

Accreditation Results
(Accreditation Results for School of Dental Education)

Faculty of dentistry Department of dentistry, Asahi University



Basic Information of the Institution	
Ownership: Private	Location: Gifu, Japan
Accreditation Status	
Year of the Review: 2024	
Accreditation Status: accredited (Accreditation Period: April 1, 2025 – March 31, 2032)	

Accreditation Results for the Department of Dentistry, Faculty of Dentistry, Asahi University

The Department of Dentistry, Faculty of Dentistry, Asahi University (hereafter “Department”), established based on Asahi University’s founding spirit and university-wide objectives, clearly sets forth the educational philosophy of “nurturing dentists with well-rounded character traits and an international perspective as well as a high sense of ethics and empathy for patients, and who can actively contribute to society in the globalizing field of medicine,” and “nurturing dentists with advanced specialized knowledge and skills as well as high ethical standards and culture, who can contribute to the local community with international recognition by providing systematic and integrated education combining liberal arts and specialized dentistry programs.”

As clearly indicated in the curriculum map revised in AY2020, the dentistry curriculum, which consists of two course groups, first stages of learning and the Technical Dentistry Education stage, is designed for students to take courses in a sequential, well-balanced and systematic way in the six-year integrated program. The Department offers Foundind Spirit and Social Life • Liberal Arts course for first-year students to elaborate on the University’s founding spirit. It also provides multifaceted education, including classroom lectures and practical works, in “Community and Dentistry I–IV,” which are Asahi University’s original courses intended to nurture dentists who can respond to a wide range of dental care needs in a super-aged society as well as community healthcare needs. With these courses, the Department provides excellent spiral curriculum education over four years, which is a commendable feature. As part of the Department’s efforts to improve education, faculty members who teach classes create simplified teaching portfolios as the Report on Questionnaires for Improving Classes and Educational Practices, and each member conducts self-studies on their courses. This is another distinctive feature. Furthermore, as part of the self-study activities, the president reports students’ opinions to the board of directors as needed. As a result of the board’s discussions, some of these opinions may be reflected in the school corporation’s business plan for the following academic year. This system allows the Department to take quick action, which is commendable.

As stated above, the Department demonstrates various strengths, but there are several areas of improvement the Department needs to address.

First, although the Department publishes the objectives of dentistry education and the degree award policy (diploma policy) and the curriculum design and implementation

policy (curriculum policy), it does not fully assess the effectiveness of their publication.

Regarding the dental training, qualification requirements for supervising dentists are not clearly defined. Furthermore, the health survey form (mandatory for medical treatment) and the consent form (signature is optional) used in the hospital are parts of the same document with only one signature field, despite the different purposes of the two forms. This issue should be addressed.

Next, inquiries from students regarding class grades are handled by faculty members responsible for the classes, but there is no clearly defined system for responding to these inquiries. Furthermore, the career paths of graduates are tracked only for a single academic year, with no ongoing verification. These issues should be addressed to improve the curriculum in the future.

As for student enrollment, the rate of students repeating the same year tends to rise as students advance in academic years. Despite student enrollment consistently exceeding the enrollment capacity, the Department has continued over the past five years to accept a certain number of transfer students into the second year, resulting in the high ratio of student enrollment to the student enrollment cap at 1.09. Measures should be taken to ensure appropriate quota management.

Regarding faculty and faculty organization, the Department has failed to formulate a guideline or overall design (grand design) for faculty organization. The ratio of female full-time faculty members to all full-time members does not meet the standards required by the Action Plan (AY2021-2025) under the Act on Promotion of Women's Participation and Advancement in the Workplace (hereafter "Act"). In addition, given there are no foreign national full-time faculty members currently on staff, the Department should continue to discuss whether it needs to hire foreign faculty members. Furthermore, the Faculty of Dentistry Self-Study Implementation Committee, which is composed solely of internal members, lacks an external perspective. This issue should be addressed to promote objective self-studies.

To address these issues, the Department is expected to embrace the results of this accreditation for schools of dental education and continue self-studies to further ensure and enhance the quality of dental education (undergraduate program), thereby further developing the unique characteristics of its dental educational program.