of Health Sciences College of Dental Medicine	Private	Both years

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