

A Survey of Staffing Levels of Clinical Academic Dentists in UK Dental Schools as at 31 July 2014

A REPORT BY THE DENTAL SCHOOLS COUNCIL

July 2015





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Siobhan Fitzpatrick
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Dental Schools Council

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List of acronyms

AGMETS Advisory Group on Medical and Dental Education, Training and Staffing

AoMRC Association of Medical Research Charities

BDS or BChD Bachelor of Dental Surgery

BME Black and Minority Ethnic

CCST Certificate of Completion of Specialist Training

CPD Continuing Professional Development

FTE Full-Time Equivalent

GDC General Dental Council

HESA Higher Education Statistics Agency

KCL King's College London

LTFT Less Than Full-Time

MRC Medical Research Council

NIHR National Institute for Health Research

SCREDS Scottish Clinical Research Excellence Development Scheme

SWAN Scientific Women's Academic Network (Athena)

UCL University College London

UCLan University of Central Lancashire

UKCRC UK Clinical Research Collaboration

WCAT Wales Clinical Academic Training

Note that some figures abbreviate clinical academic grades as follows:

P Professor

SL Reader/ Senior Lecturer

L Lecturer

SCT Senior Clinical Teacher

CT Clinical Teacher

R Researcher

Preface

The Dental Schools Council was established eighty years ago as the Education Consultative Committee of the Dental Schools of Great Britain. The Dental Schools Council, composed of the Dean or equivalent, of each school, represents the interests and ambitions of UK dental schools as they relate to the generation of national health, wealth and knowledge through teaching, research and the profession of dentistry. In 2007, the UK Dental Schools' Senior Officers Group was convened, fostering formal and regular dialogue amongst senior administrators on key issues between schools across the UK.

As the authoritative voice of the undergraduate dental schools within universities in the United Kingdom, the main purposes of the Dental Schools Council are to:

- 1 be a principal source for informed opinion and advice on all matters concerning dental education and research in dental schools in the United Kingdom, on relations between dental schools, medical schools, the National Health Service and other clinical care providers, and on relations with university dental schools and faculties in other countries;
- 2 work to improve and maintain quality in dental education, clinical dental training and dental research, and to facilitate sharing of experience;
- 3 be the principal source for informed opinion and advice on all matters concerning the roles and functions of staff and honorary staff of dental schools;
- 4 promote dental education and research through collaboration with Universities UK, the Higher Education Funding Bodies, the National Health Service, Government Departments, the General Dental Council, the Medical Royal Colleges, the Research Councils, dental research charities, the Association of Medical Research Charities, the Medical Schools Council, the Association of UK University Hospitals, the Committee of Postgraduate Dental Deans and Directors, the Association of Dental Hospitals, the British Dental Association and other organisations;
- 5 serve as a point of reference for the media;
- 6 promote equal opportunities in all aspects of dental education, research and training; and
- 7 consider such other matters as the Dental Schools Council shall direct.

In the late 1990s, a series of reports highlighted the need for robust data on clinical academic staffing levels as a basis for partnership between the NHS and universities in tackling difficulties facing academic medicine¹. In consultation with the Department of Health's Advisory Group on Medical Education, Training and Staffing (AGMETS), and with the support of the Medical Research Council (MRC), the Association of Medical Royal Colleges (AoMRC) and the Wellcome Trust, the Medical Schools Council and the Dental Schools Council agreed jointly to undertake a comprehensive survey of clinical academic staff employed by UK universities in medical and dental schools.

Since 2000, the Dental Schools Council and the Medical Schools Council have undertaken a regular (annual since 2003) survey of clinical academic staffing levels in UK medical and dental schools, available online at www.medschools.ac.uk and www.dentalschoolscouncil.ac.uk. This is the 13th survey of clinical academic staffing levels to be published by the Dental Schools Council.

¹ Including: Richards, R (1997) *Clinical Academic Careers – Report of an Independent Task Force Chaired by Sir Rex Richards*; Academy of Medical Sciences (2000) *The Tenure-Track Clinician Scientist*

Introduction



Clinical academic dentists are fully trained specialist or general dental practitioners who undertake research, teach undergraduate and postgraduate dental students and deliver clinical practice in the NHS. Dentistry is small, but unique amongst the clinical professions in that the primary role of clinical academic dentists is to teach and educate the future clinical workforce through clinical care, whereas in other clinical professions there is a more significant contribution to teaching from elsewhere in the NHS.

The clinical academic team is vital to educating the dental workforce of the future, and to the patients whom those dentists treat. Clinical academics provide patient care at the highest of levels, and they drive the evolution of the treatment and prevention of disease through research and innovation. In addition many clinical academics hold leadership and management roles to drive the national and international oral health agenda. The spirit of discovery and research is an essential part of the NHS, for the benefit of patient and public health.

The high-quality research conducted in UK dental schools makes a vital contribution to the economy and ensures that the educational experience of the dentists trained therein is grounded in a stimulating and innovative environment. Learning that is led by dentists who are actively engaged in research exposes students and trainees first-hand to world-class research, and offers added potential for them to be enthused and motivated by leading experts in their field who teach from their immediate research experience. A strong grounding in research equips dentists with the skills to be able to interpret research findings to ensure their future practice is evidence-based and that their patients receive best-practice high-quality care.

For the clinical academic dentists themselves there are numerous challenges in managing a career divided between teaching, research and clinical practice. As practising clinicians, all dentists are required to maintain their competences through Continuing Professional Development (CPD) and ongoing training, and to demonstrate their fitness to practise to remain registered with the General Dental Council (GDC). Many training programmes emphasise outcomes, and for early career researchers it can be particularly challenging to achieve the necessary clinical targets to progress to the next clinical training stage, whilst simultaneously trying to establish an academic career that includes teaching and research.

In 2005, the Joint Academic Careers Subcommittee of the UKCRC and Modernising Medical Careers recommended the development of a clear and integrated training and career pathway for medically and dentally qualified academics, to enable them to combine research and education with a clinical career. The four UK nations have taken individual approaches to implementing the recommendations, for example through schemes such as the Wales Clinical Academic Track (WCAT), NIHR Integrated Academic Training (IAT) programmes, and Scottish Clinical Research Excellence Development Scheme (SCREDS) initiatives.

A career in clinical academia offers real appeal in its varied work across teaching, research and clinical practice, such as the undertaking exploratory research that may influence dental practice for future generations, and the stimulation and privilege of being surrounded by bright and enthusiastic young people. In the UK, dental students are recruited from the very brightest applicants, and all trainee academic dentists are carefully supervised and supported. The dental health of the population and the teaching of future generations of dentists depend upon improved levels of recruitment and retention of dental clinical academics. Students should be encouraged and supported throughout their studies to extend their research interests and to explore all career pathways available to them.

UK universities are research-led, with funding strongly related to the Research Excellence Framework. Pressures to deliver excellence in research, teaching and clinical practice have led to the development of an alternative academic pathway, that of Clinical Teacher. These individuals are academic staff employed by the university, with a focus on teaching. They play a central role in the delivery of the undergraduate curriculum and may also be engaged in research, although this is not a requirement. Depending on local arrangements between the university and the local Trust, many of these Clinical Teachers hold their substantive contracts of employment with the university. Elsewhere, contracts of employment are hosted by the NHS, and it can be difficult to compare the profile of one institution with another for this reason. The report also includes data on the number of dental clinical researchers, where employed by the university. Usually these are dentists in training who have secured a fellowship early on in their career. It is important to track these numbers as they are an indicator of the pipeline of the future clinical academic workforce.

Methodology

The data reported in the annual Survey of Staffing Levels of Dental Clinical Academics in UK Dental Schools are collected electronically using a pro forma with accompanying guidance notes. All UK dental schools return anonymised data for each individual in post and for each vacant clinical academic post on the census date of 31 July 2014, the end of the academic year. The definitions are aligned to those used by the Higher Education Statistics Agency (HESA), with a view to moving to a single data collection in future.

The methodology for the first survey of clinical academic staffing levels in 2000 was designed in consultation with AGMETS, the Medical Research Council (MRC), the Wellcome Trust, the Medical Schools Council and the Dental Schools Council. Subsequent revisions to the scope of data collection and to the accompanying guidance notes have been undertaken in consultation with members of the Dental Schools Council and the Senior Officers Group, and with the individuals who complete the data return on behalf of their institution.

In 2006 the Dental Schools Council became aware of a disparity in how Clinical Teachers were categorised during data collection. The data methodology was revised to include new staff groups for Clinical Teachers, Senior Clinical Teachers and Researchers, which have since been reported separately. All data analysis and figures refer to the total staffing of the clinical academic team, composed of Clinical Professors, Clinical Readers/ Senior Lecturers, Clinical Lecturers, Senior Clinical Teachers, Clinical Teachers and Clinical Researchers hereafter referred to as Professors (P), Readers/ Senior Lecturers (SL), Lecturers (L), Senior Clinical Teachers (SCT), Clinical Teachers (CT) and Researchers (R).

For the purpose of the Dental Schools Council survey, a dental clinical academic is defined as a dental practitioner who;

- 1 Has full registration with the General Dental Council; and
- 2 Holds a substantive contract of employment with the university; and
- 3 Holds an honorary or formal A+B clinical contract with the NHS.

All data on clinical academic numbers are presented as full-time equivalents (FTE) unless stated otherwise. Individuals employed on a contract smaller than 0.1 FTE are excluded from analysis (in 2014 this was a total of 8 individuals, equivalent to 0.5 FTE).

Full data are available in the Appendices. Further detail is available by request from the Dental Schools Council.

Dental Clinical Academic Staffing Levels in UK Dental Schools in 2014



1 OVERVIEW

For the period of this review, there were 592 full-time equivalent (FTE) clinical academics in UK dental schools in July 2014, and a headcount of 990. The majority of FTE clinical academic dentists are located in England (75%), with 15% in Scotland, 7% in Wales and 4% in Northern Ireland, which correlates closely with the distribution of student numbers. There were new schools created at Aberdeen, Peninsula and UCLan to provide dental education in areas associated with high dental need. These have increased the number of institutions that require staffing and this partly explains a rise in numbers of clinical academic staff since 2007.

There were 383 FTE Professors, Readers/ Senior Lecturers and Lecturers (headcount of 443) and 291 FTE Senior Clinical Teachers, Clinical Teachers and Researchers (headcount of 547). Just 14% of Senior Clinical Teachers, Clinical Teachers and Researchers hold full-time contracts with the university, compared with 85% of Professors, Readers/ Senior Lecturers and Lecturers.

The size of the clinical academic team increased from 471 FTE in 2007 to 592 FTE in 2014 (+24%), with consecutive year by year increases during this period. This is entirely accounted for by the expansion in the number of Senior Clinical Teachers and Clinical Teachers of 100 FTE (+110%) since the role was developed as a recognised clinical academic pathway with the emphasis on teaching rather than research, and since the data were first recorded by this survey in 2007. The number of Professors has increased steadily since the 2000 census, to 118 FTE in 2014, reflecting progression through the clinical academic pathway. The number of Readers/ Senior Lecturers and Lecturers has however declined by 120 FTE (-30%) to a combined total of 265 FTE. The number of Lecturers was showing signs of recovery between 2007 and 2012, but there have been two years of decline, and despite a relatively high number of vacancies at this grade (12 FTE), several schools report shortages of suitable candidates.

Clinical academic posts in dentistry are, in the majority, funded by the four Higher Education Funding Councils (74%), which reflects the primary role of dental schools to teach and educate the future clinical workforce. The NHS, however, funds a higher proportion of Senior Clinical Teacher and Clinical Teacher roles (28%), and although small in number (19 FTE), a higher proportion of Researcher posts is funded by other sources for example charities and endowments.

Dentistry itself is a small clinical discipline in comparison with other healthcare professions. One third of the FTE clinical academic workforce are specialists in restorative dentistry – which has grown by 58% in the last decade – yet it is the area where the most schools (four of eighteen) report recruitment difficulties particularly at senior clinical academic grades. Four of the clinical specialties have a workforce of 11 FTE or fewer, and these are particularly vulnerable to change.

The data show a cohort effect relating to age, gender and ethnicity, particularly reflecting the new appointments to Senior Clinical Teacher and Clinical Teacher posts. Overall the age profile of the clinical academic team is stable, with small increases in the number of academics aged 36-45 (nb the majority of this age group is new appointments as Clinical Teachers). However this hides an increase in the proportion of Professors and Readers/ Senior Lecturers aged 46 and over, from 69% in 200 to 74% in 2008 and to 79% in 2014.

The rise in the proportion of women entrants to UK dental schools is beginning to change the number of women dental clinical academics. There are noticeable shifts over the past decade, with the number of women increasing rapidly, to near gender parity at Clinical Lecturer and Clinical Teacher roles. Just 18% of Professors are women however, and whilst this reflects an improvement on 11% on 2004, change at the top of academic dentistry is more gradual. Just 22% of the clinical academic team is of BME origin, compared with 44% of the dental student population.

2 ACADEMIC GRADE

As illustrated by Figure 1a, there were 592 FTE clinical academics employed by UK dental schools at the end of July 2014, and a headcount of 990. Of this, 383 FTE were Professors, Readers/ Senior Lecturers and Lecturers (headcount of 443) and 209 FTE were Senior Clinical Teachers, Clinical Teachers and Researchers (headcount of 547). The clinical academic dental team increased in size by 17 FTE (+3%) between 2013 and 2014, with the increase entirely in the number of Senior Clinical Teachers and Clinical Teachers.

Consecutive increases in the clinical academic dental workforce since 2007, when clinical teachers were first recorded, add up to an increase of 120 FTE (+26%). Between 2003 and 2006, the clinical academic team declined in size, to a low of 433 FTE in 2005. Comparison with 2000, when the first comprehensive survey of clinical academic staffing

levels is available, shows that the increase in the number of Clinical Teachers offset the previous declines and has led to an expansion of the clinical academic team by 116 FTE (+24%).

The recognition of Senior Clinical Teacher/ Clinical Teacher as a clinical academic career has led to a substantial shift in the make-up of the clinical academic team. There were 209 FTE Senior Clinical Teachers, Clinical Teachers and Researchers in 2014, more than double the number in 2007 when data on clinical teachers were first reported, and making up 35% of the clinical academic team. Some of this change reflects a strategic approach by some universities to the Research Excellence Framework (REF), but at the same time, this is a way for some clinical academics to return to academia after a career break, at a high level but without fulfilling all the components of research/ teaching/ clinical work. There is increasing adoption of Teaching and Scholarship pathways to Professorial appointments in the UK, but the movement from Senior Clinical Teacher to Professor will take time to be visible in the data.

The research-active clinical academic workforce employed at Professorial, Reader/Senior Lecturer and Lecturer grades has overall remained relatively stable since 2007, and number 383 FTE in total in 2014. As seen in Figure 1b, the number of Professors has increased by 30% since 2000, from 91 FTE to 118 FTE. Although there have been some year to year fluctuations owing to natural turnover, including a -1FTE (-1%) decline between 2013 and 2014, the overall trend is upwards. The numbers of Readers/ Senior Lecturers and Lecturers have recorded volatile changes year to year. For both grades, an overall decline can be seen. Since 2000, there has been a decline of 55 FTE Readers/ Senior Lecturers (-29%) and a decline of 64 FTE Lecturers (-33%).

Between 2007 and 2012, the number of Lecturers showed some sign of recovery, with an increase from the new baseline of 121 FTE to 154 FTE, however this declined to 131 FTE by 2014, a loss of 23 FTE (-15%). A significant proportion of this change is accounted for by a change in contractual arrangements at one school, which reported a transfer of 11 FTE from Clinical Lecturer contracts to Clinical Teaching

Figure 1a:
Timeline of clinical academic staffing levels (FTE)

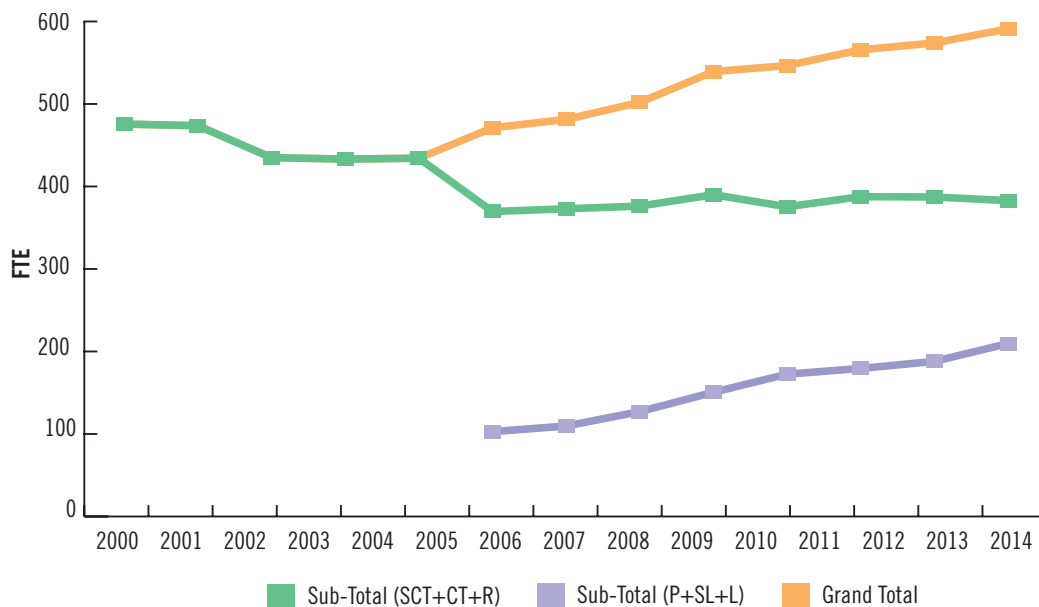


Figure 1b:
Timeline of clinical academic staffing levels by academic grade (FTE)

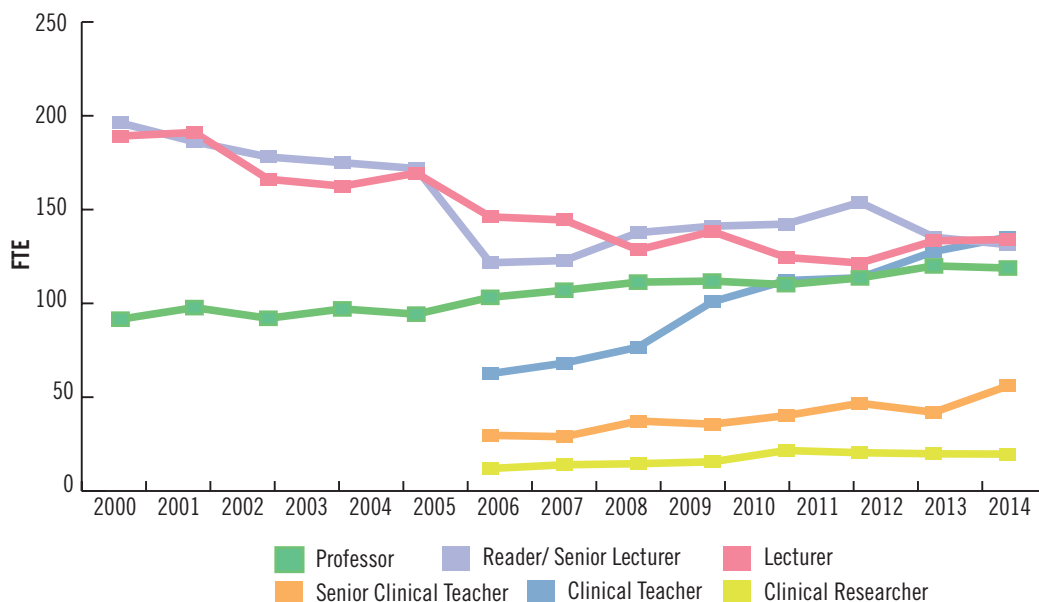


Figure 2: Clinical academic staffing levels by academic grade (FTE)

	2000	2007	2013	2014	Change since 2000		Change since 2007		Change since 2013	
Professor	91.0	102.7	119.5	118.4	27.4	30.1%	15.7	15.3%	-1.1	-1.0%
Reader/Senior Lecturer	189.1	145.8	132.9	133.7	-55.4	-29.3%	-12.1	-8.3%	0.7	0.6%
Lecturer	196.2	121.2	134.9	130.9	-65.3	-33.3%	9.7	8.0%	-4.0	-3.0%
<i>Sub-total (P+SL+L)</i>	<i>476.3</i>	<i>369.7</i>	<i>387.3</i>	<i>382.9</i>	<i>-93.4</i>	<i>-19.6%</i>	<i>13.3</i>	<i>3.6%</i>	<i>-4.4</i>	<i>-1.1%</i>
Senior Clinical Teacher		28.9	41.2	55.3			26.5	91.7%	14.1	34.3%
Clinical Teacher		61.9	127.2	134.9			73.0	118.0%	7.7	6.0%
Clinical Researcher		11.1	19.0	18.8			7.7	69.6%	-0.1	-0.7%
<i>Sub-total (SCT+CT+R)</i>		<i>101.8</i>	<i>187.4</i>	<i>209.0</i>			<i>107.2</i>	<i>105.3%</i>	<i>21.7</i>	<i>11.6%</i>
Grand Total (all grades)	476.3	471.5	574.7	592.0	115.7	24.3%	120.5	25.5%	17.3	3.0%

Figure 3: Clinical academic grade and source of funding (FTE)

	Funding Council		NHS		Other		Total
Professor	103.7	87.6%	12.4	10.5%	2.2	1.9%	118.4
Reader/Senior Lecturer	105.0	78.6%	22.8	17.1%	5.9	4.4%	133.7
Lecturer	92.1	70.3%	29.5	22.5%	9.3	7.1%	130.9
<i>Total (P+SL+L)</i>	<i>300.8</i>	<i>78.6%</i>	<i>64.7</i>	<i>16.9%</i>	<i>17.4</i>	<i>4.5%</i>	<i>382.9</i>
Senior Clinical Teacher	35.0	63.2%	19.2	34.8%	1.1	2.0%	55.3
Clinical Teacher	99.7	73.9%	34.7	25.7%	0.5	0.4%	134.9
Clinical Researcher	4.1	21.8%	2.2	11.8%	12.5	66.4%	18.8
<i>Total (SCT+CT+R)</i>	<i>138.8</i>	<i>66.4%</i>	<i>56.1</i>	<i>26.9%</i>	<i>14.1</i>	<i>6.8%</i>	<i>209.0</i>
Grand Total (all grades)	439.59	74.3%	120.81	20.4%	31.55	5.3%	592.0

contracts. However, the remaining change is spread across a number of dental schools and should be monitored closely. Another level of complexity could occur where the emphasis in the academic contract is changed without any alteration of the job title from Clinical Lecturer to Clinical Teacher.

There are a number of small but significant established integrated academic training pathways for dentists across the UK. Many dental schools themselves also offer a form of training pathway to nurture local talent. Criteria for promotion to senior clinical academic grades vary between institutions, but most require a PhD, an established research track record and/or a demonstrable leadership in teaching. The number of university-employed Researchers with a clinical contract is small but significant, up from 11 FTE in 2007 to 19 FTE in 2014. However this only presents a partial picture, since many clinical research fellowships in England are appointed by the NHS with an honorary university contract.

Full data on the profile of the clinical academic workforce are available as Appendices 1, 2 and 3.

3 SOURCES OF FUNDING

Dental clinical academic posts in the UK are funded either singularly or in combination by the Higher Education Funding Councils (74%), the NHS (20%) and Other sources (5%), including research councils, charities and endowments (see Figure 3). The proportion of funding from the Higher Education Funding Councils is much higher in dentistry (74%) than medicine (44%)². The primary role of dental schools is to teach and educate the future clinical workforce, whereas in other clinical professions this role is shared more evenly between university-employed and NHS-employed staff.

In 2000, not all funding data were known, and so 2003 provides a more meaningful comparison, when Higher Education Funding Councils funded 82% of clinical academic posts, the NHS funded 14% and Other sources funded 4%. These numbers are within 3% of the profile for research-active academics in 2014, (77% Funding Council, 17% NHS and 5% from Other sources), so the change is exaggerated by the higher proportion of NHS funding for Senior Clinical Teacher/ Clinical Teacher posts (28%). Two thirds of Researcher posts are funded by Other sources, for example charities.

² Medical Schools Council (2015) *A Survey of Staffing Levels of Medical Clinical Academics in UK Medical Schools as at 31 July 2014*

Figure 4: Funding profile by dental school (FTE)

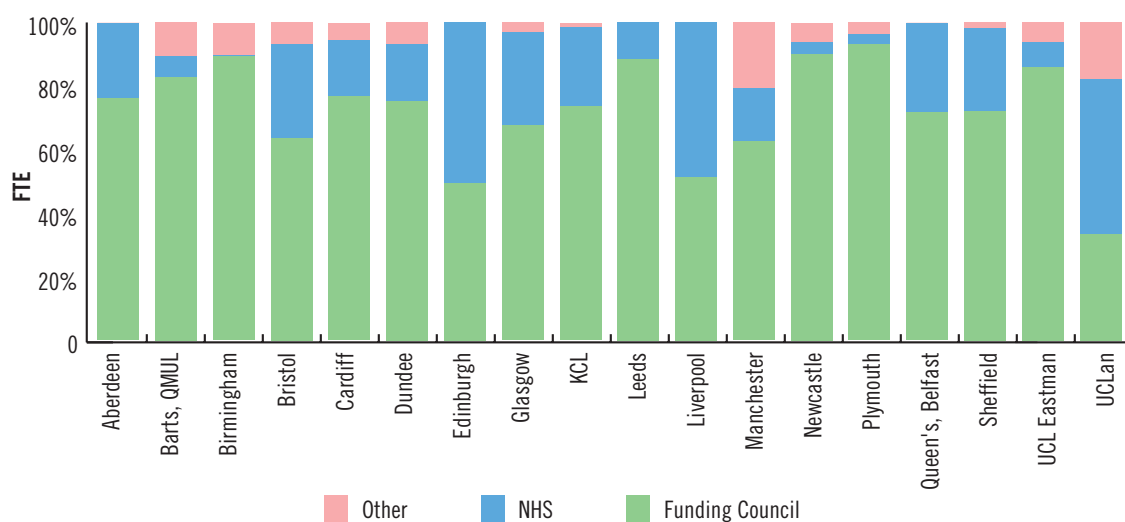


Figure 5: Clinical academic staffing levels by region since 2004 (FTE)

	London	North East	North West	South West	West Midlands	Yorkshire & Humber	Northern Ireland	Scotland	Wales	Grand Total
2004	148.4	21.0	65.3	17.2	23.7	47.5	16.0	57.2	38.8	435.2
2005	152.8	21.8	60.3	19.7	27.4	50.5	14.0	49.5	37.5	433.4
2006	156.9	22.8	57.6	18.7	24.7	54.2	14.0	52.9	32.8	434.5
2007	166.6	24.0	67.1	22.6	25.4	57.5	15.4	60.3	32.7	471.5
2008	166.6	26.2	66.4	26.5	27.0	60.7	17.4	58.9	32.0	481.7
2009	168.7	24.2	75.5	30.9	26.8	56.2	16.1	67.9	36.1	502.5
2010	168.8	25.8	75.6	37.4	26.8	73.3	15.3	74.5	42.5	539.9
2011	166.4	26.5	75.6	42.5	26.7	79.1	13.9	74.6	42.0	547.2
2012	170.3	27.0	77.5	42.6	28.4	79.0	16.7	83.6	41.4	566.4
2013	165.4	25.3	81.2	44.9	29.7	83.9	18.9	84.9	40.5	574.7
2014	180.1	28.0	84.7	43.1	29.1	78.5	21.5	87.1	39.9	592.0
Change since 2013	8.9%	10.7%	4.3%	-4.0%	-2.0%	-6.4%	13.8%	2.6%	-1.5%	3.0%

There are key differences in the funding profiles between institutions illustrated in Figure 4, reflecting different financial relationships with the local NHS Trust and the approach to the delivery of teaching, research and patient care. Some universities have 'knock for knock' arrangements with the NHS Trust, whereas others recharge for time spent teaching or on clinical services.

Full data on the distribution of the clinical academic workforce by source of funding are available as Appendices 1, 2, 3 and 4.

4 REGION

There are 18 UK dental schools in membership of the Dental Schools Council, 16 of which offer an undergraduate dental degree (BDS or BChD) usually in addition to postgraduate programmes and courses for dental care professionals. Two schools (UCL Eastman and Edinburgh) offer postgraduate training only. The majority of clinical academic dentists are located in dental schools in England (75%), with the numbers in Scotland (15%), Wales (7%) and Northern Ireland (4%) correlated closely with the distribution of student numbers.

Across all regions, the staffing level has overall increased between 2000 and 2014, with some year to year fluctuations (see Figure 5). Between 2013 and 2014, five regions increased and four regions decreased, with the most significant increases in London by 15 FTE (+9%), the North East by 3 FTE (+11%) and Northern Ireland by 3 FTE (+14%). The staffing level in London

Figure 6: Clinical academic staffing levels by specialty since 2004 (FTE)

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Change since 2004	Change since 2013
Dental & Maxillofacial Radiology	5.9	10.5	8.6	10.4	7.0	7.7	8.3	7.3	7.5	6.1	7.2	22.2%	18.0%
Dental Public Health	31.2	39.5	32.3	35.5	35.8	25.3	32.1	28.2	30.7	25.9	32.6	4.4%	25.9%
Endodontics	7.3	9.2	12.4	26.4	10.5	10.0	11.8	12.7	12.6	13.8	11.0	50.4%	-20.5%
Oral & Maxillofacial Pathology	20.4	15.0	14.3	16.3	17.3	15.6	13.8	15.4	16.5	15.4	27.1	32.8%	76.0%
Oral & Maxillofacial Surgery	11.7	17.7	16.4	12.0	12.8	11.2	9.5	13.4	12.0	8.2	10.0	-14.5%	22.0%
Oral Medicine	15.0	15.5	20.3	23.5	25.9	25.6	26.8	22.1	21.5	25.4	25.0	67.0%	-1.6%
Oral Microbiology	3.0	4.0	4.0	3.5	3.5	3.5	4.5	2.5	2.6	2.7	3.0	0.0%	11.1%
Oral Surgery	36.7	36.9	37.2	44.8	46.7	44.4	49.6	54.3	53.3	51.3	62.6	70.8%	22.0%
Orthodontics	32.1	35.5	36.7	36.0	33.6	35.0	35.8	32.4	32.8	32.6	32.7	1.7%	0.3%
Paediatric Dentistry	29.7	29.6	33.8	36.6	36.5	42.0	38.7	41.0	40.7	41.4	47.9	61.6%	15.7%
Periodontics	22.1	29.9	34.0	31.8	33.2	35.4	35.9	34.7	35.9	32.3	33.1	49.6%	2.6%
Prosthodontics	24.1	35.7	33.8	27.2	25.5	27.1	27.9	28.6	21.8	24.8	30.6	27.0%	23.3%
Restorative Dentistry	123.8	108.8	119.3	145.1	170.3	176.3	184.3	179.8	203.0	186.2	195.7	58.1%	5.1%
Special Care Dentistry	*	*	*	*	*	4.7	4.2	6.6	7.6	13.2	10.0	*	-24.2%
General Dental Practice (inc Other/ Unknown)	72.3	45.7	31.2	22.3	23.2	38.6	56.7	68.2	68.0	95.4	63.5	-12.2%	-33.5%
Grand Total	435.2	433.4	434.5	471.5	481.7	502.5	539.9	547.2	566.4	574.7	592.0	36.0%	3.0%

is at a record high of 180 FTE. The two largest dental schools are based in London – King’s College London Dental Institute employs 101 FTE and Barts and The London, 52 FTE, although the staff profiles are very different. Both schools employ around 40 FTE Professors, Readers/ Senior Lecturers and Lecturers, but King’s College London draws on a wider Clinical Teaching workforce.

Two regions with notable staffing level growth over the last five years are the South West (from 17 FTE to 43 FTE; + 151%) and Scotland (from 57 FTE to 87 FTE; +52%), but only around half of this increase is accounted for by the expansion of new Dental Schools at Peninsula and Aberdeen. In stark contrast with all other regions, there has been five years of small but consecutive declines in staffing level in Wales from 2010, leading to a decline of 2.6 FTE (-6%) by 2014.

Full data on the distribution of the clinical academic workforce by region are available as Appendix 2.

5 SPECIALTY

In the 1990s, a report of the Chief Dental Officer concluded that there would be a greater need for specialist dental care in the future, and the General Dental Council established, in collaboration with the Dental Faculties of the Royal Surgical Colleges and other educational bodies, a list of recognised

dental specialties and arrangements for their training and recognition on Specialist lists. Achieving the Certificate of Completion of Specialist Training (CCST) takes between three and five years, depending on the specialty, and many dentists choose to complete it over a longer period of time.

Hospital practice and academic dentistry is highly specialised, and covers the 13 specialties recognised by the GDC as well as Oral & Maxillofacial Surgery where employed by the dental school, and General Dental Practice. For the purpose of this survey, clinical academic dentists are considered in these 15 broad specialty groups.

Dentistry itself is a small clinical discipline in comparison with other healthcare professions. There is a danger of automatically labelling a specialty as a shortage specialty on the grounds of declining numbers without considering the broader context. It is essential that the low academic base across the dental specialties is addressed in future recruitment rounds. The 2013 data update should be interpreted in the context of the future health needs of the ageing population and the emerging research agenda.

Figure 6 illustrates the rate of change in total staffing levels by dental specialty since 2004. Around one third of the clinical academic workforce is a specialist in Restorative Dentistry, which has seen the majority of the expansion in staffing numbers, an increase of 50% since 2004. Most other specialties

have also seen an expansion in staffing levels since 2007, in line with the overall increase. In this context, the decline of Dental Public Health, and the relatively steady state in Dental & Maxillofacial Radiology, Oral & Maxillofacial Pathology, Oral Microbiology and Prosthodontics, are marked.

The small size of the sub-specialties in dentistry makes them particularly vulnerable to change, with six specialties numbering fewer than 20 FTE (Dental & Maxillofacial Radiology, Endodontics, Oral & Maxillofacial Surgery, Oral & Maxillofacial Pathology, Oral Microbiology and Special Care Dentistry). Service delivery, advances in patient care and high-quality dental education and research require clinical academic dentists across the whole range of dental specialties. It is essential to retain a strong academic base in the clinical specialties at all academic grades to underpin the scholarship of research and teaching of the future dental workforce.

Figure 7 illustrates the profile of the clinical academic team by specialty. Specialties with a particular contribution from Senior Clinical Teachers and Clinical Teachers are General Dental Practice (61%), Endodontics (43%), Restorative Dentistry (30%) and Special Care Dentistry (32%). In contrast, other – albeit smaller – specialties have a lesser contribution from Clinical Teachers employed by the university, including Dental & Maxillofacial Radiology (0%), Oral Microbiology (0%), Oral & Maxillofacial Surgery (2%) and Oral & Maxillofacial Pathology (3%).

Full data on the distribution of the clinical academic workforce by specialty are available as Appendices 1, 5 and 7.

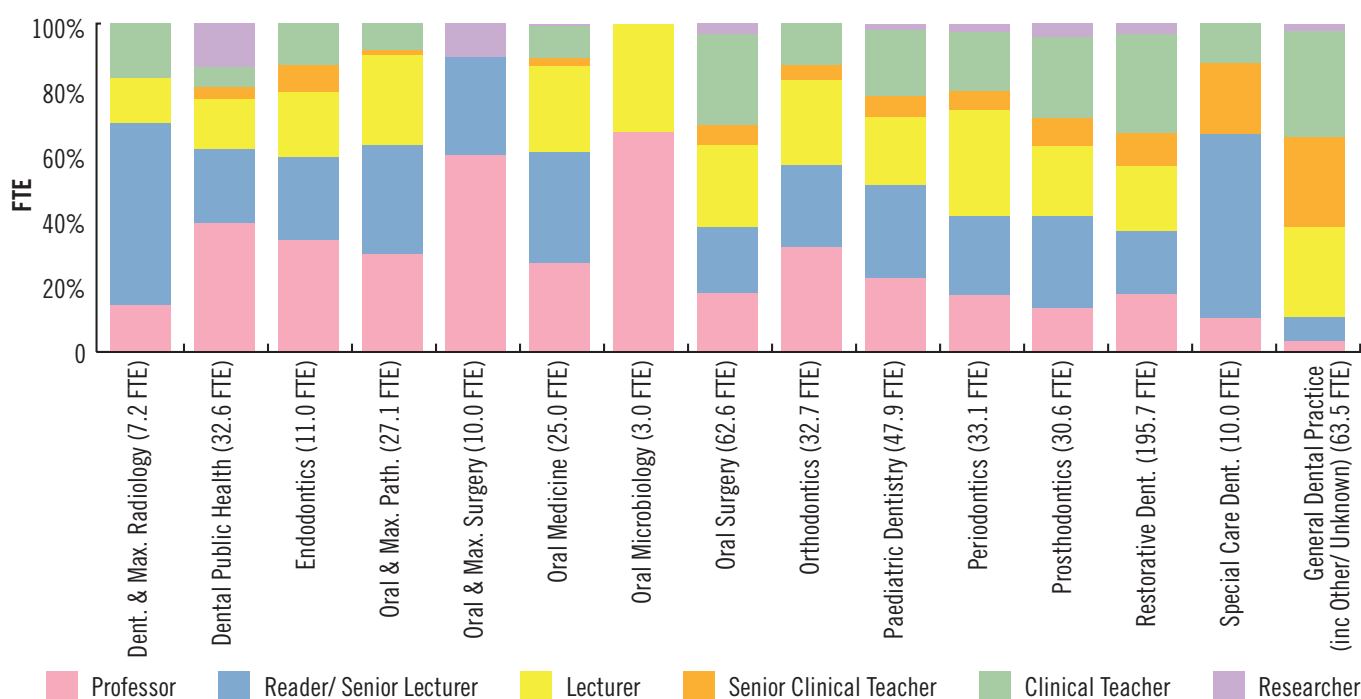
6 VACANCIES

There are different institutional policies regarding the recording of established posts and vacancies, and some institutions do not hold these data at all. The following analysis considers each vacant clinical academic post that the university intended to retain on 31 July 2014, even if not yet actively recruiting. A total of 45 FTE (51 posts) were reported as vacancies, which is consistent with vacancy rates in 2009/10, slightly higher than the last two years (39 FTE) but substantially below the level recorded in 2000 (74 FTE). Figure 8 reports vacancies across all but two of the smallest dental specialties, which is more evenly distributed than in previous years with vacancies in around half of specialties.

Figure 9 summarises the profile of vacant posts, with two thirds of recorded vacancies at Professor, Reader/ Senior Lecturer or Lecturer grade, consistent with the profile of the clinical academic team in post. It is encouraging that 12 FTE vacancies are at Lecturer grade, particularly in the context of the 33% decline since 2000.

In addition to details on vacant posts, 14 of 18 dental schools also provided comments about difficulties in recruiting to a particular specialty or grade. Of particular concern is a national shortage of suitably qualified candidates in restorative dentistry (four schools) and its mono-specialties, Endodontics, Periodontics and Prosthodontics (two schools each). Paediatric dentistry and Orthodontics, particularly at Lecturer level, were also cited by three schools each, and recruitment difficulties in Oral Surgery, Oral Medicine, Oral & Maxillofacial Pathology, and Public Health were reported by one school each.

Figure 7: Clinical academic staffing levels by specialty and academic grade (FTE)



The feedback from dental schools presents an overwhelmingly different picture from the increase in overall staffing level. Many dental schools reported a shortage of suitably qualified applicants, particularly at senior levels, or with the necessary research portfolio. There is a small pool of applicants for the smallest specialties, and it was suggested that many specialists prefer to go into full-time clinical practice rather than balancing their clinical career with academia. There may also be local issues, for example a recruitment freeze across

the university was cited by one school, although another commented that funding was not the issue. Many schools, when faced with vacancies after repeated recruitment rounds, have been resourceful in order to secure appointments, for example modifying jobs to suit potential applicants, temporary appointments, or appointing to a teaching-only post.

Figure 8: Vacant posts by specialty (FTE)

	FTE clinical academic dentists	FTE vacancies	Total available posts	Vacancies as a percentage of total FTE posts
Dental & Maxillofacial Radiology	7.2	0.5	7.7	6.5%
Dental Public Health	32.6	3.0	35.6	8.4%
Endodontics	11.0	0.2	11.2	1.8%
Oral & Maxillofacial Pathology	27.1	1.0	28.1	3.6%
Oral & Maxillofacial Surgery	10.0	0.0	10.0	0.0%
Oral Medicine	25.0	1.0	26.0	3.8%
Oral Microbiology	3.0	0.0	3.0	0.0%
Oral Surgery	62.6	10.0	72.6	13.8%
Orthodontics	32.7	2.0	34.7	5.8%
Paediatric Dentistry	47.9	5.0	52.9	9.5%
Periodontics	33.1	1.0	34.1	2.9%
Prosthodontics	30.6	1.0	31.6	3.2%
Restorative Dentistry	195.7	15.9	211.6	7.5%
Special Care Dentistry	10.0	2.0	12.0	16.7%
General Dental Practice (inc Other/ Unknown)	63.5	2.3	65.8	3.5%
Grand Total	592.0	44.9	636.9	7.1%

Figure 9: Vacant posts by academic grade (FTE)

	FTE clinical academic dentists	FTE vacancies	Total available posts	Vacancies as a percentage of total FTE posts
Professor	118.4	3.0	121.4	2.5%
Reader/Senior Lecturer	133.7	15.5	149.2	10.4%
Lecturer	130.9	12.2	143.1	8.5%
<i>Total (P+SL+L)</i>	<i>382.9</i>	<i>30.7</i>	<i>413.6</i>	<i>7.4%</i>
Senior Clinical Teacher	55.3	1.0	56.3	1.8%
Clinical Teacher	134.9	9.2	144.1	6.4%
Clinical Researcher	18.8	4.0	22.8	17.5%
<i>Total (SCT+CT+R)</i>	<i>209.0</i>	<i>14.2</i>	<i>223.2</i>	<i>6.4%</i>
Grand Total (all grades)	592.0	44.9	636.9	7.1%

7 AGE

Becoming a clinical academic dentist takes longer than a straight run-through of clinical training, as, in addition to completing a dental degree (typically five years) and postgraduate specialty training (three to five years), the majority of university appointments at Lecturer and above require a doctorate and an established research track record. Just 14% of Senior Clinical Teachers, Clinical Teachers and Researchers hold full-time contracts with the university, compared with 85% of Professors, Readers/ Senior Lecturers and Lecturers, and so analysis of gender, ethnicity and age should be considered in this context.

Figure 10 shows that age is broadly related to patterns of promotion and retirement, particularly in relation to the traditional academic roles of Professor and Reader/Senior Lecturer. Those individuals employed as a Researcher are most commonly in the younger age groups, in line with the typical career pathway, but there is a high proportion of Senior Clinical Teachers and Clinical Teachers across all age groups.

Figure 11 and Figure 12 illustrate the age profile for the clinical academic team. At every clinical academic grade, women in post are, on average, younger than their male colleagues, by around four years. This is particularly the case at Lecturer, Senior Clinical Teacher and Clinical Teacher grades.

As seen in Figure 11, there are two trends happening concurrently. The age profile of the clinical academic team is relatively stable over time, with small increases in the number of academics aged 36-45 (note that the majority of this age group is new appointments as Clinical Teachers) and 56-65. In part, this will reflect natural turnover, an expanding workforce and new appointments at all ages, as well as patterns of promotion and retirement. This stability however masks an increase in the proportion of Professors and Readers/ Senior Lecturers aged 46 and over; from 69% in 2004, to 74% in 2008, to 79% in 2014.

Full data on the age profile of the clinical academic workforce are available as Appendix 5.

Figure 10: Clinical academic staffing levels by age and academic grade (headcount)

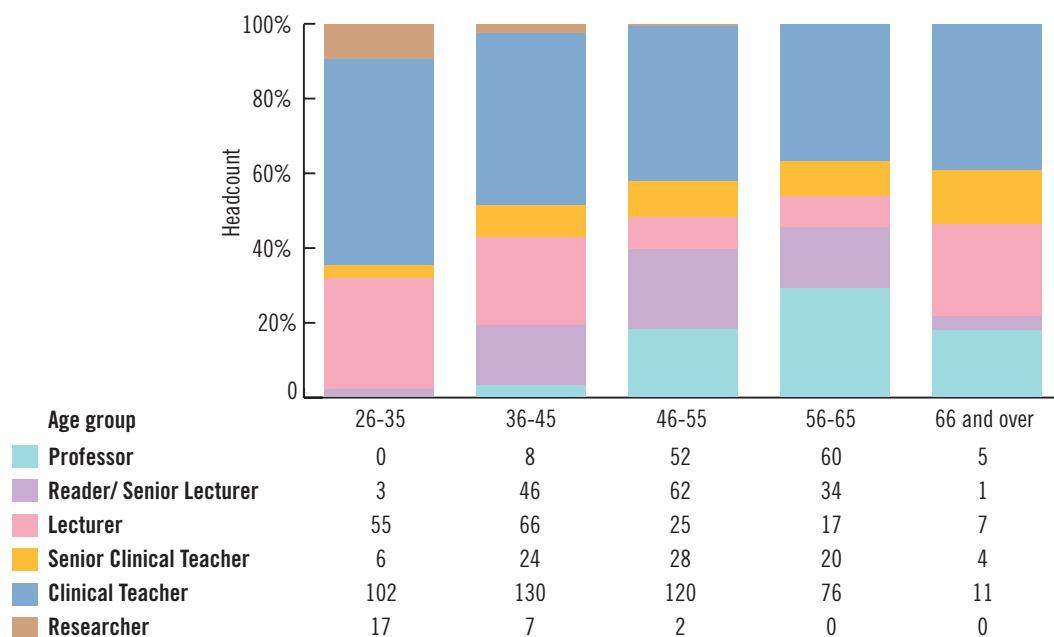


Figure 11: Age profile of clinical academic dentists since 2004 (headcount)

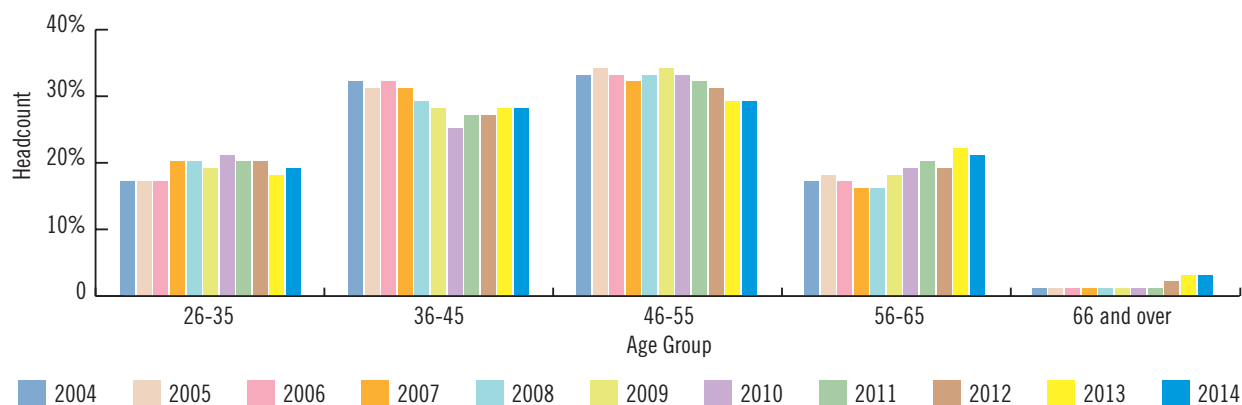


Figure 12: Academic grade by age and gender (2004, 2010 and 2014) (headcount)

	Men			Women			Total		
	2004	2010	2014	2004	2010	2014	2004	2010	2014
Professor	51.7	54.3	55.8	51.0	51.8	55.7	51.6	54.0	55.8
Reader/ Senior Lecturer	50.4	49.6	50.2	46.7	51.2	48.4	49.4	50.1	49.5
Lecturer	41.5	44.2	44.2	41.6	42.1	40.7	41.5	43.3	42.5
Senior Clinical Teacher	*	52.6	51.4	*	45.2	48.3	*	49.8	50.1
Clinical Teacher	*	43.5	46.7	*	42.1	43.7	*	42.9	45.4
Researcher	*	33.2	34.6	*	38.7	34.1	*	35.3	34.3
Total	49.2	47.5	48.5	47.2	44.2	44.6	48.3	46.3	46.9

Figure 13: Academic grade and gender (2004 and 2014) (headcount and FTE)

2004	Men	% of grade by gender	Women	% of grade by gender	Total
Professor	83	89.2%	10	10.8%	93
% of gender at grade	18.9%		4.9%		
Reader/ Senior Lecturer	140	74.5%	48	25.5%	188
% of gender at grade	32.0%		23.6%		
Lecturer	215	59.7%	145	40.3%	360
% of gender at grade	49.1%		71.4%		
Grand Total	438	68.3%	203	31.7%	641

2014	Men	% of grade by gender	Women	% of grade by gender	Total
Professor	103	82.4%	22	17.6%	125
% of gender at grade	17.4%		5.5%		
Reader/ Senior Lecturer	87	59.6%	59	40.4%	146
% of gender at grade	14.7%		14.8%		
Lecturer	88	51.2%	84	48.8%	172
% of gender at grade	14.9%		21.1%		
Senior Clinical Teacher	47	57.3%	35	42.7%	82
% of gender at grade	8.0%		8.8%		
Clinical Teacher	252	57.4%	187	42.6%	439
% of gender at grade	42.6%		46.9%		
Researcher	14	53.8%	12	46.2%	26
% of gender at grade	2.4%		3.0%		
Grand Total	591	59.7%	399	40.3%	990

8 GENDER

In 2014, 64% of the undergraduate dental student intake were women, up from 53% in 2004. Women make up 45% of registered dentists on the General Dental Council register³. In academic dentistry, 40% of the clinical academic team

are women, however the gender balance decreases with academic seniority: 49% of Lecturers are women but just 18% of Professors are women. This offers a marked improvement since 2004, when gender data were first reported by the Dental Schools Council, when women made up 11% of Professors and 40% of Lecturers. Around 43% of Senior Clinical Teachers and Clinical Teachers are women (see Figure 13).

3 General Dental Council (2014) Annual report and accounts 2013. Regulation Statistical Report

Figure 14: Profile by gender from 2004 to 2014 (headcount and FTE)

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Change since 2004	Change since 2013
Men – headcount	438	423	428	484	490	502	569	579	576	570	591	34.9%	3.7%
Men – FTE	304.7	299.0	299.9	318.9	317.2	325.5	341.7	345.5	345.1	340.1	349.0	14.5%	2.6%
Women – headcount	203	203	206	245	262	279	325	337	371	386	399	96.6%	3.4%
Women – FTE	130.5	134.4	134.6	152.6	164.5	176.9	198.2	201.8	221.3	234.5	242.9	86.1%	3.6%
Total (headcount)	641	626	634	729	752	781	894	916	947	956	990	54.4%	3.6%
Total (FTE)	435.2	433.4	434.5	471.5	481.7	502.5	539.9	547.2	566.4	574.7	592.0	36.0%	3.0%

Figure 15: Profile by age and gender (headcount)⁴

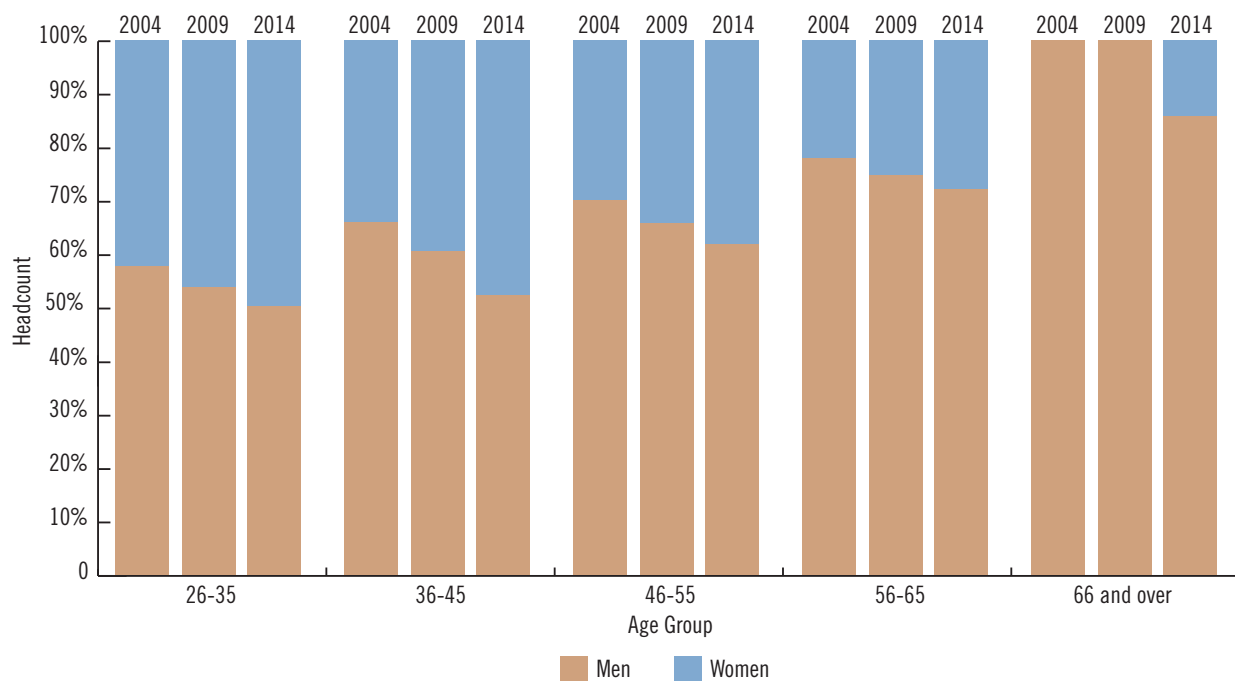
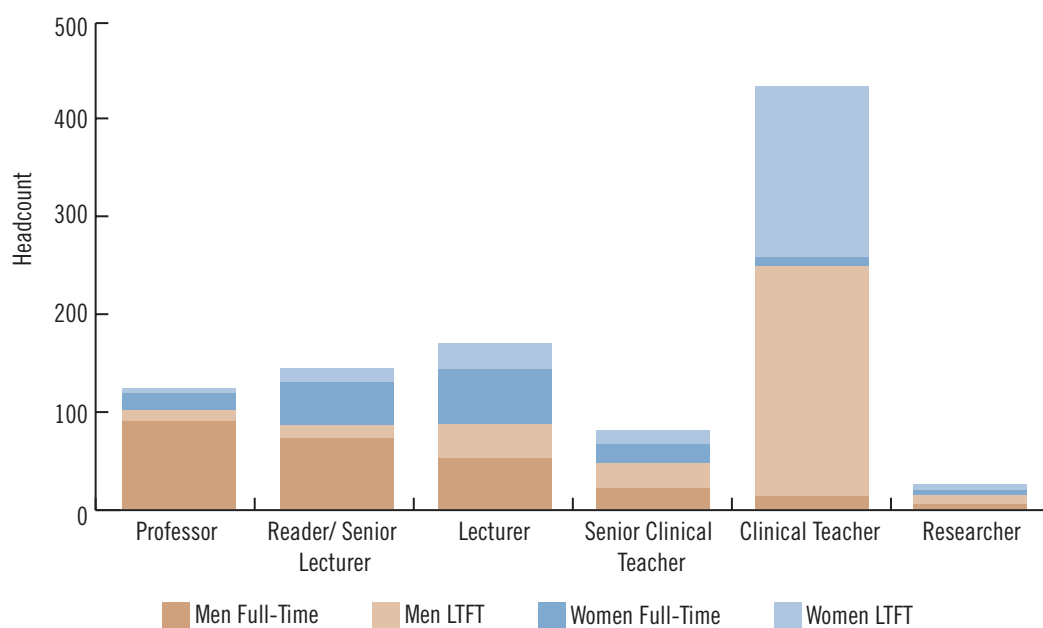


Figure 16: Academic grade by gender and full-time/ Less Than Full-Time working (headcount)



⁴ Excluded from analysis – 35 individuals with age unknown (2004), two individuals with age known (2014).

Figure 17: Profile by specialty and gender (headcount)

2004	Men	Women	Grand Total
Dental & Maxillofacial Radiology	6 60.0%	4 40.0%	10
Dental Public Health	15 41.7%	21 58.3%	36
Endodontics	14 60.9%	9 39.1%	23
Oral & Maxillofacial Pathology	22 66.7%	11 33.3%	33
Oral & Maxillofacial Surgery	8 80.0%	2 20.0%	10
Oral Medicine	21 61.8%	13 38.2%	34
Oral Microbiology	2 66.7%	1 33.3%	3
Oral Surgery	59 56.7%	45 43.3%	104
Orthodontics	30 63.8%	17 36.2%	47
Paediatric Dentistry	21 29.6%	50 70.4%	71
Periodontics	40 60.6%	26 39.4%	66
Prosthodontics	37 68.5%	17 31.5%	54
Restorative Dentistry	249 68.4%	115 31.6%	364
Special Care Dentistry	1 7.1%	13 92.9%	14
General Dental Practice (inc Other/ Unknown)	66 54.5%	55 45.5%	121
Grand Total	591 59.7%	399 40.3%	990

The expansion of the clinical academic dental team is evidenced by the increase in the number of both men and women – and the year-on-year increase in both the number and proportion of female clinical academics in UK dental schools since 2004, shown in Figure 14, is enormously encouraging. The number of women has doubled (+196 individuals) since 2004 compared with an increase of 34% in the number of men in post (+153 individuals). The rise in the proportion of women entrants to UK dental schools is filtering into the number of women dental clinical academics.

Figure 15 shows the link between age and gender, with women making up 26% of academics aged 56 and over compared with 50% aged under 35. The comparison over the last decade shows a shift in the proportion of women at every age group, and that more women are staying in clinical academic dentistry.

There may be many reasons why a clinical academic may hold a Less Than Full-Time (LTFT) contract with the university. This may include holding separate contracts for their clinical work, and, in general, women take on more direct family caring responsibilities. Across the clinical academic team, 62% of women and 57% of men work LTFT, but there are big differences by academic grade. Just 14% of Senior Clinical Teachers, Clinical Teachers and Researchers hold full-time contracts with the university, compared with 85% of Professors, Readers/ Senior Lecturers and Lecturers.

Looking separately at the research-active grades, which are more traditionally substantive clinical academic posts on a structured academic pathway, 28% of women and 22% of men work LTFT, with the proportion declining with seniority of academic posts (see Figure 16). However the drop off for men is more stark, with 41% of Lecturers and 12% of Professors working LTFT, compared with 32% of female Lecturers and 23% of Professors.

For both men and women, 95% of Clinical Teachers work LTFT, suggesting that many of these staff are sessional and have additional employment elsewhere. More men than women work LTFT amongst Senior Clinical Lecturers (55% of men compared with 43% of women).

Gender differences are evident when looking at the staffing profile of different clinical specialties. Whilst 40% of the overall workforce are women, in Dental Public Health, Paediatric Dentistry and Special Care Dentistry, women make up 58% or more of the clinical academic team and, unusually, outnumber men at Professor and Reader/Senior Lecturer grades in all three specialties. There is a higher proportion of men in Restorative Dentistry (68%), and its mono-specialties including Prosthodontics (69%), as well as Oral & Maxillofacial Surgery (80%), which requires dual medical and dental qualifications, and the lab-based Oral & Maxillofacial Pathology (67%).

Full data on the gender profile of the clinical academic workforce are available as Appendix 6.

9 ETHNICITY

Dentistry has a higher proportion of Black and Minority Ethnic (BME) students than other university courses. HESA data from 2012-13 report that 44% of dental students are of BME origin. The 2014 data show some change across the clinical academic team in that 73% of the clinical academic team is of white ethnic origin, 22% of BME origin and 5% unknown, compared with 83% white, 14% BME and 3% unknown in 2005, however this is small and efforts must be made to address this. Amongst the youngest clinical academics, aged under 35, the ethnic profile is less diverse than amongst the student population with 30% of BME origin.

Figure 18 shows that the clinical academic team is more diverse among Senior Clinical Teachers, Clinical Teachers and Researchers (average 67% white, 27% BME, 6% unknown),

whereas there is a clear link between academic progression and ethnicity for the other academic grades with 73% white/ 22% BME for Lecturers; 81% white/ 16% BME for Readers/ Senior Lecturers; and 91% white/ 8% BME for Professors.

Figure 19 links ethnicity with age, and an apparent cohort effect. Again, there is a difference in the profiles for those clinical academics on the teaching track rather than integrated research and teaching roles, with around 10% more individuals of BME ethnic origin for every age group in comparison. Academic grade is linked to age and progression, and so there will inevitably be a time delay for the ethnicity and age profile to change for Professorial grades.

Full data on the clinical academic workforce by ethnic origin are available as Appendices 7 and 8.

Figure 18: Academic grade and ethnic origin (headcount)

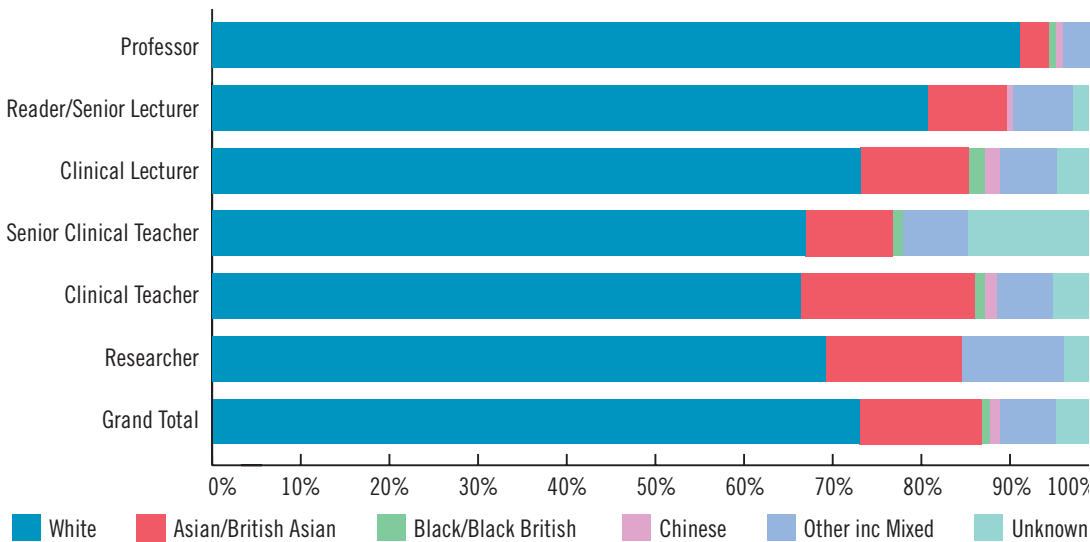
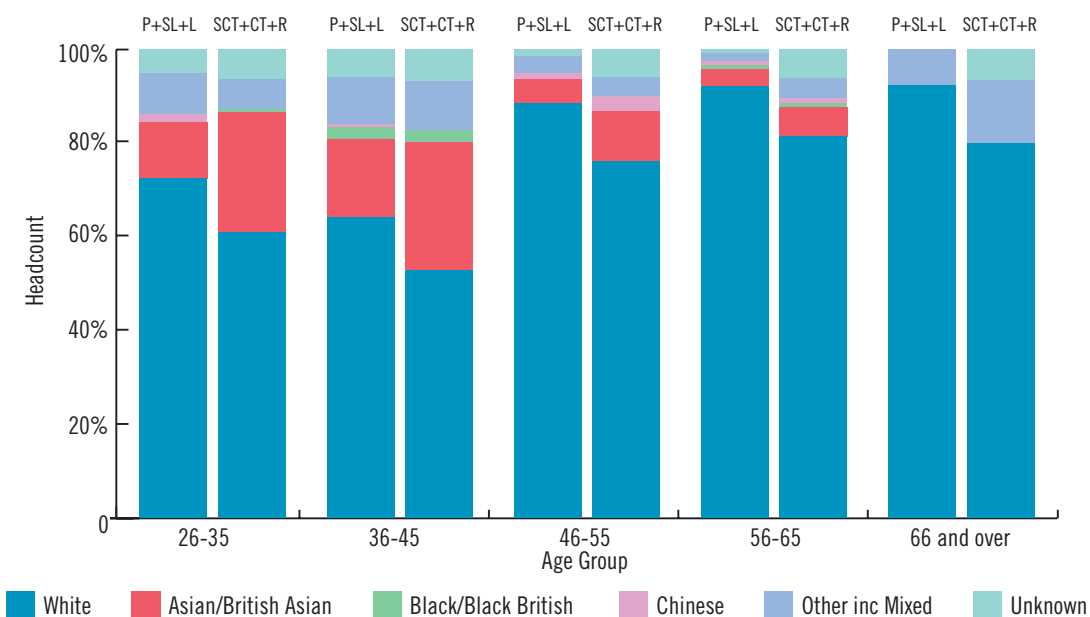


Figure 19: Academic grade, age and ethnic origin (headcount)



10 CONCLUDING REMARKS

The 2014 data update of the clinical academic staffing level in UK dental schools reveals a positive trend overall, with an expansion of the clinical academic team, stability in the research-active workforce, and a cohort effect demonstrating a shift in the age, gender and ethnic profile.

A central role of dental schools is to teach and educate the future clinical workforce, whereas in other clinical professions this role is shared more evenly between university-employed and NHS-employed staff. The recognition of Senior Clinical Teachers and Clinical Teachers as a valued part of the clinical academic team, and subsequent inclusion within this annual survey, is welcomed. It demonstrates both resilience and the innovative ways in which dental schools are delivering teaching and clinical care, investing in research and pushing frontiers, and developing their academic staff.

It is important to maintain a research agenda across the clinical specialties, and the overall increase in staff is not mirrored across Professor, Reader/ Senior Lecturer and Lecturer grades. The number of research-active clinical academics has remained broadly stable across the last six years whilst the number – both FTE and headcount – has risen dramatically – but this is 20% fewer than in 2000. Feedback from 14 of the 18 dental schools relates to difficulties in recruiting particularly at senior academic grades, owing to an insufficient research track record.

The decline in the number of staff leading oral and dental research poses a significant threat to the health of the population and to the position of the UK as an international leader. The clinical academic staffing level across the UK raises serious concerns about sustainability, unless underlying issues of recruitment, retention and promotion using a variety of criteria of excellence including research, teaching and management are addressed. Particular attention must be paid to the number of Lecturers in post, at a six-year low of 131 FTE. Despite a relatively high number of vacancies at this grade (12 FTE), several schools report shortages of suitable candidates.

Although it is encouraging that there is almost gender parity at Clinical Lecturer grade, and evidence of women progressing

through the clinical academic pathway in dentistry, change at the top is more gradual. In 2014, 18% of Professors are women, up from a very low base of 11% in 2004. The Dental Schools Council is working with the Medical Schools Council and the Equality Challenge Unit to address proactively the contributing factors to this gender imbalance.

Academic dentistry requires a structured and adequately supported clinical training environment. In recent years, major achievements of the four Higher Education Funding Councils, the NIHR and the major research charities include funding for structured integrated academic training pathways, the promotion of innovative partnerships between the NHS and universities, the affirmation of academic endeavour as a vital role of clinicians, and improving the understanding of the contributions made by clinical academic dentists to the NHS.

Managing the dual workloads of specialty training whilst establishing a research track record can be challenging, but is an exciting and worthwhile career. Clinical academia offers a varied career, with clinical practice and teaching alongside research into new discoveries and influencing dental practice for future generations. It is essential that future generations of students are inspired to undertake original research and through this, to improve patient care.

Structured and flexible training pathways must continue, with national oversight of the specialties to ensure that the breadth of the research agenda is sustained. Ensuring the pipeline of the clinical academic workforce, and developing opportunities in teaching, research and clinical practice, as well as fluidity between these roles, is essential to ensure the continued excellence in patient care through innovative discoveries in health and healthcare, wealth generation, and the education and leadership of the future generation of dentists.

Appendices



Appendix 1: Profile by specialty and source of funding (FTE)

	Funding Council		NHS		Other		Total 2014	Total 2013	Change since 2013
Dental & Maxillofacial Radiology									
Professor	0.5	50.0%	0.5	50.0%	0.0	0.0%	1.0	1.0	
Reader/ Senior Lecturer	2.8	68.8%	1.3	31.3%	0.0	0.0%	4.0	3.1	
Lecturer	1.0	100.0%	0.0	0.0%	0.0	0.0%	1.0	2.0	
<i>Sub-total (P+SL+L)</i>	<i>4.3</i>	<i>70.8%</i>	<i>1.8</i>	<i>29.2%</i>	<i>0.0</i>	<i>0.0%</i>	<i>6.0</i>	<i>6.1</i>	<i>-1.6%</i>
Senior Clinical Teacher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
Clinical Teacher	0.8	66.7%	0.4	33.3%	0.0	0.0%	1.2	0.0	
Researcher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
<i>Sub-total (SCT + CT + R)</i>	<i>0.8</i>	<i>66.7%</i>	<i>0.4</i>	<i>33.3%</i>	<i>0.0</i>	<i>0.0%</i>	<i>1.2</i>	<i>0.0</i>	<i>100.0%</i>
Grand Total	5.1	70.1%	2.2	29.9%	0.0	0.0%	7.2	6.1	18.0%
Dental Public Health									
Professor	12.0	94.3%	0.3	2.4%	0.4	3.4%	12.7	12.3	
Reader/ Senior Lecturer	5.7	78.1%	1.0	13.7%	0.6	8.2%	7.3	6.8	
Lecturer	1.9	38.2%	2.1	41.8%	1.0	20.0%	5.0	3.0	
<i>Sub-total (P+SL+L)</i>	<i>19.6</i>	<i>78.3%</i>	<i>3.4</i>	<i>13.6%</i>	<i>2.0</i>	<i>8.1%</i>	<i>25.0</i>	<i>22.1</i>	<i>13.1%</i>
Senior Clinical Teacher	1.2	100.0%	0.0	0.0%	0.0	0.0%	1.2	1.0	
Clinical Teacher	2.0	100.0%	0.0	0.0%	0.0	0.0%	2.0	0.0	
Researcher	0.0	0.0%	0.0	0.0%	4.4	100.0%	4.4	2.8	
<i>Sub-total (SCT + CT + R)</i>	<i>3.2</i>	<i>42.4%</i>	<i>0.0</i>	<i>0.0%</i>	<i>4.4</i>	<i>57.6%</i>	<i>7.6</i>	<i>3.8</i>	<i>101.3%</i>
Grand Total	22.8	70.0%	3.4	10.4%	6.4	19.6%	32.6	25.9	25.9%
Endodontics									
Professor	3.7	100.0%	0.0	0.0%	0.0	0.0%	3.7	3.7	
Reader/ Senior Lecturer	2.3	82.1%	0.5	17.9%	0.0	0.0%	2.8	2.0	
Lecturer	2.2	100.0%	0.0	0.0%	0.0	0.0%	2.2	2.2	
<i>Sub-total (P+SL+L)</i>	<i>8.2</i>	<i>94.3%</i>	<i>0.5</i>	<i>5.7%</i>	<i>0.0</i>	<i>0.0%</i>	<i>8.7</i>	<i>7.9</i>	<i>10.1%</i>
Senior Clinical Teacher	0.9	100.0%	0.0	0.0%	0.0	0.0%	0.9	4.0	
Clinical Teacher	1.4	100.0%	0.0	0.0%	0.0	0.0%	1.4	1.9	
Researcher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
<i>Sub-total (SCT + CT + R)</i>	<i>2.3</i>	<i>100.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>2.3</i>	<i>5.9</i>	<i>-61.3%</i>
Grand Total	10.5	95.5%	0.5	4.5%	0.0	0.0%	11.0	13.8	-20.5%
Oral & Maxillofacial Pathology									
Professor	7.5	93.8%	0.5	6.3%	0.0	0.0%	8.0	5.0	
Reader/ Senior Lecturer	7.2	79.7%	0.9	9.9%	0.9	10.4%	9.0	7.8	
Lecturer	4.2	56.0%	2.0	26.7%	1.3	17.3%	7.5	2.1	
<i>Sub-total (P+SL+L)</i>	<i>18.9</i>	<i>77.0%</i>	<i>3.4</i>	<i>13.8%</i>	<i>2.2</i>	<i>9.1%</i>	<i>24.5</i>	<i>14.9</i>	<i>64.4%</i>
Senior Clinical Teacher	0.4	100.0%	0.0	0.0%	0.0	0.0%	0.4	0.0	
Clinical Teacher	2.2	100.0%	0.0	0.0%	0.0	0.0%	2.2	0.5	
Researcher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
<i>Sub-total (SCT + CT + R)</i>	<i>2.6</i>	<i>100.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>2.6</i>	<i>0.5</i>	<i>420.0%</i>
Grand Total	21.5	79.2%	3.4	12.5%	2.2	8.3%	27.1	15.4	76.0%
Oral & Maxillofacial Surgery									
Professor	4.2	70.0%	1.3	21.7%	0.5	8.3%	6.0	5.0	
Reader/ Senior Lecturer	2.3	76.7%	0.7	23.3%	0.0	0.0%	3.0	3.0	
Lecturer	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
<i>Sub-total (P+SL+L)</i>	<i>6.5</i>	<i>72.2%</i>	<i>2.0</i>	<i>22.2%</i>	<i>0.5</i>	<i>5.6%</i>	<i>9.0</i>	<i>8.0</i>	<i>12.5%</i>
Senior Clinical Teacher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
Clinical Teacher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.2	
Researcher	1.0	100.0%	0.0	0.0%	0.0	0.0%	1.0	0.0	
<i>Sub-total (SCT + CT + R)</i>	<i>1.0</i>	<i>100.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>1.0</i>	<i>0.2</i>	<i>400.0%</i>
Grand Total	7.5	75.0%	2.0	20.0%	0.5	5.0%	10.0	8.2	22.0%

Appendix 1: Profile by specialty and source of funding (FTE) (cont)

	Funding Council		NHS		Other		Total 2014	Total 2013	Change since 2013
Oral Medicine									
Professor	5.1	76.1%	1.0	14.9%	0.6	9.0%	6.7	9.0	
Reader/ Senior Lecturer	6.7	78.7%	1.8	21.3%	0.0	0.0%	8.5	7.1	
Lecturer	4.0	60.6%	1.6	24.2%	1.0	15.2%	6.6	6.6	
<i>Sub-total (P+SL+L)</i>	<i>15.8</i>	<i>72.4%</i>	<i>4.4</i>	<i>20.2%</i>	<i>1.6</i>	<i>7.3%</i>	<i>21.8</i>	<i>22.7</i>	<i>-4.0%</i>
Senior Clinical Teacher	0.5	88.0%	0.1	12.0%	0.0	0.0%	0.6	0.3	
Clinical Teacher	1.8	73.5%	0.7	26.5%	0.0	0.0%	2.5	1.1	
Researcher	0.0	0.0%	0.0	0.0%	0.2	100.0%	0.2	1.4	
<i>Sub-total (SCT + CT + R)</i>	<i>2.3</i>	<i>71.6%</i>	<i>0.7</i>	<i>22.2%</i>	<i>0.2</i>	<i>6.2%</i>	<i>3.3</i>	<i>2.8</i>	<i>18.2%</i>
Grand Total	18.1	72.3%	5.1	20.5%	1.8	7.2%	25.0	25.4	-1.6%
Oral Microbiology									
Professor	2.0	100.0%	0.0	0.0%	0.0	0.0%	2.0	2.4	
Reader/ Senior Lecturer	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.3	
Lecturer	0.0	0.0%	1.0	100.0%	0.0	0.0%	1.0	0.0	
<i>Sub-total (P+SL+L)</i>	<i>2.0</i>	<i>66.7%</i>	<i>1.0</i>	<i>33.3%</i>	<i>0.0</i>	<i>0.0%</i>	<i>3.0</i>	<i>2.7</i>	<i>11.1%</i>
Senior Clinical Teacher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
Clinical Teacher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
Researcher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
<i>Sub-total (SCT + CT + R)</i>	<i>0.0</i>	<i>0.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0%</i>
Grand Total	2.0	66.7%	1.0	33.3%	0.0	0.0%	3.0	2.7	11.1%
Oral Surgery									
Professor	9.0	81.8%	2.0	18.2%	0.0	0.0%	11.0	11.4	
Reader/ Senior Lecturer	7.5	59.4%	4.6	36.3%	0.5	4.3%	12.6	11.6	
Lecturer	7.8	49.4%	6.5	41.1%	1.5	9.5%	15.8	15.2	
<i>Sub-total (P+SL+L)</i>	<i>24.3</i>	<i>61.6%</i>	<i>13.1</i>	<i>33.2%</i>	<i>2.0</i>	<i>5.2%</i>	<i>39.4</i>	<i>38.2</i>	<i>3.1%</i>
Senior Clinical Teacher	3.2	83.9%	0.6	16.1%	0.0	0.0%	3.8	1.8	
Clinical Teacher	12.8	73.6%	4.6	26.4%	0.0	0.0%	17.4	9.3	
Researcher	0.0	0.0%	0.0	0.0%	2.0	100.0%	2.0	2.0	
<i>Sub-total (SCT + CT + R)</i>	<i>16.0</i>	<i>68.9%</i>	<i>5.2</i>	<i>22.5%</i>	<i>2.0</i>	<i>8.6%</i>	<i>23.2</i>	<i>13.1</i>	<i>77.0%</i>
Grand Total	40.3	64.3%	18.3	29.2%	4.0	6.5%	62.6	51.3	22.0%
Orthodontics									
Professor	8.5	81.6%	1.9	18.4%	0.0	0.0%	10.4	10.8	
Reader/ Senior Lecturer	7.0	85.3%	1.2	14.7%	0.0	0.0%	8.2	7.6	
Lecturer	5.3	63.1%	2.0	23.8%	1.1	13.1%	8.4	8.4	
<i>Sub-total (P+SL+L)</i>	<i>20.7</i>	<i>77.0%</i>	<i>5.1</i>	<i>18.9%</i>	<i>1.1</i>	<i>4.1%</i>	<i>27.0</i>	<i>26.9</i>	<i>0.4%</i>
Senior Clinical Teacher	1.5	100.0%	0.0	0.0%	0.0	0.0%	1.5	1.2	
Clinical Teacher	3.6	86.7%	0.6	13.3%	0.0	0.0%	4.2	4.5	
Researcher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
<i>Sub-total (SCT + CT + R)</i>	<i>5.1</i>	<i>90.2%</i>	<i>0.6</i>	<i>9.8%</i>	<i>0.0</i>	<i>0.0%</i>	<i>5.7</i>	<i>5.7</i>	<i>0.0%</i>
Grand Total	25.9	79.3%	5.7	17.4%	1.1	3.4%	32.7	32.6	0.3%
Paediatric Dentistry									
Professor	10.1	95.0%	0.5	5.0%	0.0	0.0%	10.6	12.8	
Reader/ Senior Lecturer	8.9	65.1%	3.8	27.6%	1.0	7.4%	13.6	10.4	
Lecturer	7.4	73.8%	2.5	24.3%	0.2	2.0%	10.1	10.0	
<i>Sub-total (P+SL+L)</i>	<i>26.4</i>	<i>76.9%</i>	<i>6.7</i>	<i>19.6%</i>	<i>1.2</i>	<i>3.5%</i>	<i>34.3</i>	<i>33.2</i>	<i>3.3%</i>
Senior Clinical Teacher	3.0	100.0%	0.0	0.0%	0.0	0.0%	3.0	1.6	
Clinical Teacher	7.3	75.9%	2.3	24.1%	0.0	0.0%	9.6	5.0	
Researcher	0.0	0.0%	0.0	0.0%	1.0	100.0%	1.0	1.6	
<i>Sub-total (SCT + CT + R)</i>	<i>10.3</i>	<i>75.6%</i>	<i>2.3</i>	<i>17.0%</i>	<i>1.0</i>	<i>7.4%</i>	<i>13.6</i>	<i>8.2</i>	<i>65.7%</i>
Grand Total	36.7	76.5%	9.0	18.9%	2.2	4.6%	47.9	41.4	15.7%
Periodontics									
Professor	5.6	100.0%	0.0	0.0%	0.0	0.0%	5.6	8.6	
Reader/ Senior Lecturer	7.7	96.8%	0.3	3.3%	0.0	0.0%	8.0	8.0	
Lecturer	7.8	72.9%	1.7	15.9%	1.2	11.2%	10.7	9.7	
<i>Sub-total (P+SL+L)</i>	<i>21.1</i>	<i>87.0%</i>	<i>2.0</i>	<i>8.1%</i>	<i>1.2</i>	<i>4.9%</i>	<i>24.3</i>	<i>26.3</i>	<i>-7.6%</i>
Senior Clinical Teacher	0.8	41.0%	1.0	50.0%	0.2	9.0%	2.0	0.2	
Clinical Teacher	3.8	64.3%	1.7	28.5%	0.4	7.2%	5.9	4.7	
Researcher	0.2	22.2%	0.0	0.0%	0.7	77.8%	0.9	1.0	
<i>Sub-total (SCT + CT + R)</i>	<i>4.8</i>	<i>54.7%</i>	<i>2.7</i>	<i>30.5%</i>	<i>1.3</i>	<i>14.8%</i>	<i>8.8</i>	<i>6.0</i>	<i>47.8%</i>
Grand Total	26.0	78.4%	4.6	14.0%	2.5	7.6%	33.1	32.3	2.6%

Appendix 1: Profile by specialty and source of funding (FTE) (cont)

	Funding Council		NHS		Other		Total 2014	Total 2013	Change since 2013
Prosthodontics									
Professor	4.0	100.0%	0.0	0.0%	0.0	0.0%	4.0	5.0	
Reader/ Senior Lecturer	8.5	98.6%	0.1	1.4%	0.0	0.0%	8.6	6.7	
Lecturer	5.3	80.8%	1.3	19.2%	0.0	0.0%	6.5	7.0	
<i>Sub-total (P+SL+L)</i>	<i>17.7</i>	<i>92.8%</i>	<i>1.4</i>	<i>7.2%</i>	<i>0.0</i>	<i>0.0%</i>	<i>19.1</i>	<i>18.7</i>	<i>2.1%</i>
Senior Clinical Teacher	2.4	92.3%	0.2	7.7%	0.0	0.0%	2.6	1.7	
Clinical Teacher	6.6	86.8%	1.0	13.2%	0.0	0.0%	7.6	3.7	
Researcher	0.3	23.1%	1.0	76.9%	0.0	0.0%	1.3	0.7	
<i>Sub-total (SCT + CT + R)</i>	<i>9.3</i>	<i>80.9%</i>	<i>2.2</i>	<i>19.1%</i>	<i>0.0</i>	<i>0.0%</i>	<i>11.5</i>	<i>6.1</i>	<i>88.1%</i>
Grand Total	27.0	88.3%	3.6	11.7%	0.0	0.0%	30.6	24.8	23.3%
Restorative Dentistry									
Professor	28.6	84.9%	4.4	13.0%	0.7	2.1%	33.7	29.5	
Reader/ Senior Lecturer	30.5	80.3%	5.7	14.9%	1.8	4.7%	38.0	45.9	
Lecturer	32.0	83.1%	5.8	15.1%	0.7	1.8%	38.5	47.6	
<i>Sub-total (P+SL+L)</i>	<i>91.1</i>	<i>82.7%</i>	<i>15.9</i>	<i>14.4%</i>	<i>3.2</i>	<i>2.9%</i>	<i>110.2</i>	<i>123.0</i>	<i>-10.4%</i>
Senior Clinical Teacher	12.7	64.7%	7.0	35.3%	0.0	0.0%	19.7	11.5	
Clinical Teacher	41.8	70.5%	17.4	29.3%	0.1	0.2%	59.2	44.4	
Researcher	2.6	39.5%	1.2	18.7%	2.7	41.8%	6.6	7.3	
<i>Sub-total (SCT + CT + R)</i>	<i>57.1</i>	<i>66.8%</i>	<i>25.6</i>	<i>29.9%</i>	<i>2.8</i>	<i>3.3%</i>	<i>85.5</i>	<i>63.2</i>	<i>35.3%</i>
Grand Total	148.2	75.7%	41.4	21.2%	6.0	3.1%	195.7	186.2	5.1%
Special Care Dentistry									
Professor	1.0	100.0%	0.0	0.0%	0.0	0.0%	1.0	1.0	
Reader/ Senior Lecturer	4.5	80.7%	1.1	19.3%	0.0	0.0%	5.6	7.0	
Lecturer	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	1.0	
<i>Sub-total (P+SL+L)</i>	<i>5.5</i>	<i>83.7%</i>	<i>1.1</i>	<i>16.3%</i>	<i>0.0</i>	<i>0.0%</i>	<i>6.6</i>	<i>9.0</i>	<i>-26.6%</i>
Senior Clinical Teacher	2.0	89.1%	0.2	10.9%	0.0	0.0%	2.2	2.9	
Clinical Teacher	0.8	66.7%	0.4	33.3%	0.0	0.0%	1.2	1.3	
Researcher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
<i>Sub-total (SCT + CT + R)</i>	<i>2.8</i>	<i>81.2%</i>	<i>0.6</i>	<i>18.8%</i>	<i>0.0</i>	<i>0.0%</i>	<i>3.4</i>	<i>4.2</i>	<i>-19.0%</i>
Grand Total	8.3	82.8%	1.7	17.2%	0.0	0.0%	10.0	13.2	-24.2%
General Dental Practice (inc Other/ Unknown)									
Professor	2.0	100.0%	0.0	0.0%	0.0	0.0%	2.0	2.0	
Reader/ Senior Lecturer	3.5	78.4%	0.0	0.0%	1.0	21.6%	4.5	5.6	
Lecturer	13.2	74.9%	3.1	17.5%	1.3	7.6%	17.6	20.1	
<i>Sub-total (P+SL+L)</i>	<i>18.7</i>	<i>77.6%</i>	<i>3.1</i>	<i>12.8%</i>	<i>2.3</i>	<i>9.6%</i>	<i>24.1</i>	<i>27.7</i>	<i>14.9%</i>
Senior Clinical Teacher	6.3	36.4%	10.1	58.3%	0.9	5.3%	17.4	14.9	
Clinical Teacher	14.8	72.2%	5.7	27.8%	0.0	0.0%	20.5	50.6	
Researcher	0.0	0.0%	0.0	0.0%	1.5	100.0%	1.5	2.2	
<i>Sub-total (SCT + CT + R)</i>	<i>21.1</i>	<i>53.7%</i>	<i>15.8</i>	<i>40.2%</i>	<i>2.4</i>	<i>6.1%</i>	<i>39.4</i>	<i>67.7</i>	<i>71.9%</i>
Grand Total	39.9	62.8%	18.9	29.8%	4.7	7.5%	63.5	95.4	50.3%
Grand Total									
Professor	103.7	87.6%	12.4	10.5%	2.2	1.9%	118.4	119.5	
Reader/ Senior Lecturer	105.0	78.6%	22.8	17.1%	5.9	4.4%	133.7	132.9	
Lecturer	92.1	70.3%	29.5	22.5%	9.3	7.1%	130.9	134.9	
<i>Sub-total (P+SL+L)</i>	<i>300.8</i>	<i>78.6%</i>	<i>64.7</i>	<i>16.9%</i>	<i>17.4</i>	<i>4.5%</i>	<i>382.9</i>	<i>387.3</i>	<i>-1.1%</i>
Senior Clinical Teacher	35.0	63.2%	19.2	34.8%	1.1	2.0%	55.3	41.2	
Clinical Teacher	99.7	73.9%	34.7	25.7%	0.5	0.4%	134.9	127.2	
Researcher	4.1	21.8%	2.2	11.8%	12.5	66.4%	18.8	19.0	
<i>Sub-total (SCT + CT + R)</i>	<i>138.8</i>	<i>66.4%</i>	<i>56.1</i>	<i>26.9%</i>	<i>14.1</i>	<i>6.8%</i>	<i>209.0</i>	<i>187.4</i>	<i>11.6%</i>
Grand Total	439.6	74.3%	120.8	20.4%	31.5	5.3%	592.0	574.7	3.0%

Appendix 2: Profile by region and source of funding (FTE)

	Funding Council		NHS		Other		Total 2014	Total 2013	Change since 2013
London									
Professor	27.9	93.9%	1.8	6.1%	0.0	0.0%	29.7	32.0	
Reader/ Senior Lecturer	34.8	86.3%	4.5	11.2%	1.0	2.5%	40.4	39.5	
Lecturer	26.0	72.6%	4.8	13.3%	5.0	14.1%	35.8	34.7	
<i>Sub-total (P+SL+L)</i>	<i>88.7</i>	<i>83.8%</i>	<i>11.1</i>	<i>10.5%</i>	<i>6.0</i>	<i>5.7%</i>	<i>105.9</i>	<i>106.3</i>	<i>-0.4%</i>
Senior Clinical Teacher	11.3	77.9%	3.2	22.1%	0.0	0.0%	14.5	12.3	
Clinical Teacher	40.7	72.7%	15.3	27.3%	0.0	0.0%	56.0	43.4	
Researcher	0.2	5.4%	1.0	27.0%	2.5	67.6%	3.7	3.5	
<i>Sub-total (SCT + CT + R)</i>	<i>52.2</i>	<i>70.4%</i>	<i>19.5</i>	<i>26.3%</i>	<i>2.5</i>	<i>3.4%</i>	<i>74.2</i>	<i>59.2</i>	<i>25.4%</i>
Grand Total	141.0	78.3%	30.6	17.0%	8.5	4.7%	180.1	165.4	8.9%
North East									
Professor	6.8	87.2%	1.0	12.8%	0.0	0.0%	7.8	7.0	
Reader/ Senior Lecturer	8.0	89.2%	0.0	0.0%	1.0	10.8%	9.0	9.8	
Lecturer	4.7	100.0%	0.0	0.0%	0.0	0.0%	4.7	3.0	
<i>Sub-total (P+SL+L)</i>	<i>19.5</i>	<i>90.8%</i>	<i>1.0</i>	<i>4.7%</i>	<i>1.0</i>	<i>4.5%</i>	<i>21.5</i>	<i>19.8</i>	<i>8.6%</i>
Senior Clinical Teacher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
Clinical Teacher	3.0	100.0%	0.0	0.0%	0.0	0.0%	3.0	0.0	
Researcher	2.7	78.3%	0.0	0.0%	0.7	21.7%	3.5	5.5	
<i>Sub-total (SCT + CT + R)</i>	<i>5.7</i>	<i>88.4%</i>	<i>0.0</i>	<i>0.0%</i>	<i>0.7</i>	<i>11.6%</i>	<i>6.5</i>	<i>5.5</i>	<i>18.3%</i>
Grand Total	25.2	90.3%	1.0	3.6%	1.7	6.2%	28.0	25.3	10.7%
North West									
Professor	10.5	65.8%	4.6	28.4%	0.9	5.8%	16.0	16.0	
Reader/ Senior Lecturer	9.3	67.1%	3.2	23.2%	1.3	9.7%	13.8	15.6	
Lecturer	11.5	56.2%	7.0	34.0%	2.0	9.8%	20.5	18.3	
<i>Sub-total (P+SL+L)</i>	<i>31.3</i>	<i>62.2%</i>	<i>14.7</i>	<i>29.3%</i>	<i>4.3</i>	<i>8.5%</i>	<i>50.3</i>	<i>49.9</i>	<i>0.8%</i>
Senior Clinical Teacher	3.4	23.4%	10.0	69.0%	1.1	7.6%	14.5	12.0	
Clinical Teacher	9.7	61.7%	6.0	38.3%	0.0	0.0%	15.7	16.6	
Researcher	0.0	0.0%	0.0	0.0%	4.3	100.0%	4.3	2.8	
<i>Sub-total (SCT + CT + R)</i>	<i>13.1</i>	<i>37.9%</i>	<i>16.0</i>	<i>46.5%</i>	<i>5.4</i>	<i>15.6%</i>	<i>34.4</i>	<i>31.3</i>	<i>9.9%</i>
Grand Total	44.3	52.4%	30.7	36.3%	9.6	11.4%	84.7	81.2	4.3%
South West									
Professor	7.6	93.0%	0.6	7.0%	0.0	0.0%	8.2	9.2	
Reader/ Senior Lecturer	9.0	84.9%	1.0	9.4%	0.6	5.7%	10.6	12.0	
Lecturer	5.5	68.8%	2.5	31.3%	0.0	0.0%	8.0	14.0	
<i>Sub-total (P+SL+L)</i>	<i>22.1</i>	<i>82.5%</i>	<i>4.1</i>	<i>15.2%</i>	<i>0.6</i>	<i>2.2%</i>	<i>26.8</i>	<i>35.2</i>	<i>-23.9%</i>
Senior Clinical Teacher	4.7	94.0%	0.3	6.0%	0.0	0.0%	5.0	1.1	
Clinical Teacher	5.2	53.0%	4.2	42.6%	0.4	4.4%	9.8	7.7	
Researcher	0.0	0.0%	0.0	0.0%	1.5	100.0%	1.5	0.9	
<i>Sub-total (SCT + CT + R)</i>	<i>9.9</i>	<i>60.7%</i>	<i>4.5</i>	<i>27.4%</i>	<i>1.9</i>	<i>11.8%</i>	<i>16.3</i>	<i>9.7</i>	<i>68.2%</i>
Grand Total	32.0	74.3%	8.6	19.8%	2.5	5.9%	43.1	44.9	-4.0%
West Midlands									
Professor	6.4	100.0%	0.0	0.0%	0.0	0.0%	6.4	6.4	
Reader/ Senior Lecturer	4.0	80.0%	0.0	0.0%	1.0	20.0%	5.0	5.7	
Lecturer	6.4	76.2%	0.0	0.0%	2.0	23.8%	8.4	7.4	
<i>Sub-total (P+SL+L)</i>	<i>16.8</i>	<i>84.8%</i>	<i>0.0</i>	<i>0.0%</i>	<i>3.0</i>	<i>15.2%</i>	<i>19.8</i>	<i>19.5</i>	<i>1.5%</i>
Senior Clinical Teacher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
Clinical Teacher	9.2	99.1%	0.1	0.9%	0.0	0.0%	9.3	10.2	
Researcher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
<i>Sub-total (SCT + CT + R)</i>	<i>9.2</i>	<i>99.1%</i>	<i>0.1</i>	<i>0.9%</i>	<i>0.0</i>	<i>0.0%</i>	<i>9.3</i>	<i>10.2</i>	<i>-8.8%</i>
Grand Total	26.0	89.4%	0.1	0.3%	3.0	10.3%	29.1	29.7	-2.0%
Yorkshire and Humber									
Professor	16.8	96.6%	0.0	0.0%	0.6	3.4%	17.4	16.8	
Reader/ Senior Lecturer	10.1	93.6%	0.7	6.4%	0.0	0.0%	10.8	10.4	
Lecturer	14.4	77.6%	4.1	21.9%	0.1	0.5%	18.5	19.2	
<i>Sub-total (P+SL+L)</i>	<i>41.3</i>	<i>88.3%</i>	<i>4.7</i>	<i>10.2%</i>	<i>0.7</i>	<i>1.5%</i>	<i>46.7</i>	<i>46.4</i>	<i>0.6%</i>
Senior Clinical Teacher	6.2	70.3%	2.6	29.7%	0.0	0.0%	8.8	5.5	
Clinical Teacher	15.6	67.8%	7.4	32.2%	0.0	0.0%	23.0	32.0	
Researcher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
<i>Sub-total (SCT + CT + R)</i>	<i>21.8</i>	<i>68.5%</i>	<i>10.0</i>	<i>31.5%</i>	<i>0.0</i>	<i>0.0%</i>	<i>31.8</i>	<i>37.5</i>	<i>-15.2%</i>
Grand Total	63.0	80.3%	14.8	18.8%	0.7	0.9%	78.5	83.9	-6.4%

Appendix 2: Profile by region and source of funding (FTE) (cont)

	Funding Council		NHS		Other		Total 2014	Total 2013	Change since 2013
Northern Ireland									
Professor	3.1	56.4%	2.4	43.6%	0.0	0.0%	5.5	3.7	
Reader/ Senior Lecturer	2.4	43.6%	3.2	56.4%	0.0	0.0%	5.6	4.0	
Lecturer	1.5	75.0%	0.5	25.0%	0.0	0.0%	2.0	2.8	
<i>Sub-total (P+SL+L)</i>	<i>7.0</i>	<i>53.7%</i>	<i>6.1</i>	<i>46.3%</i>	<i>0.0</i>	<i>0.0%</i>	<i>13.1</i>	<i>10.5</i>	<i>24.8%</i>
Senior Clinical Teacher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
Clinical Teacher	8.4	100.0%	0.0	0.0%	0.0	0.0%	8.4	8.4	
Researcher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
<i>Sub-total (SCT + CT + R)</i>	<i>8.4</i>	<i>100.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>8.4</i>	<i>8.4</i>	<i>0.0%</i>
Grand Total	15.4	71.8%	6.1	28.2%	0.0	0.0%	21.5	18.9	13.8%
Scotland									
Professor	15.6	84.8%	2.1	11.4%	0.7	3.8%	18.4	19.4	
Reader/ Senior Lecturer	17.1	64.7%	8.4	31.8%	0.9	3.6%	26.5	24.8	
Lecturer	10.9	63.7%	6.2	36.3%	0.0	0.0%	17.1	18.1	
<i>Sub-total (P+SL+L)</i>	<i>43.6</i>	<i>70.4%</i>	<i>16.7</i>	<i>27.0%</i>	<i>1.6</i>	<i>2.6%</i>	<i>62.0</i>	<i>62.3</i>	<i>-0.5%</i>
Senior Clinical Teacher	9.4	75.2%	3.1	24.8%	0.0	0.0%	12.5	10.3	
Clinical Teacher	7.9	81.1%	1.7	17.9%	0.1	1.0%	9.7	9.0	
Researcher	0.9	32.0%	0.5	17.0%	1.5	51.0%	2.9	3.3	
<i>Sub-total (SCT + CT + R)</i>	<i>18.2</i>	<i>72.4%</i>	<i>5.3</i>	<i>21.2%</i>	<i>1.6</i>	<i>6.4%</i>	<i>25.2</i>	<i>22.6</i>	<i>11.2%</i>
Grand Total	61.8	71.0%	22.0	25.3%	3.2	3.7%	87.1	84.9	2.6%
Wales									
Professor	9.0	100.0%	0.0	0.0%	0.0	0.0%	9.0	9.0	
Reader/ Senior Lecturer	10.2	85.0%	1.8	15.0%	0.0	0.0%	12.0	11.1	
Lecturer	11.2	70.5%	4.5	28.3%	0.2	1.2%	15.9	17.4	
<i>Sub-total (P+SL+L)</i>	<i>30.4</i>	<i>82.4%</i>	<i>6.3</i>	<i>17.1%</i>	<i>0.2</i>	<i>0.5%</i>	<i>36.9</i>	<i>37.5</i>	<i>-1.6%</i>
Senior Clinical Teacher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
Clinical Teacher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	3.0	
Researcher	0.2	8.2%	0.7	24.5%	2.0	67.4%	3.0	0.0	
<i>Sub-total (SCT + CT + R)</i>	<i>0.2</i>	<i>8.2%</i>	<i>0.7</i>	<i>24.5%</i>	<i>2.0</i>	<i>67.4%</i>	<i>3.0</i>	<i>3.0</i>	<i>0.0%</i>
Grand Total	30.7	76.9%	7.0	17.6%	2.2	5.5%	39.9	40.5	-1.5%
Grand Total									
Professor	103.7	87.6%	12.4	10.5%	2.2	1.9%	118.4	119.5	
Reader/ Senior Lecturer	105.0	78.6%	22.8	17.1%	5.9	4.4%	133.7	132.9	
Lecturer	92.1	70.3%	29.5	22.5%	9.3	7.1%	130.9	134.9	
<i>Sub-total (P+SL+L)</i>	<i>300.8</i>	<i>78.6%</i>	<i>64.7</i>	<i>16.9%</i>	<i>17.4</i>	<i>4.5%</i>	<i>382.9</i>	<i>387.3</i>	<i>-1.1%</i>
Senior Clinical Teacher	35.0	63.2%	19.2	34.8%	1.1	2.0%	55.3	41.2	
Clinical Teacher	99.7	73.9%	34.7	25.7%	0.5	0.4%	134.9	127.2	
Researcher	4.1	21.8%	2.2	11.8%	12.5	66.4%	18.8	19.0	
<i>Sub-total (SCT + CT + R)</i>	<i>138.8</i>	<i>66.4%</i>	<i>56.1</i>	<i>26.9%</i>	<i>14.1</i>	<i>6.8%</i>	<i>209.0</i>	<i>187.4</i>	<i>11.6%</i>
Grand Total	439.6	74.3%	120.8	20.4%	31.5	5.3%	592.0	574.7	3.0%

Notes: London includes: Barts and The London, King's College London, UCL Eastman. North East includes Newcastle. North West includes Liverpool, Manchester. South West includes Bristol, Plymouth. West Midlands includes Birmingham. Yorkshire and Humber includes Leeds, Sheffield. Northern Ireland includes Belfast. Scotland includes Dundee, Edinburgh, Glasgow. Wales includes Cardiff.

Appendix 3: Profile by dental school and source of funding (FTE)

	Funding Council		NHS		Other		Total 2014	Total 2013	Change since 2013
Aberdeen									
Professor	0.8	76.0%	0.2	24.0%	0.0	0.0%	1.0	1.0	
Reader/ Senior Lecturer	2.3	76.0%	0.7	24.0%	0.0	0.0%	3.0	2.3	
Lecturer	1.5	76.0%	0.5	24.0%	0.0	0.0%	2.0	3.0	
<i>Sub-total (P+SL+L)</i>	<i>4.6</i>	<i>76.0%</i>	<i>1.4</i>	<i>24.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>6.0</i>	<i>6.3</i>	<i>-4.8%</i>
Senior Clinical Teacher	3.5	76.0%	1.1	24.0%	0.0	0.0%	4.6	0.0	
Clinical Teacher	3.3	76.0%	1.0	24.0%	0.0	0.0%	4.3	4.0	
Researcher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	2.6	
<i>Sub-total (SCT + CT + R)</i>	<i>6.8</i>	<i>76.0%</i>	<i>2.1</i>	<i>24.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>8.9</i>	<i>6.6</i>	<i>35.3%</i>
Grand Total	11.3	76.0%	3.6	24.0%	0.0	0.0%	14.9	12.9	15.7%
Barts and The London, QMUL									
Professor	3.9	79.6%	1.0	20.4%	0.0	0.0%	4.9	5.5	
Reader/ Senior Lecturer	12.4	84.0%	1.4	9.2%	1.0	6.8%	14.7	13.3	
Lecturer	15.2	73.6%	1.0	4.9%	4.4	21.6%	20.6	22.1	
<i>Sub-total (P+SL+L)</i>	<i>31.4</i>	<i>78.1%</i>	<i>3.4</i>	<i>8.4%</i>	<i>5.4</i>	<i>13.5%</i>	<i>40.2</i>	<i>40.9</i>	<i>-1.7%</i>
Senior Clinical Teacher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	1.5	
Clinical Teacher	11.3	100.0%	0.0	0.0%	0.0	0.0%	11.3	6.0	
Researcher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
<i>Sub-total (SCT + CT + R)</i>	<i>11.3</i>	<i>100.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>11.3</i>	<i>7.5</i>	<i>50.1%</i>
Grand Total	42.7	82.9%	3.4	6.5%	5.4	10.6%	51.5	48.5	6.3%
Birmingham									
Professor	6.4	100.0%	0.0	0.0%	0.0	0.0%	6.4	6.4	
Reader/ Senior Lecturer	4.0	80.0%	0.0	0.0%	1.0	20.0%	5.0	5.7	
Lecturer	6.4	76.2%	0.0	0.0%	2.0	23.8%	8.4	7.4	
<i>Sub-total (P+SL+L)</i>	<i>16.8</i>	<i>84.8%</i>	<i>0.0</i>	<i>0.0%</i>	<i>3.0</i>	<i>15.2%</i>	<i>19.8</i>	<i>19.5</i>	<i>1.5%</i>
Senior Clinical Teacher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
Clinical Teacher	9.2	99.1%	0.1	0.9%	0.0	0.0%	9.3	10.2	
Researcher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
<i>Sub-total (SCT + CT + R)</i>	<i>9.2</i>	<i>99.1%</i>	<i>0.1</i>	<i>0.9%</i>	<i>0.0</i>	<i>0.0%</i>	<i>9.3</i>	<i>10.2</i>	<i>-8.8%</i>
Grand Total	26.0	89.4%	0.1	0.3%	3.0	10.3%	29.1	29.7	-2.0%
Bristol									
Professor	3.6	86.2%	0.6	13.8%	0.0	0.0%	4.2	5.2	
Reader/ Senior Lecturer	0.5	50.0%	0.5	50.0%	0.0	0.0%	1.0	5.0	
Lecturer	3.5	58.3%	2.5	41.7%	0.0	0.0%	6.0	9.0	
<i>Sub-total (P+SL+L)</i>	<i>7.6</i>	<i>68.0%</i>	<i>3.6</i>	<i>32.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>11.2</i>	<i>19.2</i>	<i>-41.8%</i>
Senior Clinical Teacher	4.7	94.0%	0.3	6.0%	0.0	0.0%	5.0	1.1	
Clinical Teacher	5.2	53.0%	4.2	42.6%	0.4	4.4%	9.8	7.7	
Researcher	0.0	0.0%	0.0	0.0%	1.5	100.0%	1.5	0.9	
<i>Sub-total (SCT + CT + R)</i>	<i>9.9</i>	<i>60.7%</i>	<i>4.5</i>	<i>27.4%</i>	<i>1.9</i>	<i>11.8%</i>	<i>16.3</i>	<i>9.7</i>	<i>68.2%</i>
Grand Total	17.5	63.7%	8.1	29.3%	1.9	7.0%	27.5	28.9	-4.9%
Cardiff									
Professor	9.0	100.0%	0.0	0.0%	0.0	0.0%	9.0	9.0	
Reader/ Senior Lecturer	10.2	85.0%	1.8	15.0%	0.0	0.0%	12.0	11.1	
Lecturer	11.2	70.5%	4.5	28.3%	0.2	1.2%	15.9	17.4	
<i>Sub-total (P+SL+L)</i>	<i>30.4</i>	<i>82.4%</i>	<i>6.3</i>	<i>17.1%</i>	<i>0.2</i>	<i>0.5%</i>	<i>36.9</i>	<i>37.5</i>	<i>-1.6%</i>
Senior Clinical Teacher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
Clinical Teacher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
Researcher	0.2	8.2%	0.7	24.5%	2.0	67.4%	3.0	3.0	
<i>Sub-total (SCT + CT + R)</i>	<i>0.2</i>	<i>8.2%</i>	<i>0.7</i>	<i>24.5%</i>	<i>2.0</i>	<i>67.4%</i>	<i>3.0</i>	<i>3.0</i>	<i>0.0%</i>
Grand Total	30.7	76.9%	7.0	17.6%	2.2	5.5%	39.9	40.5	-1.5%
Dundee									
Professor	6.7	76.6%	1.4	15.4%	0.7	8.0%	8.8	9.8	
Reader/ Senior Lecturer	9.2	71.6%	3.6	28.4%	0.0	0.0%	12.8	11.8	
Lecturer	9.4	92.9%	0.7	7.1%	0.0	0.0%	10.1	9.1	
<i>Sub-total (P+SL+L)</i>	<i>25.3</i>	<i>79.8%</i>	<i>5.7</i>	<i>18.0%</i>	<i>0.7</i>	<i>2.2%</i>	<i>31.7</i>	<i>30.7</i>	<i>3.3%</i>
Senior Clinical Teacher	0.4	100.0%	0.0	0.0%	0.0	0.0%	0.4	0.8	
Clinical Teacher	0.6	85.9%	0.0	0.0%	0.1	14.1%	0.7	0.7	
Researcher	0.0	0.0%	0.5	25.0%	1.5	75.0%	2.0	2.0	
<i>Sub-total (SCT + CT + R)</i>	<i>1.0</i>	<i>32.3%</i>	<i>0.5</i>	<i>16.1%</i>	<i>1.6</i>	<i>51.6%</i>	<i>3.1</i>	<i>3.5</i>	<i>-11.4%</i>
Grand Total	26.3	75.6%	6.2	17.8%	2.3	6.6%	34.8	34.2	1.8%

Appendix 3: Profile by dental school and source of funding (FTE) (cont)

	Funding Council		NHS		Other		Total 2014	Total 2013	Change since 2013
Eastman Dental Institute, UCL									
Professor	6.2	100.0%	0.0	0.0%	0.0	0.0%	6.2	6.2	
Reader/ Senior Lecturer	8.1	87.3%	1.2	12.7%	0.0	0.0%	9.3	10.2	
Lecturer	6.6	80.5%	1.0	12.2%	0.6	7.3%	8.2	7.0	
<i>Sub-total (P+SL+L)</i>	<i>20.9</i>	<i>88.3%</i>	<i>2.2</i>	<i>9.2%</i>	<i>0.6</i>	<i>2.5%</i>	<i>23.7</i>	<i>23.4</i>	<i>1.3%</i>
Senior Clinical Teacher	0.9	100.0%	0.0	0.0%	0.0	0.0%	0.9	0.5	
Clinical Teacher	2.0	100.0%	0.0	0.0%	0.0	0.0%	2.0	1.3	
Researcher	0.2	15.4%	0.0	0.0%	1.1	84.6%	1.3	1.2	
<i>Sub-total (SCT + CT + R)</i>	<i>3.1</i>	<i>73.8%</i>	<i>0.0</i>	<i>0.0%</i>	<i>1.1</i>	<i>26.2%</i>	<i>4.2</i>	<i>3.0</i>	<i>40.0%</i>
Grand Total	24.0	86.1%	2.2	7.8%	1.7	6.1%	27.9	26.4	5.7%
Edinburgh									
Professor	0.5	50.0%	0.5	50.0%	0.0	0.0%	1.0	1.0	
Reader/ Senior Lecturer	1.6	50.0%	1.6	50.0%	0.0	0.0%	3.2	3.2	
Lecturer	0.0	0.0%	1.0	100.0%	0.0	0.0%	1.0	1.0	
<i>Sub-total (P+SL+L)</i>	<i>2.1</i>	<i>40.4%</i>	<i>3.1</i>	<i>59.6%</i>	<i>0.0</i>	<i>0.0%</i>	<i>5.2</i>	<i>5.2</i>	<i>0.0%</i>
Senior Clinical Teacher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
Clinical Teacher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
Researcher	0.9	100.0%	0.0	0.0%	0.0	0.0%	0.9	1.3	
<i>Sub-total (SCT + CT + R)</i>	<i>0.9</i>	<i>100.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>0.9</i>	<i>1.3</i>	<i>-29.8%</i>
Grand Total	3.0	49.5%	3.1	50.5%	0.0	0.0%	6.1	6.5	-6.1%
Glasgow									
Professor	7.6	100.0%	0.0	0.0%	0.0	0.0%	7.6	7.6	
Reader/ Senior Lecturer	4.1	54.5%	2.5	32.9%	0.9	12.6%	7.5	7.5	
Lecturer	0.0	0.0%	4.0	100.0%	0.0	0.0%	4.0	5.0	
<i>Sub-total (P+SL+L)</i>	<i>11.7</i>	<i>61.2%</i>	<i>6.5</i>	<i>33.9%</i>	<i>0.9</i>	<i>4.9%</i>	<i>19.1</i>	<i>20.1</i>	<i>-5.0%</i>
Senior Clinical Teacher	5.5	73.3%	2.0	26.7%	0.0	0.0%	7.5	5.5	
Clinical Teacher	4.0	85.1%	0.7	14.9%	0.0	0.0%	4.7	5.7	
Researcher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
<i>Sub-total (SCT + CT + R)</i>	<i>9.5</i>	<i>77.9%</i>	<i>2.7</i>	<i>22.1%</i>	<i>0.0</i>	<i>0.0%</i>	<i>12.2</i>	<i>11.2</i>	<i>8.9%</i>
Grand Total	21.2	67.7%	9.2	29.3%	0.9	3.0%	31.3	31.3	0.0%
King's College London									
Professor	17.8	95.7%	0.8	4.3%	0.0	0.0%	18.6	20.3	
Reader/ Senior Lecturer	14.4	87.8%	2.0	12.2%	0.0	0.0%	16.4	16.0	
Lecturer	4.3	60.7%	2.8	39.3%	0.0	0.0%	7.0	5.6	
<i>Sub-total (P+SL+L)</i>	<i>36.4</i>	<i>86.8%</i>	<i>5.5</i>	<i>13.2%</i>	<i>0.0</i>	<i>0.0%</i>	<i>42.0</i>	<i>41.9</i>	<i>0.1%</i>
Senior Clinical Teacher	10.4	76.4%	3.2	23.6%	0.0	0.0%	13.6	10.3	
Clinical Teacher	27.4	64.2%	15.3	35.8%	0.0	0.0%	42.7	36.1	
Researcher	0.0	0.0%	1.0	41.7%	1.4	58.3%	2.4	2.3	
<i>Sub-total (SCT + CT + R)</i>	<i>37.8</i>	<i>64.4%</i>	<i>19.5</i>	<i>33.2%</i>	<i>1.4</i>	<i>2.4%</i>	<i>58.7</i>	<i>48.7</i>	<i>20.7%</i>
Grand Total	74.2	73.7%	25.0	24.9%	1.4	1.4%	100.7	90.6	11.1%
Leeds									
Professor	7.0	100.0%	0.0	0.0%	0.0	0.0%	7.0	6.0	
Reader/ Senior Lecturer	3.9	88.8%	0.5	11.2%	0.0	0.0%	4.4	5.0	
Lecturer	11.5	99.6%	0.1	0.4%	0.0	0.0%	11.5	13.2	
<i>Sub-total (P+SL+L)</i>	<i>22.4</i>	<i>97.6%</i>	<i>0.5</i>	<i>2.4%</i>	<i>0.0</i>	<i>0.0%</i>	<i>22.9</i>	<i>24.2</i>	<i>-5.4%</i>
Senior Clinical Teacher	2.6	61.9%	1.6	38.1%	0.0	0.0%	4.2	0.0	
Clinical Teacher	9.2	80.0%	2.3	20.0%	0.0	0.0%	11.5	2.4	
Researcher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	19.3	
<i>Sub-total (SCT + CT + R)</i>	<i>11.8</i>	<i>75.1%</i>	<i>3.9</i>	<i>24.9%</i>	<i>0.0</i>	<i>0.0%</i>	<i>15.7</i>	<i>21.7</i>	<i>-27.7%</i>
Grand Total	34.2	88.5%	4.4	11.5%	0.0	0.0%	38.6	45.9	-15.9%
Liverpool									
Professor	1.8	87.5%	0.3	12.5%	0.0	0.0%	2.0	2.0	
Reader/ Senior Lecturer	7.0	76.1%	2.2	23.9%	0.0	0.0%	9.2	10.0	
Lecturer	7.7	53.8%	6.6	46.2%	0.0	0.0%	14.3	12.1	
<i>Sub-total (P+SL+L)</i>	<i>16.4</i>	<i>64.5%</i>	<i>9.1</i>	<i>35.5%</i>	<i>0.0</i>	<i>0.0%</i>	<i>25.5</i>	<i>24.1</i>	<i>5.8%</i>
Senior Clinical Teacher	0.0	0.0%	3.0	100.0%	0.0	0.0%	3.0	3.0	
Clinical Teacher	1.9	26.5%	5.1	73.5%	0.0	0.0%	7.0	5.7	
Researcher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
<i>Sub-total (SCT + CT + R)</i>	<i>1.9</i>	<i>18.5%</i>	<i>8.1</i>	<i>81.5%</i>	<i>0.0</i>	<i>0.0%</i>	<i>10.0</i>	<i>8.7</i>	<i>14.9%</i>
Grand Total	18.3	51.5%	17.2	48.5%	0.0	0.0%	35.5	32.8	8.2%

Appendix 3: Profile by dental school and source of funding (FTE) (cont)

	Funding Council		NHS		Other		Total 2014	Total 2013	Change since 2013
Manchester									
Professor	7.3	66.1%	3.3	30.0%	0.4	3.9%	11.0	12.0	
Reader/ Senior Lecturer	1.0	50.0%	1.0	50.0%	0.0	0.0%	2.0	3.0	
Lecturer	3.8	61.8%	0.4	6.0%	2.0	32.3%	6.2	6.2	
<i>Sub-total (P+SL+L)</i>	<i>12.1</i>	<i>63.0%</i>	<i>4.7</i>	<i>24.3%</i>	<i>2.4</i>	<i>12.7%</i>	<i>19.2</i>	<i>21.2</i>	<i>-9.4%</i>
Senior Clinical Teacher	0.6	100.0%	0.0	0.0%	0.0	0.0%	0.6	0.2	
Clinical Teacher	7.8	90.2%	0.9	9.8%	0.0	0.0%	8.7	8.9	
Researcher	0.0	0.0%	0.0	0.0%	4.3	100.0%	4.3	2.8	
<i>Sub-total (SCT + CT + R)</i>	<i>8.4</i>	<i>62.2%</i>	<i>0.9</i>	<i>6.3%</i>	<i>4.3</i>	<i>31.5%</i>	<i>13.5</i>	<i>11.8</i>	<i>14.4%</i>
Grand Total	20.5	62.7%	5.5	16.9%	6.7	20.4%	32.7	33.0	-0.9%
Newcastle									
Professor	6.8	87.2%	1.0	12.8%	0.0	0.0%	7.8	7.0	
Reader/ Senior Lecturer	8.0	89.2%	0.0	0.0%	1.0	10.8%	9.0	9.8	
Lecturer	4.7	100.0%	0.0	0.0%	0.0	0.0%	4.7	3.0	
<i>Sub-total (P+SL+L)</i>	<i>19.5</i>	<i>90.8%</i>	<i>1.0</i>	<i>4.7%</i>	<i>1.0</i>	<i>4.5%</i>	<i>21.5</i>	<i>19.8</i>	<i>8.6%</i>
Senior Clinical Teacher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
Clinical Teacher	3.0	100.0%	0.0	0.0%	0.0	0.0%	3.0	0.0	
Researcher	2.7	78.3%	0.0	0.0%	0.7	21.7%	3.5	5.5	
<i>Sub-total (SCT + CT + R)</i>	<i>5.7</i>	<i>88.4%</i>	<i>0.0</i>	<i>0.0%</i>	<i>0.7</i>	<i>11.6%</i>	<i>6.5</i>	<i>5.5</i>	<i>18.3%</i>
Grand Total	25.2	90.3%	1.0	3.6%	1.7	6.2%	28.0	25.3	10.7%
Plymouth									
Professor	4.0	100.0%	0.0	0.0%	0.0	0.0%	4.0	4.0	
Reader/ Senior Lecturer	8.5	88.6%	0.5	5.2%	0.6	6.2%	9.6	7.0	
Lecturer	2.0	100.0%	0.0	0.0%	0.0	0.0%	2.0	5.0	
<i>Sub-total (P+SL+L)</i>	<i>14.5</i>	<i>93.0%</i>	<i>0.5</i>	<i>3.2%</i>	<i>0.6</i>	<i>3.8%</i>	<i>15.6</i>	<i>16.0</i>	<i>-2.4%</i>
Senior Clinical Teacher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
Clinical Teacher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
Researcher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
<i>Sub-total (SCT + CT + R)</i>	<i>0.0</i>	<i>0.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0%</i>
Grand Total	14.5	93.0%	0.5	3.2%	0.6	3.8%	15.6	16.0	-2.4%
Queen's University Belfast									
Professor	3.1	56.4%	2.4	43.6%	0.0	0.0%	5.5	3.7	
Reader/ Senior Lecturer	2.4	43.6%	3.2	56.4%	0.0	0.0%	5.6	4.0	
Lecturer	1.5	75.0%	0.5	25.0%	0.0	0.0%	2.0	2.8	
<i>Sub-total (P+SL+L)</i>	<i>7.0</i>	<i>53.7%</i>	<i>6.1</i>	<i>46.3%</i>	<i>0.0</i>	<i>0.0%</i>	<i>13.1</i>	<i>10.5</i>	<i>24.8%</i>
Senior Clinical Teacher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
Clinical Teacher	8.4	100.0%	0.0	0.0%	0.0	0.0%	8.4	8.4	
Researcher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
<i>Sub-total (SCT + CT + R)</i>	<i>8.4</i>	<i>100.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>8.4</i>	<i>8.4</i>	<i>0.0%</i>
Grand Total	15.4	71.8%	6.1	28.2%	0.0	0.0%	21.5	18.9	13.8%
Sheffield									
Professor	9.8	94.2%	0.0	0.0%	0.6	5.8%	10.4	10.8	
Reader/ Senior Lecturer	6.2	96.9%	0.2	3.1%	0.0	0.0%	6.4	5.4	
Lecturer	2.9	41.4%	4.0	57.1%	0.1	1.4%	7.0	6.0	
<i>Sub-total (P+SL+L)</i>	<i>18.9</i>	<i>79.4%</i>	<i>4.2</i>	<i>17.6%</i>	<i>0.7</i>	<i>2.9%</i>	<i>23.8</i>	<i>22.2</i>	<i>7.2%</i>
Senior Clinical Teacher	3.6	78.0%	1.0	22.0%	0.0	0.0%	4.6	3.1	
Clinical Teacher	6.4	55.7%	5.1	44.3%	0.0	0.0%	11.5	12.7	
Researcher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
<i>Sub-total (SCT + CT + R)</i>	<i>10.0</i>	<i>62.0%</i>	<i>6.1</i>	<i>38.0%</i>	<i>0.0</i>	<i>0.0%</i>	<i>16.1</i>	<i>15.8</i>	<i>1.9%</i>
Grand Total	28.9	72.4%	10.3	25.8%	0.7	1.8%	39.9	38.0	5.0%
UCLan									
Professor	1.5	50.0%	1.0	33.3%	0.5	16.7%	3.0	2.0	
Reader/ Senior Lecturer	1.3	48.5%	0.0	0.0%	1.3	51.5%	2.6	2.6	
Lecturer	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
<i>Sub-total (P+SL+L)</i>	<i>2.8</i>	<i>49.3%</i>	<i>1.0</i>	<i>17.9%</i>	<i>1.8</i>	<i>32.9%</i>	<i>5.6</i>	<i>4.6</i>	<i>21.7%</i>
Senior Clinical Teacher	2.8	25.7%	7.0	64.2%	1.1	10.1%	10.9	8.8	
Clinical Teacher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	2.0	
Researcher	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0	
<i>Sub-total (SCT + CT + R)</i>	<i>2.8</i>	<i>25.7%</i>	<i>7.0</i>	<i>64.2%</i>	<i>1.1</i>	<i>10.1%</i>	<i>10.9</i>	<i>10.8</i>	<i>0.9%</i>
Grand Total	5.6	33.7%	8.0	48.5%	2.9	17.8%	16.5	15.4	7.1%

Appendix 3: Profile by dental school and source of funding (FTE) (cont)

	Funding Council		NHS		Other		Total 2014	Total 2013	Change since 2013
Grand Total									
Professor	103.7	87.6%	12.4	10.5%	2.2	1.9%	118.4	119.5	
Reader/ Senior Lecturer	105.0	78.6%	22.8	17.1%	5.9	4.4%	133.7	132.9	
Lecturer	92.1	70.3%	29.5	22.5%	9.3	7.1%	130.9	134.9	
<i>Sub-total (P+SL+L)</i>	<i>300.8</i>	<i>78.6%</i>	<i>64.7</i>	<i>16.9%</i>	<i>17.4</i>	<i>4.5%</i>	<i>382.9</i>	<i>387.3</i>	<i>-1.1%</i>
Senior Clinical Teacher	35.0	63.2%	19.2	34.8%	1.1	2.0%	55.3	41.2	
Clinical Teacher	99.7	73.9%	34.7	25.7%	0.5	0.4%	134.9	127.2	
Researcher	4.1	21.8%	2.2	11.8%	12.5	66.4%	18.8	19.0	
<i>Sub-total (SCT + CT + R)</i>	<i>138.8</i>	<i>66.4%</i>	<i>56.1</i>	<i>26.9%</i>	<i>14.1</i>	<i>6.8%</i>	<i>209.0</i>	<i>187.4</i>	<i>11.6%</i>
Grand Total	439.6	74.3%	120.8	20.4%	31.5	5.3%	592.0	574.7	3.0%

Appendix 4: Summary of changes since 2000 (FTE)

	2000	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Professor	91.0	97.2	91.5	96.5	93.7	102.7	106.5	110.8	111.4	109.5	113.1	119.5	118.4
Reader/ Senior Lecturer	189.0	190.9	165.9	162.2	169.2	145.8	144.1	128.1	138.0	124.1	121.1	132.9	133.7
Lecturer	196.0	185.9	177.8	174.8	171.6	121.2	122.4	137.3	140.8	141.9	153.5	134.9	130.9
<i>Sub-total (P+SL+L)</i>	<i>476.0</i>	<i>474.1</i>	<i>435.2</i>	<i>433.5</i>	<i>434.5</i>	<i>369.7</i>	<i>373.0</i>	<i>376.2</i>	<i>390.1</i>	<i>375.4</i>	<i>387.7</i>	<i>387.3</i>	<i>382.9</i>
Senior Clinical Teacher						28.9	28.1	36.5	34.8	39.4	46.0	41.2	55.3
Clinical Teacher						61.9	67.5	76.0	100.3	111.7	113.2	127.2	134.9
Researcher						11.1	13.1	13.7	14.7	20.7	19.6	19.0	18.8
<i>Sub-total (SCT + CT + R)</i>						<i>101.8</i>	<i>108.7</i>	<i>126.2</i>	<i>149.7</i>	<i>171.8</i>	<i>178.7</i>	<i>187.4</i>	<i>209.0</i>
Grand Total	476.0	474.1	435.2	433.5	434.5	471.5	481.7	502.5	539.9	547.2	566.4	574.7	592.0

Appendix 5: Profile by age group since 2004 (headcount)

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
26–35	104	106	106	144	152	145	182	187	192	169	183
36–45	191	191	202	227	220	215	230	245	260	268	281
46–55	201	212	209	233	248	267	294	295	292	278	289
56–65	104	111	110	118	123	143	170	179	183	209	207
66 and over	6	6	6	7	9	11	13	10	20	29	28
Unknown	35						5			3	2
Grand Total	641	626	633	729	752	781	894	916	947	956	990

Appendix 6: Profile by specialty, grade and gender (headcount)

	Professor		Reader/ Senior Lecturer		Lecturer		Senior Clinical Teacher		Clinical Teacher		Researcher		Grand Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
	Dental & Maxillofacial Radiology	1		3	1	1				1	3			6
Dental Public Health	7	7	3	5	1	4		2	1	1	3	2	15	21
Endodontics	4		1	2	1	2	3	1	5	4			14	9
Oral & Maxillofacial Pathology	7	1	5	4	5	3	1		4	3			22	11
Oral & Maxillofacial Surgery	5	1	2	1							1		8	2
Oral Medicine	7	1	7	3	1	7	1	1	5			1	21	13
Oral Microbiology	2					1							2	1
Oral Surgery	10	1	6	7	8	10	2	3	32	23	1	1	59	45
Orthodontics	10	1	9	1	3	6	2	1	6	8			30	17
Paediatric Dentistry	6	5	4	11	3	8	1	2	6	24	1		21	50
Periodontics	5	1	5	3	7	5	2	3	18	14	3		40	26
Prosthodontics	4		6	3	4	4	4	1	18	8	1	1	37	17
Restorative Dentistry	33	3	31	11	47	20	20	7	115	68	3	6	249	115
Special Care Dentistry		1		6			1	3		3			1	13
Other (inc. Unknown)	2	0	5	1	7	14	10	11	41	28	1	1	66	55
Grand Total	103	22	87	59	88	84	47	35	252	187	14	12	591	399

Appendix 7: Profile by ethnic origin since 2005 (headcount)

	2005		2006		2007		2008		2009		2010	
Asian/ British Asian	64	10.2%	67	10.6%	78	10.7%	88	11.7%	82	10.5%	93	10.4%
Black/ Black British	3	0.5%	5	0.8%	6	0.8%	9	1.2%	6	0.8%	6	0.7%
Chinese	0	0.0%	0	0.0%	9	1.2%	10	1.3%	11	1.4%	11	1.2%
White	521	83.2%	518	81.7%	576	79.0%	589	78.3%	612	78.4%	687	76.8%
Other ethnic group inc Mixed	21	3.4%	28	4.4%	41	5.6%	39	5.2%	42	5.4%	54	6.0%
Unknown	17	2.7%	16	2.5%	19	2.6%	17	2.3%	28	3.6%	42	4.7%
Grand Total	626		634		729		752		781		894	

Appendix 7: continued

	2011		2012		2013		2014		Change since 2005	Change since 2013
Asian/ British Asian	109	11.9%	115	12.1%	128	13.4%	136	13.7%	112.5%	6.3%
Black/ Black British	9	1.0%	9	1.0%	10	1.0%	10	1.0%	233.3%	0.0%
Chinese	13	1.4%	13	1.4%	12	1.3%	11	1.1%	100.0%	-8.3%
White	698	76.2%	683	72.1%	725	75.8%	723	73.0%	38.8%	-0.3%
Other ethnic group inc Mixed	47	5.1%	91	9.6%	48	5.0%	62	6.3%	195.2%	29.2%
Unknown	40	4.4%	36	3.8%	33	3.5%	48	4.8%	182.4%	45.5%
Grand Total	916		947		956		990		58.1%	3.6%

Appendix 8: Profile by by academic grade and ethnic origin (headcount)

	Professor	Reader/ Senior Lecturer	Lecturer	Senior Clinical Teacher	Clinical Teacher	Researcher	Grand Total
Asian/ British Asian	4	13	21	8	86	4	136
Black/ Black British	1		3	1	5		10
Chinese	1	1	3		6		11
White	114	118	126	55	292	18	723
Other ethnic group inc Mixed	4	10	11	6	28	3	62
Unknown	1	4	8	12	22	1	48
Grand Total	125	146	172	82	439	26	990

