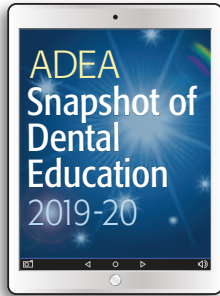


ADEA | THE VOICE OF
DENTAL EDUCATION

ADEA
Snapshot of
Dental Education
2019-20

AMERICAN DENTAL EDUCATION ASSOCIATION
adea.org/snapshot





Introduction

The American Dental Education Association (ADEA) is The Voice of Dental Education. Its members include all 78 U.S. and Canadian dental schools, over 1,000 allied and advanced dental education programs, over 60 corporations and more than 20,000 individuals.

The mission of ADEA is to lead and support the health professions community in preparing future-ready oral health professionals.

ADEA is committed to conducting research into contemporary and emerging issues that impact decisions in the dental education and policy-making communities.

Each year, ADEA collects data on topics of particular interest to dental school deans, program directors, faculty, students, residents and fellows.

The resulting ADEA Snapshot of Dental Education presents findings on discrete subject areas to help the ADEA membership and other stakeholders better understand the academic dental profession and its role in health and health care.

The information in this report is taken from data compiled by ADEA, the American Dental Association and other sources.

The associated online resources are updated regularly and are available for download at: adea.org/snapshot.

ORDERS

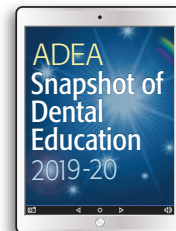
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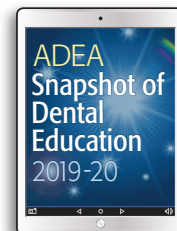
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Distribution of Dental Schools in the United States and Canada



Source: American Dental Education Association, 2019

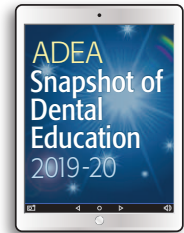


State	Dental School	Year Opened
AL	University of Alabama at Birmingham School of Dentistry	1948
AZ	A.T. Still University Arizona School of Dentistry & Oral Health	2003
	Midwestern University College of Dental Medicine-Arizona	2008
CA	California Northstate University College of Dental Medicine	TBD
	Herman Ostrow School of Dentistry of USC	1897
	Loma Linda University School of Dentistry	1953
	University of California, Los Angeles, School of Dentistry	1964
	University of California, San Francisco, School of Dentistry	1881
	University of the Pacific, Arthur A. Dugoni School of Dentistry	1896
	Western University of Health Sciences College of Dental Medicine	2009
CO	University of Colorado School of Dental Medicine	1973
CT	University of Connecticut School of Dental Medicine	1968
DC	Howard University College of Dentistry	1881
FL	Lake Erie College of Osteopathic Medicine School of Dental Medicine	2012
	Nova Southeastern University College of Dental Medicine	1997
	University of Florida College of Dentistry	1971
GA	Dental College of Georgia at Augusta University	1969
IL	Midwestern University College of Dental Medicine-Illinois	2011
	Southern Illinois University School of Dental Medicine	1972
	University of Illinois at Chicago College of Dentistry	1891
IN	Indiana University School of Dentistry	1879
IA	The University of Iowa College of Dentistry & Dental Clinics	1882
KY	University of Kentucky College of Dentistry	1962
	University of Louisville School of Dentistry	1887
LA	Louisiana State University Health New Orleans School of Dentistry	1968
ME	University of New England College of Dental Medicine	2013
MD	University of Maryland School of Dentistry	1840
MA	Boston University Henry M. Goldman School of Dental Medicine	1963
	Harvard School of Dental Medicine	1867
	Tufts University School of Dental Medicine	1868
MI	University of Detroit Mercy School of Dentistry	1932
	University of Michigan School of Dentistry	1875
MN	University of Minnesota School of Dentistry	1888
MS	University of Mississippi Medical Center School of Dentistry	1975
MO	A.T. Still University Missouri School of Dentistry & Oral Health	2013
	University of Missouri - Kansas City School of Dentistry	1881
NE	Creighton University School of Dentistry	1905
	University of Nebraska Medical Center College of Dentistry	1899
NV	University of Nevada, Las Vegas, School of Dental Medicine	2002
NJ	Rutgers, The State University of New Jersey, School of Dental Medicine	1956

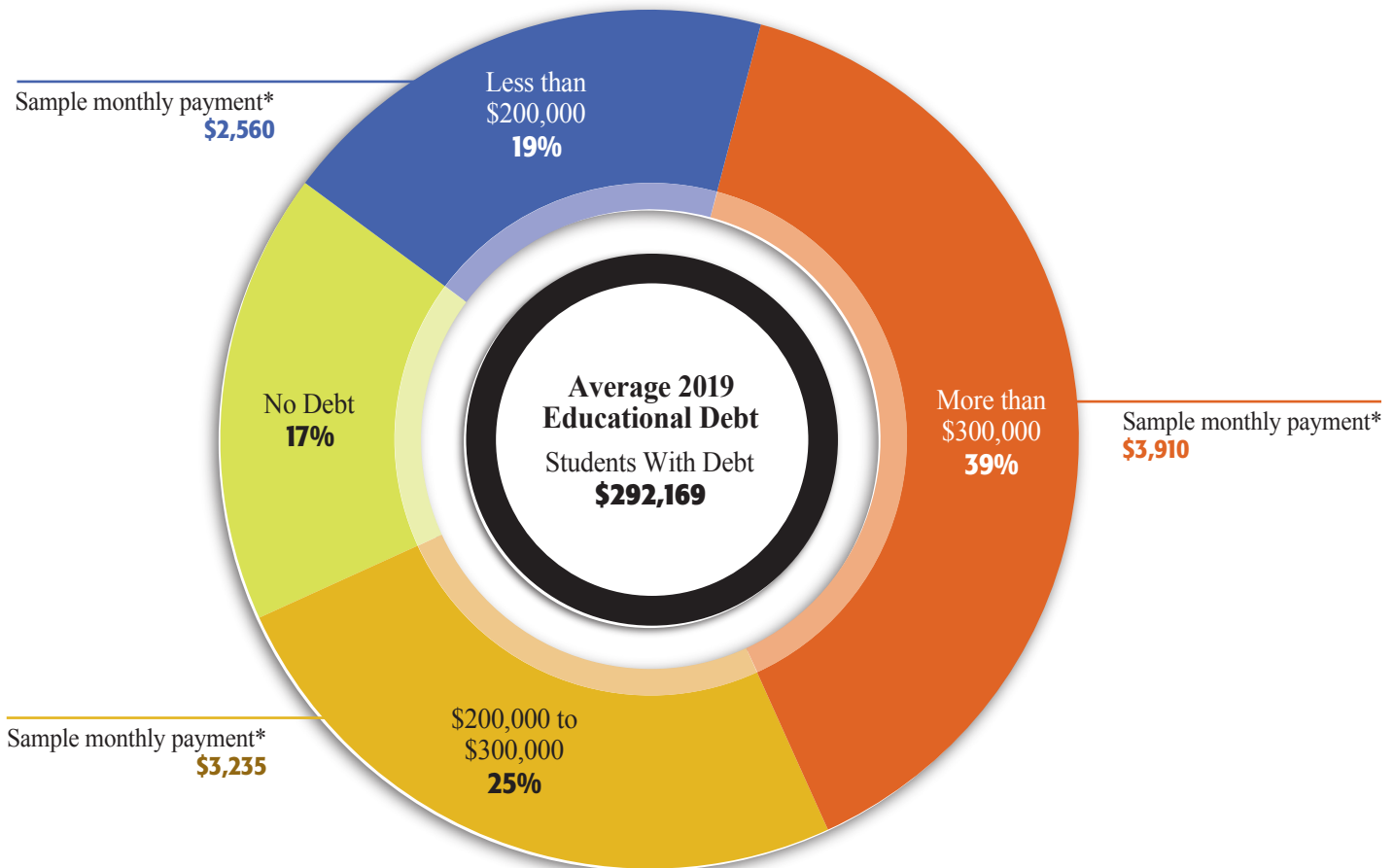
State	Dental School	Year Opened
NY	Columbia University College of Dental Medicine	1852
	NYU College of Dentistry	1865
	Stony Brook University School of Dental Medicine	1973
	Touro College of Dental Medicine at New York Medical College	2016
	University at Buffalo School of Dental Medicine	1892
NC	East Carolina University School of Dental Medicine	2011
	University of North Carolina at Chapel Hill School of Dentistry	1950
OH	Case Western Reserve University School of Dental Medicine	1892
	The Ohio State University College of Dentistry	1890
OK	University of Oklahoma College of Dentistry	1972
OR	Oregon Health & Science University School of Dentistry	1898
PA	The Maurice H. Kornberg School of Dentistry, Temple University	1863
	University of Pennsylvania School of Dental Medicine	1878
	University of Pittsburgh School of Dental Medicine	1896
PR	University of Puerto Rico School of Dental Medicine	1957
SC	Medical University of South Carolina James B. Edwards College of Dental Medicine	1967
TN	Meharry Medical College School of Dentistry	1886
	University of Tennessee Health Science Center College of Dentistry	1878
TX	Texas A&M University College of Dentistry	1905
	Texas Tech University Health Sciences Center El Paso, Woody L. Hunt School of Dental Medicine	TBD
	UT Health San Antonio School of Dentistry	1970
	University of Texas School of Dentistry at Houston	1905
UT	Roseman University of Health Sciences College of Dental Medicine – South Jordan, Utah	2011
	University of Utah School of Dentistry	2013
VA	Virginia Commonwealth University School of Dentistry	1893
WA	University of Washington School of Dentistry	1945
WV	West Virginia University School of Dentistry	1957
WI	Marquette University School of Dentistry	1894
CANADA	University of Alberta School of Dentistry	1917
	University of British Columbia Faculty of Dentistry	1964
	University of Manitoba Dr. Gerald Niznick College of Dentistry	1958
	Dalhousie University Faculty of Dentistry	1908
	University of Toronto Faculty of Dentistry	1875
	Western University Schulich School of Medicine & Dentistry	1965
	McGill University Faculty of Dentistry	1821
	Université Laval Faculté de Médecine Dentaire	1971
	Université de Montréal Faculté de Médecine Dentaire	1904
	University of Saskatchewan College of Dentistry	1965

Source: American Dental Education Association, 2019

Over Half of 2019 Dental School Graduates Report Total Educational Debt Under \$300,000



For 2019 dental school graduates with educational debt, the average self-reported educational debt was under \$300,000. Total educational debt is the sum of educational debt incurred before and during dental school.



*Standard 10 year (120 level payments)

Assumptions for sample monthly payments: Sample payments based on amounts of \$300,000, \$250,000 and \$200,000 on a Standard 10-year repayment plan (120 level payments) • \$162,000 direct unsubsidized, remainder direct PLUS (Grad PLUS) • Six-month "window" period (grace period for direct unsubsidized loans, post-enrollment deferment for direct PLUS) after graduation • No voluntary or aggressive payments, and loans "held to term" (entire repayment period used) • Appropriate interest rates based on academic year loans disbursed for Class of 2019 • Repayment numbers run with AAMC/ADEA Dental Loan Organizer and Calculator

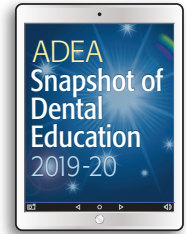
Note: The repayment amounts under this basic repayment plan are not based on income: they are straight amortization schedules based solely on amount borrowed, interest rate and repayment term. Interest rates are fixed on each loan for the life of the loan. There are a number of income-driven repayment plans designed to help borrowers who cannot initially afford repayment under this and other time-driven plans, and whose repayment amounts are based on income and family size.

Source: American Dental Education Association, Survey of Dental School Seniors, 2019 Graduating Class

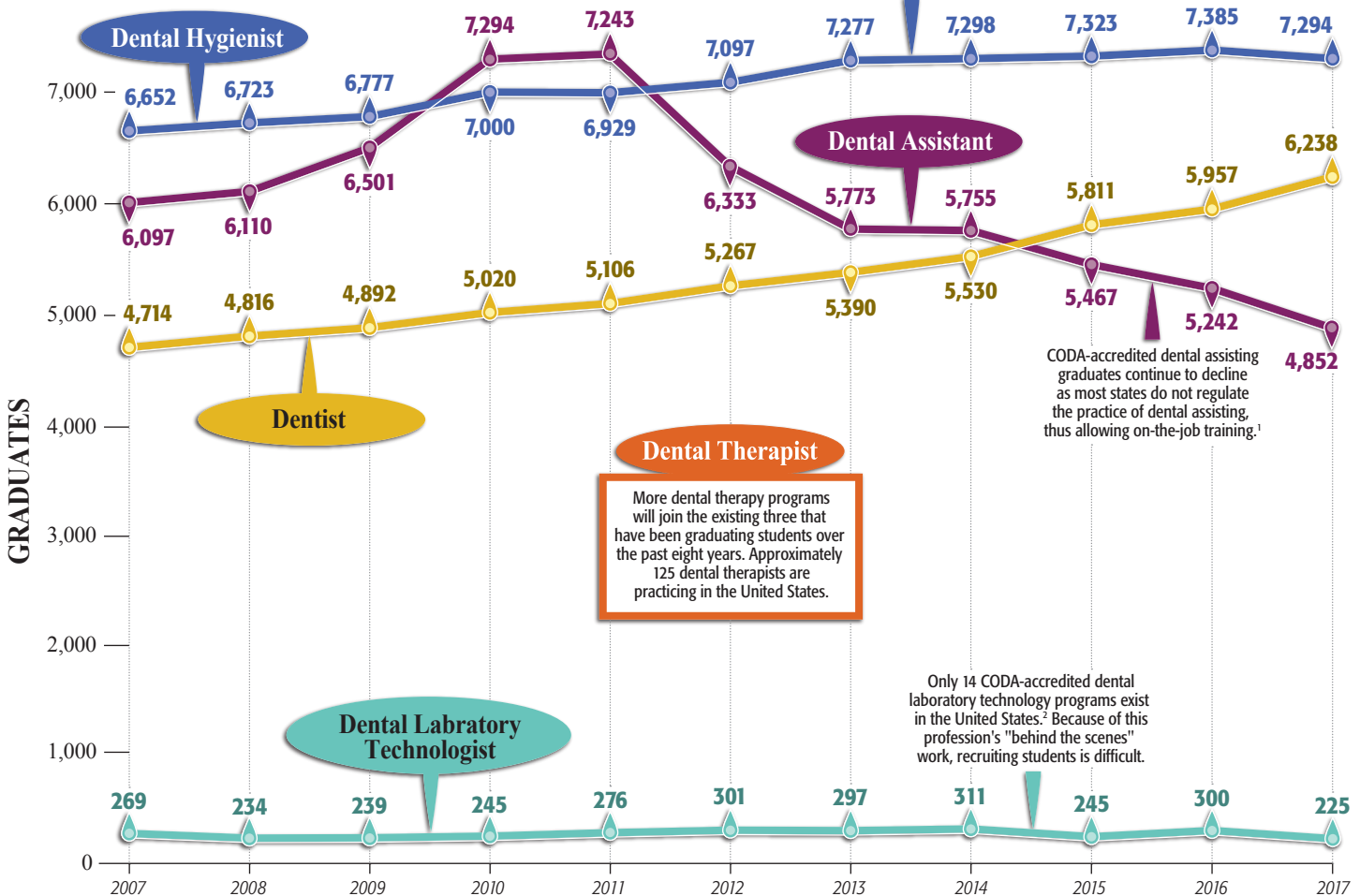
Note: Percentages may add up to more than 100% due to rounding.

Are There Enough Dental Graduates?

Over the past several decades, the number of dental school graduates has not kept pace with the growing U.S. population (e.g., 2.4 dental graduates per 100,000 people in 1978 versus 1.9 dental school graduates per 100,000 people in 2018). At the same time, the number of graduates from other allied dental professions has fluctuated.

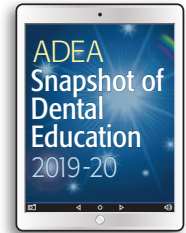


Fifty-six degree completion programs and 19 graduate programs are available for dental hygienists to advance their degrees.³ More states are reducing restrictions for patients to access dental hygienists directly⁴ and are allowing prescriptive authority and direct reimbursement by Medicaid.⁵ Changes in state laws now allow some community colleges to grant bachelor's degrees leading to larger numbers of baccalaureate-educated dental hygienists.

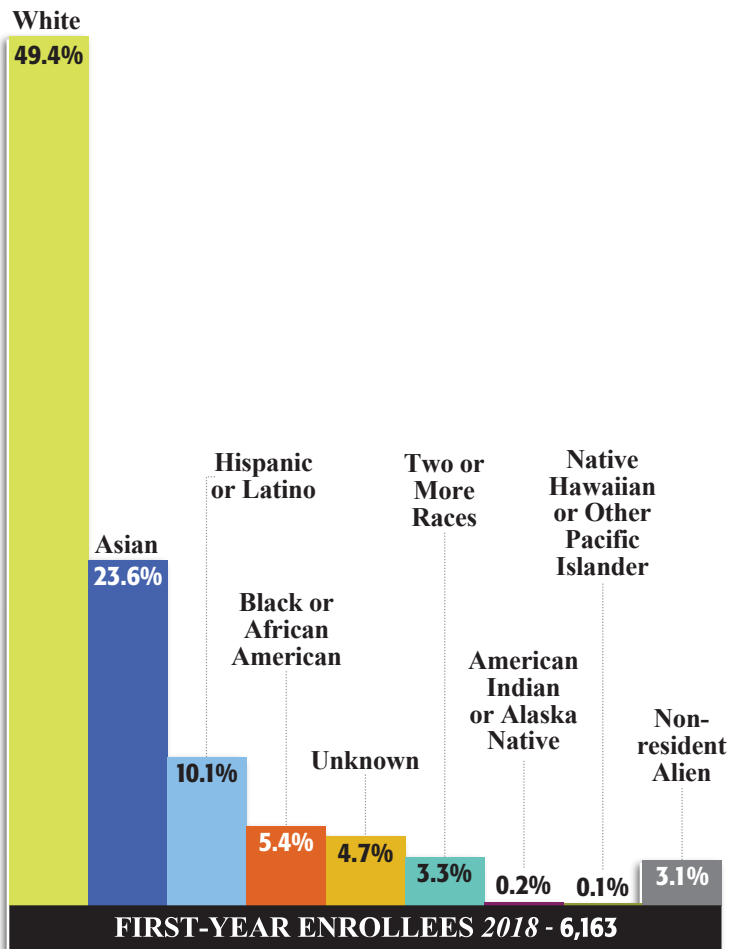
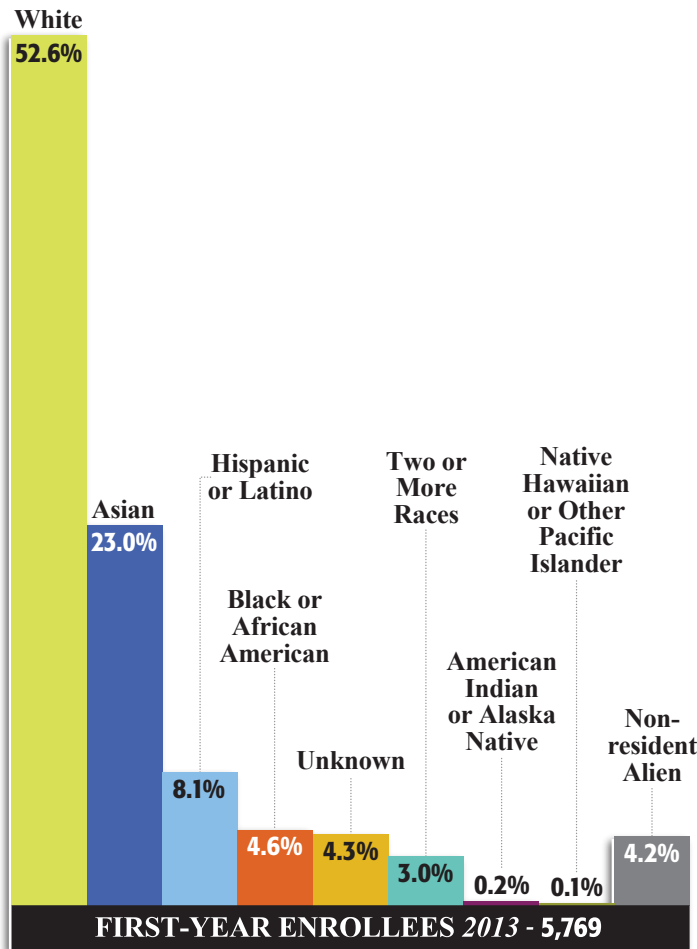


Source: American Dental Association, Health Policy Institute, Surveys of Dental Hygiene Education Programs, Surveys of Dental Assisting Education Programs, Surveys of Dental Laboratory Technology Education Programs, and Surveys of Dental Education. ¹adaausa.org; ²ada.org/en/coda/find-a-program; ³adha.org/dental-hygiene-programs; ⁴adha.org/resources-docs/75118_Facts_About_the_Dental_Hygiene_Workforce.pdf; ⁵Oral Health Workforce Research Center, Dental Hygiene Scope of Practice, 2016.

The Dental Student Population Includes More Women and Is More Diverse Over Time

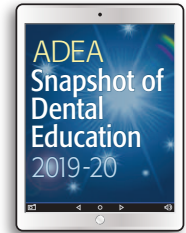


In the past five years, dental school enrollment has seen an overall rise in diversity. The majority of enrollees are women (50.5%), and there are observable increases in Asian, Hispanic or Latino, Black or African American, and Two or More Races enrollees.



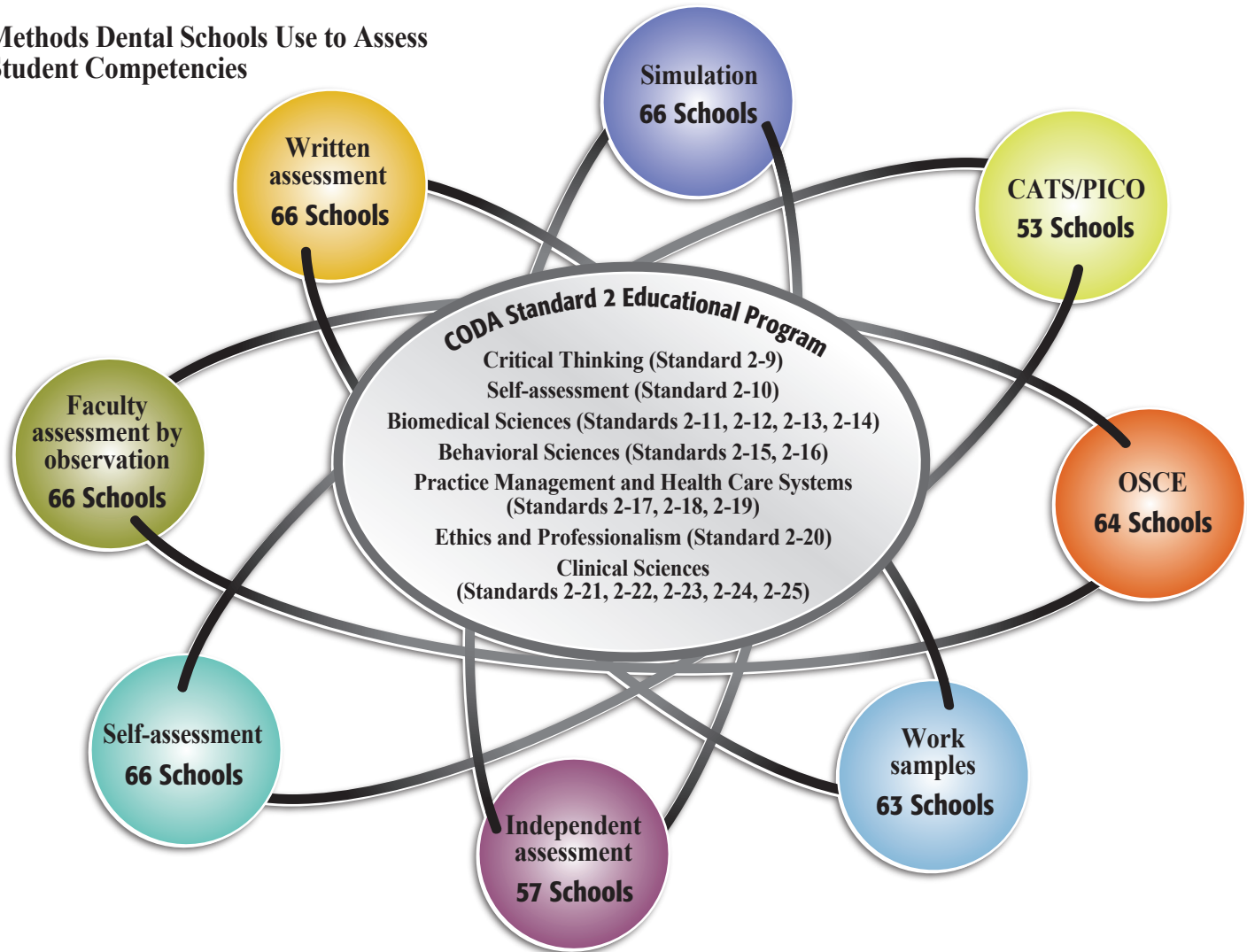
Note: ADEA adheres to the revised federal guidelines for collecting and reporting race and ethnicity. Percentages may add up to more than 100% due to rounding.
 *The "Other" gender category includes students who prefer not to report gender, do not identify as either male or female or whose gender is not available.
 Source: American Dental Education Association, U.S. Dental School Applicants and Enrollees, 2013 and 2018 Entering Classes

Dental Schools and CODA Play Key Roles in Assessing Dental Student Competencies



CODA Standards specify that academic dental institutions must use student evaluation methods that measure their defined competencies. "The evaluation of competence is an ongoing process that requires a variety of assessments that can measure not only the acquisition of knowledge and skills, but also assess the process and procedures which will be necessary for entry-level practice." (CODA Standard 2-5)

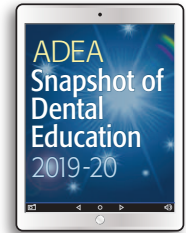
Methods Dental Schools Use to Assess Student Competencies



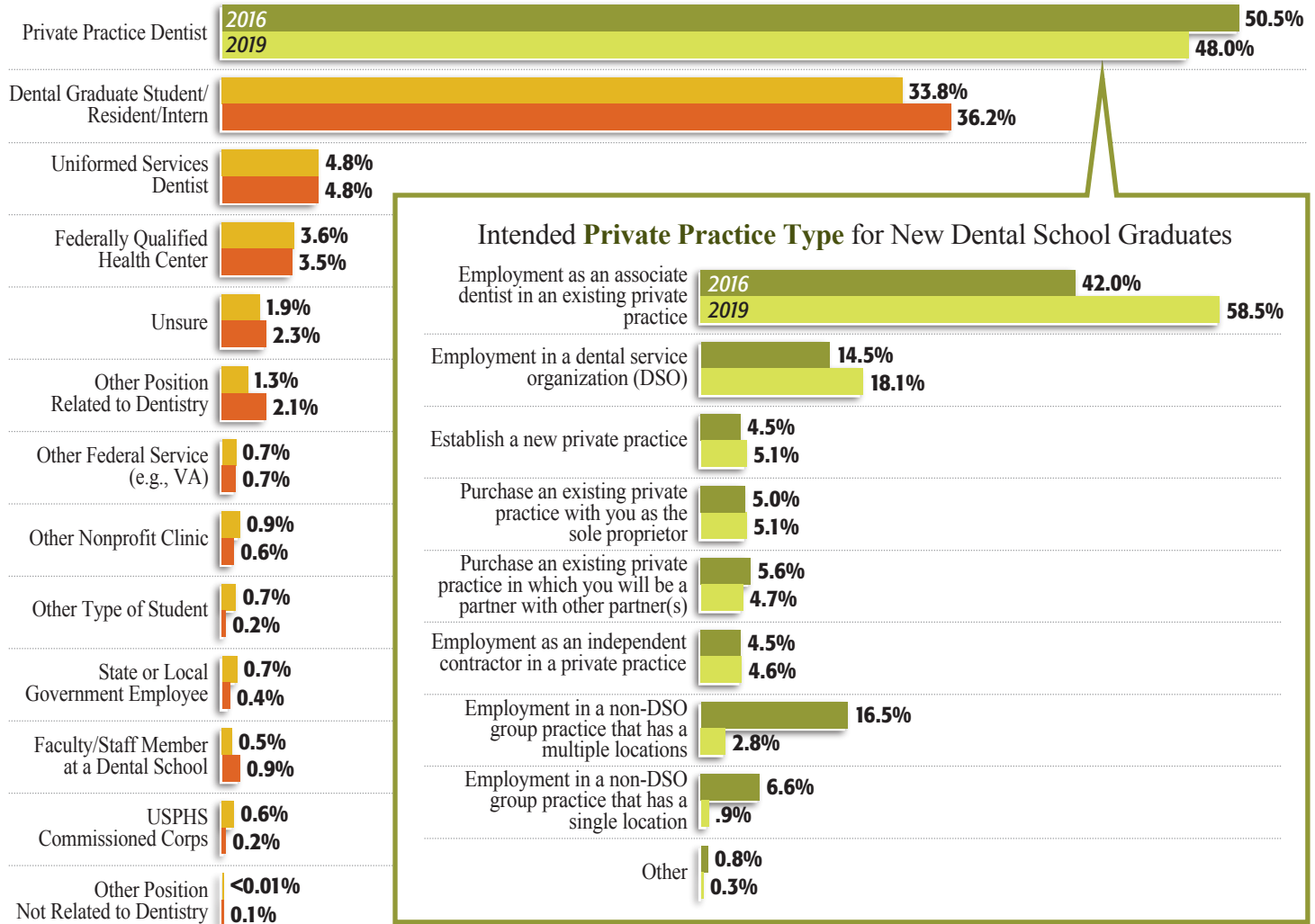
Source: American Dental Association, Health Policy Institute, 2018-19 Survey of Dental Education: Part IV - Curriculum. Questions 1a-27a.

What Career Paths Do They Seek?

Postgraduate practice and activity plans of 2016 and 2019 dental school graduates.



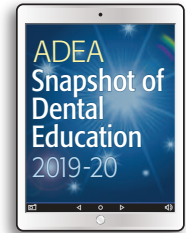
Intended **Primary Professional Activity** for New Dental School Graduates



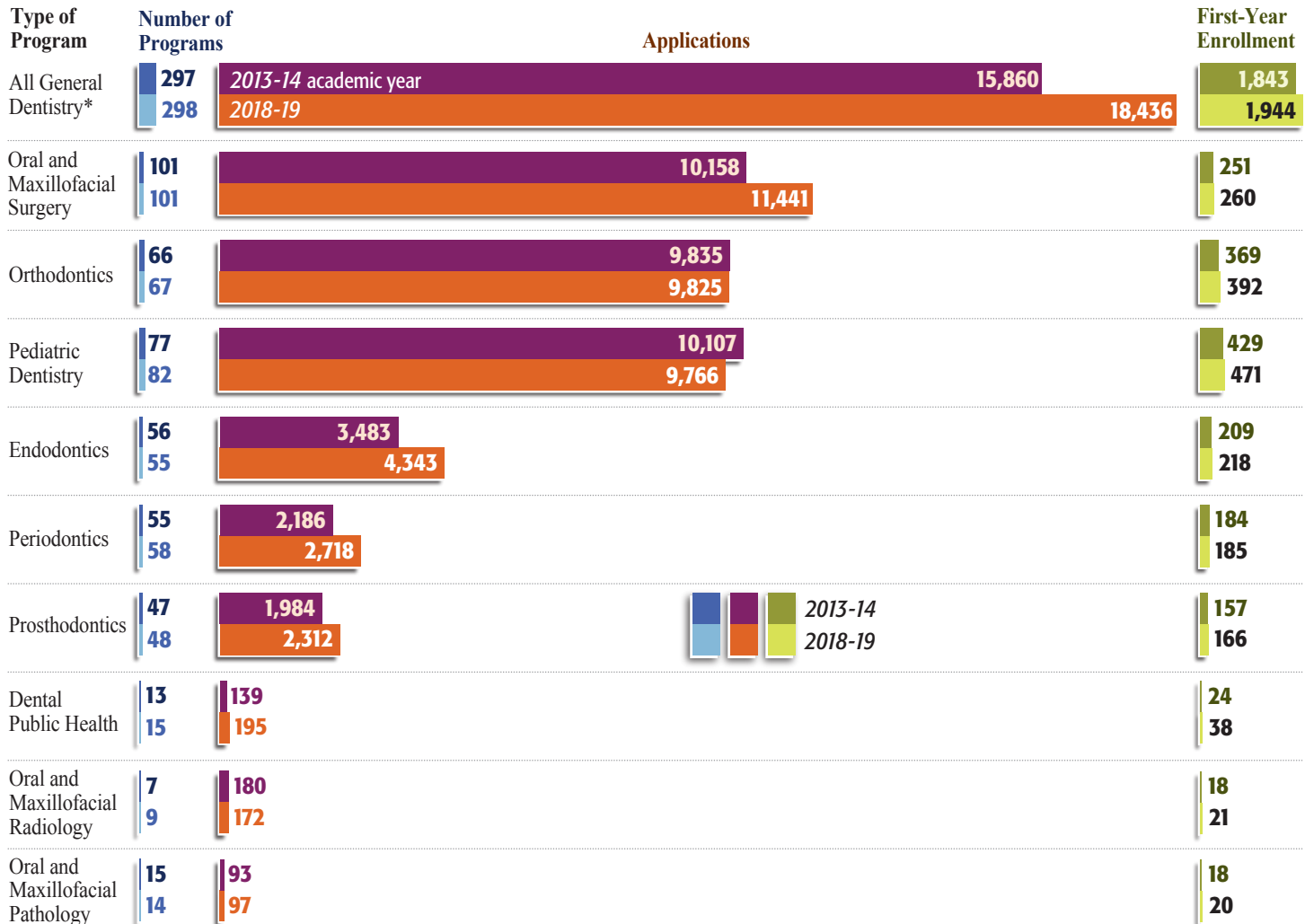
Note: Percentages may not add up to 100% due to rounding. Minor terminology changes occurred between 2016 and 2019. For example, the term "corporate-owned group practice" used in 2016 was changed to "dental service organization (DSO)" in 2019.

Source: American Dental Education Association, Surveys of Dental School Seniors, 2016 and 2019 Graduating Classes

Number of Applications and First-year Enrollment for Advanced Dental Education Programs



Overall, in the five years between the 2013-14 and 2018-19 academic years, applications to the majority of advanced dental education programs have increased.



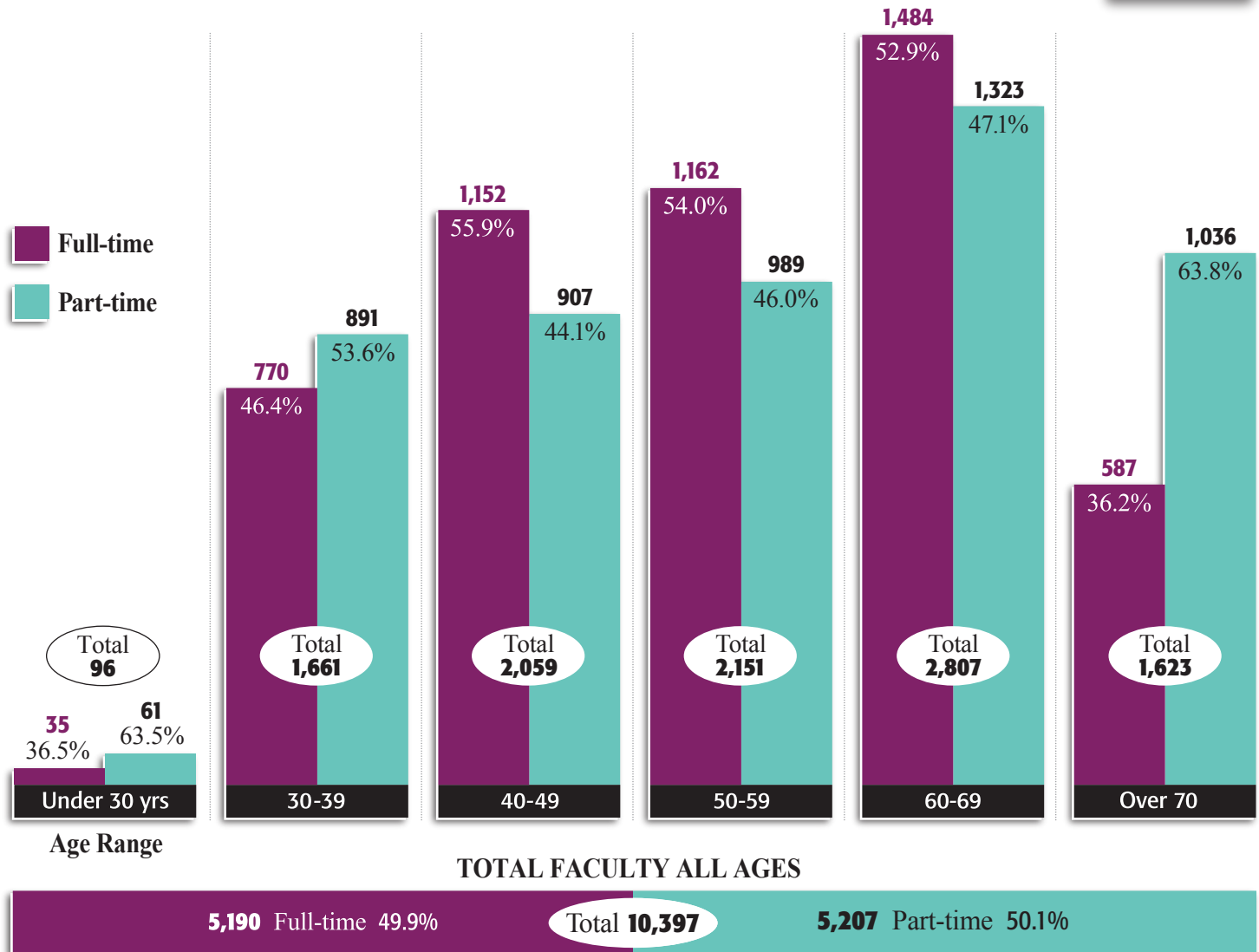
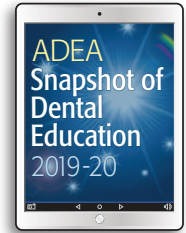
*All General Dentistry includes General Practice Residency, Advanced Education in General Dentistry, Dental Anesthesiology, Oral Medicine, and Orofacial Pain.

Source: American Dental Association, Health Policy Institute, 2013-14 and 2018-19 Surveys of Advanced Dental Education

Note: Application figures represent the total number of applications examined by all programs, and counts applicants more than once if they applied to multiple programs.

Age of Full-time and Part-time Dental School Faculty

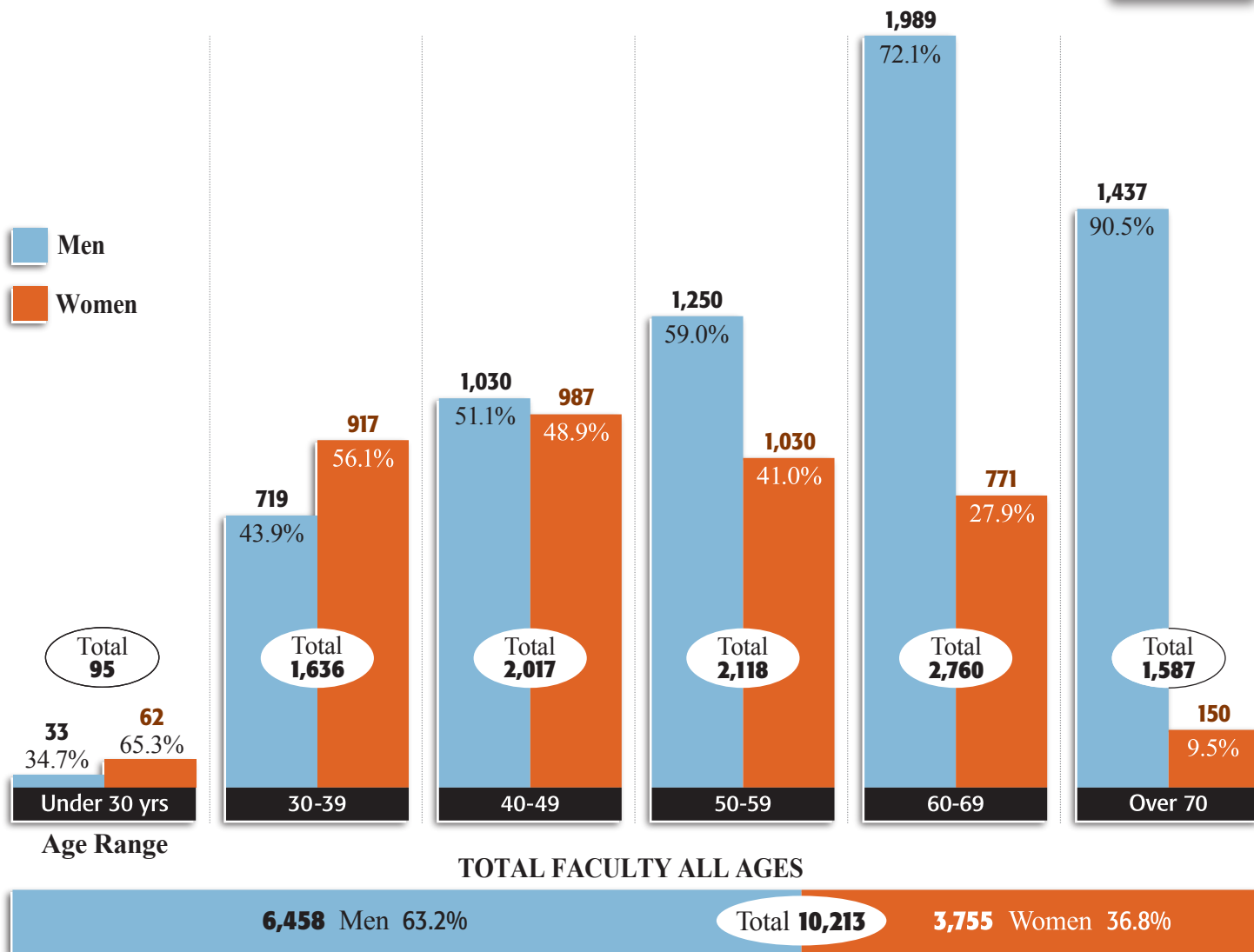
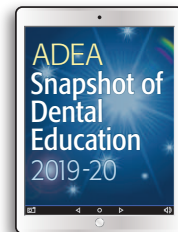
Full-time and part-time faculty by age, 2017-18 academic year



Note: Voluntary faculty are not included. Faculty whose age cannot be calculated are not included.
 Source: American Dental Education Association, Survey of Dental School Faculty, 2017-18

Percentage of Women on Dental School Faculties Continues to Rise

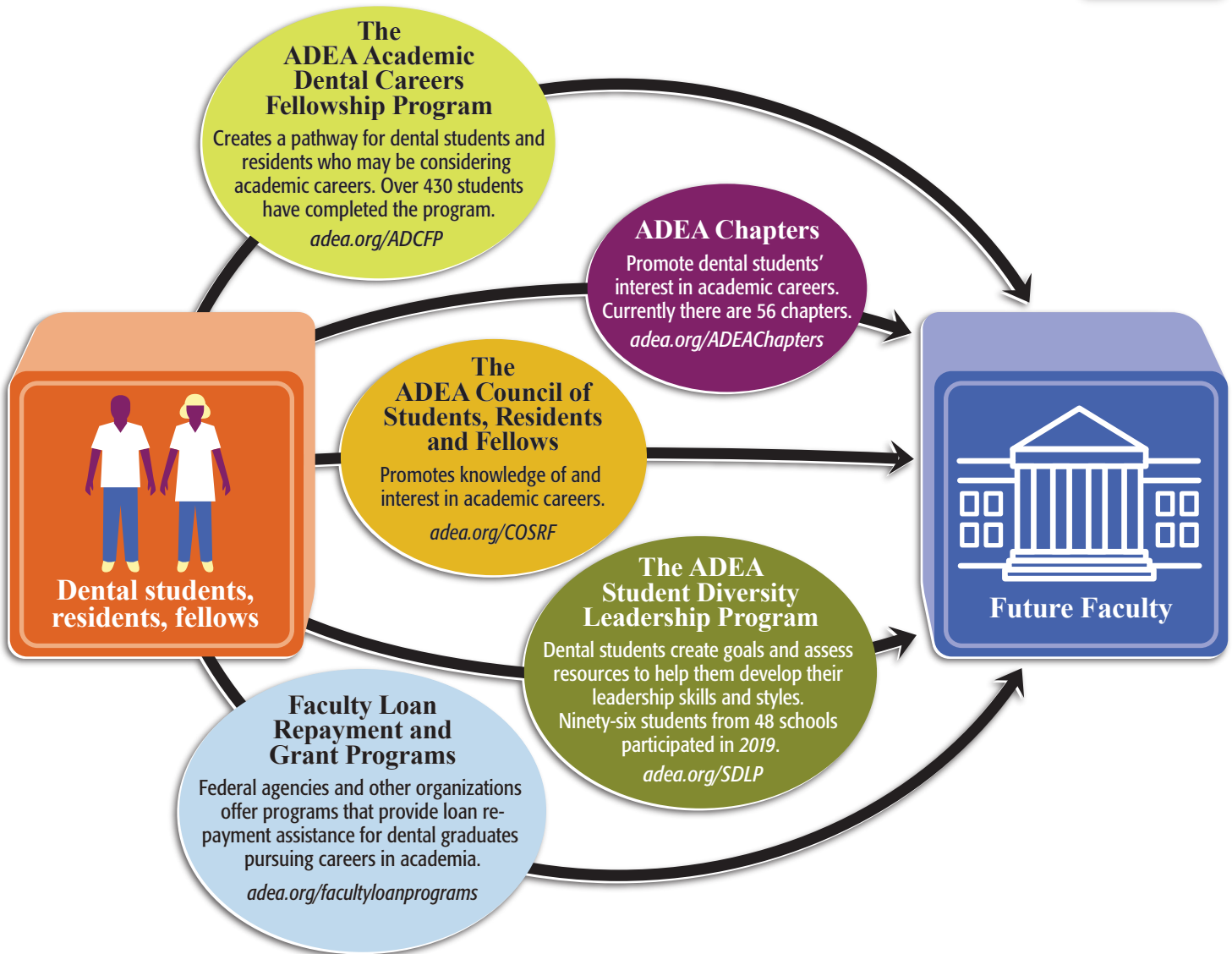
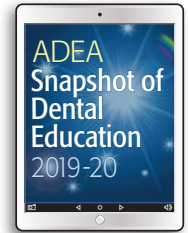
In the 2017-18 academic year, the percentage of women faculty members increased in almost every age category.



Note: Faculty included are full time and part time; voluntary faculty are not included. Faculty whose age cannot be calculated are not included.
 Source: American Dental Education Association, Survey of Dental School Faculty, 2017-18

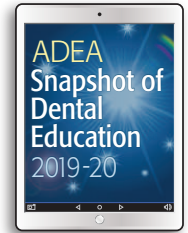
Dental Student Pathways to Academic Careers

For dental students, residents and fellows who opt to pursue a rewarding career as dental school faculty members, a variety of resources—financial and experiential—help support the pathway to an academic career.



Promoting Well-being and Resilience in Dental Education

Clinician burnout is a major issue among the health professions, with the potential to result in harm to patients. Providing students with the tools to nurture their own wellness and resilience will not only help them during their education years, but also equip them to better manage stress and burnout in their professional careers—ultimately benefitting their patients.

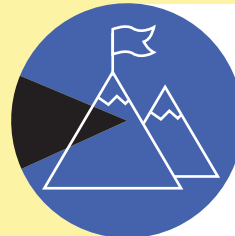


What Dental Students Say - According to a 2019 ADEA survey:



89%

feel overwhelmed by dental school work, yet...



87%

find their dental school work to be a positive challenge.



70%

are satisfied with mental health services at their schools.



69%

are satisfied with their schools' programs/activities that promote effective stress management, a balanced lifestyle and overall well-being.

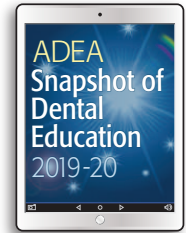
What ADEA Is Doing

ADEA is committed to promoting clinician and student well-being and resilience:

- ▶ Webinars (adea.org/eLearn)
- ▶ Articles in the *Journal of Dental Education* (jdentaed.org)
- ▶ Strategic goals and objectives (adea.org/StrategicDirections)
- ▶ Inaugural member of and active participant in the National Academy of Medicine Action Collaborative on Clinician Well-Being and Resilience (nam.edu/initiatives/clinician-resilience-and-well-being)

Why Modernizing Dental Licensure Is Important

The Report of the Task Force on Assessment of Readiness for Practice, co-authored by a joint task force of the American Dental Association, American Dental Education Association, and American Student Dental Association, describes the reasons change is needed in licensure and sets a pathway forward. - adea.org/tarpreport



The Coalition for Modernizing Dental Licensure (formed by ADEA, ADA and ASDA) has issued a state-by-state call to action to increase licensure portability and eliminate single encounter, procedure-based examinations on patients as part of the licensure process, replacing them with clinical assessments that have stronger validity and reliability evidence.

The process for obtaining an initial license to practice dentistry is similar across the country—every state ensures dentists are competent and capable of providing care to the public, which would not be compromised by increasing licensure portability.

INCREASING PORTABILITY

- ▶ Overly restrictive licensure requirements for out-of-state dentists are unduly burdensome and unnecessary for ensuring patient safety.
- ▶ Increasing initial licensure portability will allow for professional mobility, help address the maldistribution of dentists and dental educators, and improve access to care.

ELIMINATING THE SINGLE ENCOUNTER, PROCEDURE-BASED EXAMINATION ON PATIENTS

- ▶ Single encounter, procedure-based clinical examinations on patients (1) present ethical challenges that can result in poor care for patients, (2) lack validity and are subject to random error, and (3) are narrow in scope and do not assess the comprehensive knowledge and skills needed to provide safe care.
- ▶ Other valid and reliable pathways to initial licensure that do not require a single encounter, procedure-based patient examination (including PGY1/2, OSCE, and portfolio) are already accepted in 10 states.

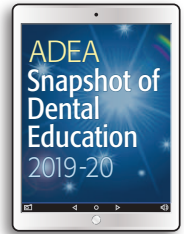
Consider this:

Between 2011–2016, about 1 in 18 dentists moved to a different state, and about 1 in 8 dentists age 40 and younger moved across state lines.*

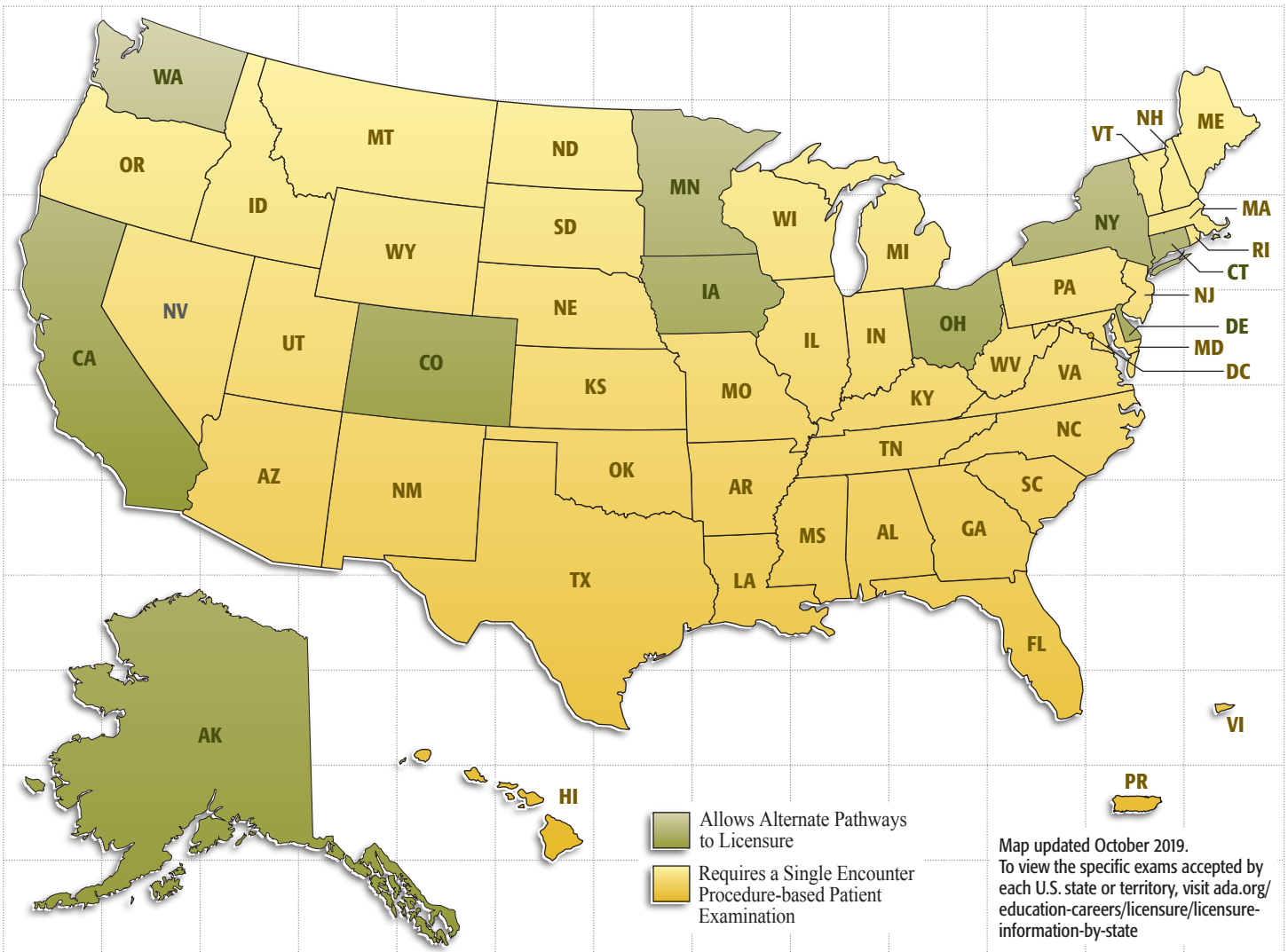
For more information, visit the Coalition for Modernizing Dental Licensure at dentallicensure.org.

*Source: American Dental Association, Health Policy Institute, Dentist Migration Across State Lines, nd.

A Statewide Call to Action: Increasing Adoption of Alternative Pathways Toward Licensure

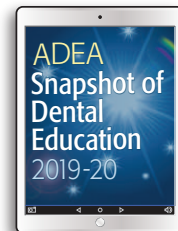


Similar to the climate change issue, after years, if not decades, of discussion but little change, we are at a point where we are seeing real progress on the elimination of the single encounter, procedure-based examination on patients as part of the licensure process. Twenty percent of U.S. states (and all of Canada) now accept alternative pathways to licensure—and more are actively discussing making a change.



Source: ADA Council on Dental Education and Licensure.

ADEA Advocacy and Government Relations: Members' Voices Informing Policymakers



Whether advocating on behalf of the National Institute of Dental and Craniofacial Research or safeguarding dental education program funding, ADEA's Advocacy and Government Relations (AGR) team is The Voice of Dental Education on an array of federal and state issues pertinent to academic dentistry—higher education, faculty and student loan repayment, licensure portability, immigration, health care and more. In 2018 and 2019, ADEA AGR worked daily to achieve the following results:



ANALYZE

- Monitor and assess thousands of pieces of state legislation and thousands of proposed regulations impacting dental education.
- Track hundreds of bills in Congress dealing with Affordable Care Act reform and higher education.
- Examine over 100 pieces of federal legislation that stand to directly impact dental care and access.
- Review and report on issues of interest from multiple news sources daily.



EDUCATE

- Publish the ADEA Advocate weekly newsletter to educate members on the latest federal and state legislation and regulations.
- Send hundreds of tweets on key issues impacting dental education.
- Educate ADEA Leadership Institute Fellows on how to advocate for dental education before state and federal legislatures.
- Hold monthly conference calls to answer ADEA member questions on legislation.



ADVOCATE

- Support ADEA priorities by signing individual and coalition letters sent to the Administration and Congress.
- Support amicus briefs filed with the U.S. Supreme Court.
- Hold congressional briefings on Capitol Hill in support of oral health training funding.
- Hold annual ADEA Capitol Hill Day, where ADEA members engage virtually and in person with their Members of Congress.

Meetings held with Members of Congress and their staffs to achieve higher funding levels for:

Oral health training programs
\$40.7M

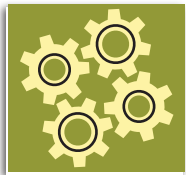
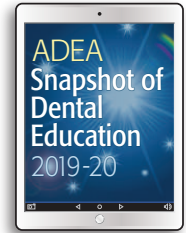
National Institute of Dental and Craniofacial Research
\$492M

Health Careers Opportunity Program
\$14.2M

Ryan White Part F—Dental Reimbursement Program
\$13.1M

ADEA Value Proposition

The American Dental Education Association (ADEA) has 20,000 members and represents all 78 dental schools in the United States and Canada. ADEA also represents more than 1,000 allied and advanced dental education programs and over 60 corporate members. With headquarters in Washington, DC, ADEA's staff of 70 works to represent and serve the needs of academic dentistry in many key areas:



ADEA's four centralized application services—

process over 180,000 applications annually on behalf of our members.



Professional and leadership development programming—

conduct 20 to 30 meetings annually, and two webinars monthly, for deans, program directors and dental and dental hygiene faculty.



Critical policy information and initiatives—

provide support to academic dental institutions in planning and decision-making.



Real-time state policy monitoring—

track over 1,600 state bills and more than 250 regulations that impact dental education in all 50 states, the District of Columbia and Puerto Rico.



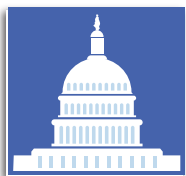
Educational research and analysis—

conduct five annual data collections, provide ad hoc data analyses to members and national health research organizations.



Recruitment activities—

ensure the continued quality and diversity of applicants to the dental professions; e.g., educate potential students about dentistry via ADEA GoDental's 40,000 email recipients.



Federal advocacy efforts—

examine over 100 pieces of federal legislation and bills that impact dental education.



Representation by the ADEA President and CEO and ADEA Leadership Staff—

on national higher education and health professions leadership bodies.



Access, diversity and inclusion—

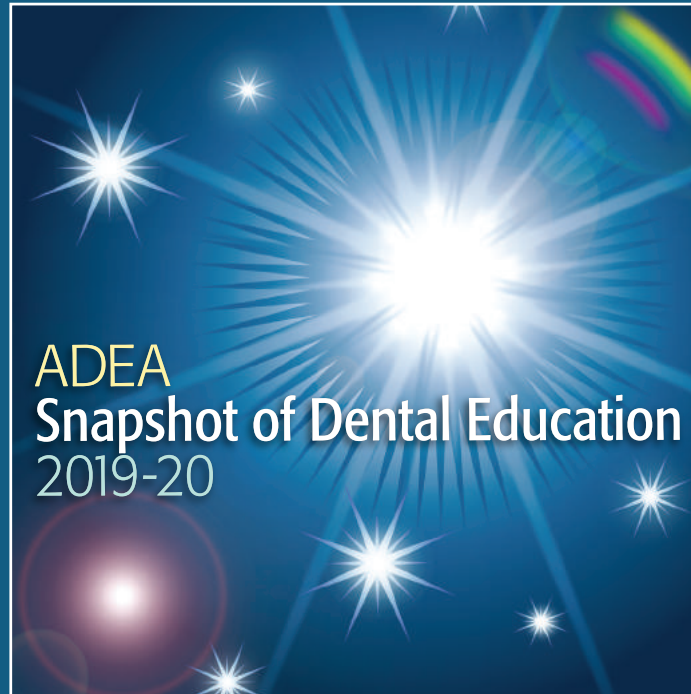
foster diversity, inclusion, access, leadership, health equity and well-being in dental education through programming, guidance, resources, training publications, and strategic partnerships.



Unique profession-centric publications— including the peer-reviewed *Journal of Dental Education*.

adea.org/valueproposition

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connect.adea.org