

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

Osaka Dental University



Basic Information of the Institution	
Ownership: Private	Location: Osaka, Japan
Accreditation Status	
Year of the Review: 2014	
Accreditation Status: accredited (Accreditation Period: April.01.2015 – March.31.2022)	

## Certified Evaluation and Accreditation Results for Osaka Dental University

### Overview

Osaka Dental University (hereafter, the University) was founded as Osaka Dental School in 1911, became Osaka Dental College in 1917, Osaka Dental University under the prewar educational system, and finally became Osaka Dental University under the current education system in 1952. In 1961, it added a doctoral program in the Graduate School of Dentistry, and currently it includes the Faculty of Dentistry (six-year program) and a doctoral program in the Graduate School of Dentistry. The University engages in education and research activities and has in three campuses. In addition to the Kuzuha campus, located in Hirakata City, Osaka Prefecture and the Makino campus (which offers athletic facilities), also located in Hirakata city, the Temmabashi campus, located in Chuo Ward, Osaka City has an affiliate hospital.

After its accreditation review by Japan University Accreditation Association (hereafter, JUAA) in 2007, the University has focused its efforts around the Objectives of Five Abilities and the Three Additional Abilities as basic policies for reform. In the second accreditation, it is commendable that activities such as the long-running open lecture series, cooperation with other universities and the local community, and active educational exchanges with universities overseas have produced measurable results.

The Objectives of Five Abilities emphasize educational activities, and the University has established the Department of Innovation in Dental Education to achieve the objectives and appointed an affiliated faculty member as an educational adviser. Each class is assigned a special adviser and advisory faculty, who actively work with students to understand where they stand academically and to offer guidance to motivate their learning. However, the cooperation of the educational organization and administrative organization is not sufficient. In order to further promote educational development, a system committed to this objective needs be established.

In addition, after introducing a new curriculum to the Faculty of Dentistry, serious flaws have been found in the school regulations, which form the basis of education and research activities. The regulations should be improved immediately. In addition, although the Three Additional Abilities are listed as the promotion of international exchange, improvement of graduate-school specific competencies, and improvement of research skills, the curriculum, educational contents, and methods that enable the development of these abilities are not sufficiently or systematically developed. These should be improved for the future. In order to respond to these issues, it is expected that the University will make the system of regular and continuous self-study clear, and work toward improvement and reform.

### Notable Strengths

#### *Social Cooperation and Contribution*

- The open lecture series which rooted in the local community have produced fruitful results. Among them, it is commendable that in the open lecture series, improvements are made from the standpoint of the citizens who participate in the lectures by reflecting on their suggestions. For example, the Glossary of Dental Terms for the Patient is edited and distributed to participants. It is also commendable that the University has engaged in various activities in cooperation with the other universities. In particular, by signing academic exchange agreements with 14 universities overseas, the University continuously carries out mutual exchanges of students, academic research exchanges of the faculty, and joint research efforts. The results of these initiatives have been reflected in the medical

care of the affiliate hospital of the Temmabashi campus.

## **Suggestions for Improvement**

### *Mission and Purpose*

- The purpose of the University, as written in the University Regulations, differs in content from the Education Policy of the Faculty of Dentistry, which is widely publicized to the general public including the faculty and staff, students, and applicants to the University. These should be consistent.

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

- In regards to the curriculum design policies in the Faculty of Dentistry and the Graduate School of Dentistry, the basic principles of the curriculum and educational methods have not been clarified. This should be improved.
- In the Graduate School of Dentistry, the content of the curriculum is mostly research-based, and does not consist of appropriate coursework. Considering the purpose of the credit-based degree granting system, the doctoral program should offer appropriate coursework.
- In regards to the syllabus of the Faculty of Dentistry, the contents vary and it is not clear who is responsible for ensuring its clarity and consistency. It is expected that a system to check the syllabus methodically should be developed.
- In regards to research guidance in the Graduate School of Dentistry, individual guidance by the research supervisor plays a dominant role. Records concerning research guidance should be kept, and a systematic effort to develop a research guidance system with multiple faculty members should be made. Also, the number of required credits should be assigned for each year in the regulations, and systematic education should be carried out by creating an integrated syllabus and timetable for major subjects.
- In the Graduate School of Dentistry, the research supervisor of the degree candidate serves as the main examiner of the dissertation. From the perspective of objectivity and fairness, this should be improved.
- In the Graduate School of Dentistry, criteria for examining degree-seeking dissertations have not been clearly stated for the students. This should be improved by clearly stating them in the Graduate School of Dentistry Handbook.

### *Enrollment*

- In the Faculty of Dentistry, based on the recruitment quota, the ratio of enrolled students to the student enrollment cap is high at 1.07. This number should be improved.

### *Administration and Finance*

- While the student support system offered by the Dentistry Education Development Division has made some active efforts, it is unclear what the relationship is between the educational organizations and the supporting administrative organization. Furthermore, it is also unclear who is responsible for various programs. More

cooperative relations should be established among educational organizations and between the educational organizations and administrative organization.

### **Area of Serious Concern**

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

- Since the introduction of new curriculum, the school regulations have not been changed, and new courses of study and the number of required credits for degree completion have not been stipulated. Also, the methods by which credits are calculated have not been defined in the regulations of the Faculty of Dentistry and the Graduate School of Dentistry. The school regulations are the basis of education and research activities, and the flaws in them must be improved immediately.