

**University Accreditation Results**  
**(Results for Certified Evaluation and Accreditation for university)**

Tokyo Dental College



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Tokyo, Japan
<b>Accreditation Status</b>	
Year of the Review: 2016	
Accreditation Status: accredited (Accreditation Period: April.01.2017 – March.31.2024)	

## Certified Evaluation and Accreditation Results for Tokyo Dental College

### Overview

Tokyo Dental College (hereafter, the College) is the oldest educational institution for dental medicine in Japan, with the undergraduate program in dentistry and the Graduate School of Dental Science (the doctoral program). Its predecessor, the Takayama Dental School, was established in 1890. Based on its founding spirit, “Character building is the first step in becoming a dentist,” the College has conducted its educational and research activities and has nurtured many dentists over its long history. The College has the Suidobashi campus in Chiyoda Ward, Tokyo, the Ichikawa campus in the city of Ichikawa, Chiba Prefecture, and the Chiba campus in the city of Chiba, Chiba Prefecture. The College’s main campus was relocated from the Chiba campus to the Suidobashi campus in the 2013.

The previous accreditation review was conducted by Japan University Accreditation Association (JUAA) in 2009. In the Accreditation in 2009, JUAA suggested six issues concerning educational content and methods as well as administrative operation, and since then, the College has considered the issues seriously. The College has reviewed improvement policies in various task forces, led by the Self-Study Committee, and has worked for college-wide improvements led by the Council for School Affairs. Although the College has recognized the necessity of making improvements and reforms to realize its mission and purpose, and to develop its education and research activities, the system for internal quality assurance has not been sufficient. JUAA expects that the College will make a stronger effort to assure the quality of its activities.

In this accreditation, it has been noted that the College has realized achievements as an educational organization for dental medicine based on its clear mission, and has developed a unique and effective educational system. In particular, the diagonal curriculum, which deepens students’ communication skills as they progress through the program, has been effective in fostering medical specialists. Lectures and trainings for dysphagia rehabilitation and home-visit dental examinations, which have been conducted as education outside the model core curriculum, have fit the current state of Japanese medical care. It is also commendable that the College has conducted short-term overseas ventures with students with full financial support from the College as an elective course to cultivate students’ understanding of globalization. The College has improved students’ academic skills by continuously conducting group learning for second- to sixth-year students, in which they acquire aptitudes for proactive and independent learning, developed skills in logical thinking, and built close relationship with each other for mutual support. The College has built the Skill Laboratory in the Ichikawa General Hospital, where students have learned methods for clinical training before embarking on actual training.

Moreover, the College has made social contributions inside and outside the country for an extended period of time. For example, the College has implemented health examinations for oral cancer in Japan to improve dentists’ skills in examining oral cancer in the community, (such examinations assist in detecting early oral cancer in local residents). Internationally, the College has dispatched medical teams to Vietnam and Myanmar for decades in order to implement surgeries for cleft lip and palate. This project has not only offered excellent medical care for patients with cleft lip and palate, but has also contributed to the training of local medical staff in Vietnam and Myanmar.

However, the College has several issues to address in its internal quality assurance. The Committee for Self-Study holds its meetings only when it needs to create the “Report on Self-Study and Evaluation” for accreditation by JUAA. The committee has not been involved in ordinary self-study. Furthermore, although the Council for School Affairs has been involved in self-study and evaluations as a council reviewing a variety of cases in the College, the council has not had an established position.

JUAA expects that the College will not only review the relationship between the Committee for Self-Study and the Council for School Affairs, but will also construct its own

quality assurance structure and system immediately to ensure the College's educational and research activities.

## **Notable Strengths**

### *Educational Content, Methods, and Outcome*

- It is commendable that by conducting thorough group learning activities, the College has nurtured an environment where students learn from each other, which has led to improvements in their academic skills. For example, to promote students' independent learning during their six years at the school, the College has held seminars outside the campus including debates for first-year students soon after their enrollment, and has also embedded problem/project-based learning (PBL) into the curriculum for second- to fifth-year students. It is notable that the College has thoroughly conducted group learning activities by allocating group learning hours from the second year until the first term of the sixth year, or incorporating group learning hours into the curriculum for the sixth year.
- It is commendable that the College aims to train dentists who are able to conduct dental clinics for patients with systemic illnesses at a time when the percentage of elderly people among the national population is rapidly increasing. Students receive clinical training by participating in rotations around each diagnosis and treatment department in the Ichikawa General Hospital. It is also commendable that since 2015, the College has conducted clinical trainings as required courses in the Skills Laboratory, which was established in the hospital with 12 simulators. Furthermore, the College has facilitated cooperation among multiple professions through learning experiences with doctors, dentists, nurses, and dental hygienists by taking advantage of the general hospital setting.

### *Social Cooperation and Contribution*

- It is commendable that the College has made social contributions by working for improvements in number of local residents received oral cancer examination, detecting early oral cancer, and disseminating knowledge on oral cancer to the general public. For example, the College began the "Oral Cancer Examination Program" in 1992 for the purpose of familiarizing local residents with the examination for oral cancer. Since then, the College has conducted individual examinations in cooperation with the administration and the Dental Association, and the number of patients has steadily increased. The College has also offered local dentists lectures and trainings for the examination of oral cancer.
- It is commendable that the College continuously conducts international medical support activities such as surgeries for cleft lip and palate, and guidance for local doctors in surgical skills. Since 1996, the College has dispatched a medical team every year to Vietnam and Myanmar, where the medical environment is still developing.

## **Suggestions for Improvement**

### *Faculty and Faculty Organization*

- In regards to the qualification criteria for assistant professors, the content of "skills and abilities for education and research, or practices" required by the School Education Act is not defined. This should be improved.

### *Educational Content, Methods, and Outcome*

- In the Graduate School of Dental Science, the policy on degree award does not indicate learning outcomes required for completion of the program. This should be improved.

- In the Graduate School of Dental Science, the curriculum design policy does not indicate the basic ideas on educational content and methods. This should be improved.
- In the undergraduate program, the regulation for recognizing credits acquired in previous schools by transfer students is not defined. JUAA expects that the College will improve this issue by incorporating the rules into the school's code.
- In the Graduate School of Dental Science, the syllabus is organized by academic unit, not by the course subject. Therefore, plans for lectures and seminars, as well as the number of credits for each course, are not clear. This should be improved.
- In the Graduate School of Dental Science, the criteria for examining dissertations are not stipulated. The criteria should be stated clearly in the graduate student handbook.

#### *Enrollment*

- The ratio of enrolled students to the student enrollment cap based on the admission cap is high at 1.10 in the Department of Dentistry in the Faculty of Dentistry. This number should be improved.

#### *Student Support*

- Although the affiliated hospital adjoins the campus, the campus lacks a medical office and a system or environment to respond to the needs of sick students has not been developed. This should be improved.

#### *Internal Quality Assurance*

- The role of the Committee for Self-Study is not clearly differentiated from that of the Council of School Affairs. Also, the activities by the Committee for Self-Study have not been sufficient, and the Committee holds its meetings only when necessary to create the "Report on Self-Study" for the JUAA accreditation. Since reviewing the several matters stipulated in the University Standards of JUAA has not been sufficient, the College should build a structure and system of internal quality assurance and ensure its proper function.