

東洋大学長 殿

To the President of Toyo University

東洋大学海外からの研究員 研究報告書

Research Report for the Toyo University Research Fellow Program

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研究テーマ Research topic	(日本語 Japanese)
	(English) Analysis of the success of the Japanese higher education system compared to Poland and Spain (benchmarking)
研究期間 Research period	年 月 日～ 年 月 日 From 2025/03/23 to 2025/07/31
受入担当教員氏名（東洋大学の所属） Name of Host professor (affiliation at Toyo Univ.)	Shingo Hanada, Associate Professor Faculty of Global and Regional Studies
研究成果発表 （予定も含む） Publication/Presentation of research results (including future ones)	- Conference paper titled „<i>Building innovation ecosystems in higher education: Lessons from a Japanese university</i>” submitted to: III Annual Congress Business Entrepreneurship and Innovation: The Advocacy for a Tech-Corporate Ecosystem (Barcelona, October 2025). - Journal articles in preparation: - Benchmarking as a tool for academic quality development: A transnational analysis of Japan, Poland, and Spain. - Quality of higher education in Japan from the perspective of international students. - Student support and well-being in higher education: Comparative insights from Japan, Poland, and Spain.
研究成果の概要 Summary of research results	The purpose of this study was to identify the key factors influencing the quality of Japanese higher education and to highlight good practices at Toyo University that could be adapted in Poland and Spain, as well as to explore European practices that Toyo might benefit from. The research aimed to foster mutual learning and exchange of quality-enhancing approaches among the three institutions.

	The methodology applied was benchmarking, using a structured comparison of three universities: Toyo University (Japan), the University of Łódź (Poland), and the University of Murcia (Spain). The analysis covered nine dimensions of quality: faculty staff, teaching materials, student tasks, syllabus, teaching conditions, students, internationalization, quality evaluation, and external policy context. A total of 100 indicators were developed to assess these dimensions. Toyo University was assessed first with a specially designed evaluation matrix, and the same criteria were then applied to the Polish and Spanish universities. Data triangulation was ensured through document analysis, classroom observations, semi-structured interviews, and a survey of 26 international students at Toyo. As part of the data collection, the author also taught two classes at Toyo University, gaining first-hand insight into classroom dynamics, student engagement and responses to interactive European teaching methods. The author also completed an online Japanese-language course run by Toyo, which provided additional evidence on the university's digital delivery, instructional design and support for foreign learners. This approach ensured that the findings were robust and reflected multiple perspectives. The results show that Toyo excels in internationalization, bilingual syllabi, structured student support, and efficient administration, while its challenges lie in the low share of PhD-qualified staff, reliance on short-term contracts, limited international research collaboration, and less systematic assessment practices. In contrast, Polish and Spanish universities demonstrate strengths in faculty qualifications, academic rigor, research participation, and transparent quality assurance, though they are weaker in bilingualism and student support. In conclusion, the study confirms that mutual learning is possible: Toyo provides models of inclusivity and global orientation, while Poland and Spain offer practices in research, assessment, and academic development that could enhance Toyo's competitiveness.
研究成果(英語 600 単語以上、または日本語 1,700 字以上) Research results (more than 600 words in English or more than 1,700 words in Japanese)	This section presents the main findings of the benchmarking study. Dimension 1: Faculty staff Toyo University distinguishes itself by employing a relatively high share of foreign lecturers (10%), which is considerably higher than at the University of Łódź (4%) and the University of Murcia (1%). At the same time, differences appear in faculty qualifications: while 70–90% of staff in Poland and Spain hold doctoral degrees, the figure at Toyo is lower (23.7%). Employment structures also vary, as Toyo relies mainly on short-term renewable contracts (1–5 years), whereas both European universities offer long-term or civil-service positions, providing greater stability. Comparison: Europe demonstrates stronger academic qualifications and job stability, while Toyo stands out for international recruitment. Dimension 2: Research achievements Toyo University produces around 380 publications annually, with low citation rates (3.2 per faculty member) and limited international co-authorship (4.3%). By contrast, the University of Łódź publishes 800–900 papers annually, supported by strong national and European grant participation, while Murcia produces around 1,200 papers with

25–35% international co-authorship and higher citation impact (6–10 citations per faculty).

Comparison: Murcia leads in international research visibility, Łódź is strong in project participation, and Toyo remains more domestically focused.

Dimension 3: Teaching materials

At Toyo, teaching resources are available via ToyoNet-ACE and the digital library. However, students report a reliance on PowerPoint slides, sometimes outdated, with limited diversity and accessibility for students with disabilities. In Łódź, materials are regularly updated, varied (articles, exercises, multimedia), and integrated into Moodle. Murcia goes further, offering innovative formats such as podcasts, recorded lectures, and simulations, with systematic accessibility support.

Comparison: Toyo excels in bilingualism (large volume of English-language materials), while Poland and Spain lead in variety, innovation, and inclusiveness.

Dimension 4: Student tasks and learning activities

Toyo emphasizes frequent small tasks (essays, quizzes, presentations) and often allows projects or attendance to replace final exams. Not all tasks are graded, and feedback can be inconsistent. Łódź combines group projects, individual assignments, and compulsory written exams, with clearer grading systems. Murcia relies heavily on continuous assessment, combining essays, group work, and mandatory exams, with all assignments graded.

Comparison: Toyo offers flexibility and inclusiveness, but Poland and Spain provide greater academic rigor, structured grading, and accountability.

Dimension 5: Syllabus design

Toyo syllabi are bilingual (Japanese and English), which is highly supportive for international students. However, objectives and outcomes are often described in general terms and not systematically linked to assessment. Łódź provides detailed syllabi through the USOS system, including explicit learning outcomes, objectives, and ECTS allocation. Murcia syllabi are comprehensive, with detailed teaching guides, explicit mapping of objectives, competencies, and assessments.

Comparison: Toyo is strongest in bilingual accessibility, while Poland and Spain lead in systematic alignment with European standards.

Dimension 6: Teaching conditions

Toyo operates with a very high student–faculty ratio (~40:1), which contrasts sharply with the ratios in Łódź (~11:1) and Murcia (~12:1). At Toyo, teaching contracts are short-term, and workloads are heavy (around 15 hours per week), while in Poland and Spain, workloads are lower (8–12 hours) and more balanced for research. Toyo conducts very detailed student satisfaction evaluations (51 items), but results are confidential. In Łódź and Murcia, evaluations are integrated into quality assurance and promotion, with greater transparency.

Comparison: European universities provide better staff–student ratios and employment conditions, while Toyo contributes through structured workload planning and detailed evaluation of student's satisfaction.

Dimension 7: Student support and lecturer availability

Toyo guarantees weekly office hours (90 minutes), offers online consultations (especially for international programs), and emphasizes staff involvement in extracurricular activities. However, communication tools remain less integrated (mainly email, Zoom, Skype). Łódź uses a broader range of platforms (USOSmail, Moodle, Teams), and Murcia offers highly responsive systems, with expectations for replies within 24–48 hours and formal mentoring from the undergraduate level.

Comparison: Toyo is exemplary in structured consultations and faculty engagement with student life, while Poland and Spain lead in digital integration and mentoring.

Dimension 8: Internationalization

Toyo is highly international: 1,500+ international students, 1,600 English-taught courses, and 369 global partnerships. It is part of Japan's Top Global University Project and has a strong reputation for inclusivity. The University of Łódź attracts students from 79 countries and is active in Erasmus+ exchanges, but its international course portfolio is smaller. Murcia coordinates over 900 partnerships, 1,250 international students, and strong EU project involvement.

Comparison: Toyo excels in course internationalization and partnerships; European universities demonstrate leadership in EU research networks and structured mobility schemes.

Dimension 9: Quality assurance and external conditions

Japan's quality policy emphasizes internationalization and institutional branding. Toyo benefits from national initiatives like the Top Global University Project. Its evaluations are systematic but internal. Łódź operates under the Polish Accreditation Committee and the European Qualifications Framework, with transparency in reporting outcomes. Murcia is regulated by ANECA and the Bologna framework, with strong public accountability.

Comparison: Toyo's system is efficient but less transparent, while Poland and Spain are stronger in public reporting and external evaluation.

Insights from international student survey

The survey of 26 international students at Toyo (from 14 countries) confirms many of the benchmarking findings. Students expressed high satisfaction with administrative support, approachable professors, and the safe learning environment. However, they also reported:

- Language challenges in English-taught programs, with varying quality of instruction.
- Cultural barriers in group work and limited integration with Japanese peers.
- Perceptions of lower academic rigor compared to their home countries.

Nevertheless, all respondents said they would recommend Japan as a study destination, highlighting Toyo's supportive environment, organizational efficiency, and exposure to Japanese culture.

Opportunities for mutual learning

Toyo University could benefit from European practices:

	• Increasing the proportion of PhD-qualified staff (towards 70–90%). • Strengthening international research participation and collaboration. • Explicitly linking learning objectives, outcomes, and assessments in syllabi. • Providing longer contracts for teaching-research staff to ensure stability. • Ensuring all coursework is graded with consistent feedback. European universities could learn from Toyo University: • Expanding bilingual syllabi and English-language courses. • Introducing structured weekly office hours for all faculty. • Enhancing international lecturer recruitment. • Focusing more on student well-being and extracurricular support. • Developing hybrid (live + on-demand) learning options in LMS systems. Conclusion This benchmarking study demonstrates that Toyo University has strong assets in internationalization, bilingual teaching, administrative efficiency, and student-centered services. At the same time, the University of Łódź and the University of Murcia demonstrate stronger faculty qualifications, research performance, structured assessment, and transparent quality assurance systems. The comparison shows that mutual learning is both possible and desirable. European universities could draw on Toyo's strengths in inclusivity and global orientation, while Toyo could adapt European practices to strengthen research collaboration, academic rigor, and long-term faculty development. Together, these insights underline the value of benchmarking as a tool for continuous improvement in higher education across diverse cultural and policy contexts. Annexes: The complete research results are presented in the following annexes: Annex 1: Full research report Annex 2: Toyo University assessment matrix - Excel file including 100 quality indicators with scoring and references Annex 3: International student satisfaction survey results - Aggregated feedback from international students at Toyo University
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Full research report

Analysis of the success of the Japanese higher education system compared to Poland and Spain (benchmarking)

1. Introduction

Ensuring and enhancing the quality of higher education is essential for universities striving to remain competitive in the global academic landscape. Institutions have at their disposal a variety of tools to improve the quality of education. One of them is international benchmarking, which enables the identification of effective foreign practices that can be adapted locally to enhance academic standards and student outcomes.

This report presents the results of a benchmarking study focused on exploring the quality of education in Japanese higher education—using Toyo University as a reference point—in order to identify best practices that could help improve the quality of education in Poland and Spain.

The study was aimed in particular at:

- Identifying key practices and strengths of the Japanese education system;
- Discovering which of these practices could be transferred to higher education institutions in Poland and Spain;
- Examining whether Toyo University could also benefit from selected European solutions.

The University of Łódź (Poland) and the University of Murcia (Spain) were selected due to their comparable size, similar numbers of students, and representativeness within their national systems.

2. Methodology

The main research method was benchmarking - a structured comparison of three universities: Toyo (Japan), the University of Łódź (Poland) and the University of Murcia (Spain). The analysis covered nine quality dimensions:

- (1) Faculty staff;
- (2) Teaching materials;
- (3) Student tasks and learning activities;
- (4) Syllabus;
- (5) Teaching conditions;
- (6) Students;
- (7) Internationalization;
- (8) Quality evaluation and improvement;
- (9) External conditions: policy and national quality systems.

Altogether, 100 clearly defined criteria were applied to score these dimensions.

Evidence came from two groups of sources: secondary and primary. Secondary sources comprised university websites, legal acts, accreditation reports, rankings and scholarly publications, analysis of ToyoNet-ACE and course materials, among others. Primary sources included non-participant and participant classroom observations, semi-structured interviews with lecturers and international students, an online survey of international students.

As part of the primary data collection, the author also taught two classes at Toyo University, gaining first-hand insight into classroom dynamics, student engagement and responses to interactive European teaching methods. The author also completed an online Japanese-language course run by Toyo, which provided additional evidence on the university's digital delivery, instructional design and support for foreign learners.

This study was conducted with full respect for the autonomy of each institution and aims to foster mutual learning rather than direct comparison or criticism.

In the tables throughout the report, sources are provided for the Polish and Spanish universities directly below each table. Due to the large number of sources used in the evaluation of Toyo University, they are not repeated in each table but are instead included in detail in the Excel file "Assessment of Toyo University" (Annex 2).

3. Profile of the analyzed universities

This benchmarking study focuses on three institutions that are comparable in size and educational scope but operate within different higher education systems and cultural contexts.

⇒ Toyo University (Japan)

Toyo University is a leading private institution in Japan, founded in 1887 by philosopher Enryō Inoue. With nearly 32,000 students and over 800 full-time faculty, it offers 51 undergraduate and 36 graduate programs across four campuses in Tokyo and Saitama.

The university has a strong international profile, hosting over 1,500 international students and offering more than 1,600 English-taught courses. It holds 369 global partnerships and ranks in the 661–680 range in the QS World University Rankings 2025. Toyo also boasts a high graduate employment rate of 98.5% (2023).

Student support is a priority, with services like the Career Support Office, counselling, leadership programs, and the ToyoNet-ACE digital platform. Recognized for its innovation and inclusivity, Toyo is part of Japan's Top Global University Project and was the first private university in Japan to admit women.

Further details are available on the university's official website: <https://www.toyo.ac.jp/en/>

⇒ The University of Łódź (Poland)

The University of Łódź (UŁ) ranks among the top higher education institutions in Poland. Established in 1945, it continues the legacy of earlier academic establishments in the city. The University consists of 12 faculties offering 164 fields of study and 158 specializations. It also provides doctoral programmes and more than 41 postgraduate courses, including an MBA.

Every year, around 6,000 students graduate from the University. The student community is highly international, with learners from approximately 79 countries, including many participating in the Erasmus exchange programme. This diverse environment allows students to experience the cultural richness of both the city and the university.

Currently, about 25,000 students are enrolled at the University of Lodz, taught by 2,264 academic staff members, including 214 full professors. The University's popularity is driven by the high quality of teaching and its modern curriculum, which is available in Polish, English, and French, and tailored to meet the evolving needs of the job market.

International cooperation is a key element of the University's development strategy and reflects the city's long-standing academic traditions.

Further details are available on the university's official website: <https://www.uni.lodz.pl/en/>

⇒ **The University of Murcia (Spain)**

The University of Murcia (UM), founded over 100 years ago with roots in the 13th century, is a leading public university in southeastern Spain. Known for academic excellence, it plays a key role in research, innovation, and education in the Mediterranean region, supported by its International Campus of Excellence, Mare Nostrum.

UM has 21 faculties—most on the Espinardo campus—and offers undergraduate, master's, and doctoral programmes across diverse fields, including Arts, Sciences, Health, Law, and Engineering. It is also a pioneer in digital governance. Currently, about 31,000 students are enrolled at the University of Murcia, taught by 2,640 academic staff members,

With partnerships in over 900 universities and 1250 students from more than 50 countries, UM is a highly international institution. It is recognized by the European Commission for coordinating numerous global projects.

Students benefit from modern facilities, active cultural life, and a Language Center offering courses in 10 languages. Highly rated in national rankings, UM graduates pursue successful careers in various sectors worldwide.

Further details are available on the university's official website: <https://www.um.es/>

4. Findings

This section presents the main findings of the benchmarking study. The evaluation covered nine core quality dimensions, assessed through 100 specific criteria. For each dimension, comparative tables summarize the performance of Toyo University, the University of Łódź, and the University of Murcia. Each comparison is followed by a brief analysis and a separate table addressing the question: *Can Polish and Spanish universities learn from Toyo University in this area?*

These “learning potential” tables always include a short justification explaining why the answer is “Yes” or “No” in each case.

The aim of this section is to highlight both strengths and weaknesses, draw attention to valuable practices, and explore opportunities for mutual improvement in higher education systems.

DIMENSION 1: FACULTY STAFF

1.1 Education level of faculty staff

The educational qualifications of faculty members are a fundamental determinant of academic quality and institutional reputation. A highly educated academic staff not only enhances research output and teaching standards but also contributes to international competitiveness. This section compares faculty education indicators across Toyo University (Japan), the University of Łódź (Poland), and the University of Murcia (Spain), focusing on doctoral qualifications, international diversity, and the presence of foreign lectures.

Table 1. Comparative analysis: Education level of faculty staff indicators

Criteria	Toyo University	University of Łódź (Poland)	University of Murcia (Spain)
Total faculty staff	1,268	2,200	2,640
% of faculty with a PhD	23.70%	Estimated 70–80% (based on doctoral degree requirements)	Estimated 80–90% (standard in Spanish public universities)
National staff with foreign PhDs	112	No official count	No official count
Foreign academic lectures	10%	4%	1%

Source: Own elaboration based on <https://www.uni.lodz.pl/>, <https://www.um.es/web/umu-en-cifras/>, <https://www.universidades.gob.es/>

The data shows (Table 1) that Toyo University has a relatively low percentage of PhD-qualified staff (23.7%) compared to the University of Łódź and the University of Murcia, where most faculty hold doctoral degrees. Toyo stands out for having a higher share of foreign lecturers (10%). Overall, European universities demonstrate stronger qualification levels, while Toyo shows moderate internationalization efforts.

Table 2 shows what aspects of Toyo's faculty education levels might be useful for universities in Poland and Spain.

Table 2. Can Polish or Spanish universities learn from Toyo University about faculty education levels?

Criteria	University of Łódź (Poland)	University of Murcia (Spain)
% of faculty with a PhD	No – Has a significantly higher PhD rate (70–80%) than Toyo (23.7%)	No – PhD qualification rate is clearly higher (80–90%)
National staff with foreign PhDs	No official data	No official data

Foreign academic lecturers	Yes – Toyo employs more foreign lecturers (10%) than Łódź (4%), signaling stronger internationalization	Yes – Toyo's 10% share outperforms Murcia's 1%, which indicates potential for improvement
Total faculty staff	No – Larger and more established faculty size with higher qualifications	No – Faculty is bigger and better qualified overall

Source: Own elaboration

Toyo University demonstrates strong practices in internationalization—not only by recruiting foreign staff but also through cultivating global competencies among domestic faculty. This aspect can inspire Polish universities, where internationalization remains limited. However, in terms of formal academic qualifications (PhDs), Toyo could learn from the higher standards observed at European institutions.

1.2 Scientific achievements of faculty staff

Scientific research output is a core indicator of academic excellence, international visibility, and institutional prestige. It encompasses publications, participation in research projects, citations, and global collaboration. The Table 3 presents a comparative analysis of faculty scientific achievements at Toyo University, the University of Łódź (Poland), and the University of Murcia (Spain), drawing attention to quantitative productivity and international engagement.

Table 3. Comparative analysis: Scientific achievements of faculty staff

Criteria	Toyo University	University of Łódź (Poland)	University of Murcia (Spain)
Total publications (2013–2025)	8,826	No consolidated data available	~13,000 (based on Scopus, 2013–2023)
Annual publications	380 (2024)	800-900	Estimated 1,200
Research projects (2018–2023)	426 projects	Over 600 (NCN, EU, internal grants)	Over 1,000 (including Horizon Europe)
Participation in conferences	No quantitative data	Strong local, moderate international participation	High international participation
Publications per faculty (annual)	4.4	Estimated 6–8	Estimated 8–10
Citations per faculty member	3.2	3.3	6–10 (Scopus average)
International co-authored publications	4.3	70.3	25–35% of output

Source: Own elaboration based on QS TopUniversities, Uł ScienceON, 2025

<https://son.uni.lodz.pl/globalResultList.seam?q=&oa=false&r=affiliation&tab=AFFILIATION&conversationPropagation=begin&lang=en&qp=openAccess%3Dfalse>

Table 3 shows that Toyo University maintains a moderate research output (380 publications annually) with an emphasis on domestic productivity. Its international collaboration remains limited (4.3 international co-authored papers per year), and its citations per faculty member (3.2) are below the European institutions.

In contrast, the University of Murcia demonstrates strong international visibility, with high publication and citation rates (6–10 citations/faculty), and a significant share of international co-authorships (25–35%). The University of Łódź shows robust participation in research grants (600+) and estimated output of 800–900 papers per year, but lacks consolidated citation data.

Table 4 shows whether Toyo University's practices could be useful for Polish and Spanish universities in scientific achievements of faculty staff.

Table 4. Can Polish and Spanish universities learn from Toyo University about scientific achievements of faculty staff?

Criteria	University of Łódź (Poland)	University of Murcia (Spain)
Publication volume per faculty	No – Toyo publishes less per staff member. UŁ can rely on its existing model of domestic and EU research.	No – Murcia's publication rate is higher and more visible internationally.
Participation in international projects	No – Toyo underperforms in EU-funded programs. Poland and Spain are far ahead in Horizon Europe & ERC grants.	No – Murcia leads in EU collaboration and large research consortia.
Citations per faculty	No – Toyo has a low citation impact. UL and UM already exceed Toyo in visibility and influence.	No – Murcia's citation range is significantly stronger (Scopus avg 6–10).
International co-authored publications	No – Łódź significantly outperforms Toyo in international co-authorship	No – Murcia already outperforms quantitatively.

Source: Own elaboration

The data clearly shows that neither the University of Łódź nor the University of Murcia have much to learn from Toyo University in terms of scientific achievements of faculty staff. Toyo underperforms across all indicators: it has a lower publication volume, limited participation in international projects, fewer citations per faculty, and weaker international co-authorship. Both European universities already exceed Toyo in research visibility, output, and global collaboration.

1.3 Lectures teaching experience

Teaching experience is a key pillar of higher education quality, encompassing staff-to-student ratios, academic career stability, teaching loads, and mechanisms for evaluating teaching effectiveness. These factors not only affect student outcomes but also influence institutional morale and research capacity. Table 5 presents a comparative review of teaching conditions and experience at Toyo University, the University of Łódź (Poland), and the University of Murcia

(Spain), offering insight into workload distribution, and transparency of student feedback systems.

Table 5. Comparative analysis: Teaching experience

Criteria	Toyo University (Japan)	University of Łódź (Poland)	University of Murcia (Spain)
1. Faculty-student ratio	~40:1 (based on 1268 staff & 31,885 students)	~11:1 (based on 2,200 staff & 25,000 students)	~12:1 (2,640 staff & 31,000 students)
2. Academic work experience	Varies by contract. Usually 1-year renewable contracts, extendable up to 4–5 years. Graduate hires get 1-year post-degree employment.	Typically full-time, long-term positions. Many professors have 15+ years of tenure.	Permanent or long-term civil servant contracts. Academic staff often have 10–20 years of continuous service.
3. Student evaluation of teaching	Surveys are highly detailed (51 items), but results are not public; only professors access feedback.	Evaluations conducted, usually once per semester; departments use results to improve teaching.	Standardized evaluations are required by law; results are often reviewed for promotions and quality improvement.
4. Number of classes per week	15 hours/week (ten 90-minute classes); also includes faculty meetings, curriculum work, and office hours.	8–10 hours of teaching/week for research-active staff; teaching-only staff may teach up to 14–16 hours per week.	8–12 hours/week (depending on role). Additional hours often used for tutorials, labs, or thesis supervision.

Source: Own elaboration based on

<https://www.uni.lodz.pl/>, <https://isap.sejm.gov.pl/isap.nsf/download.xsp/WDU20180001194/O/D20181194.pdf>, <https://www.um.es/web/conocenos/memoria-academica>, <https://www.boe.es/eli/es/lo/2023/03/22/2>, <https://www.aneca.es/en/web/guest/home>,

The comparative data reveals significant structural differences in how teaching is organized: Toyo University operates with a high faculty–student ratio (~40:1), much greater than its European counterparts. Teaching contracts are often short-term (1–5 years), which may limit academic continuity and institutional loyalty. While Toyo’s teaching evaluation surveys are detailed, they lack transparency — results are not public, and the impact on improvement is unclear.

In contrast, the University of Łódź and the University of Murcia benefit from long-term academic positions with lower teaching ratios (~11:1 and ~12:1), more reasonable teaching loads for research-active staff, and more integrated feedback systems that tie directly into promotion and teaching development.

Table 6 shows what aspects of Toyo’s lectures’ teaching experience might be useful for universities in Poland and Spain.

Table 6. Can Polish and Spanish Universities Learn from Toyo University about lectures' teaching experience?

Criteria	Poland (University of Łódź)	Spain (University of Murcia)
Faculty–student ratio	No – Poland already has a significantly better (~11:1) ratio vs Toyo's ~40:1. No learning needed.	No – Spain also has a better ratio (~12:1), so Toyo is not a model here.
Academic work experience	No – Polish professors typically have 15+ years of tenure; Toyo's system is based on short-term contracts.	No – Spanish academic staff enjoy long-term civil service posts; Toyo's model appears more precarious in comparison.
Student evaluation of teaching	Partial – Toyo's 51-item detailed surveys are useful, but keeping results private limits transparency. Could inspire deeper formats, but not the secrecy.	Partial – Spain's evaluations are public and legally mandated; Toyo's depth is valuable, but not its opacity.
Number of classes per week	Yes – Toyo's structured weekly breakdown (15 hours/week incl. office hours, meetings, curriculum planning) could help organize workload more transparently.	Yes – Spain may benefit from clearer teaching time frameworks like Toyo's, which include office/admin hours for clarity.

Source: Own elaboration

Toyo University should not serve as a model in terms of faculty–student ratio or contract stability - European models are clearly stronger here. However, its structured, well-defined teaching workload and extensive evaluation questionnaires (despite limited transparency) could inspire improvements in internal monitoring and time management systems at Polish and Spanish institutions. Adaptation must be selective: Toyo's administrative clarity is worth noting, but not its employment practices.

1.4 Availability of lectures for students

The availability and accessibility of academic staff are crucial components of the student learning experience. Regular consultation hours, responsiveness to communication, mentoring systems, and opportunities for interaction outside of class all influence the quality of support students receive. Table 7 compares practices at Toyo University, the University of Łódź (Poland), and the University of Murcia (Spain), focusing on how each institution facilitates lecturer-student interaction through formal and informal channels.

Table 7. Comparative Table: Availability of lectures for students

Criteria	Toyo University (Japan)	University of Lodz (Poland)	University of Murcia (Spain)
Regularity of consultations	Standard 90 minutes/week (Office Hours); frequently	1–2 hours/week on average; individually	Usually 1 hour/week; compulsory on some faculties

	mentioned in job postings and campus info	scheduled and often visible in the syllabus	
Flexibility of contact	Email is the standard. No central system (no Teams, Moodle integration). No phone or admin-mediated contact	Email, USOSmail, Teams, Moodle; widely available across departments	Moodle, email, Teams; informal tools (e.g., WhatsApp) also used by some teachers
Email response time	University encourages in-person questions; no standard timeframe for email replies	Informally expected within 1–3 working days; depends on teacher	Expected within 24–48 hours; some departments publish formal service guidelines
Mentoring/ tutoring system	Particularly for graduate students; supervisor selection system; in some cases, dual supervision (e.g., thesis + career)	Official advisor/supervisor assigned at master's and PhD level; informal guidance on BA level	Tutors assigned from BA level in many cases; strong PhD and master's-level supervision
Online consultation option	Especially emphasized for international programs; includes Zoom/Skype for students abroad	Since COVID-19, online consultations are standard; mostly via MS Teams or Zoom	Online consultations widely available; Moodle, Teams, Meet platforms integrated
Involvement outside of class	Teachers involved in clubs, student societies, extra-curricular research, especially for international students	Academic staff support conferences, clubs, and grant proposals	Doctoral and master's students expected to be involved in faculty-level academic and social initiatives

Source: Own elaboration based on <https://usosweb.uni.lodz.pl/kontroler.php?action=news/default>, <https://www.uni.lodz.pl/>, https://www.uni.lodz.pl/wyniki-wyszukiwania?id=91&tx_kesearch_pi1%5Bsword%5D=Zasady+prowadzenia+prac+dyplomowych, <https://moodle.uni.lodz.pl/>, <https://www.um.es/web/vic-estudios/>, <https://www.um.es/web/estudiantes/inicio>

The data shows that Toyo University offers consistent weekly office hours and emphasizes in-person interaction. It also supports graduate-level mentoring and online consultations, especially for international students.

Regarding to the University of Łódź and the University of Murcia, there use a wider range of digital platforms, provide more flexibility in contact methods, and often have more structured advising systems beginning at the bachelor's level. Murcia excels in its email response expectations and online accessibility, reflecting a strong service culture.

Table 8 shows whether Toyo University's practices could be useful for Polish and Spanish universities in availability of lectures for students.

Table 8. Can Polish and Spanish Universities Learn from Toyo University about availability of lectures for students?

Criteria	University of Łódź (Poland)	University of Murcia (Spain)
Regularity of consultations	Yes – Although consultation hours exist, Toyo’s structured and consistently promoted 90-min model could serve as a model of clarity and accessibility.	Partial – Some faculties enforce weekly hours, but Toyo’s standard model is more consistent across the university.
Flexibility of contact	No – Poland already offers broader and more integrated communication channels than Toyo (WhatsApp, Teams, Moodle, etc.).	No – Spain also exceeds Toyo in offering more diverse and flexible tools (e.g., WhatsApp, Moodle integration).
Email response time	Partial – Toyo does not set any timeframe. Toyo could learn here, but also Polish universities could standardize their policies more clearly.	No – Spain is already ahead with published expectations (24–48h); Toyo lags in this regard.
Mentoring/tutoring system	Partial – Toyo’s dual supervision for thesis and career could be a useful model, especially for graduate students.	No – Murcia already offers stronger and earlier mentoring, exceeding Toyo’s current structure.
Online consultation option	Partial – Toyo emphasizes it in international programs, but Poland could improve by applying this more universally.	No – Online options are standard and more integrated in Murcia.
Involvement outside of class	Yes – Toyo’s proactive involvement of faculty in extracurricular student life (especially international students) is a good example.	Partial – Murcia has strong graduate student involvement, but Toyo’s faculty-driven approach may add value.

Source: Own elaboration

Table 8 shows that while Toyo University excels in formalizing consultation structures and engaging faculty in international student life, it lags in technological integration and response standards. Polish and Spanish universities may adopt Toyo’s clear policies on office hours and mentoring structures. At the same time, Toyo could benefit from observing how its European counterparts implement more flexible and integrated communication systems.

1.5 Motivational system

The motivational system for academic staff plays a vital role in maintaining high teaching quality, research productivity, and long-term institutional loyalty. This section compares how Toyo University, the University of Łódź, and the University of Murcia support their staff through evaluations, rewards, training, autonomy, and employment terms (see Table 9).

Table 9. Comparative analysis: Motivational system

Criteria	Toyo University	University of Łódź (Poland)	University of Murcia (Spain)
Periodic assessment system	Evaluations influence contract renewal and promotions. Based on student feedback and peer review.	Annual staff evaluation influences promotions and bonuses.	Evaluation linked to promotions; includes student surveys and research performance.
Bonuses and awards for scientific achievements	Financial grants for publications and academic conference presentations.	Bonuses for high-impact publications, grants, and projects. Regulated by internal faculty rules.	Incentives for publishing in indexed journals and obtaining competitive international grants.
Support for professional development	Training in teaching skills (especially in English), and limited support for research activities.	Pedagogical training, research support, Erasmus+ for staff development, internal university courses.	Funded development programs, support for teaching innovation, and pedagogical improvement plans.
Flexibility and didactic autonomy	Some autonomy in course materials and teaching methods, but within a structured framework set by university.	Full academic freedom in choosing teaching methods and materials.	Strong teaching autonomy; professors can design curriculum within the national accreditation framework.
Employment conditions (salary, benefits, contracts)	Limited benefits. Short contracts dominate.	Full-time staff receive public sector benefits. Adjuncts have transparent hourly or per-course pay scales.	Many faculty on permanent contracts. Civil service-style benefits. Adjunct conditions regulated by law.

Source: Own elaboration based on <https://jrecin.jst.go.jp/seek/SeekJorDetail?ln=1&id=D124050871&lang=en>, https://www.uni.lodz.pl/wyniki-wyszukiwania?id=91&tx_kesearch_pi1%5Bsword%5D=University+Statute+%26+Faculty+Regulations+, <https://www.uni.lodz.pl/wydzialy-i-jednostki-ul/biuro-wspolpracy-z-zagranica>, <https://www.um.es/web/innovacion/>, <https://www.boe.es/buscar/act.php?id=BOE-A-2007-7786>

Table 9 shows that while Toyo University has a structured motivational system, including peer-reviewed evaluations and modest financial incentives, it offers limited professional development and less favorable employment conditions, especially for adjuncts. In contrast, Polish and Spanish universities provide more comprehensive support for staff development, greater teaching autonomy, and more stable employment benefits, suggesting areas where Toyo could enhance its academic work environment.

Table 10 shows whether Toyo University's practices could be useful for Polish and Spanish universities in motivational system.

Table 10. Can Polish and Spanish Universities Learn from Toyo University about motivational system?

Criteria	University of Łódź (Poland)	University of Murcia (Spain)
Performance evaluation system	Yes – Toyo’s stronger link between student evaluations and contract decisions could enhance accountability.	Yes – Toyo’s approach offers a clearer connection between student feedback and faculty renewal.
Bonuses and awards for scientific achievements	No – Toyo’s bonuses exist but are limited in scope and not widely public	No – Spain uses broader, national frameworks and metrics
Support for professional development	No – Toyo’s training is narrow, mostly for English-taught courses	No – Spain has more robust, funded career development initiatives
Flexibility and didactic autonomy	No – Toyo offers autonomy within limits; EU universities give broader scope	No – Toyo does not stand out compared to Spain’s full curricular freedom
Employment conditions (salary, benefits, contracts)	No – Poland’s conditions are more stable and regulated. Toyo’s short-term adjunct model is less favorable.	No – Spain’s civil-service model provides stronger job security and benefits.

Source: Own elaboration

Despite some formal mechanisms, Toyo’s motivational system offers little that could serve as a model for Polish or Spanish universities. Its reliance on contract-based incentives and lack of structural benefits makes it less attractive long-term. In most areas, Toyo could instead learn from EU systems that prioritize stable employment and structured academic careers.

2. DIMENSION: TEACHING MATERIALS

The effectiveness of teaching materials has a direct impact on the quality of education. Currency, diversity of formats, accessibility (including for students with disabilities), and digital availability are all essential to supporting student engagement and learning outcomes. Below (Table 11) is a comparative evaluation of these aspects across our three universities.

Table 11. Comparative analysis: Teaching materials

Criteria	Toyo University	University of Łódź (Poland)	University of Murcia (Spain)
Currency of materials	Not all materials are up to date. Example: a 2021 report used in 2024	Materials regularly updated, especially in science and economics;	Materials reviewed each semester as part of quality control; old case studies replaced annually.

	despite a newer version being available.	university promotes continuous revision.	
Diversity of formats	Mostly PowerPoint. Some courses include videos, case studies, reports. Others use only slides or oral lectures.	Common use of multimedia, articles, readings, and exercises integrated with Moodle.	Wide variety including podcasts, simulations, recorded lectures; promoted as part of “teaching innovation” strategy.
Language of materials	Japanese and English. 1,657 English-taught courses as of March 2024.	Mainly Polish, but English materials provided in selected programs and for exchange students.	Spanish and English; growing number of bilingual materials for international students.
Adaptation for students with disabilities	Limited. No unified strategy observed; accessibility depends on individual instructors.	Available upon request, often handled by student support office, but not systemic.	Coordinated services provide accessible versions in large-print, audio, etc.
Attractiveness to students	Students report many materials are repetitive and uninspiring. PowerPoint is dominant. Some find content unengaging.	Students find materials engaging due to variation in form and interactive content.	Strong student feedback on interactive design. Digital platforms emphasize clarity and usability.
Ease of access	ToyoNet-ACE platform and digital library system provide reliable and open access to most materials.	Moodle and digital repository accessible with university login.	Online campus supports file sharing, recorded sessions, and interactive tools across departments.

Source: Own elaboration based on <https://moodle.uni.lodz.pl/>, https://www.uni.lodz.pl/wyniki-wyszukiwania?id=91&tx_kesearch_pi1%5Bsword%5D=Wsparcie+dla+student%C3%B3w+z+niepe%C5%82nosprawno%C5%9Bciami, <https://www.geo.uni.lodz.pl/wydzial/biblioteka#c48016>, <https://www.um.es/web/innovacion/>, <https://aulavirtual.um.es/portal>, <https://www.um.es/web/biblioteca/>

Toyo University offers reliable technical access to materials via ToyoNet-ACE and its library, but the quality and currency of those materials vary considerably. The content often lacks modern updates and is heavily reliant on static PowerPoint slides, sometimes with no additional readings or context. In contrast, both European universities (Łódź and Murcia) demonstrate greater consistency in updating, diversifying formats, and aligning with accessibility standards. Their systems are more student-centered, incorporating modern pedagogy, especially in digital education and adaptation for students with special needs.

Table 12 presents whether and how Toyo University’s practices might support teaching materials at Polish and Spanish universities.

Table 12. Can Polish and Spanish universities learn from Toyo University about teaching materials?

Criteria	University of Łódź (Poland)	University of Murcia (Spain)
Currency of materials	No – Poland updates teaching content more systematically than Toyo; no need for change.	No – Spain’s cyclical review process already surpasses Toyo’s inconsistent material updates.
Diversity of formats	No – More varied and interactive formats used in Poland; Toyo relies heavily on PowerPoint.	No – Spain leads in use of podcasts, simulations, and digital formats.
Language of materials	Yes – Toyo’s broad English-language offering could inspire expansion of bilingual materials at Polish universities.	Partial – Spain already uses Spanish and English, but Toyo’s high number of English-taught courses may push further development.
Adaptation for students with disabilities	No – Toyo offers no centralized or mandated adaptations	No – Spain already adheres to better legal standards
Ease of access	No – Toyo’s platform is functional but offers no significant advantage over existing Polish systems.	No – Spain’s online campus offers broader tools and usability features than Toyo’s current setup.

Source: Own elaboration

Polish and Spanish universities generally outperform Toyo in most teaching material dimensions, especially in content diversity, accessibility, and student engagement. However, Toyo’s extensive use of English in course materials may serve as a model for greater internationalization, particularly in Poland.

3. DIMENSION: STUDENTS TASK

Student tasks and assessment methods are central to the quality of education at any university. They not only shape how students engage with course content, but also reflect institutional priorities in fostering critical thinking, collaboration, and independent learning. Table 13 compares Toyo University with the University of Łódź and the University of Murcia in terms of assignment types, workload, group work, feedback systems, and support mechanisms. By analyzing these indicators, we assess how well each institution’s approach supports high-quality learning - and whether Toyo’s model offers practices worth adopting in the Polish and Spanish higher education systems.

Table 13. Comparative analysis: Students task

Criteria	Toyo University	University of Łódź (Poland)	University of Murcia (Spain)
Types of tasks	Essays, quizzes, case studies, presentations	Project presentations (50%), individual assignments (25%), participation (25%)	Essays, group work, continuous assessment via tasks and attendance just over final exams
Number of tasks	Multiple small tasks per semester; frequency varies	Regular assignments, some voluntary, mostly graded	Frequent graded tasks + attendance required
Individual vs. Team tasks	Both – small groups, pairs	Yes – group work used but depends on course	Yes – pairs or teams
Frequency of task evaluation	Depends on course; final exam sometimes omitted	Selective grading; not all assignments graded	Often only final project; quizzes elsewhere
Feedback frequency	Varied – may be after each task or only final	Course-specific; depends on professor	Similar to Toyo; can be inconsistent
Support in task execution	Guidance, templates, examples via ToyoNet-ACE or in-class	Syllabus provides detailed outcomes; instructor support	Support materials and guidance similar
Mandatory final exam?	No – often replaced with projects/attendance	Yes – compulsory in most courses; written exam ~2h	Yes – typically written final exam required by university or national rules (~2h)

Source: Own elaboration based on https://www.uni.lodz.pl/en/sdnsip/curriculum?utm_source=https://www.wz.uni.lodz.pl/fileadmin/Wydzialy/Wydzia%C5%82_Zarz%C4%85dzania/Strona_angielska/Sylabusy%E2%80%93mobility/Entrepreneurship_Development.pdf?utm_source=https://www.bip.uni.lodz.pl/fileadmin/user_upload/Attachment-Program_EN-2_23.06.pdf?utm_source=chatgpt.com, https://www.uni.lodz.pl/en/sdnsip/curriculum?utm_source=https://crea.ujaen.es/items/47e3732c-5d93-496f-9974-ca5412e046e3/full, https://www.um.es/documents/14554/9093304/Murcia%2Breport%2Bissue%2B1.pdf/1d6e1199-2275-de95-eab3-f251be5af72d?t=1702470543055&utm_source=

Overall, all three universities emphasize continuous assessment over single high-stakes exams. Toyo's varied micro-task model facilitates active engagement but lacks consistency in feedback. The European counterparts have more structured grading mechanisms and clearer mapping between tasks and learning outcomes—key for monitoring student progress and ensuring quality education.

Table 14 shows whether Toyo University's practices could be useful for Polish and Spanish universities in student' task.

Table 14. Can Polish and Spanish universities learn from Toyo about student' task?

Criteria	University of Łódź (Poland)	University of Murcia (Spain)
Types of tasks	No – Polish courses already use a wider range of assignments (e.g., simulations, presentations, essays). Toyo's scope is narrower and less innovative.	No – Spanish universities apply more diverse and creative assessment tools than Toyo.
Number of tasks per course	No – More structured and frequent tasks in Poland ensure steady learning; Toyo uses fewer, sometimes optional tasks.	No – Murcia requires regular tasks under QA policy; Toyo is less consistent in workload.
Individual vs. team tasks	Yes – Toyo's micro-groups (2–3 students) could help diversify group formats in some Polish courses.	No – Spanish programs already include collaborative formats as standard.
Are all tasks graded?	No – In Poland, most student work is assessed, ensuring accountability. Toyo often uses ungraded participation.	No – Spain requires grading of all formal tasks; Toyo's selective grading would be a step back.
Feedback frequency	No – Toyo's feedback is irregular and often delayed. Polish practices are more structured and timely.	No – Murcia applies strict rules (e.g., 10-day feedback deadline) that Toyo does not meet.
Support in task execution	Partial – Toyo's online task examples could complement existing support but do not surpass it.	No – Murcia's digital and in-person guidance is more extensive than Toyo's.
Mandatory final exam	No – Toyo's flexibility is not feasible under Polish law, which requires formal exams in most courses.	No – Spanish regulations mandate final exams; Toyo's model is not transferable.

Source: Own elaboration

Table 14 shows that Toyo University is less advanced in the structure, diversity, and feedback of student tasks than its European counterparts. While Toyo's use of small group tasks and online resources is useful, Polish and Spanish universities offer more consistent assessment practices that better support education quality and transparency. In this case, Toyo has more to learn than to offer.

DIMENTION 4: SYLABUS

The syllabus is a foundational element of academic course design, providing students with essential information regarding course structure, expectations, content, and assessment. A well-

developed syllabus promotes transparency, supports learning outcomes, and serves as a communication tool between instructors and students.

4.1 Syllabus content

In this chapter, we compare the content of syllabi at Toyo University, University of Łódź (Poland), and University of Murcia (Spain), focusing on elements such as ECTS definition, learning objectives, content clarity, and assessment criteria (see Table 15).

Table 15. Comparative Table – Syllabus content

Criteria	Toyo University	University of Łódź (Poland)	University of Murcia (Spain)
Course name	Clearly specified in syllabus (English/Japanese).	Officially listed in USOSweb both in Polish and English for relevant programs.	Clearly stated in UMU en Cifras and teaching guides.
Credit (ECTS)	Standard credit allocation by title; visible in syllabus.	ECTS defined per course; e.g., 4 ECTS associated with 113 hours of student work.	Credit expressed via contact/non-contact hours; ECTS equivalent implied from workload.
Type of class	Clear definitions: lectures, seminars, workshops.	USOS defines class types (lectures, workshops, labs).	Detailed in teaching guide (MD1, T1 lectures, T3.3 projects).
Level of study / semester	Included in syllabus (e.g., 2nd year undergrad).	Specified in USOS; e.g., “2nd cycle, 1st/2nd year, winter/summer”.	Header shows program level and semester in UMU syllabi.
Course description	Short/long description present in syllabus.	Polish & English description in USOS, regulated by university order.	Present in teaching guide (units, thematic blocks).
Learning objectives	Generally defined in syllabus; often not differentiated from outcomes.	USOS syllabi list objectives per course.	Clearly structured in teaching guide by units and tasks.
Learning outcomes	Present but often general.	Defined as part of silabus; linked to credits/outcomes catalog.	Detailed in competency blocks (CB, CG, CE) per unit.
Program content	Listing of weekly themes, topics in syllabus.	USOS includes content structure; usually in Polish and English.	Units listed in guide; methodology, topics, tasks per week.
Teaching methods	Mentioned: lectures, discussions, case studies, group work.	Polish routes include lectures, workshops, group work, projects.	Multiple methodologies categorized (lectures, seminars, projects).

Form & criteria for passing	Defined flexibly: ≥75% attendance + project/homework. No standard exam.	Detailed scoring system, conditions, exams, pass thresholds.	Detailed: minimum 50% per exam section; portfolio, attendance requirements.
Basic & additional literature	Included in syllabus (textbook references).	Bibliography listed in USOS course pages.	Cited per unit in guide; listing mandatory and supplementary.
Language of instruction	Specified (Japanese, English) per course.	USOS indicates Polish or English.	Specified in guide; Spanish or English.
Prerequisites	Defined where necessary.	USOS includes prerequisites section.	Course requirements noted; none or prior courses.

Source: Own elaboration based on <https://usosweb.uni.lodz.pl/kontroler.php?action=news/default>, <https://www.uni.lodz.pl/en/mobility>, <https://www.um.es/web/estudios/grados>,

The comparison of syllabus content reveals several key differences between Toyo University and the universities in Łódź and Murcia. Polish and Spanish institutions stand out for their detailed and structured syllabi, often aligned with European standards such as ECTS, formal assessment criteria, and clearly defined learning outcomes. These practices enhance transparency and support teaching quality.

On the other hand, Toyo University—although not required to follow ECTS—also provides well-organized syllabi, though some components, such as grading criteria or the alignment of objectives and outcomes, are presented in a more flexible or general manner.

A clear strength of Toyo is the bilingual nature of its syllabi—nearly all are available in both Japanese and English, which greatly improves accessibility for international students. In contrast, syllabi in Poland and Spain are typically offered only in the local language, with English versions available only for selected programs or courses.

Table 16 presents whether and how Toyo University's practices might support syllabus improvements at Polish and Spanish universities.

Table 16. Can Polish and Spanish universities learn from Toyo University about syllabus?

Criteria	University of Łódź (Poland)	University of Murcia (Spain)
Course name	No – Polish syllabi already clearly specify course names in both Polish and English.	No – Course titles are clearly indicated in Murcia's teaching guides.
Credit (ECTS)	No – Poland follows the ECTS model; Toyo uses Japanese national standards.	No – Spain uses ECTS through contact-hour equivalency.
Type of class	No – Class types are categorized and standardized in USOS.	No – Murcia defines types through detailed class format categorization.
Level of study / semester	No – Semester and level are clearly included in USOS.	No – Specified in course headers in syllabi.
Course description	No – Detailed, structured descriptions are already present in Polish syllabi.	No – Course descriptions are clearly stated in UMU teaching documents.

Learning objectives	No – Polish syllabi define objectives clearly, unlike Toyo’s general approach.	No – Murcia separates objectives and outcomes in structured blocks.
Learning outcomes	No – Learning outcomes are clearly defined and linked to credit in Polish syllabi.	No – Murcia includes them in teaching innovation strategies.
Program content	No – Weekly thematic structures are already standard in USOS.	No – Murcia details weekly units and tasks per subject.
Teaching methods	No – Polish syllabi include varied methodologies.	No – UMU lists diverse teaching formats like seminars, projects, and lectures.
Form and criteria for passing	No – Poland uses exams and threshold conditions in a detailed scoring model.	No – UMU provides detailed passing requirements with assessment weights.
Basic and additional literature	No – Bibliographies are consistently listed in Polish course pages.	No – Murcia syllabi cite required and supplementary readings by unit.
Language of instruction	Yes – Toyo’s bilingual Japanese-English syllabi could be a model for expanding English offerings.	Yes – Toyo’s broad use of English offers a reference for growing bilingual content.
Prerequisites	No – Polish syllabi specify prerequisites per course; Toyo lacks consistency.	No – UMU teaching guides define entry requirements more clearly.

Source: Own elaboration

While Polish and Spanish universities already meet most international standards for syllabus structure—particularly in clarity, assessment criteria, and learning outcomes—Toyo University stands out for its strong bilingual (Japanese-English) syllabus policy. This is especially relevant in today’s global academic environment. However, Toyo could improve by aligning its learning objectives more closely with measurable outcomes, and by enhancing syllabus precision in areas like prerequisites or assessment standards. Thus, Polish and Spanish universities may look to Toyo for ideas on language accessibility, but overall, they demonstrate greater consistency and academic rigor in syllabus design.

4.2 Practical & professional integration

One of the essential components of high-quality education is the degree to which universities prepare students for the labor market. This includes offering practical classes, fostering cooperation with industry, engaging professionals in teaching, and implementing internships or real-life projects. The comparative analysis (Table 17) evaluates how Toyo University, the University of Łódź (Poland), and the University of Murcia (Spain) integrate professional practice into academic learning.

Table 17. Comparative Analysis: Practical & professional integration

Criteria	Toyo University	University of Łódź (Poland)	University of Murcia (Spain)
Number of practical classes	Offers several practice/tutorial classes within theoretical courses. Data specific numbers not provided.	Practical labs/seminars integrated, especially in technical faculties. E.g., Lodz University of Technology hosts ongoing industry-led workshops and lab visits.	Mix of theory and workshops. UMU includes internships but not routine in-class practical labs for all courses.
Compulsory professional practice	Optional internship and project-based practice; not formally mandatory across all programs.	Obligatory internships via structured programs in technical faculties (20+ weeks, 325+ hours).	Internship programs exist, especially in International Relations and Tourism, often optional but available.
Number of courses taught by practitioners	Some practitioner-led sessions and guest lectures from industry; not quantified.	Strong engagement—as many as courses feature lectures/workshops by professionals; Business Council organizes industry sessions.	UMU offers programs where courses are delivered fully or partly by active professionals (The Open Faculty model).
Cooperation with companies/institutions	Collaborates through guest talks, joint projects, course guidance; active in applying industry insights into curriculum.	Extensive structured collaboration—Industry councils, internships (Diamond/Amber/Emerald), cluster synergy.	Operates internship offices, corporate partnership channels, dual degrees; actively collaborates with local business.

Source: Own elaboration based on <https://usosweb.uni.lodz.pl/kontroler.php?action=news/default>, <https://www.um.es/web/coie/>,

This comparative Table 17 highlights how each university approaches practical education and industry collaboration. Toyo University shows moderate involvement in practical activities, offering some tutorial-based classes and guest lectures, but lacks quantified or mandatory structures. In contrast, the University of Łódź demonstrates strong integration of practical learning—especially in technical programs—with mandatory internships, industry-led classes, and structured partnerships (e.g., through Business Councils and named internship programs). Similarly, the University of Murcia actively involves professionals through models like the Open Faculty and maintains internship offices and dual-degree collaborations.

Overall, Polish and Spanish universities appear to have more institutionalized and mandatory frameworks for professional practice. Toyo may benefit from adopting clearer structures and expanding quantified practitioner engagement.

Table 18 shows whether Toyo University's practices could be useful for Polish and Spanish universities in practical & professional integration.

Table 18. Can Polish and Spanish Universities learn from Toyo University about practical & professional integration?

Criteria	University of Łódź (Poland)	University of Murcia (Spain)
Number of practical classes	No – Practical labs are well-integrated in Polish curricula, especially in technical programs.	No – UMU combines theory and practice through workshops, more consistently than Toyo.
Compulsory professional practice	No – Internships are mandatory and structured; Toyo's optional model is less comprehensive.	No – Although internships are often optional, UMU offers clearer structures than Toyo.
Number of courses taught by practitioners	No – Many courses in Poland are taught by industry professionals; Toyo lacks systematic data.	No – UMU's Open Faculty model brings more structured practitioner involvement.
Cooperation with companies/institutions	No – Strong structured partnerships (e.g., industry councils); Toyo has more ad-hoc cooperation.	No – UMU collaborates actively with local business and offers dual degrees.

Source: Own elaboration

Toyo University maintains links with industry through guest lectures and joint projects, but its efforts are less formalized and less visible compared to the structured and integrated systems found in Poland and Spain. Both European universities offer stronger examples of how to embed practical training and industry collaboration into the curriculum. As such, there is little that the Polish and Spanish universities could directly adopt from Toyo in this area.

4.3 Flexibility in higher education programs

Flexibility in higher education programs is a key factor supporting student autonomy, interdisciplinary learning, and alignment with rapidly changing labor market demands. Table 19 evaluates how flexible the curricula are at Toyo University, University of Łódź, and University of Murcia across several indicators: the proportion of optional subjects, the number of available specializations, opportunities for individualized study paths, and the possibility of changing one's specialization.

Table 19. Comparative analysis: Flexibility in higher education programs

Criteria	Toyo University	University of Łódź (Poland)	University of Murcia (Spain)
Proportions of compulsory and optional subjects	Varies by program; typically 12–15 elective credits per semester ($\approx$ 7–8 courses)	Clear module system: core + electives + specialist courses (e.g., English Studies)	Bilingual programs available; elective credits unspecified
Number of specializations	Broad range of faculties/departments and specialized support programs	Multiple fields and specializations, including humanities modules	Broad range, e.g., Psychology with 4 specializations
Individual study programs	Yes — cross-department courses and online options for international students	Yes — interdisciplinary doctoral modules	Yes — Master with 84 optional credits allowing personalization
Allow changing specialization	Yes — can shift focus or transfer, but strongly advised to choose early	Likely yes — programs structured with elective modules	Yes — programs include multiple tracks (e.g., bilingual Business Administration)

Source: Own elaboration based on https://cadenaser.com/murcia/2025/04/06/la-universidad-de-murcia-rebaja-10-plazas-de-nuevo-ingreso-y-la-de-cartagena-suma-55-radio-cartagena/?utm_source=humanrightscareers.cominternational.ucam.edu+3bachelorsportal.com+3international.ucam.edu+3bachelorsportal.com+15study.gov.pl+15exeedcollege.com+15, https://www.bip.uni.lodz.pl/fileadmin/user_upload/Za%C5%82%C4%85cznik_-_program_EN_24.06.pdf?utm_source=https://studymed.umed.pl/current-students/studies/final-year-elective-abroad/?utm_source=https://cadenaser.com/murcia/2024/12/18/la-umu-tendra-un-presupuesto-de-272-millones-de-euros-en-2025-un-57-mas-que-este-ano-radio-murcia/?utm_source=https://www.um.es/web/estudios/grados/documentacion/plan-guias?utm_source

Table 19 shows that all three institutions offer some level of program customization, individual study pathways, and the ability to shift academic focus. However, Polish and Spanish universities tend to operate within clearer modular structures, making elective and specialist course choices more transparent. Toyo stands out for offering a high number of electives per semester and enabling international students to access online cross-departmental options.

Table 20 shows whether Toyo University's practices could be useful for Polish and Spanish universities in flexibility in higher education programs.

Table 20. Can Polish and Spanish Universities Learn from Toyo University about the flexibility in higher education programs?

Criteria	Polish University (Uni Łódź)	Spanish University (Uni Murcia)
Proportions of compulsory and optional subjects	Yes – Toyo’s high number of electives per semester encourages greater flexibility in course planning.	Yes – Toyo’s clearly stated elective credit structure could enhance transparency.
Number of specializations	No – Both universities already offer a broad range of specializations.	No – Murcia’s structure already includes diverse specialization tracks.
Individual study programs	No – Poland already offers flexible interdisciplinary paths, especially at doctoral level.	No – Murcia provides substantial personalization, especially at Master level.
Allow changing specialization	No – Elective modular systems in Poland allow similar flexibility.	No – Programs in Spain already include multi-track pathways for switching focus.

Source: Own elaboration

While Toyo’s elective-heavy structure may serve as inspiration for enhancing student agency in planning coursework, European universities already have strong modular systems with well-defined specialization and transition pathways. Thus, most learning potential lies in fine-tuning transparency and communicating flexibility more clearly, rather than structural reform.

DIMENSION 5: TEACHING CONDITIONS

Effective teaching conditions - such as modern infrastructure and access to digital resources - are critical components of educational quality. They directly influence the learning environment, affect student engagement, and shape teachers’ ability to deliver diverse, up-to-date instruction. This dimension examines how teaching infrastructure and digital tools are implemented at Toyo University, the University of Łódź, and the University of Murcia, with a focus on how they contribute to the overall quality of education.

5.1 Infrastructure

A well-developed university infrastructure plays a vital role in supporting effective teaching and learning. Table 21 presents a comparative analysis of infrastructure-related indicators at Toyo University, the University of Łódź (Poland), and the University of Murcia (Spain). The evaluation focuses on the quality of lecture halls, access to specialist laboratories, library services, and the availability of modern teaching equipment. By examining these elements, the aim is to identify best practices and areas for improvement, as well as to explore whether and how European institutions can learn from Toyo University's integrated and technologically advanced environment.

Table 21. Comparative analysis– Infrastructure

Criteria	Toyo University (Japan)	University of Łódź (Poland)	University of Murcia (Spain)
Quality of lecture classrooms	Modern, award-winning design (e.g., AI-House HUB-4), multimedia-equipped lecture halls	Air-conditioned halls with modern AV systems; 200+ student computers in classrooms	Upgraded lecture rooms with smartboards and videoconferencing
Availability of specialist laboratories	High-quality labs for Health Sciences, Nutrition, etc.	Specialized labs for chemistry, biomedical sciences, IT, and environmental studies	Labs for VR, health sciences, nutrition, and engineering
Library opening hours and access	Main library open extended hours; ~1.5M volumes + extensive digital library access	Central library open Mon–Sat 8:00–20:00 + online resources	Library open Mon–Fri 8:30–20:30 (until 22:00 during exams) + full e-access
Modern teaching equipment	State-of-the-art ICT, LMS integration, hybrid learning infrastructure	Multimedia classrooms, smartboards, >200 IT stations	Smart screens, VR headsets, tablets, interactive panels

Source: Own elaboration based on https://digital.um.es/las-aulas-de-la-umu-se-convierten-en-espacios-multimedia/?utm_source=https://www.wz.uni.lodz.pl/en/about-us/facilities?utm_source

Toyo University stands out for its high-quality, integrated infrastructure - including modern design, ICT-based instruction, and expansive learning spaces. While the University of Łódź has a solid technological base and modernized lecture halls, it could further benefit from cross-departmental lab access and enhanced hybrid infrastructure. The University of Murcia is making significant progress in digital and VR-based spaces and has highly accessible libraries, particularly during exam periods.

Table 22 shows if Polish and Spanish universities can learn from Toyo in the area of infrastructure.

Table 22. Can Polish and Spanish universities can learn from Toyo University about teaching conditions: infrastructure

Criteria	University of Łódź (Poland)	University of Murcia (Spain)
Quality of lecture classrooms	Yes – Toyo’s award-winning and multimedia-integrated lecture halls could inspire further modernization.	Yes – Although rooms are upgraded, Toyo’s hybrid design models offer a useful benchmark.
Availability of specialist labs	No – Toyo is strong in selected areas, but Polish labs cover a wider academic spectrum.	No – Spain’s broader VR and engineering labs may already surpass Toyo in diversity and innovation.

Library opening hours and access	Yes – Toyo’s extended hours and large digital collections can be a model for better availability.	Yes – UMU could extend hours and expand digital offerings, following Toyo’s example.
Modern teaching equipment	Yes – LMS integration and hybrid learning tools at Toyo could support Poland’s ongoing digitalization.	No – Murcia already implements cutting-edge tools (VR, tablets), showing higher equipment diversity.

Source: Own elaboration

Toyo University sets a strong example in LMS integration, and extended digital library access. Spanish and Polish universities can draw inspiration particularly from Toyo’s learning infrastructure, while maintaining their lead in innovation breadth and lab diversity.

5.2 Digital resources

The rapid advancement of educational technologies has transformed the way universities deliver and manage academic content. Digital resources such as e-learning platforms, communication tools, and access to academic databases are now essential components of a high-quality learning environment. This dimension provides a comparative analysis of digital infrastructure at Toyo University, the University of Łódź (Poland), and the University of Murcia (Spain) (see Table 23). The aim is to assess how effectively each institution integrates digital tools into teaching and learning, and to identify potential areas for improvement based on best practices.

Table 23. Comparative analysis: Digital resources

Criteria	Toyo University (Japan)	University of Łódź (Poland)	University of Murcia (Spain)
Availability of e-learning platform	ToyoNet-ACE LMS supports quizzes, file-sharing, group activities, feedback, etc. Remote teaching via both synchronous (“two-way simultaneous”) and asynchronous (“on-demand”) methods. Toyo also has ToyoNet-G, and Toyo University Official Application.	Moodle LMS is used for exams and tests; additionally, USOSweb handles administrative functions for student–teacher interaction.	“Aula Virtual” runs on Sakai, built for collaboration and blended learning. UMU also uses a mobile app to access the virtual classroom.
Availability of communication platforms	Google Meet, Google Workspace, ToyoNet-mail, ToyoNet-ACE and “Online Class Portal” for live sessions.	University-wide Office 365 suite (incl. Teams), plus USOSweb messaging and university e-mail.	Integrated within Aula Virtual and UMU App, plus campus-wide services for notifications and bookings.

Number of academic databases accessible	Library provides access to major e-resources: magazineplus, Web of Science, Scopus, dictionaries, newspapers, ebooks, etc.	Central Library holds 3 million print volumes and offers comprehensive electronic resources.	Full e-library services accessible via UMU mobile app, including catalogue search and e-book access.
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Source: Own elaboration based on https://www.uni.lodz.pl/en/employee-zone/it-systems-and-tools?utm_source=https://aulavirtual.um.es/portal/site/%21bienvenida-en?utm_source=https://play.google.com/store/apps/details?hl=en_US&id=com.um&utm_source

All three institutions demonstrate strong digital integration, yet each emphasizes different strengths. Toyo stands out for its hybrid learning flexibility, offering both synchronous and asynchronous formats within its LMS (ToyoNet-ACE).

The University of Łódź benefits from seamless integration between Moodle, USOSweb, and the Office 365 suite, making administrative and communication processes more centralized. The University of Murcia presents a particularly advanced mobile infrastructure, with a dedicated app (UMU App) supporting virtual classrooms, notifications, and e-library services—highlighting a mobile-first, student-centered approach.

Overall, while Toyo's platform is pedagogically robust, Polish and Spanish universities surpass it in integrated communication and mobile usability, showing that true digital strength lies not only in platform features but in seamless user experience.

Table 24 shows if Polish and Spanish universities can learn from Toyo in the area of digital resources.

Table 24. Can Polish and Spanish Universities learn from Toyo about digital resources?

Criteria	University of Łódź (Poland)	University of Murcia (Spain)
Availability of e-learning platform	Yes – Toyo offers both synchronous and asynchronous teaching through its LMS (ToyoNet-ACE), ToyoNet-G, and Toyo University Official Application which could inspire flexible formats beyond test-based Moodle use.	Yes – Toyo's dual-mode learning model (live + on-demand) could complement UMU's app-based platform, adding pedagogical depth.
Availability of communication platforms	No – Toyo's decentralized use of multiple tools (Google Meet, ACE, mail) is less efficient than UL's unified Office 365 ecosystem.	No – Murcia's integrated mobile systems (UMU App + notifications) offer stronger campus-wide functionality than Toyo's fragmented tools.
Number of academic databases accessible	No – UL provides greater access to print volumes and digital collections. Toyo could benefit from expanding its academic holdings and enhancing central access.	No – UMU offers e-library access via a mobile app with catalogue browsing and e-book loans. Toyo can learn from this high level of mobile accessibility.

Source: Own elaboration

Polish and Spanish universities may draw inspiration from Toyo's flexible learning modes that combine live and recorded elements to better serve diverse learners.

DIMENSION 6: STUDENTS

The quality of education depends strongly on students' preparation, engagement, and support. Well-prepared candidates, active participation in learning, and access to academic and psychological services all contribute to better outcomes, higher satisfaction, and a more effective learning environment. This dimension focuses on how these factors influence overall educational quality.

6.1 Level of preparation of candidates for studies

Well-prepared students are more likely to succeed academically and benefit fully from university offerings. This dimension examines how Toyo University, the University of Łódź (Poland), and the University of Murcia (Spain) assess and select their incoming students. The comparative analysis (see Table 25) focuses on entrance exam scores, language proficiency requirements, and the overall structure of the admissions process.

Table 25. Comparative analysis: Level of preparation of candidates for studies

Criteria	Toyo University (Japan)	University of Łódź (Poland)	University of Murcia (Spain)
Average entrance exam score	Approx. EJU score of ~250 (2022–2023) for admitted international students; varies by faculty	No numeric average disclosed; admission based on <i>Matura</i> or equivalent – full process detailed, but average not provided	Acceptance rate ~60%; applicants need ≥80% high school GPA plus interview or additional criteria for some programs
Language requirements at entry	Japanese EJU min. 300; English: TOEFL iBT ≥79 or IELTS ≥6.0 or TOEIC ≥780	Polish C1 certification via Polish exam; non-Polish require English (IELTS/TOEFL/etc.)	Spanish programs require Spanish equivalent of high school diploma; English courses require B2 level or equivalent exam
Entrance process rigor	Standardised national exam (EJU) + faculty-specific tests/interviews	Based on <i>Matura</i> grades and credential recognition; no central exam	High school GPA threshold (~80%) plus virtual interview for select programs

Source: Own elaboration based on https://www.uni.lodz.pl/en/how-to-apply?utm_source=https://www.borm.es/services/anuncio/ano/2025/numero/2274/pdf?id=836309&utm_source=https://www.upgrad.com/study-abroad/articles/university-of-murcia/?utm_source

Toyo University admits students with strong academic scores (EJU ~250+) and clear language thresholds, ensuring candidates are well-prepared for rigorous coursework. The University of

Łódź relies on the Polish *Matura* and equivalency, offering flexibility but lacks transparency regarding average scores. Language standards (Polish C1 for domestic, English proofs for international) are robust. On the other hand, the University of Murcia sets a high GPA bar (~80%) and maintains a moderately selective acceptance rate (~60%). Language access is directed by program language, with B2-level requirements ensuring readiness.

Table 26 shows if Polish and Spanish universities can learn from Toyo in the area of preparation of candidates for studies.

Table 26. Can Polish and Spanish Universities learn from Toyo University about level of preparation of candidates for studies?

Criteria	University of Łódź (Poland)	University of Murcia (Spain)
Average entrance score system	Partially – While Toyo publishes average EJU ranges (~240–250), the system remains fragmented and varies across faculties. UŁ could adopt such transparency, but Japan's centralized system would not easily apply in Poland's decentralized model.	Partially – Murcia could improve transparency of GPA thresholds, but Toyo's EJU model is rigid and less adaptable to holistic admission approaches used in Spain.
Language requirement system	No – The language criteria at UŁ (C1 Polish or B2 English) are well-established. Toyo's thresholds (e.g., TOEFL 79, IELTS 6.0) are comparable, but do not go beyond basic academic standards.	No – Murcia's B2 requirement and multiple language pathways are aligned with Toyo's model and in some cases more flexible.
Entrance process rigor and standardization	Yes, but with caution – Toyo's use of EJU offers a degree of standardization, but lacks flexibility for interdisciplinary or talent-based admissions. UŁ could consider some additional entrance criteria, but not replicate Toyo's rigidity.	No – Spain already balances GPA, interviews, and special routes (e.g., for disabilities or athletes). Toyo's model might be too uniform for this diversity.

Source: Own elaboration

Toyo University offers a clear and structured admissions system, but it is not without limitations. Its reliance on standardized scores (e.g., EJU, TOEFL) ensures baseline preparedness but may exclude non-traditional or high-potential candidates with atypical educational backgrounds.

European universities — particularly in Poland and Spain — emphasize a more holistic and inclusive approach, considering school grades, interviews, and context-sensitive criteria (e.g., social or regional background). These systems, while less rigid, allow greater flexibility and equity.

Instead of directly replicating Toyo's model, Polish and Spanish universities could improve transparency around admission scores and thresholds (as Toyo does).

6.2. Students' engagement in the learning process

Student engagement is a key determinant of academic success and institutional quality. It reflects not only attendance and participation, but also the degree to which students involve themselves in extracurricular, social, and professional development activities during their studies. Table 27 compares Toyo University, the University of Łódź (Poland), and the University of Murcia (Spain) in terms of classroom attendance policies, involvement in projects and competitions, and the transition from study to employment.

Table 27. Comparative analysis – Students' engagement

Criteria	Toyo University (Japan)	University of Łódź (Poland)	University of Murcia (Spain)
Attendance at classes	Mandatory: 75% minimum for Japanese students, 100% for international students	Usually mandatory, but enforcement varies by faculty and type of class (e.g. seminars more strictly monitored)	Generally encouraged but not always enforced; some programs specify minimum attendance in practical courses
Participation in projects/ competitions	Strong emphasis on SDGs, exchange programs, university-led challenges, and social initiatives	Growing number of student science clubs and Erasmus+ projects; more spontaneous or student-driven	Active involvement in EU programs, innovation hubs, and research groups; formalized grants and credit recognition systems
Employment rate (within 1 year)	98.5% – high employability, supported by strong program–market alignment	No official full-university statistics; tourism/ business fields show high employment	Field-dependent data; some programs exceed 90% (e.g. Psychology, Law)

Source: Own elaboration based on <https://www.uni.lodz.pl/>, <https://www.um.es/web/vic-estudios/>,

This comparative table highlights key differences in student engagement across the three universities. Toyo University enforces clear attendance rules and places strong emphasis on extracurricular engagement aligned with global goals (e.g., SDGs), which helps support its high employment rate (98.5%). In contrast, the University of Łódź shows more flexibility in class attendance and offers growing - but often student-driven - opportunities in projects and competitions. The University of Murcia demonstrates formalized structures for participation in EU-funded initiatives and innovation hubs, though class attendance is less rigorously enforced. Overall, Toyo's structured approach may contribute to its graduate employability, while European institutions offer broader, more autonomous models of student involvement.

Table 28 presents what Polish and Spanish universities might learn from Toyo's students' engagement.

Table 28. Can Polish and Spanish universities learn from Toyo University about students' engagement?

Criteria	University of Łódź (Poland)	University of Murcia (Spain)
Attendance policies	No – Toyo's 100% attendance rule for international students is too rigid and not aligned with flexible, student-centered education.	No – Murcia's attendance model offers more autonomy. Adopting Toyo's model would restrict learner independence.
Student participation in projects	No – Polish students are often more involved in self-initiated scientific and social projects, especially through student unions and research clubs. Toyo's model is top-down and less dynamic.	No – Murcia fosters broad and autonomous engagement, including Erasmus+, innovation hubs, and civic projects. Toyo's activities, while present, are less grassroots-driven.
Graduate employability	Partially – Toyo's clear tracking of employment outcomes is a model worth adapting, but Poland should maintain broader definitions of success, including entrepreneurship and further education.	Yes – Murcia could benefit from stronger graduate outcome reporting, but not copy Japan's highly structured employment pipeline, which limits flexibility.

Source: Own elaboration

While Toyo University offers students opportunities to participate in institutionalized initiatives (such as SDG-related projects and international exchange), student engagement tends to be more top-down and formalized. In contrast, students in Poland and Spain are often more active in grassroots, student-driven activities — including research clubs, student organizations, and social projects.

6.3 Student support

Comprehensive student support plays a vital role in higher education, influencing not only academic performance but also personal growth and career outcomes. Table 29 examines the support systems offered by Toyo University, the University of Łódź (Poland), and the University of Murcia (Spain), with a focus on career guidance, psychological counseling, mentoring programs, and general accessibility of services.

Table 29. Comparative analysis – Student support

Criteria	Toyo University (Japan)	University of Łódź (Poland)	University of Murcia (Spain)
Career guidance	Offers personal consultations, internship/job postings, career fairs through Campus Life & Career Support Office	Career Services Office offers CV/interview support, job fairs, internships, and employer contacts	University Career Service organizes job fairs, employer presentations, guidance workshops and apprenticeship programs

Psychological support	Student Counseling Office provides confidential services with certified clinical psychologists (anxiety, adjustment, motivation, etc.)	Support and Accessibility Centre provides free psychological consultations, crisis support, coaching	University Counseling Centre offers psychological support, stress workshops, individual sessions
Mentoring programs	SDGs Ambassador Program, Teacher/Student Assistant system, faculty mentoring	Formal peer mentoring not institution-wide; support available via Accessibility Centre, academic consultations	Some programs tie mentoring with internships or international exchange; lacks cohesive university-level structure
General availability	Wide-ranging services: academic, personal, Wi-Fi, library, scholarships, IT, health, counseling	Student Affairs Office manages scholarships, disability support, mental health, academic assistance	Includes welfare services, disability aid, funding guidance, international office

Source: Own elaboration based on https://www.um.es/web/coie/orientacion-profesional/sesiones-salidas-profesionales?utm_source=https://www.linkedin.com/company/sbkprofil/?utm_source=chatgpt%2Ecom&originalSubdomain=au

This table (29) shows that all three universities support students in many ways, but each does it a bit differently. Toyo University offers personal career advice, professional psychological help, and several mentoring programs run by the university. The University of Łódź also gives good support, especially in mental health and study help, but mentoring is not offered to all students. At the University of Murcia, students can get help with stress, money, and disability support, but mentoring depends on the study program and is not organized across the whole university. In general, all schools try to help students, but some do it more evenly than others.

Table 30 shows if Polish and Spanish universities can learn from Toyo in the area of student support.

Table 30. Can Polish and Spanish Universities learn from Toyo University about student support?

Criteria	University of Łódź (Poland)	University of Murcia (Spain)
Career guidance	Yes – Toyo provides more personalized career coaching and well-integrated services (e.g. Campus Life Office); Polish services can add more personal advice.	No – Murcia already provides well-organized career fairs and employer events; similar to Toyo's services.
Psychological support	No – Support in Łódź is well developed; includes crisis coaching and is comparable to Toyo.	No – Murcia also offers professional psychological support with stress workshops and sessions.
Mentoring programs	Yes – Toyo has structured mentoring at several levels (faculty, assistant, peer); in Łódź, it is less formal and not university-wide.	Yes – Toyo offers broader, more organized mentoring. In Murcia, it is only linked to specific programs and lacks university-wide coordination.

General availability	Yes – Toyo bundles academic and personal support under one office (scholarships, Wi-Fi, health, counseling); more integrated than at Łódź.	Yes – Toyo offers more centralized services, which could improve coordination compared to Murcia's separate offices.
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Source: Own elaboration

Toyo University stands out for having a more centralized and structured support system, especially when it comes to mentoring and combining different types of services in one place. Polish and Spanish universities could benefit from making mentoring programs more consistent and organizing student services in a more integrated way. However, in areas like psychological support and career events, all three universities show a strong commitment to student well-being.

DIMENSION 7: INTERNATIONALIZATION

Internationalization is an important factor influencing the quality of higher education. It strengthens academic standards by introducing diverse perspectives, encouraging collaboration, and preparing students and staff for global challenges. Internationalization supports innovation in teaching and research while increasing the visibility and competitiveness of institutions. This dimension includes two key areas: students internationalization and teacher internationalization.

7.1 Students internationalization

Internationalization reflects a university's capacity to engage globally through student mobility, diversity, and multilingual education. This section evaluates how Toyo University, the University of Łódź (Poland), and the University of Murcia (Spain) perform in key internationalization indicators (see Table 31).

Table 31. Comparative analysis: Student internationalization

Criteria	Toyo University (Japan)	University of Łódź (Poland)	University of Murcia (Spain)
Total enrollment	31,885 students (2023)	~38,000 students total	~30,000 undergraduates + 1,500 graduates
International students (%)	1,560 inbound (4.9%)	2,168 inbound (≈9%) – ranked 4 th among Polish public universities	Detailed percentage not disclosed; awarded "Outstanding International Student Satisfaction"
Outbound student mobility	1,433 students studied abroad (4.5% of total)	N/A (Poland does not track outbound Japanese students)	N/A

Exchange agreements	369 partner agreements with 268 universities in 41 countries	385 partner institutions (incl. many dual/double-degree agreements)	Member of Erasmus; details not specified but active EU participation
Courses taught in English	1,657 – includes 1,092 undergraduate and 565 postgraduate	Offers numerous programs in English, French, and Russian; School of Polish for Foreigners since 1952	English-taught programs available; full catalogue accessible via university platform
English syllabi availability	18,040 syllabi published in English	English syllabi published across multiple faculties; full list available online	English syllabi for international courses published openly online; university promotes multilingual access via ARI office
International student satisfaction	A study based on in-person interviews and online surveys conducted among international students shows a high level of satisfaction with their experience at Toyo University (survey results attached)	Not specified in surveys, but UL's onboarding and Virtual Welcome Centre rated highly	Rated "best Spanish university by foreign students" with +9.5 satisfaction score

Source: Own elaboration based on revistas.um.es/estimeshighereducation.com+1en.wikipedia.org
https://www.eduopinions.com/universities/universities-in-poland/university-of-lodz/?utm_source
https://www.eduopinions.com/universities/universities-in-spain/universidad-de-murcia/?utm_source
[https://www.iagora.com/studies/uni/Universidad de Murcia%3A%3Ashow%3Dreviews%3Atype%3Dlife?lang=en&utm_source](https://www.iagora.com/studies/uni/Universidad_de_Murcia%3A%3Ashow%3Dreviews%3Atype%3Dlife?lang=en&utm_source)

Table 31 shows that all three universities—Toyo, Łódź, and Murcia—are actively engaged in student internationalization, but with different strengths.

Toyo University has a large number of English-taught courses (1,657) and an impressive 18,040 syllabi available in English, making it highly accessible to international students. It also maintains a broad global network with 369 partner universities. However, its share of international students (4.9%) and student mobility (4.5% outbound) remain relatively modest, suggesting room for improvement in actual international participation.

The University of Łódź has a slightly higher proportion of international students (~9%) and a strong presence of foreign language programs, especially English, French, and Russian. It also benefits from long-standing experience in hosting international students but does not track outbound mobility, which limits evaluation of student exchange impact.

The University of Murcia shows active involvement in EU programs, Erasmus+ participation, and strong student satisfaction (+9.5), despite not publishing detailed figures for mobility or syllabi.

It emphasizes service quality and multilingual access, supporting a positive experience for foreign students.

Table 32 presents what Polish and Spanish universities might learn from Toyo's Student internationalization.

Table 32. Can Polish and Spanish Universities learn from Toyo University about student internationalization?

Criteria	University of Łódź (Poland)	University of Murcia (Spain)
Inbound student ratio	Yes – Could implement transparent metrics for incoming student ratios and aim to increase inbound intake.	Yes – Should formalize data tracking to support its already strong reputation.
Outbound student mobility	Yes – Poland uses Erasmus, but Toyo's structured outbound targets could help set clear benchmarks for Japanese mobility.	No – Murcia already has strong inbound/outbound engagement; may not need Toyo's model.
English-medium offerings	Partially – Could increase syllabi publication similarly, but already maintains strong language diversity.	No – Murcia's English provision is on par or ahead of Toyo.
Exchange partnership strategy	Yes – Could learn from Toyo's strategy covering Asia-specific partnerships and diversify further.	Partially – Murcia's EU focus is strong; adopting Toyo's Asia-range model may be beneficial but not central.
International student satisfaction	Yes – though UŁ doesn't publish official surveys, university-operated services like onboarding and a Virtual Welcome Centre receive positive feedback; peer reviews on EduOpinions rate UŁ around 4.1/5	No – Murcia already excels, with being rated the "best Spanish university by foreign students" (+9.5 satisfaction)

Source: Own elaboration

Table 32 shows that Polish and Spanish universities might benefit from selected internationalization strategies implemented by Toyo University. The University of Łódź could particularly strengthen its outbound mobility, inbound student ratio, and partnership diversity, drawing from Toyo's structured and transparent model. In contrast, the University of Murcia already performs strongly in English-medium offerings and EU-based exchanges, making Toyo's approach less critical

7.2 Teachers internationalization

Teachers with international experience are better equipped to bring global content into the classroom and apply innovative teaching methods. Table 33 evaluates how Toyo University (Japan), the University of Łódź (Poland), and the University of Murcia (Spain) perform in this categorie.

Table 33. Comparative analysis: Teachers internationalization

Criteria	Toyo University (Japan)	University of Łódź (Poland)	University of Murcia (Spain)
Foreign experience of Japanese faculty	173 faculty (21.8%) have academic experience abroad; Toyo supports exchange via Top Global University and Global Diamonds program	~4% international faculty; many Polish faculty have international research collaborations; staff mobility increasing	~1.7% international faculty; engaged in research networks; growing but low proportion
International Faculty Ratio	International faculty represent 16% of total academic staff	~4% international academic staff; collaborations via Erasmus and international projects	~1.7% international academic staff
Participation in international grants/projects/orgs	The university is active in international research grants, COIL initiatives, ISAS, JSPS collaborations	Yes – substantial Horizon Europe engagement, increasing global research partnerships	Yes – over 347 research groups, strong Mediterranean campus participation
COIL or joint teaching programs	The university offers Online Collaborative Education in Asia and Pacific (OEP program), part of UMAP network	University hosts International Staff Weeks, joint workshops; growing COIL adoption	The university participates in Erasmus teaching exchanges, bilingual practicums, international teaching practicum
Research programs for visiting international professors	Toyo University offers “Research Fellow Program” for visiting international researchers	The university supports visiting researchers via Erasmus+ and Horizon	The university’s research institutes and campus excellence programs allow short-term residencies

Source: Own elaboration based on <https://www.topuniversities.com/universities/university-lodz>, <https://www.uni.lodz.pl/en/news/details/university-of-lodz-as-the-coordinator-of-the-horizon-europe-project-worth-eur4-million>, <https://www.uni.lodz.pl/en/news/details/virtual-exchange-in-university-education-an-online-course-for-university-educators>, <https://www.topuniversities.com/universities/university-murcia>, <https://portalinvestigacion.um.es/grupos?lang=en>, <https://www.um.es/en/web/operum/euniwell>

Table 33 shows that Toyo University stands out in internationalization of teaching staff, especially in the proportion of foreign faculty (16%) and foreign experience of Japanese staff (21.8%). It also offers structured support through specific programs for joint teaching and visiting professors, which are less formalized at the Polish and Spanish universities.

The University of Łódź is strong in research engagement, particularly through Horizon Europe, and shows increasing efforts in staff mobility and COIL activities. However, its share of foreign staff remains modest.

The University of Murcia excels in research collaboration, with 347 research groups, but its low international faculty ratio (1.7%) and limited structured support for long-term visiting staff suggest areas for growth.

Table 34 presents what Polish and Spanish universities might learn from Toyo's teachers internationalization.

Table 34. Can Polish and Spanish universities learn from Toyo about teachers internationalization?

Criteria	University of Łódź (Poland)	University of Murcia (Spain)
Foreign experience of faculty	Yes – Could strengthen support for structured staff mobility (inspired by Toyo's targeted exchange programs).	Yes – May benefit from clearer policies to support and increase academic staff's international experience.
International faculty ratio	Yes – Should aim to increase the share of foreign staff (Toyo = 16%), currently low in both Poland and Spain.	Yes – Same as Poland; low proportion (1.7%) suggests room to attract more international lecturers.
Participation in international projects	No – Strong engagement already via Horizon Europe; Toyo may learn from Poland's EU integration.	No – High research activity and networks; Toyo could benefit from their Mediterranean cooperation experience.
COIL / Joint teaching programs	Partially – Could expand COIL activities by adapting Murcia's model of bilingual practica and Erasmus teaching.	Yes – Could develop more formalized COIL initiatives like those in Łódź and Toyo (joint staff workshops, etc.).
Visiting professor programs	Yes – Could introduce longer-term structured fellowships like Toyo's Research Fellow Program.	Yes – Same; currently focused on short-term visits, can consider Toyo's one- or two-year options.

Source: Own elaboration

Both European universities are active in international collaborations, especially in research. However, both could significantly improve in terms of increasing the share of international academic staff and offering more structured programs for visiting scholars. The University of Łódź might benefit from adopting Toyo's clear framework for staff exchanges, while Murcia could expand its short-term residencies into longer fellowships.

DIMENSION 8: QUALITY EVALUATION AND IMPROVEMENT SYSTEM

The dimension of quality evaluation and improvement plays a crucial role in ensuring and enhancing the standards of higher education. Regular and transparent evaluation mechanisms, student feedback, and alignment with learning outcomes are key to improving teaching effectiveness, program relevance, and institutional accountability. Well-established quality

assurance systems contribute directly to the credibility of academic institutions and the success of their graduates in the job market.

The following Table 35 compares the quality assurance and improvement systems at the three universities, highlighting how each institution monitors and enhances teaching effectiveness and learning outcomes.

Table 35. Comparative analysis – Quality evaluation and improvement system

Criteria	Toyo University (Japan)	University of Łódź (Poland)	University of Murcia (Spain)
National Accreditation	Accredited by JUAA since 1953; valid through 2029	Accredited by PKA (Polish Accreditation Committee) and Ministry of Education	Accredited by ANECA (National Agency for Quality Assessment and Accreditation of Spain)
International Program Accreditations	Received Internationalization Learning Badge from IAU (2019)	Some programs accredited (e.g., AMBA for Business); not system-wide	Several programs hold international accreditations (e.g., EUR-ACE, AACSB for economics & engineering)
Public access to evaluation results	Evaluation reports publicly posted online	PKA and university websites publish full accreditation and evaluation reports	ANECA and UM websites provide open access to evaluation outcomes
Student satisfaction surveys	Conducted after each course	Regular student evaluation surveys mandatory after each semester	Online surveys administered annually and after courses
Use of survey data in teaching improvements	Professors are expected to adjust methods based on results	Survey data used in performance evaluations and teaching revisions	Surveys influence faculty training and curricular redesigns
Evaluation based on student outcomes	Uses rubrics, pass rates, and grade analyses by department	Pass rates and learning outcome alignment are required by the Polish Ministry	Institutional Quality Plans include outcome evaluation at program level

Source: Own elaboration based on <https://pka.edu.pl/>, <https://www.aneca.es/en/web/guest/home>

Table 35 shows that all three universities have established national accreditation and maintain transparency by publishing evaluation results online. Toyo University benefits from a long-standing accreditation and conducts course-level surveys, though its international accreditation is limited to a recognition badge. The University of Łódź presents a robust system with regular student feedback after each semester, and it actively uses survey data for teaching revisions. The University of Murcia demonstrates institutional strength through several international accreditations and comprehensive use of student feedback to shape faculty development and curriculum. While the practices are aligned overall, Murcia appears to lead in integrating student outcomes into formal quality planning at the program level.

Table 36 shows what aspects of Toyo's quality system might be useful for universities in Poland and Spain.

Table 36. Can Polish and Spanish Universities learn from Toyo University about quality evaluation and improvement system?

Criteria	University of Łódź (Poland)	University of Murcia (Spain)
National accreditation structure	No – Poland's model is already strong and aligned with EU frameworks.	No – Spain uses an independent and transparent national body.
International program accreditations	Yes – Toyo's IAU recognition is symbolic but valuable; could inspire UŁ to expand beyond business program accreditations.	Yes – Murcia already applies global benchmarks, but Toyo's IAU affiliation adds another dimension.
Student satisfaction systems	Yes – Toyo's course-by-course approach is detailed. UŁ can improve feedback frequency.	Yes – Murcia might benefit from Toyo's more granular survey cycles (per course).
Survey use in practice	No – Toyo still uses surveys mostly after the fact; Polish/Spanish systems apply more systematic staff feedback loops.	No – UMu better integrates feedback into staff development and program design.
Evaluation by student outcomes	Yes – Toyo's rubric-based approach is promising. Could help EU institutions further formalize outcome measurement.	Yes – Murcia's quality plans align well, but Toyo's structured benchmarks are worth referencing.

Source: Own elaboration

Table 36 shows that all three universities can learn from each other. Toyo offers useful ideas like more detailed surveys and clear outcome evaluation. But Poland and Spain are stronger in how they use feedback to improve teaching. Each school has something helpful to share.

DIMENSION 9: EXTERNAL CONDITIONS

National education systems shape university governance through funding allocations, autonomy policies, and student support schemes. This dimension evaluates how such external factors

influence the operation of Toyo University, the University of Łódź (Poland), and the University of Murcia (Spain) (see Table 37).

Table 37. Comparative analysis: State policy - financing, regulation and autonomy

Criteria	Japan	Poland	Spain
State financing of education	~3.3% of GDP (2022); below OECD avg (5.1%) cite: World Bank, OECD	~4.9% of GDP (2022); below EU average, but with increasing higher ed investment cite: Eurostat	~4.6% of GDP (2022); moderate support, though still under OECD avg cite: OECD, Ministerio de Universidades
University autonomy	Limited – public universities must align with central funding goals and operate under strict legal frameworks	Public universities have wide academic and financial autonomy under the Law on Higher Education (2018)	Governed by Organic Law 2/2023; universities have full curricular, hiring, and budgetary autonomy
State financial support system	Mix of loans and scholarships for eligible students, but support varies, and debt can be a barrier	Full access to need-based scholarships, dorm subsidies, Erasmus+ grants	Regional + national grants (MEFP), and mobility funding widely available
Stability and predictability of higher education policy and funding	Moderate. Structural stability, but facing change pressure and low funding	Low to moderate. Frequent reforms, unstable evaluation criteria	Moderate to High. Strong legal framework, higher predictability and autonomy

Source: Own elaboration based on <https://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS>, https://ec.europa.eu/eurostat/databrowser/view/educ_uoe_fine06/default/table?lang=en, <https://www.gov.pl/>, <https://www.boe.es/eli/es/lo/2023/03/22/2>, <https://www.ciencia.gob.es/>, Ministerio de Universidades, 2024; <https://www5.cao.go.jp/keizai-shimon/>,

Table 37 highlights key differences in how national systems shape higher education. Poland and Spain both provide higher levels of public funding than Japan, though all fall below international benchmarks. Japanese universities face stricter government control, limiting their autonomy compared to the more flexible systems in Poland and Spain. In terms of student financial support, Toyo students may face greater financial barriers due to a less comprehensive aid system, whereas students in Poland and Spain benefit from broader access to grants and subsidies.

Table 38 shows whether Poland and Spain could benefit from Japan's experience in higher education policy.

Table 38. Can Poland and Spain learn from Japan about state policy?

Criteria	Poland	Spain
Public financing levels	No – Japanese’s 3.3% GDP education spending is below Poland’s and not a model worth emulating.	No – Spain already allocates more to education.
University autonomy	No – Japanese’s university autonomy is constrained by legal and funding restrictions; Polish universities are more flexible.	No – Spain’s universities operate with more independence.
Scholarship and student support	Yes, selectively – Japanese’s scholarships are well-structured for merit-based awards; could inspire better tracking/reporting in Poland.	Yes – Japanese’s hybrid (loan + grant) model could inform more flexible mobility or post-grad support schemes.
Stability and predictability of higher education policy and funding	Yes – Japan’s long-term, stable policy framework could inspire Poland to reduce frequent legislative changes and provide universities with more predictable funding and legal environments.	Yes – While Spain recently reformed its higher education law (2023), Japan’s steady policy evolution may offer lessons in long-term planning and minimizing political fluctuations.

Source: Own elaboration

As we can see in Table 38, Poland and Spain are unlikely to adopt Japan’s approach to public financing or university autonomy, as both European systems already offer more funding and institutional independence. However, Japan’s structured scholarship system—with its mix of loans and merit-based grants—could offer useful ideas for improving student support in both countries.

Conclusion

The main purpose of this benchmarking study was to explore good practices in Japanese higher education quality, using Toyo University as a case study. Rather than evaluating or ranking institutions, the aim was to identify solutions that could be informative for Polish and Spanish universities, while also recognizing areas where Toyo might benefit from selected European approaches.

The analysis showed that Toyo University has several notable strengths, especially in internationalization, digital infrastructure, and student support. The university offers a wide range of English-language materials, clear guidance for incoming international students, and efficient academic and administrative procedures. Its strong digital tools and hybrid learning formats also support flexibility and accessibility.

At the same time, the benchmarking process revealed that European institutions apply more standardized and transparent approaches in some areas of teaching and quality assurance. In particular, the University of Łódź and the University of Murcia provide more detailed course syllabi with well-defined learning outcomes and multiple forms of student assessment. Their practices related to continuous feedback and formal student involvement in evaluation systems offer valuable insights into enhancing teaching quality and engagement.

Toyo University, while strong in many operational and support aspects, may benefit from reflecting on some of these European practices—especially the integration of clear, measurable learning outcomes and expanded use of academic feedback. Conversely, Poland and Spain can draw inspiration from Toyo's well-structured international support systems, bilingual documentation, and digital learning environment.

In summary, this benchmarking exercise highlights the value of mutual learning. Each university—within its cultural and institutional context—has developed effective solutions that others can learn from. The report encourages a spirit of dialogue, openness, and continuous improvement in the pursuit of high-quality education.

Finally, the study confirms the strong potential of international benchmarking as a method for improving the quality of higher education through structured comparison, reflection, and the exchange of good practices.

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Assessment of the Quality of Education at Toyo University

DIMENSION 1: FACULTY STAFF						
1.1 Education level						
	Criteria	Control question	Indicator	Assessment	Comments	Source of information
1	Faculty staff	How many faculty staff are there at the university?	Total faculty staff	1268	Toyo University employs a total of 1,268 academic faculty members, indicating a large academic workforce across its departments.	QSTop Universities Rankings 2025: https://www.topuniversities.com/universities/toyo-university
2	Lectures with a doctoral degree (PhD)	How many lectures have a PhD?	% of teachers with a PhD in the entire structure of academic teachers	23,7	At Toyo University, 23.7% of academic staff hold a doctoral degree. This figure highlights the current composition of qualifications within the teaching staff and indicates potential for further academic capacity development.	QSTop Universities Rankings 2025: https://www.topuniversities.com/universities/toyo-university
3	National lectures with foreign doctoral degree (PhD)	How many national lectures have studied abroad?	Number of national lecturers with foreign doctorates	112	A total of 112 national lecturers at Toyo University have obtained their PhD degrees abroad, showing a notable degree of international academic mobility.	Ministry of Education (MEXT) (document Excel)
4	Foreign faculty members	How many foreign professor give lecture at the university?	Number of foreign lectures	126	here are 126 foreign lecturers currently teaching at Toyo University, demonstrating a degree of internationalization in the faculty body.	Ministry of Education (MEXT)(document Excel)
1.2 Scientific achievements of faculty staff						
	Criteria	Control question	Indicator	Assessment	Comments	Source of information
5	Number of publications	How many scientific publications do academic staff have?	Number of total publications	8826 (from 2013 to 2025)	Until now Toyo University has published 8,826 scientific papers with 95,277 citations received. The research profile covers a range of fields, including Engineering, Physics, Chemistry, Biology, Environmental Science, Liberal Arts & Social Sciences, Computer Science, Quantum and Particle physics, Materials Science, and Organic Chemistry.	Toyo University Statistics. https://edurank.org/uni/toyo-university/#google_vignette
6	Annual publications	How many scientific publications do academic staff annual?	Average annual number (en total)	380 (in 2024)	An average of 0.30 publications per faculty member per year is not a poor result, but it is also not a high one in the context of a university with research ambitions.	University web: Research Data https://www.toyo.ac.jp/toyo2024/research_data/

7	Participation in research projects	How many research projects is the staff involved in?	Number of research projects conducted by faculty staff	From 2018 to 2023 faculty staff carried out 426 projects	The university has 19 research centers that are actively engaged in the development of scientific research and human resources development. (https://www.toyo.ac.jp/research/) In 2023 the university awarded 186 research grants. There is a programme research "Young Scientists" aimed at students who want to write a PhD. There is a strong emphasis on cooperation with industry. Many agreements have been signed with industry, including the establishment of: - Centre for the Promotion of Cooperation between Industry, Government and Science - Centre for the Education of Cooperation between Industry and the Academy https://www.toyo.ac.jp/research/research-data/ - Centre for the Promotion of Scientific Research (https://www.toyo.ac.jp/research/academic/)	University web Research Data https://www.toyo.ac.jp/toyo2024/research_data/
8	Participation in conferences	How many presentations at national and international conferences do staff make?	Number of presentations at conferences	Information not available	It's difficult to provide a precise number of presentations by Toyo University professors at national and international conferences. However, every professor on a contract has a research budget that can be used for publications or participation in conferences	
9	Papers per faculty	How many research papers does each faculty publish on average?	Total number of research papers published by the university by the total number of academic faculties.	4.4	A "Papers per Faculty" score of 4.4 is a moderate result. It suggests that Toyo University has a certain level of research output, but the volume is relatively low compared to major research institutions.	OS Top Universities Rankings https://www.topuniversities.com/universities/toyo-university#p2-rankings
10	Citation per faculty	How many citations does each academic staff member get on average?	Total number of research citations divided by the number of academic staff members.	3.2 (0.30 per faculty member per yer)	An average of 0.30 publications per faculty member (3.2/1268)per year is not a poor result, but it is also not a high one in the context of a university with research ambitions.	OS Top Universities Rankings https://www.topuniversities.com/universities/toyo-university#p2-rankings
11	International Research Network	How often does the university collaborate on research with international institutions?	Number of research publications that are co-authored with institutions from different countries	4.3	A total of 4.3 research publications co-authored with institutions from other countries per year is a very low figure for a university with over 1,200 faculty members. This indicates a limited level of international research collaboration.	OS Top Universities Rankings https://www.topuniversities.com/universities/toyo-university#p2-rankings

1.3 Teaching experience

	Criteria	Control question	Indicator	Assessment	Comments	Source of information
12	Faculty student ratio	What is the average number of students per faculty member?	Number of students divided by the number of faculty staff	40	A Faculty-Student Ratio of 40 is considered high. It suggests that academic staff may have limited capacity to provide personalized support to students, which can negatively affect the quality of education.	OS Top Universities Rankings 2025 https://www.topuniversities.com/universities/toyo-university#p2-rankings
13	Academic work experience	How many years do university staff work on average?	Average number of years of work of lecturers at the university	it depends on the type of contract	The staff, including teaching staff, at Toyo University typically work under one-year contracts, which can be renewed multiple times, according to JREC-IN. This means that on average, individuals might work for a total of four years under the initial contract, as stated in JREC-IN. However, if performance is evaluated highly, there's a possibility of extending the contract annually for a total of up to four years beyond the initial contract, according to JREC-IN. Additionally, the employment period for those who have completed graduate programs is one year after completion, according to the TOYO UNIVERSITY TA/SA Handbook.	TOYO UNIVERSITY TA/SA Handbook. https://www.toyo.ac.jp/assets/academics/TASA-Handbook_4th_en.pdf Jrec-In Portal. (2025). Recruitment of Foreign Language Lecturer https://jrecin.jst.go.jp/seek/SeekJorDetail?ln=1&id=D124060466&ln_jor=1
14	Student Opinions (Evaluation of Classes)	How do students rate the quality of classes?	Average teaching quality rating from Japanese students' surveys, average teaching quality rating from foreign students	It is difficult to know because only professors have access to the results of the survey.	There is a big difference between the scope of students' evaluation of the quality of education. In Japan, the survey is very extensive and detailed (contains 51 questions), and in Spain, students evaluate only basic aspects of education such as course planning, availability of teachers, tasks, teaching materials	Course Evaluation Survey, interviews
15	Number of classes conducted/week	How many classes does a teacher conduct per week?	Number of hours of classes conduct per week	15h/week (Ten 90-minute classes per week)	At Toyo University, a typical contract-based full-time foreign language lecturer position involves teaching ten 90-minute classes per week. This includes teaching responsibilities, as well as participating in faculty development meetings and offering office hours. Some positions also require material development and curriculum design.	Interviews with lectures. Jrec-In Portal. Foreign Language Lecturer Position. https://jrecin.jst.go.jp/seek/SeekJorDetail?ln=1&id=D124050871&ln_jor=1
	1.4 Availability of academic teachers for students					
	Criteria	Control question	Indicator	Assessment	Comments	Source of information

16	Regularity of consultations	Do teachers provide consultation hours?	Yes/No	Yes. 90 minutes of office hours per week	Toyo University teachers offer consultation hours for students. These are often referred to as "office hours" and provide a dedicated time for students to receive academic guidance and support. Some job descriptions specifically mention offering 90 minutes of office hours per week. Additionally, Toyo University has various student support services, including consultations about writing reports and thesis, and English proficiency tests.	Interviews with students and professors, Information on university websites, and also Jrec-In Portal. Foreign Language Lecturer Position. https://jrecin.jst.go.jp/seek/SeekJorDetail?ln=1&id=D124050871&ln_jor=1#:~:text=Background%20of%20the%20recruitment%20and,of%20Health%20and%20Sports%20Sciences
17	Flexibility of contact	Is it possible to contact teachers outside of consultations (e-mail, platforms)?	Presence of alternative contact channels (MS Teams, Moodle, e-mail)	Yes, e-mail	It's possible to contact Toyo University teachers outside of formal consultation times using email or platforms. However, the University recommends that email alone may lead to miscommunication or delays. If student doesn't receive a response, he/she can inform the instructor during his/her next class. The University does not directly connect student with the instructor by phone or through the Education Affairs Section.	Student's and lecturer's interviews. University web: Contacting Instructors. https://sites.google.com/toyo.jp/hakusan-learning/Classes
18	Reply to messages	How quickly does teachers respond to student emails?	Average response time to email inquiry	Difficult to give a precise timeframe	It's difficult to give a precise timeframe for how quickly teachers at Toyo University respond to student emails. However, the university encourages students to contact instructors directly during class if possible, as email communication can lead to delays. The university also recommends including student ID, faculty, department, and course title when emailing instructors to ensure clarity and prompt responses, according to a Google Sites document.	University web: Contacting Instructors. https://sites.google.com/toyo.jp/hakusan-learning/Classes#h.100tuzn00a2c
19	Mentoring/tutoring system	Do students have an assigned academic supervisor?	Yes/No	Yes	Students at Toyo University generally have assigned academic supervisors. Specifically, graduate students need to determine their supervisors through discussions with instructors and receive research advising from them. This involves consultations about research content and thesis titles, and for some programs, a research proposal outline may also be required. Additionally, students may have a co-supervisor, with the academic supervisor having the discretion to choose them.	University documents, interviews with lecturers. University websites: Determination of supervisors/submission of the Notification of Thesis Title. https://sites.google.com/toyo.jp/hakusan-en/coursescompletion-requirementsgrades-etc/Determination Courses/grades/course curriculum/timetable. https://sites.google.com/toyo.jp/itakura-en/coursescompletion-requirementsgrades-etc/Courses

20	Online availability	Do teachers offer online consultations?	Yes/No	Yes	Toyo University offers online consultations with faculty members. Specifically, they provide individual consultations for study abroad programs, both face-to-face and online. Additionally, they have learning support advisors, including graduate students, who offer online consultations. For graduate school admissions, they also hold information and consultation sessions with faculty members and graduate students, which are sometimes held online	University website: Curriculum and Timetable (Hakusan Campus) https://www.toyo.ac.jp/academics/gadmissions/english_track_curriculum/#:~:text=timetable(Hakusan%20Campus)-,Information%20and%20Consultation%20Sessions%20for%20Graduate%20Schools,Japanese%2C%20except%20for%20some%20majors.
21	Involvement outside of class	Do teachers support students in additional activities (scientific clubs, conferences)?	Yes/No	Yes	Teachers at Toyo University are likely to support students in additional activities. The university's general commitment to student support and international student well-being suggests that faculty members are involved in extracurricular initiatives and activities.	Interviews with students. University websites: Career Support Office https://www.toyo.ac.jp/about/gakuhou/backnumber/en/262_02/#:~:text=%EF%BC%9C%20Career%20Support%20Office%20%E5%A4%A7%E5%AD%A6%20supports%20for%20students,consideration%20together%20with%20our%20sta%E5%A4%A7%E5%AD%A6 Guide to study in Japan: Toyo University https://studyinjpn.com/en/school/index/1243/%E6%9D%B1%E6%B4%8B%E5%A4%A7%E5%AD%A6
	1.5 Motivational system					
	Criteria	Control question	Indicator	Assessment	Comments	Source of information
22	Periodic assessment system	Is there an evaluation of lecturers' work and does it impact career development?	Yes/No.	Yes	Toyo University evaluates the work of its lecturers, and this evaluation does impact their career development. The evaluation process, conducted by the credential review committee, is a crucial factor in determining contract renewals and promotions. Specifically, the review considers the lecturer's performance, including their ability to contribute to the program based on Toyo University's educational vision. Lectures are also evaluated by students (see Course Evaluation Survey).	Jrec-in. Foreign Language Lecturer Position in Toyo University https://jrecin.jst.go.jp/seek/SeekJorDetail?In=1&id=D124050871&In_jor=1#:~:text=One%2Dyear%20contract%20subject%20to,to%20an%20additional%20four%20years.

23	Bonuses and awards for scientific achievements	Does the university reward publications, citations, grants?	Yes/No. If yes: type of rewards	Yes, financial rewards and grants for research paper publications and academic conference presentation	Toyo University offers financial grants for research paper publications, as well as for national and international academic conferences.	University science policy, interviews with lectures. University websites: Toyo University Graduate School Research Presentation Grant https://sites.google.com/toyo.jp/daigakuinjoho/scholarships/research-presentation-grant Examples of financial planning for university expenses using scholarships and various financial supports https://sites.google.com/toyo.jp/daigakuinjoho/scholarships/examples-of-financial-planning-for-university-expenses-using-scholarships-a
24	Support for professional development	Does the university offer training and other support for faculty staff?	Yes/No. Types	Yes. Training program	Toyo University provides training and other support for its faculty and staff. This includes training programs aimed at improving their teaching skills, particularly in English, to better manage courses taught in English. The university also conducts training to enhance their abilities and qualities, ensuring they have the necessary knowledge and skills for university operations. Additionally, there are efforts to support faculty in their research and teaching activities.	Interviews with faculty staff. JUAA. University Accreditation Results (Results for Certified Evaluation and Accreditation for university) Toyo University https://www.juaa.or.jp/updata/evaluation_results/255/20160511_121839.pdf
25	Flexibility and didactic autonomy	Does the teacher have an influence on the shape of the program, the selection of materials, and the way classes are conducted?	Yes/No. If yes: how to influence	Yes	The teacher at Toyo University definitely has an influence on the shape of the program, the selection of materials, and the way classes are conducted.→†While the university sets a general framework, individual teachers have considerable flexibility in how they interpret and implement the curriculum.	Interviews with faculty staff. Article: Using Content and Language Integrated Learning for Business Administration Students https://dl.ndl.go.jp/view/prepareDownload?itemId=info:ndljp/pid/8707402&bundleNo=1&contentNo=1
26	Employment conditions	Are employment conditions competitive (salaries, benefits)?	Yes/No	Yes	For adjunct lecturers at Toyo University, monthly salaries for one class range from 25,600 to 31,200 yen, depending on experience. Transportation expenses are reimbursed, but there's a daily maximum limit. There's no retirement allowance, and social and employment insurance don't apply. Classes may be held on different days or on national holidays to ensure the required number of class days.	Interviews with faculty staff. Website: IRec-In. Recruitment of Adjunct Lecturer at the Department of Global Innovation Studies https://jrecin.jst.go.jp/seek/SeekJorDetail?ln=1&id=D125031725&ln_jor=1#:~:text=(1)%20Those%20who%20have%20a,and%20research%20achievements%20are%20preferable.)&text=(4)%20Those%20who%20can%20commute,motorcycle%20etc.%20is%20not%20allowed.&text=(6)%20Those%20who%20can%20attend,semester%20basis)%20is%20also%20negotiable.
DIMENSION 2: TEACHING MATERIALS						

	2.1. Currentness, diversity and availability of teaching materials					
	Criteria	Control question	Indicator	Assessment	Comments	Source of information
27	Currency of teaching materials	Do the materials reflect the current state of knowledge?	Yes/No	Not all of the materials	Analyzed didactics materials of the courses: Data Description, Business Presentation, Surviving in the Global World, Not all supporting materials are up to date. For example, course Data Description, the uploaded report covers motorcycle sales in Japan from 2021, even though a more recent version from 2024 is available. Students worked with the outdated report. Document used: https://www.jama.org/wp-content/uploads/2021/10/motor-industry-of-japan-2021.pdf Newer version: https://www.jama.or.jp/english/reports/docs/MIoJ2024_e.pdf Moreover, not all subjects have complete teaching materials. In some cases, only presentation slides are provided without any basic supporting content (Business Presentation).	Review of selected teaching materials Interviews with faculty staff
28	Variety of material forms	Are different forms of materials used (texts, videos, case studies, presentations)?	Yes/No. Formats of materials available in the course.	Generally yes, but not in all courses.	The basic teaching material in most courses consists of PowerPoint presentations. Other materials include videos, articles, reports, and case studies. Some courses do not provide any additional materials. According to student interviews, there are courses in which professors do not use any didactic materials at all and only lecture verbally. One of the best examples in terms of the variety of didactic materials is the Data Description course (Faculty of Business Administration), which offers a wide range of resources such as PowerPoint presentations, a handbook with exercises, reports from various sources, online tests, case studies, and videos recorded by the professors responsible for the course	Review of teaching materials, observation of classes, interviews with students
29	Language of teaching materials	Are the materials available in different languages?	Languages in which materials are available.	Japanese and English. Courses taught in English as of March, 2024=1,657	A variety of courses are available at Toyo University, in both English and Japanese.	Overview of teaching materials and syllabus. TOYO UNIVERSITY GUIDE BOOK 2024-2025 https://www.toyo.ac.jp/en/assets/pdf/TOYO-UNIVERSITY-GUIDE-BOOK_2024.pdf

30	Accessibility of materials for people with specific needs (disability)	Are the materials adapted to students with disability?	Types of materials developed for students with specific needs (deaf, blind)	No	Limited. No unified strategy observed; accessibility depends on individual instructors.	Overview of teaching materials designed for students with specific needs. Interviews with lectures.
31	Attractiveness of teaching materials	Are the materials attractive to students?	Yes/No	Not all materials	Same materials do not motivates students to study, specially when in comes to PowerPoint presentation. In students opinion there are to bored because include to much text. But according to student survey, about 80% of surveyed students believe that learning materials (e.g., slides, readings, multimedia) are attractive and support them understanding of the course content.	Overview of techning materials, interviews with students, student survey.
32	Accessibility and ease of use	Are the materials easily accessible?	Yes/No	Yes	Didactic materials at Toyo University are generally accessible through the university library and online resources. The library offers an open-stack system, allowing direct access to materials.Additionally, they provide access to ebooks and databases that can be accessed remotely, along with online tutorials for using the library and searching for resources. Moreover, in addition, some professors place teaching materials on the virtual campus (ToyoNet-ACE) or distribute them to students during lessons.	ToyoNet-ACE, student surveys and interviews, visit to the library. Website: Facilities University Library https://www.tyg.jp/e/facilities/university_library.html#:~:text=Toyo%20Gakuen%20University%20library%20has,for%20self%2Dstudy%20or%20discussion.
DIMENSION 3. TASKS (ACTIVITIES) FOR STUDENTS						
	Criteria	Control question	Indicator	Assessment	Comments	Source of information
33	Types of tasks completed by students	What types of assignments are given to students (projects, essays, case studies, presentations, exams)?	Variety of tasks	Essays, discussions (sometimes online discussions), answers to the professor's questions, homework, case studies, videos, test, quize,	Basic marketing: The students have to watch lecture videos and take confirmation tests to get attendance points. Also, The students must review the materials learned in class and complete the quizzes regarding them.	Syllabus review, class observation, interview with professors.
34	Number of tasks	How many task do students have to do per semester from one course?	Average number of task to be completed in one course during a semester.	It depends of the course	In fact, from each subject they have some small task to do for the next lesson, sometimes they are voluntary but often mandatory. They have to put them on campus, which does not mean they will be assessed. It is about mobilizing students to work.	Syllabus review, course document analysis.
35	Individual vs. Team Tasks	Do students work groups?	Yes/No	Yes	Sometimes in smoll groups (2-3 persons). During the class they do tasks in pairs	Syllabus, consultations with lecturers.
36	Frequency of task evaluation	Are all assignments graded?	Yes/No	No	The professor selects tasks for grading.	Course syllabuses, interviews with lecturers.

37	Feedback frequency	How often are assignments graded?	Feedback frequency	It depends on the course.	Sometimes only the final work is graded. But also there are subjectes where professor gives feedback after each of them.	Interviews with profesorss and students, class observation.
38	Support in carrying out tasks	Do students receive guidance, consultations, examples?	Yes/No. Availability of supporting materials (e.g. number of examples, templates, lectures)	Yes	In many cases, the professor develops guides to completing the assignment or other additional materials (e.g. book chapters, videos) and posts them on the virtual campus.	Interviews with profesorss and students, class observation, suporting materials overview, ToyoNet-ACE observation.
39	Final examen	Is there a mandatory final exam?	Yes/No	No	The final exam is not mandatory. It is not often used by professors (sometimes these exams are written and sometimes oral). Instead of this exam students do some kind of final project or to pass the subject you have to attend 75% of classes and submit assignments during the semester.	Interviews with profesorss and students, class observation.
DIMENSION 4: SYLLABUS						
4.1 Syllabus content						
	Criteria	Control question	Indicator	Assessment	Comments	Source of information
40	Course name	Is the full and unambiguous name of the course?	Yes/No.	Yes	Analyzed syllabuses: Basic Marketing1, Introduction to Marketing Data Analysis2, Modern Marketing1, Service Marketing1, Relationship Marketing, Data Description, Busienss Presentation, Intercultural Communication, Research Methods3, Introduction to Intercultural Competence Theory.	Syllabus of selected subjects https://g-sys.toyo.ac.jp/syllabus/
41	Credit	Is the number of credit specified for the course?	Yes/No.	Yes,	The syllabus for courses at Toyo University does specify the number of credits for each course. The number of credits is determined by the time required for course completion, with each credit typically corresponding to 45 hours of academic study.	Syllabuses of selected courses https://g-sys.toyo.ac.jp/syllabus/
42	Type of class	Does the syllabus include type of class (lecture, tutorial, etc.)?	Yes?No.	Yes (generally the type of class is Lecture)	Toyo University syllabuses include the type of class, such as lecture, tutorial, or lab, according to the university's website. The syllabus also includes other information like course purpose, learning objectives, schedule, instructional methods, and evaluation methods according to the university's website.	Syllabuses of selected courses https://g-sys.toyo.ac.jp/syllabus/

43	Level of study / semester	Is it specified for which level and semester the course is?	Yes/No.	Yes	Toyo University specifies the level and semester for which courses are offered. For example, the NEST program requires a certain level of Japanese proficiency (JLPT N2 or above) to take specific courses in the 2nd semester. The university also uses a semester system with two semesters (Spring and Fall).	Syllabus of selected courses https://g-sys.toyo.ac.jp/syllabus/ Toyo Study Abroad Program Fact Sheet for 2025 Fall Enrolment https://www.toyo.ac.jp/assets/academics/international-exchange/prospective/exchange_program/Studyabroad_program_iuep_factsheet_e_2025f.pdf
44	Course description	Does the syllabus include course description (introduction to the course)?	Yes/No	Yes	The syllabus at Toyo University typically includes a course description, also known as a course introduction. The course description outlines the course's purpose, main topics, and how they will be taught, providing students with an overview of what they can expect from the course.	Syllabus of selected courses https://g-sys.toyo.ac.jp/syllabus/
45	Learning objectives	Does the syllabus include learning objectives?	Yes/No.	Yes, but many time, the learning objectives are not well defined (for example course Basic Marketing)	In many case, the learning objectives aren't well defined because describe specific, measurable student skills at the end of the course, which are typical learning outcomes.	Syllabus of selected courses https://g-sys.toyo.ac.jp/syllabus/
46	Learning outcomes	Does the syllabus include learning outcomes?	Yes/No.	No	The syllabus does not contain the learning outcomes only the method which is not the same.	Syllabus of selected courses https://g-sys.toyo.ac.jp/syllabus/
47	Program content	Does the syllabus include a specific topics of the course?	Yes/No.	Yes	Yes, Toyo University syllabuses include specific course topics.	Syllabus of selected courses https://g-sys.toyo.ac.jp/syllabus/
48	Teaching methods	Have teaching methods been defined (e.g. lecture, project, blended learning)?	Yes/No. Types of methods	Yes, but often only basic methods.	In many cases these methods are quite basic and limited.	Syllabus of selected courses https://g-sys.toyo.ac.jp/syllabus/
49	Form and criteria for passing	Are the assessment methods (e.g. exam, project, test) clearly described?	Yes/No. Clarity and precision of assessment forms	Yes, but not always	There are syllabus where the assessment methods and criteria are not clearly defined. The criteria most frequently used are: - Class participation and assignment - Case study assignment - Final exam For example: Course Introduction to Marketing Data Analysis2, Service Marketing1 - the assessment criteria are not clear.	Syllabus of selected courses https://g-sys.toyo.ac.jp/syllabus/
50	Basic and additional literature	Are current and available sources of knowledge provided?	Yes/No. Number of items, date of issue, relevance to subject matter	Generally No.	in many syllabuses it is written that: Textbooks and Reference Materials to be announced in class.	Syllabus of selected courses https://g-sys.toyo.ac.jp/syllabus/

51	Language of instruction	Is the language in which classes are conducted specified?	Yes/No. Presence of language	Yes. Japanese and English	Yes, the language of instruction at Toyo University is generally specified. While many courses are conducted in Japanese, there are also courses, especially for international students, that are taught in English.	Syllabus of selected courses https://g-sys.toyo.ac.jp/syllabus/
52	Prerequisites	Are there any specific skills/knowledge required before enrolling in the course?	Yes/No.	Yes, but sometimes professors used this part as communication via with students.	Some lecturers describe the entry requirements incorrectly. For example: Introduction to Marketing Data Analysis2. Pre-requisites: I will not require lecture attendance.	Syllabus of selected courses https://g-sys.toyo.ac.jp/syllabus/ Web: Courses,Syllabus, Grades https://sites.google.com/toyo.jp/hakusan-en/coursescompletion-requirementsgrades-etc/Courses
4.2 Practical & Professional Integration						
	Criteria	Control question	Indicator	Assessment	Comments	Source of information
53	Number of practical classes	What percentage of the program are practical classes?	Yes/No. Practical hours/total hours	Yes, about 45 hours for experiments/exercises/practices per semestre	Many Toyo University programs incorporate practical classes. These can include field trips, hands-on activities, and project-based learning. Some programs, like the Bachelor in Regional Development Studies, utilize a "field-based approach" that emphasizes practical experience and direct engagement with communities (https://www.educations.com/institutions/toyo-university/bachelor-in-regional-development-studies)	Class observation, syllabuses, student's interview and websites: University websites: Classes: https://sites.google.com/toyo.jp/hakusan-learning/Classes Toyo Study Abroad Program Fact Sheet for 2025 Fall Enrollment (Paid). https://www.toyo.ac.jp/assets/academics/international-exchange/prospective/exchange_program/Studyabroad_program_fee_factsheet_e_2025f.pdf#:~:text=Of%20the se%2045%20hours%2C%20classes%20account%20for,language%20courses%2C%20and%2045%20hours%20for%20experiments/exercises/practices.&text=Englis h%20proficiency%20of%20CEFR%20B2%20or%20abo ve,those%20courses%20without%20meeting%20any%20additional%20requirements
54	Compulsory professional practice	Does the program include mandatory internships or apprenticeships?	Yes/No	Yes	While not universally mandatory across all programs at Toyo University, many programs include internships or apprenticeships as a core component or a highly encouraged option. For example, the Japan-Korea 3+1 Program encourages students to participate in internships (5 days to one month) at Japanese companies. The "Global Innovation Studies" program also includes internships as a key part of acquiring practical skills. Additionally, Toyo University's international exchange program offers internship opportunities for international students with advanced language skills.	Study programs and websites: Toyo Study Abroad Program Fact Sheet for 2025 Fall Enrolment https://www.toyo.ac.jp/assets/academics/international-exchange/prospective/exchange_program/Studyabroad_program_iuep_factsheet_e_2025f.pdf I-Turn Employment Promotion Program for International https://www.toyo.ac.jp/assets/academics/EN.pdf

55	Number of courses conducted by practitioners	Are the classes conducted by people with industry experience?	Yes/No	Yes	Some classes are teaching by individuals with industry experience (lectures by successful Japanese entrepreneurs and high-ranked government officers, as well as faculty with experience in infrastructure development and management). Additionally, the university offers programs in fields like Business, Innovation and Entrepreneurship, and International Relations, which may involve guest speakers or instructors with practical industry knowledge.	List of lecturers. Websites: Researchers Inforamtion System of Toyo University https://ris.toyo.ac.jp/search/index.html?lang=en&template=template1 Toyo University Graduate School of Global and Regional Studies. Graduate School co : 50 https://www.jica.go.jp/Resource/english/countries/oceania/c8h0vm00009rl9b3-att/50.pdf
56	Cooperation with companies and institutions	Does the university implement projects with the industry?	Yes/No	Yes	Toyo University actively implements projects in collaboration with various industries. These projects span diverse areas, including: Public-Private Partnerships (PPPs), regional industry development, environmental initiatives, internship opportunities, industrial-academic projects (https://www.toyo.ac.jp/about/gakuhou/backnumber/en/269_10/#:~:text=Industrial%2DAcademic%20Project%20between%20Toyo,The%20Dawn%20of%20Gaia).%E2%80%9D)	Websities: TOYO UNIVERSITY GRADUATE SCHOOLS GUIDE BOOK. 2024. 2024 https://jds-scholarship.org/country/kenya/brochure/Toyo_Brochure.pdf TOYO PPP SCHOOL Graduate School of Economics Course of Public Private Partnership https://www.pppschoool.jp/en/assets/Leaflet.pdf PPP at Toyo University. https://www.pppschoool.jp/en/pppschoool/#:~:text=PPP%20at%20Toyo%20University,created%20a%20two%20stage%20definition. Toyo University concludes a “Partnership Agreement for the Creation of Local Industries” with Kinokawa City and Wakan Corporation in Wakayama Prefecture https://www.toyo.ac.jp/about/gakuhou/backnumber/en/263_08/#:~:text=On%20March%209%2C%202021%2C%20Toyo,the%20development%20of%20human%20resources. https://www.toyo.ac.jp/contents/international-exchange/toyo-iuep/en/message/#:~:text=When%20we%20held
	4.3 Flexibility of the program: possibility to choose subjects, specializations					
	Criteria	Control question	Indicator	Assessment	Comments	Source of information

57	Proportions of compulsory and optional subjects	How many compulsory and optional subjects are there in a semester?	Yes/No. % of optional subjects	Yes, depends on the course	Toyo University doesn't have a set number of compulsory and optional subjects per semester for all students. Instead, the curriculum and required credits vary depending on the specific program or department. Generally, students are required to take a certain number of compulsory courses (often in core subjects like Language and Communication Skills or specified foreign languages) and then have the flexibility to choose optional courses. For example, some programs require students to take a minimum of 12-15 credits (potentially equivalent to 7-8 classes) per semester. Additionally, students can often choose from a variety of courses to fulfill certain credit requirements or to specialize in a particular area.	Study plans, syllabuses. Websites: Graduation requirement credits: https://www.toyo.ac.jp/nyushi/content/dam/toyowebstyle/undergraduate/grs/curriculum/grs-rdsc-curriculum.pdf Credits and Courses: https://sites.google.com/toyo.jp/hakusan-learning/Credits-and-Courses
58	Number of specializations available	Does a student have the opportunity to choose a career path?	Yes/No	Yes	Toyo University offers students ample opportunities to explore and choose their career paths. This includes a wide range of faculties and departments, flexible learning options, and support for international students seeking employment in Japan.	Toyo University Graduate Schools Application Guidelines https://www.toyo.ac.jp/assets/gs/hakusan/Fall_2025_Application_Guidelines_Eng_0128revised.pdf Toyo University's Program for Enhancing Employment of International Students: https://www.toyo.ac.jp/assets/academics/international-exchange/itepp_jp/itepp_en.pdf#:~:text=We%20help%20international%20students%20to%20find%20employment,Japan%2C%20from%20their%20first%20year%20through%20graduation.&text=Toyo%20University%20has%20a%20unique%20program%20which,Ishikawa%2C%20Toyama%2C%20Okayama%2C%20Shimane%20and%20Oita%20prefectures)
59	Individualization of the course of study	Does the university allow individual study programs?	Yes/No	Yes	Toyo University offers flexibility in its curriculum, allowing students to engage in individual study programs. This includes taking courses in other departments, utilizing university-wide courses, and exploring special programs. Additionally, they offer online courses for international students.	TOYO UNIVERSITY GUIDE BOOK 2024-2025 https://www.toyo.ac.jp/en/assets/pdf/TOYO-UNIVERSITY-GUIDE-BOOK_2024.pdf

60	Possibility of changing path/specialization	Can a student change his/her specialization?	Yes/No	Yes	While Toyo University doesn't offer explicit, straightforward specialization changes after the initial major selection, students can still explore and potentially shift their focus within their program or even consider transferring to another department. However, Toyo University emphasizes that students should choose their courses carefully, consulting with academic supervisors and referencing major guidance, especially at the time of enrollment. This suggests a strong emphasis on focusing within the chosen field.	Graduate School of Economics Course of Public–Private Partnership https://sites.google.com/toyo.jp/hakusan-en/course-curriculumcourse-requirements/Economics
DIMENSION 5. TEACHING CONDITIONS						
5.1 Infrastructure						
	Criteria	Control question	Indicator	Assessment	Comments	Source of information
64	Quality of lecture classrooms	Are the rooms modern, multimedia, comfortable?	Yes/No	Yes	Many of Toyo University's facilities, including its residences, feature a modern design. For instance, the AI-House HUB-4 international residence is praised for its high design quality and received the "GOOD DESIGN AWARD 2022". The AI-House HUB-4 and the Hakusan Campus are known for their modern architecture, offering a mix of sleek design and natural elements.	Local visits. Websites: The International Residence AI-House HUB-4 https://www.toyo.ac.jp/about/gakuhou/backnumber/en/265_03/#:~:text=Each%20floor%20has%20four%20shared,casually%20on%20a%20daily%20basis.
65	Availability of specialist laboratories	Do students have access to laboratories appropriate to their course?	Yes/No	Yes	Toyo University provides lab access to students, particularly in programs like the Department of Health and Sports Sciences and the Department of Nutritional Sciences. These labs are used for practical learning, research, and analyzing various aspects of human body function, sports performance, and nutrition.	Local visits, university details Websites: Educational Content of Each Department https://www.toyo.ac.jp/about/gakuhou/backnumber/en/271_01/#:~:text=Students%20study%20expansively%2C%20covering%20the,support%20for%20obtaining%20nutritionist%20qualifications. The Akabanedai Campus is Complete! https://www.toyo.ac.jp/about/gakuhou/backnumber/en/271_01/ TOYO UNIVERSITY GUIDE BOOK 2024-2025

66	Library opening hours	Is the library available at convenient hours, including online?	Yes/No	Yes	The library at Toyo University is a significant resource, housing nearly 1.5 million volumes and offering a wide range of study areas.It serves as the university's information center, supporting education and academic research. The library's collection includes materials in various fields, including British and American literature, English linguistics, and Japanese and overseas economics and business. Toyo University Library gives students the access to a wide variety of online databases.	Library visiting and regulations. Websites: TOYO UNIVERSITY GUIDE BOOK 2024-2025 https://www.toyo.ac.jp/en/assets/pdf/TOYO-UNIVERSITY-GUIDE-BOOK_2024.pdf Library User Guide https://www.toyo.ac.jp/assets/library/LUG11enOnlineDatabasesEJournalsEBooks20210319.pdf
67	Modern technical equipment	Is the teaching equipment modern?	Yes/No	Yes	Toyo University is equipped with state-of-the-art Information and Communication Technology.	Local visits
5.2 Digital resources						
	Criteria	Control question	Indicator	Assessment	Comments	Source of information
68	Availability of e-learning platform	Does the university use an e-learning system?	Yes/No. Scope of use	Yes	ToyoNet-ACE is a Learning Management System (LMS) used by Toyo University to support coursework and facilitate communication between instructors and students. It allows Share materials, Take a survey, Take a quiz, Impose/Collect Reports, Conduct group activities, Provide collective/individual feedback. The university also has the ToyoNet-G - a system that supports the learning and student life of students at Toyo University. It can be accessed via the Internet from computers in the university's computer classrooms or from home computers. The "Toyo University Official Application" is a web service for obtaining information necessary for student life. It can be installed as an application on your smartphone or used on your PC browser. Toyo University uses two major methods of remote education: Two-way simultaneous method, enables students in another location to attend the class real time, using dedicated hardware supported by satellite communication or the Internet. On-demand method is a way by which the content of a recorded class is distributed on the Internet. Students can attend the class by viewing it.	Observation of the ToyoNet-ACE (courses: Data Description, Business Presentation, Research Methods, Education from International Comparative Perspectives/Comparative and International Education, Major Seminar) Websites: ToyoNet Campus Information System Portal https://sites.google.com/toyo.jp/toyonet/information/toyonetace ToyoNet-G User Guide: https://drive.google.com/file/d/1kCyepqBgxni9iTXvqGkZ_QtP67qRrSn/view Toyo Online Clas Portal: https://sites.google.com/toyo.jp/toyo-onlineclass-portal/for-teachers/asynchronous?authuser=0

69	Availability of communication platforms	Does the university use communication platforms (MS Teams, Zoom, etc.)?	Yes/No. Name and purpose of use	Tyes	Google Meet, Google Workspace, ToyoNet-mail and ToyoNet-ACE https://sites.google.com/toyo.jp/toyo-onlineclass-portal/for-teachers/synchronous?authuser=0	Interview with faculty staff Toyo online Class Portal: https://sites.google.com/toyo.jp/toyo-onlineclass-portal/for-teachers ToyoNet Campus Information System Portal https://sites.google.com/toyo.jp/toyonet/information/toyo-netace
70	Number of databases available to students	Do students have access to global knowledge bases (EBSCO, JSTOR, Scopus)?	Yes/No	Yes	Toyo University Library gives students the access to a wide variety of online databases that give student's access to various sources such as academic information, newspapers, magazine articles, dictionaries, encyclopedias and legal information. Among these bases there are> magazineplus, Web of Science, Scopus.	Library User Guide: Online Databases, E-Journals & E-Books https://www.toyo.ac.jp/assets/library/LUG11enOnlineDatabasesEJournalsEBooks20210319.pdf
	DIMENSION 6. STUDENTS					
	6.1 Level of preparation of candidates for studies					
	Criteria	Control question	Indicator	Assessment	Comments	Source of information
71	Entrance exam/matura results	What is the average score of candidates accepted to study?	Average results from state examinations (e.g. Matura)	250	The average EJU score for candidates accepted at Toyo University can vary depending on the specific department and course, but it generally falls around 240-250 for the 2022 and 2023 periods.	University reports
72	Language level	Do students need to have proven language competences?	Yes/No	Yes	The average EJU score for candidates admitted to Toyo University can vary depending on the specific faculty and year of admission. Generally, for international students, a minimum required score in the Japanese language category of the EJU is 300. Toyo University also requires a minimum score of 79 on TOEFL iBT, 6.0 on IELTS, or 780 on TOEIC L&R.	Acceptance Level or Minimum required scores of EJU: https://www.jasso.go.jp/en/ryugaku/eju/examinee/prearrival/__icsFiles/afieldfile/2024/11/20/202411meyasu_e.pdf Application Guide for Online Addmision https://www.toyo.ac.jp/assets/online-entry-exam_2025_apr_en.pdf
	6.2 Students' engagement in the learning process					
	Criteria	Control question	Indicator	Assessment	Comments	Source of information

73	Attendance at classes	Is attendance at classes obligatory?	Yes/No	Yes	Japanese students are required to attend 75% of all classes, but international students are required to attend all classes	Toyo University Academic Rules and Regulations Websites: Toyo University's Specific Rules for International Students https://sites.google.com/toyo.jp/hakusan-en/student-lifepayment/international-student Toyo University Academic Rules and Regulations https://www.toyo.ac.jp/assets/about/20240401ToyoUniversityAcademicRulesandRegulations_en.pdf
74	Participation in projects and competitions	Are students involved in scientific or social initiatives?	Yes/No	Yes	Toyo University students actively participate in a variety of projects and competitions, particularly in the areas of international exchange, SDGs, and extracurricular activities	Interviews with students. Websites: Alumni of Toyo University. SDGs News https://www.toyo.ac.jp/contents/alumni/2022/en/sdgs.html#:~:text=Birth%20of%2049%20%E2%80%9CSDGs%20Ambassadors,themed%20activities%20at%20the%20University. TOYO UNIVERSITY GUIDE BOOK 2024-2025 https://www.toyo.ac.jp/en/assets/pdf/TOYO-UNIVERSITY-GUIDE-BOOK_2024.pdf ISEP. Tokyo, Japan. Toyo University https://search.isepstudyabroad.org/University/Detail/62f3c1ab-ac0c-40d4-91bd-1b2515b4776e#:~:text=Toyo%20University%20strongly%20believes%20that%20student%20activities,group%20of%20students%20that%20share%20their%20interests.
63	Employment rate	How many graduates find a job after finishing their studies?	Percentage of graduates employed in a profession consistent with their education within one year of graduation.	98,5%	Toyo University boasts a strong employment record, with a 98.5% employment rate for the class of 2023.	TOYO UNIVERSITY GUIDE BOOK 2024-2025 https://www.toyo.ac.jp/en/assets/pdf/TOYO-UNIVERSITY-GUIDE-BOOK_2024.pdf#page=13
6.3 Student support						
	Criteria	Guiding Question	Indicator	Assessment	Comments	Source of Information
75	Career guidance	Does the university offer career counseling?	Yes/No	Yes	Support is provided regarding career development, such as providing information regarding internships and job postings, along with personal consultations with specialist career counselors. https://www.toyo.ac.jp/campuslife/toyou/	Job Hunting and Career Support https://www.toyo.ac.jp/about/gakuhou/backnumber/en/266_02/#:~:text=When%20should%20I%20start%20thinking%20about%20job,of%20what%20job%20they%20want%20to%20do

76	Psychological support	Do students have access to psychological support services?	Yes/No	Yes	Toyo University's Student Counseling Office provides psychological support to help students lead a fulfilling campus life. Staffed by certified clinical psychologists, the office offers confidential consultations on various issues, including: Interpersonal relationships, nervousness, stress or frustration, anxiety, depression or anger management, lack of interest or motivation, lack of self-esteem, academic performance and future career, club activities, fraudulent business solicitations, harassment issues.	Information for International Students in Hakusan Campus https://sites.google.com/toyo.jp/wellness/soudan/hakusan/international_students?utm
77	Mentoring	Does the university run mentoring programs?	Yes/No	Yes	Toyo University offers structured mentoring opportunities through several of its programs, notably the SDGs Ambassador Program and its Teaching Assistant (TA) and Student Assistant (SA) system. The SDGs Ambassador Program is a scholarship initiative aimed at students committed to advancing the United Nations Sustainable Development Goals (SDGs). The TA/SA A/SA system offers support regarding to educational activities.	Toyo SDGs Ambassador Scholarship for International Students https://sites.google.com/toyo.jp/toyo-sdgs-ambassador-program/sdgsscholarship?utm TOYO UNIVERSITY TA/SA Handbook https://www.toyo.ac.jp/assets/academics/TASA-Handbook_4th_en.pdf?utm
78	General availability of support	Are different types of support accessible to all students?	Yes/No	Yes	Toyo University provides a wide range of support services that are accessible to all students, including international students, across various areas of academic, personal, and professional life. This support includes: Learning Support Services, Wi-Fi network, University Library, Campus Life Support, Career Support Office, Scholarships and awards support, Information Technology,	Toyo University Student Support Information https://www.toyo.ac.jp/about/gakuhou/backnumber/en/262_02/

DIMENSION 7: INTERNATIONALIZATION

7.1 Internationalization of students

	Criteria	Control question	Indicator	Assessment	Comments	Source of information
79	Number of students	How many students are there?	Total number of students	31885	Toyo University has a student population of 31,885. This indicates that it is a large-scale institution, offering diverse academic programs and the capacity to support a broad and varied student body.	TOYO UNIVERSITY GUIDE BOOK 2024-2025 https://www.toyo.ac.jp/en/assets/pdf/TOYO-UNIVERSITY-GUIDE-BOOK_2024.pdf#page=13
80	Exchange agreements	How many exchange agreements does Toyo University has?	Yes/No. Number of programs	Yes. The university has 369 agreements with 268 universities in 41countries.	The university has 369 agreements with 268 universities in 41countries.	TOYO UNIVERSITY GUIDE BOOK 2024-2025 https://www.toyo.ac.jp/en/assets/pdf/TOYO-UNIVERSITY-GUIDE-BOOK_2024.pdf#page=13
81	Outbound student mobility	How many Japanese students participate in international exchanges?	Number of Japoness students studied abroad	1433 (4,5%)	Toyo University reported that 1,433 Japanese students (4.5%) participated in international exchange programs. This shows a moderate level of outbound mobility and suggests potential for further expansion of international experiences.	TOYO UNIVERSITY GUIDE BOOK 2024-2025 https://www.toyo.ac.jp/en/assets/pdf/TOYO-UNIVERSITY-GUIDE-BOOK_2024.pdf#page=13

82	International students (%)	What percentage of the university,Âs students come from other countries?	Number of international students divided by total number of students, multiplied by 100.	4,9% (1560)	International students make up 4.9% of the total student body at Toyo University (1,560 students). This reflects some degree of internationalization, although there may still be opportunities to increase global diversity on campus.	TOYO UNIVERSITY GUIDE BOOK 2024-2025 https://www.toyo.ac.jp/en/assets/pdf/TOYO-UNIVERSITY-GUIDE-BOOK_2024.pdf#page=13
83	Courses taught in English	How many courses are taught in English?	Number of courses taught in English	1657 (1,092 undergraduates 565 postgraduates)	A total of 1,657 courses are offered in English (1,092 undergraduate and 565 postgraduate). This demonstrates a solid institutional effort to provide access to education for non-Japanese speakers and support international programs.	TOYO UNIVERSITY GUIDE BOOK 2024-2025 https://www.toyo.ac.jp/en/assets/pdf/TOYO-UNIVERSITY-GUIDE-BOOK_2024.pdf#page=13
84	English syllabi availability	how many syllabuses are available in English?	Number of syllabuses in English	18040 subjects	Toyo University has made 18,040 syllabi available in English, indicating a strong commitment to transparency, accessibility, and support for both international students and faculty.	TOYO UNIVERSITY GUIDE BOOK 2024-2025 https://www.toyo.ac.jp/en/assets/pdf/TOYO-UNIVERSITY-GUIDE-BOOK_2024.pdf#page=13
85	International student satisfaction	Do foreign students have a positive opinion about the university?	% of foreign students satisfied with the quality of education at the university	80%	The feedback reveals high satisfaction with student life and organizational support, but also highlights a lack of academic challenge and difficulties in integrating with Japanese peers.	Surveys and interviews with foreign students
7.2 Internationalization of teachers						
	Criteria	Control question	Indicator	Assessment	Comments	Source of information
86	Foreign experience of Japanese lectures	Do teachers have academic experience abroad (e.g. studies, internships, lectures)?	Number of Japanese lectures with foreign experience	173 (21,8%)	The Top Global University and the implementation of the Toyo Global Diamonds Project have been used to mobilize a large group of staff and faculty and have also raised general awareness about internationalization at Toyo University	Ministry of Education (MEXT) (document Excel)
87	International Faculty Ratio	What percentage of the university,Âs academic staff comes from other countries?	Number of international academic staff members divided by total number of academic staff members, multiplied by 100.	0.16	According to information from MEXT, Toyo University has an International Faculty percentage of 16%. This means that a quite portion of their academic staff is composed of faculty members who are not from Japan.	Ministry of Education (document MEXT) (Excel)
88	Participation in international projects and organizations	Do the teachers participate in international grants, research projects, scientific associations?	Yes/No.	Yes	Toyo University faculty members and staff are actively involved in international research projects and collaborations. Toyo University encourages and supports internationalization of research, teaching, and extracurricular activities.	Toyo University ISAS (2.0): Assessing Strategy and Monitoring Achievements FINAL REPORT https://www.toyo.ac.jp/assets/academics/Final_panel_report_ISAS_20_Toyo_University.pdf

89	Teacher's participation in COIL programs or joint teaching with foreign countries	Do teachers conduct joint activities with international partners online or offline (COIL, joint projects)?	Yes/No.	Yes. Online Collaborative Education in Asia and the Pacific	Toyo University launched an Online Collaborative Education in Asia and the Pacific (SDGs Online Cross-Registration: Online Exchange Program (OEP)) in the fall semester of 2021. Toyo University OEP is an online interdisciplinary program that allows students to take classes at UMAP member universities for free while in their home countries.	Webs: Inter-University Exchange Project: Programs for Toyo University Students https://www.toyo.ac.jp/contents/international-exchange/toyo-iuep/en/students/#:~:text=Departure%20Period,informat ion%2C%20see%20the%20page%20below.&text=Our%20Online%20Exchange%20Program%20(OEP,to%20maintain%20their%20English%20proficiency. Inter-University Exchange Project: Programs for Toyo University Students https://www.kansai-u.ac.jp/Kokusai/IIGE/JPN-COIL/#:~:text=I%20am%20pleased%20to%20announc e,mutually%20improve%20education%20techniques%20and
90	Research program for teachers from abroad	Does the university offer a research program for professors from abroad?	Yes/No.	Yes	Toyo University has a visiting scholar program called "Research fellow program at Toyo University. It offers a Research Pprogram for international researchers, including professors. This program allows individuals to conduct research at the university for a period of one semester or one year, with a maximum duration of two years.	Toyo University ISAS (2.0): Assessing Strategy and Monitoring Achievements https://www.toyo.ac.jp/assets/academics/Final_panel_report_ISAS_20_Toyo_University.pdf Toyo University Researches Information System of Toyo University https://ris.toyo.ac.jp/search/index.html?lang=ja
DIMENSION 8: QUALITY EVALUATION AND IMPROVEMENT SYSTEM						
	Criteria	Control question	Indicator	Assessment	Comments	Source of information
91	Having national accreditation	Does the university have valid national accreditation?	Accreditation status (YES/NO) + validity period	Yes	Toyo University has valid national accreditation. They have been accredited by the Japan University Accreditation Association (JUAA) since 1953. The latest accreditation, undergone in AY2021, is valid until March 31, 2029.	Documentation analysis: Inspection and evaluation report for application for university evaluation (accreditation evaluation) in 2021 https://www.toyo.ac.jp/assets/academics/term3_Self-StudyReport.pdf AY 2021 3rd term Institutional Accreditation Evaluation. https://www.toyo.ac.jp/academics/improve/evaluation/2021/
92	International program accreditations	Are the programmes internationally accredited?	Yes/No	Yes	Toyo University received the Internationalization Learning Badge from the International University Association (IAU) in 2019.	TOYO UNIVERSITY GUIDE BOOK 2022 https://experience-japan.jp/wp-content/uploads/2023/07/25_document_01.pdf News: Toyo University Underwent University Evaluation by the Japan University Accreditation Association https://www.toyo.ac.jp/about/gakuhou/backnumber/en/267_06/#:~:text=Toyo%20University%20Underwent%20

93	Public access to quality reports	Does the university publish quality control results?	Yes/No	Yes	Toyo University publishes quality control results, according to the Japan University Accreditation Association (JUAA). The university has established committees and headquarters to conduct internal self-studies and reviews, and these results are used to make recommendations for improvements.	News: AY 2021 3rd term Institutional Accreditation Evaluation https://www.toyo.ac.jp/academics/improve/evaluation/2021/ JUAA. University Accreditation Results: Toyo University https://juaa.or.jp/updata/evaluation_results/255/20220930_617580.pdf
94	Systematic student surveys	Does the university conduct regular student satisfaction surveys?	Yes/No. Frequency and attendance in surveys	Yes. After each course.	Toyo University does conduct regular student satisfaction surveys, both for international and domestic students. The university actively seeks feedback and strives to address student concerns, as evidenced by their responsiveness to international student feedback. The ISAS (Internationalization Strategies Advisory Service) report highlights the university's commitment to improving the student experience based on feedback.	International Association of Universities Toyo University ISAS (2.0): Assessing Strategy and Monitoring Achievements
95	Using survey results in practice	Do survey results influence changes in teaching?	Yes/No.	Yes	The survey results are used by professors to improve the areas of education that were assessed the worst by students.	Staff faculty interviews
96	Evaluation of teaching quality based on student results	Does the university analyse the outcomes of education (e.g. pass rates)?	Yes/No	Yes	Toyo university utilizes multiple measuring benchmarks, such as grades, rubrics, and department-specific methods, to assess student learning outcomes.	University Accreditation Report https://juaa.or.jp/updata/evaluation_results/255/20220930_617580.pdf
DIMENSION 9: EXTERNAL CONDITIONS						
	Criteria	Control question	Indicator	Assessment	Comments	Source of information
97	Level of financing of education	What percentage of GDP does the state allocate to education?	Share of education expenditure in GDP	About 3,3% of the GDP (in 2022)	According to the World Bank, Japan spends 3,3% of its gross domestic product (GDP) on educational institutions (this is less than the OECD average of 5,1% of GDP) at primary to tertiary levels (including R&D) of which 29% was dedicated to primary education, 17% to lower secondary education, 19% to upper secondary and post-secondary education combined, 5% to short-cycle tertiary programmes and 29% to bachelor's, master's and doctoral or equivalent programmes In 2023, Japan spent an average of 20,518 USD per student in tertiary education, according to the OECD. This is higher than the OECD average of 14,209 USD and includes both public and private expenditures.	World Bank: Government expenditure on education, total (% of GDP). https://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS?locations=JP OECD. Education at a Glance 2023. Japan. https://gpseducation.oecd.org/Content/EAGCountryNotes/EAG2023_CN_JPN_pdf.pdf https://gpseducation.oecd.org/CountryProfile?primaryCountry=JPN&treshold=10&topic=EO

98	Scope of university autonomy	Do universities have freedom in programs, employment, finances?	Yes/No	Yes but limited	In Japan, while national universities have gained greater autonomy with the "corporatization" reforms, they still operate within a framework of accountability and public funding. This means they have increased freedom in management and financial discretion, but also need to align with government goals and external funding. Private universities have more freedom in program and employment decisions, especially in terms of quality assurance and the provision of higher education opportunities, but their financial independence is also a factor.	Laws, government reports. Maruyama. An Overview of the Higher Education System in Japan. https://www.niad.ac.jp/media/001/201802/nk001001.pdf Mizuta. Public Funding Schemes for the Higher Education Sector in Japan. https://www.niad.ac.jp/media/001/201802/nk001003.pdf East Asian Forum. (2022). <i>Equally accessible tertiary education in Japan still faces obstacles</i>. https://eastasiaforum.org/2022/08/03/equally-accessible-tertiary-education-in-japan-still-faces-obstacles/#:~:text=The%20income%2Dcontingent%20loan%20is%20only%20available%20for,loans%20may%20be%20expanded%20to%20undergraduate%20students.&text=The%20implementation%20of%20policies%20that%20aim%20to,the%20bright%20students%20who%20can%20go%20there.
99	Scholarship systems and student support	Does the state support students financially?	Yes/No	Yes	The Japanese government provides significant financial support to students, particularly at the high school level, through various programs. These programs aim to reduce the financial burden on families and ensure equal educational opportunities. Public high school student: Amount equivalent to public high school tuition (118,800 yen per year) (The tuition cost for a national public high school student will be zero.). Private high school student: Amount of support payment will vary depending on household income.	MEXT. (n.d). Tuition Support for High School Students in Japan. https://www.mext.go.jp/en/policy/education/elsec/title02/detail02/1373867.htm#:~:text=Objectives,tax%2C%20tax%20declaration%20certificate%EF%BC%89. MEXT. (n.d). High School Tuition Support Fund system: https://www.mext.go.jp/a_menu/shotou/mushouka/20220329-mxt_kouhou02-4.pdf MEXT. (n.d). Support for high school students
100	Stability and predictability of higher education policy and funding	To what extent is higher education policy and public funding stable and predictable over time?	Scale: High - Moderate - Low	Moderate	Higher education policy in Japan is relatively stable and centrally managed, but under pressure due to demographic changes and the need for internationalization and labor market alignment. Public funding (approx. 3.3% of GDP) is below the OECD average, pushing universities to rely more on private sources. Although policy changes are introduced gradually, they are not always accompanied by a clear long-term vision.	MEXT. (n.d). Support for high school students World Bank. (n.d.). Government expenditure on education, total (% of GDP) – Japan

Results of online survey:

The quality of Japanese higher education from an international student's perspective.

1. Executive summary of the student survey

The survey aim was to understand how international students perceive the quality of higher education in Japan, including their academic experiences, access to support, and integration into university life. The student's participation was completely voluntary, and anonymous.

We received 39 valid answers. Although the number of responses is limited, the survey provides valuable insights into the experiences and expectations of international students at Toyo University. The qualitative comments, in particular, shed light on both strengths and challenges of the current educational environment from a student's perspective.

The survey was divided into three main parts, each focusing on a different aspect of the student experience:

Part I – General Information

This section gathered demographic data, including students' gender, country of origin, faculty or department, and the language of instruction in their academic programs. It helped establish the diversity of the respondents and the academic context in which they study.

Part II – Education Quality

This part focused on how students evaluate the quality of education in Japan. It included questions about administrative support, communication with professors, teaching methods, learning materials, relevance of the curriculum, and overall satisfaction. Students also shared whether they noticed differences between education in Japan and their home countries, and if they believed Japanese education was better, worse, or the same.

Part III – General Impressions

The final section included open-ended questions about students' motivations for choosing Japan, what they like most and least about studying there, and whether they would recommend Japan to others. It also invited additional comments to capture personal insights and experiences.

This structure allowed for both quantitative and qualitative insights, offering a broader understanding of students' perspectives.

2. Detailed findings

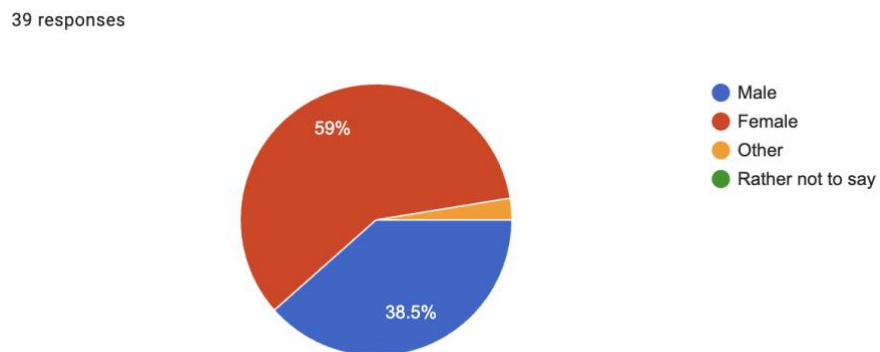
This section presents the main results of the survey. It includes both quantitative data (charts and tables) and qualitative comments from students. The aim is to show how international students view the quality of education and their experiences at Toyo University.

PART I – GENERAL INFORMATION

- **Question: *What is your gender?***

Chart 1 presents the gender of the surveyed students.

Chart 1. Students' gender distribution



Source: Survey results collected via Google Forms in 2025

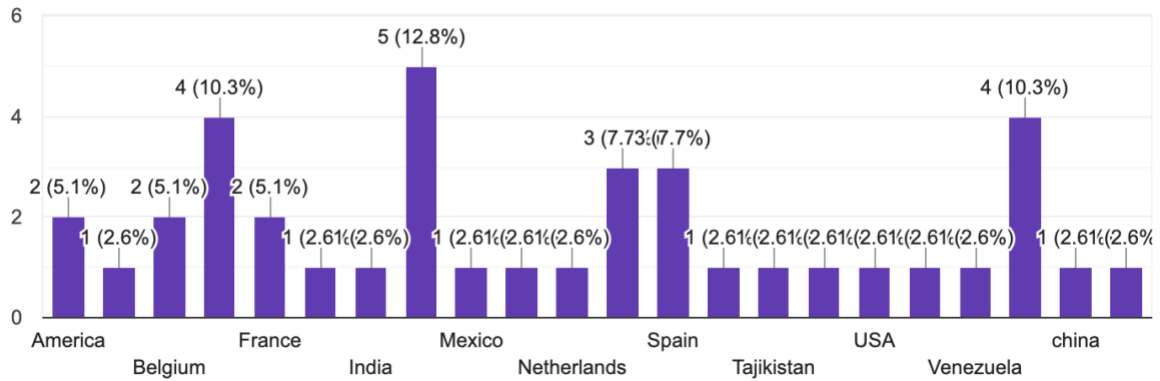
Most of the international students who answered are female (59%), followed by male students (38,5%). One person chose "Other" as their gender identity (2,6%). No one selected "Rather not to say".

- **Question: *What is your country of origin?***

Chart 2 and Table 1 below show the countries of origin of the international students who participated in the survey.

Chart 2. Student's country of origin

39 responses



Source: Survey results collected via Google Forms in 2025

Table 1. Student's country of origin

Country	Number of students
Austria	1
USA	4
Belgium	2
China	5
France	2
Hong Kong	1
India	1
Italy	5
Mexico	1
Myanmar	1
Netherlands	1
Poland	3
Spain	3
Tajikistan	1
Sweden	1
Thailand	1
Venezuela	1
Vietnam	4
Taiwan	1

Source: Survey results collected via Google Forms in 2025

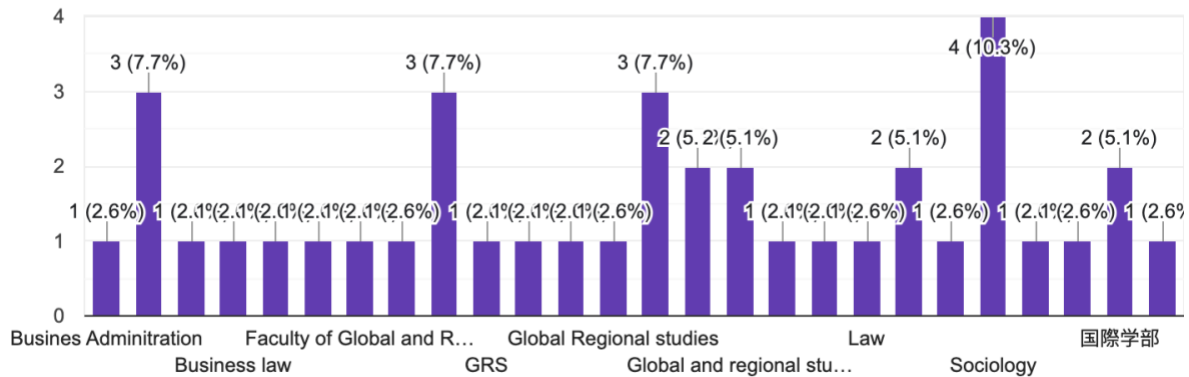
The 39 international students in the survey represent 19 different countries, showing a wide mix of backgrounds. This highlights the cultural diversity of the international student population at Toyo University.

- **Question: *What faculty or department are you studying in at Toyo University?***

This Chart 3 and Table 2 show the distribution of surveyed international students across different faculties and departments at Toyo University.

Chart 3. Students by faculty or department at Toyo University

39 responses



Source: Survey results collected via Google Forms in 2025

Table 2. Students by faculty or department at Toyo University

Faculty department	Number of students
Business Administration	6
Business Law	2
GINOS	4
Global Regional Studies (GRS)	17
Global Innovation Studies (GIS)	1
Letters	2
Sociology	4
Society	1
International Tourism	1
History	1

Source: Survey results collected via Google Forms in 2025

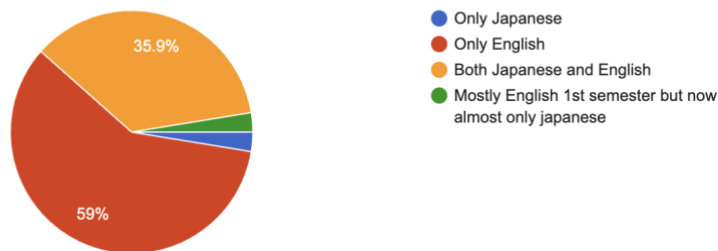
Most international students surveyed are enrolled in the Faculty of Global Regional Studies (17 out of 39). The next largest group is in Business Administration (6 students), followed by GINOS (4 students), Sociology (4 students), Business Law (2 students), and Letters (2 students). Only one student each is from Global Innovation Studies, Letters, Society, and International Tourism. This suggests that global and business-related programs are the most popular choices among international students at Toyo University.

- **Question: *What is the language of instruction in your program?***

This Chart 4 presents the main languages used in academic programs attended by the surveyed students.

Chart 4. Language of instruction in students' programs

39 responses



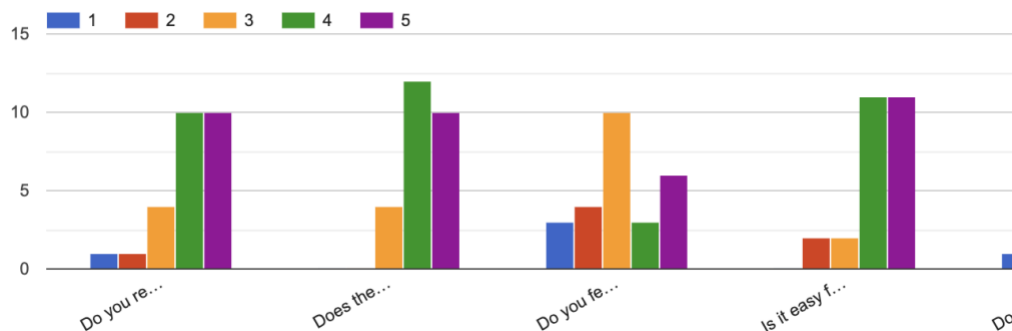
Source: Survey results collected via Google Forms in 2025

Most international students at Toyo University reported that their program is taught only in English (59%). 35.5% indicated that their courses are taught in both English and Japanese. A small number of students (3.8%) are studying in programs taught only in Japanese, while another said the first semester was mostly in English but now almost everything is in Japanese.

PART II – EDUCATION QUALITY

Chart 5 and Table 3 summarize how international students evaluate different aspects of the education system in Japan, including administrative support, course content, teaching methods, and overall satisfaction.

Chart 5. Students' assessment of education quality at Toyo University



Scala: 1 = very poor, 2 = poor, 3 = neutral, 4 = good, 5 = excellent

Source: Survey results collected via Google Forms in 20

Table 3. Students' assessment of education quality at Toyo University

Question	Very poor	Poor	Neutral	Good	Excellent
Do you receive adequate administrative support (e.g., visa issues, documents)?	1	1	8	13	16
Does the university offer language or cultural support?	-	-	5	15	19
Do you feel like a part of the academic community?	3	5	14	6	11
Is it easy for you to communicate with professors and university staff?	-	3	3	18	15
Do you feel the course content is up-to-date and relevant?	2	2	9	15	11
Are the learning objectives and expectations clearly explained in each course?	3	4	9	11	12
Do the learning materials (e.g., slides, readings, multimedia) support your understanding of the course content?	1	3	4	17	14
Do you feel that the courses help you develop practical skills relevant to your future career?	4	3	13	10	9
How satisfied are you with the teaching methods used by your professors?	2	5	6	13	13
How satisfies are you with your overall academic experience in Japan?	2	5	6	13	13

Source: Survey results collected via Google Forms in 2025

International students at Toyo University report generally high satisfaction with their academic experience. Administrative support was evaluated positively, with 29 students rating it as *Good* or *Excellent*. Language and cultural support received even stronger approval, with 34 students giving favorable ratings. Communication with professors was also highly valued, with 33 students selecting *Good* or *Excellent*. Course content and clarity were well regarded, with 26 students affirming the relevance of content and 23 students recognizing the clarity of learning objectives. Teaching materials were positively assessed by 31 students, and teaching methods gained 26 positive evaluations.

However, the weakest aspect was students' sense of belonging to the academic community, with only 17 students rating it positively, while almost half were neutral or dissatisfied. Another relatively weak area was the development of practical skills for future careers, with 19 students giving favorable evaluations and 17 students remaining neutral or negative. Despite these limitations, overall satisfaction with studying in Japan was high, with 26 students rating their academic experience as *Good* or *Excellent*.

PART III: PERCEPTIONS OF THE LEARNING ENVIRONMENT IN JAPAN

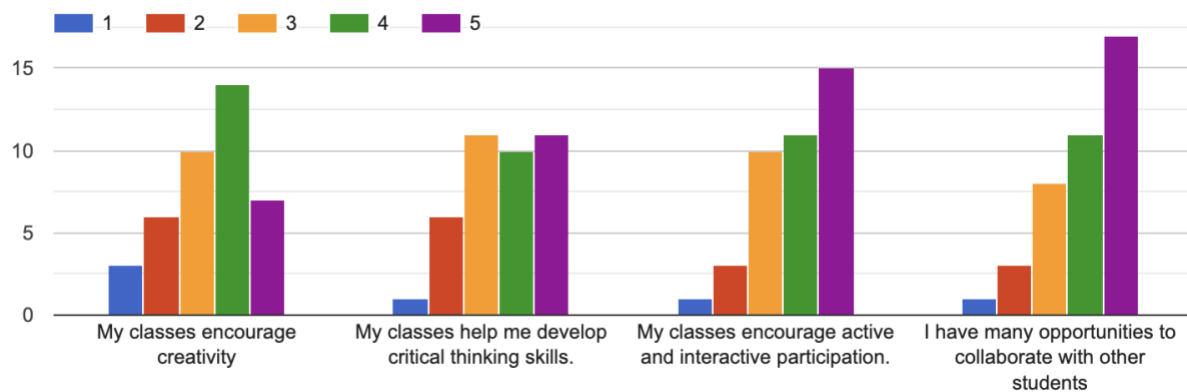
- **Question:** *To what extent do you agree with the following statements about your learning experience in Japan?*

Chart 6 and Table 4 present how much students agreed with various statements regarding creativity, critical thinking, participation, and collaboration during their studies in Japan.

Chart 6. Students' opinions on their learning experience in Japan

To what extent do you agree with the following statements about your learning experience in Japan?

(1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree)



Source: Survey results collected via Google Forms in 2025

Table 4. Students' opinions on their learning experience at Toyo University

Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
My classes encourage creativity	3	6	10	14	7
My classes help me develop critical thinking skills.	1	6	11	10	11
My classes encourage active and interactive participation.	1	3	10	11	15
I have many opportunities to collaborate with other students	1	3	8	11	17

Source: Survey results collected via Google Forms in 2025

International students' opinions on their classroom learning experiences at Toyo University were mixed but overall positive. Creativity was encouraged according to 21 students (*Agree* or *Strongly agree*), yet 9 students disagreed and 10 remained neutral, showing that not all students felt stimulated in this area. Similarly, 21 students reported that classes helped them develop critical thinking skills, but 17 students either disagreed or were undecided, indicating that this dimension requires improvement.

In contrast, active and interactive participation was rated much more positively, with 26 students agreeing or strongly agreeing, while only 4 expressed disagreement. The strongest results appeared in opportunities for collaboration with peers: 28 students evaluated this aspect favorably, though 4 students still disagreed and 8 remained neutral.

Overall, the findings suggest that while Toyo University offers international students meaningful opportunities for participation and collaboration, there are weaker perceptions regarding the development of creativity and critical thinking, with a notable share of students reporting dissatisfaction or ambivalence in these areas.

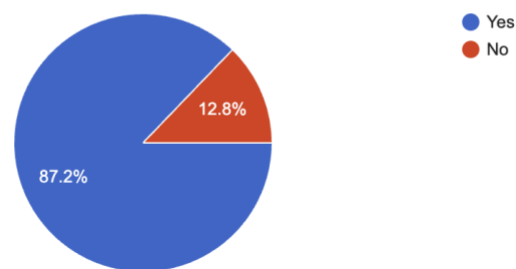
- **Question: *Do you think there is a difference in the quality of higher education between Japan and your home country?***

Chart (7) shows students' opinions on whether they notice a difference in the quality of higher education between Japan and their own countries.

Chart 7. Perceived difference in higher education quality between Japan and students' home countries

Do you think there is a difference in the quality of higher education between Japan and your home country?

39 responses



Source: Survey results collected via Google Forms in 2025

The majority of students (87.2%) believe there is a difference in the quality of higher education between Japan and their home country. Only a small percentage (12.8%) do not perceive any significant difference. This suggests that most international students experience a noticeable shift in academic standards or learning environments when studying in Japan.

- **Question: *What are the main difference in the quality of higher education between Japan and your home country?***

The following analysis summarizes international students' reflections on the differences they observed between Japanese higher education—specifically at Toyo University—and the systems in their home countries. Their comments highlight a variety of experiences related to academic expectations, teaching styles, and classroom culture.

Based on the student comments (see Table 5), several key differences in higher education between Japan and their home countries emerge. Many students note that Japanese education, particularly at Toyo University, feels more relaxed and less academically demanding, with fewer final exams and more emphasis on attendance and participation. Some find it easier to pass courses with minimal effort compared to more rigorous systems in countries like India or Spain.

Others highlight structural differences: for example, Japanese universities often favor lectures and group work, while universities in countries like Thailand or Spain emphasize case studies, individual assignments, or long lectures. Some students appreciate Japan's supportive and modern environment, with helpful professors and a stable academic structure. Meanwhile, others feel Japanese classes are more theory-based with fewer student interactions, or even describe the university system as feeling similar to high school.

Positive observations also include Japan's integration of technology, exposure to diverse perspectives, and a broader curriculum that includes general subjects. However, many simultaneously criticize the system as being less rigorous, overly focused on theory and memorization, and limited in opportunities for critical thinking, creativity, and practical skill development. These mixed perspectives reveal cultural differences in educational expectations and highlight areas where Japanese universities might improve their appeal to international students.

Table 5. Students' comments regarding the main difference in the quality of higher education between Japan and their home country

Language and culture
Most of all assignments and homework are completed online. Education is modernized compared to Poland
Education here in Japan it's much more structured and supportive than in Venezuela. The academic environment here feels more stable and better resourced.
The Japanese higher education system is advanced technology integration, and a high level of academic rigor. In contrast, Spanish universities tend to emphasize critical thinking, and open discussion.
The Japanese Language courses I took, were easy! :) Much easier than any language course I had in high school. They were less intense. I had lots of fun learning Japanese! :D
Thailand has lots of case study and competition about the companies which the students have the opportunity to learn and gain more experiences or build the experience background for more detailed resume. Japan is more about lecture and group studies in the classes

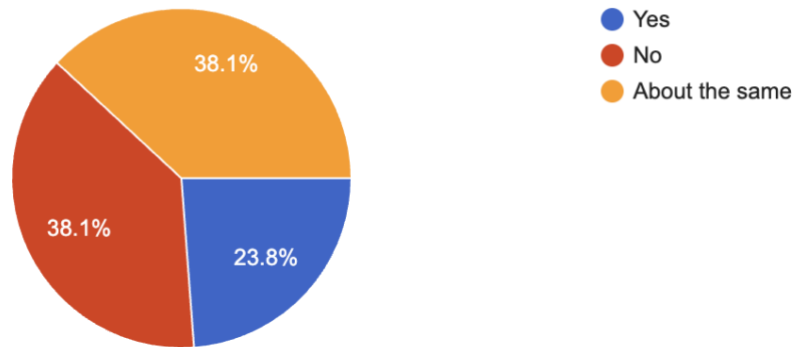
Here in Japan classes are more focused on participation and interaction, whereas in Belgium it is more important to understand the content to score well on the exams.
In Spain, studying is much more demanding. We have a lot of assignments, strict deadlines, and usually a big final exam that really counts. In Japan, it feels more relaxed – as long as you attend classes and submit a short essay, that's often enough to pass. It's a very different academic culture.
Evaluation and test
In Japan I have only one class per week, while in Italy three.
Because education in Myanmar based on memorizing but i personally feel like Japan have more creativity and team based
Students are considered more responsible of their education in Japan.
In Japan we have diverse perspectives on world issues
I dont know what my home country higher education like.
I think Japanese courses are not very practical. It's all about memorizing what is explained in class and report it at the exam, but doesn't really help develop critical thinking and creativity
In my home university, everything is a lot more practical compared to Japan. Where a lot of
Lessons last only 90 minutes, and in Spain 240 minutes for one subject, one day. It is very tiring for students.
In my home country I feel like I often have a lot more group works/ papers/ presentations that I have to do
Better education standards
We study various general subjects, which provides a broader context and expands our horizons.
The respect to the professor and the following of the schedules
There is no way to tell the teacher about our feelings about the course if it doesn't meet our expectations and it seems the teacher doesn't care.
They prefer to give a test rather than writing a report
Teachers in Japan are way more friendly and helpful
Teacher interaction with the students especially with the NEST courses.
The level is overall higher in my country (Italy). Italian uni students are required to know a bigger quantity of info and more thoroughly, and are generally more knowledgeable than Japanese students, from what I've observed.
A stricter emphasis on attendance, homework, and preparation. In America it's somewhat lax in my opinion.
Classes are more theory (teacher talking to students) and not many interactions with students
I think education in Japan is easy compared to my country. Especially, in Toyo I can do bare minimum and still pass but in India I have to really put effort to actually pass.
Japanese higher education feels more like going to high school again instead of university

Source: Survey results collected via Google Forms in 2025

- **Question: *In general, do you think the quality of higher education in Japan is better than in your home country?***

Chart 8 shows that opinions about the quality of higher education in Japan are quite mixed.

Chart 8. Students' opinions on whether higher education in Japan is better than in their home countries



Source: Survey results collected via Google Forms in 2025

This chart shows international students' opinions on whether higher education in Japan is better than in their home countries. The responses were divided: 38.1% (16 students) answered *No*, indicating they do not consider Japanese higher education superior, while another 38.1% (16 students) felt it is *about the same*. Only 23.8% (10 students) believed that higher education in Japan is better.

These results suggest that while international students generally recognize differences between Japan and their home systems, relatively few regard Japanese higher education as superior. Instead, most see it as either comparable or less favorable, which reflects the mixed perceptions also expressed in students' qualitative comments.

PART III – GENERAL IMPRESSIONS OF STUDYING IN JAPAN

- **Question: *Why did you choose Japan as a country to study?***

The international students who responded to the survey gave various reasons for choosing Japan as their study destination. Many were interested in Japanese culture, language, and food, with some already having studied Japanese or having family connections to the country. Others saw Japan as a place to gain high-quality education, improve their career opportunities, and strengthen their CVs. A few students chose Japan because it offered scholarships or because it was close to their home countries. Some were also motivated by a desire to experience something different and to challenge themselves personally and academically.

Table 6 includes all the answers from students about why they chose Japan as a country to study in.

Table 6. Students answers to the question: Why did you choose Japan as a country to study?

I want to see the differences of education quality between an developed country (Japan) with an developing country (Vietnam)
It has one of the most high quality education according to various rankings
Like culture
I have studied Japanese before and I feel a connection to this culture, I have always wanted to come here
I wanted to experience something totally different from Latin America.
To meet students from other countries and learn Japanese methods of company management
I've always wanted to visit Japan. A semester study abroad seemed like a perfect opportunity to do so!
I see my goal in future job here
I have always wanted to go to Japan and when I applied for studies abroad Japan seemed like the most serious about their university studies
Good Schools and environment
I have always wanted to visit Japan mainly for site seeing, and I am also interested in the culture.
To enrich my CV and improve my chances of finding a good job after graduation
Because Japan offers many scholarships
Because I am interested in the International Relations of East Asia.
I am familiar with Japanese culture since I was young as my father worked in Japan.
I went there in vacation as a child and loved it
Abroad but close to my hometown
My relatives are here and I enjoy japanese gourmet.
Because I'm studying Japanese language and I wanted to improve. And also I like Tokyo
I wanted to experience Japan myself after studying for 8 years.
To improve my CV.
I have a Bachelor's Degree in Japanese and I am currently pursuing a Master's in Translation with Japanese language, so Japan was the most obvious choice.
Because I love Japanese food and the culture
Honestly I wanted to learn more about Japan
To have a richer CV.
I have always liked Japan and it's culture, so the decision was really quick when my bachelor required to have a study abroad experience.
To do my research
My study field in Hong Kong's college was Japanese Studies

I am certain that i do not want to live in my home country, so I am considering Japan as my future home
Aside from its nature and history, I wanted to learn about the work culture in Japan and how citizens think about western culture.
Dream of studying abroad in Japan for a long time (for cultural experience) and want to challenge myself, plus my parents' encouragement.
my family live in japan
I have a Bachelor's in Japanese and I'm currently studying Japanese for my Master's as well.
I simply chose it because it seemed like the opposite of America. I really love it here and the culture is very good.
Because I study japanese language and culture
Due to my family business I chose Japan
Because i learned Japanese
The language is my major
To learn more about Japanese

Source: Survey results collected via Google Forms in 2025

- **Question: *What do you like most about studying in Japan?***

Many students said they enjoy learning about Japanese culture while studying. They like that the classes are flexible, usually short, and not too stressful. Some said it's easy to talk to professors and share opinions. Others mentioned the nice campus, polite people, and a calm, respectful atmosphere. Students also enjoy learning Japanese every day, meeting new people, and helping others with language. Some wrote about the food, the safe environment, and how different Japan is from their own countries. Overall, they feel comfortable and supported.

Table 7 shows international students' personal opinions on what they enjoy most about studying in Japan.

Table 7. Aspects of studying in Japan appreciated by students

Getting involved in an diverse environment.
I can explore Japanese culture
language
A chance to learn in an international environment
I feel safe and supported as a foreign student.
Flexibility
The International Offices were super organized and helped us a lot with all the visa and moving-in procedures. I liked that all the courses were not super hard and time-consuming, this gave me more free time and more time to breath.

Hard to tell
The culture
Good teachers and so good environment in the universities and the Japan environment itself
I like how much different it is from my country as well as meeting new people and exploring the country.
I really enjoy the respectful atmosphere during the classes
Opportunities to learn more about Japanese culture
The possibility of living a different culture, which makes you really understand their way to think.
It is very easy to communicate with professors and can speak out our own opinions
Being able to study without having to stress about having too many final exams to prepare
Students are polite
Fooooooooooooooooooooood!!!!
The university is very very easy and there's a lot of time to enjoy life in japan
Japan as a country itself and the people are amazing. I really think I got to finally really know how Japanese people are themselves, after studying and living in Japan for half a year.
Several different subjects in one day, which only last 90 minutes. There are no exams for all subjects, only some papers to pass.
Overall easier exams.
The cultural differences
Freedom to study how I see fit
Classes are usually punctual.
The convenience and, for lack of a better word, identity filled day to day
The university provides excellent care and services for international students.
the lunch time is included in the daily class schedule, which Hong Kong's doesn't
People
Not only was I able to make Japanese friends but also make international Friends.
Level-up the critical thinking, problem-solving skill and creativity.
not thing
Exams are generally easier than those in my home country.
Japanese students are very eager to talk to international students about improving their English, Spanish (I help 2 students with Spanish), or overall question of my home country
I can learn Japanese everyday
I like it is always not acedemic learning but also personal development
I like the opportunity to get to communicate with people from different countries
Being able to experience Tokyo and to have a focus on studying the language
Infrastructure

Source: Survey results collected via Google Forms in 2025

• **Question: *What do you like less about studying in Japan?***

During the research, many students shared what they like less about studying in Japan. Some mentioned that classes can feel boring, too easy, or not very creative. A few felt there was too much focus on paper documents and that the teaching style lacked interaction. Several students said it was hard to work in groups with Japanese students because they were shy or not very open to cooperation. Language was another common issue, especially when courses were in Japanese or local students didn't speak English. Others talked about problems like high commuting costs, strict rules, or difficulty making friends due to cultural differences.

Table 8 contains students' answers about what they like less about studying in Japan.

Table 8. Negative aspects of studying in Japan noted by students

no
Some cultural aspects
classes are boring
Sometimes I feel like the tasks we are given are just for the sake of it. For instance, during the classes we discussed some issues and answered the tasks that were assigned after.
Sometimes I miss more interaction during classes.
Some uncreative lessons
I think it's a bit harder to make friends here in Japan. I also think that in some classes, most students do not participate or even pay attention to class :(This makes class a bit boring. I usually appreciate the input of classmates as they have different views on a topic.
Japanese students are lack of co-operative and skills for basic knowledge
In Japan I have to take 7 courses at one time while back home I take one course at the time so we only have one final exam while in Japan every exam is about the same time
Manual base and lots of paper and documents
The level of education is low in comparison with what I am used to so it gets boring most of the time.
Sometimes classes feel a bit easy and offer fewer academic challenges than I expected.
Team-work skill of Japanese students
The system is just non working: I met a few Japanese students really interested in what they study. Moreover the academic level of the courses is very very low, and even the "good" courses are extremely squeezed to fit the few lessons the system gives them. In this way I cannot deepen my studies in anyway.
But sometimes office work are very manual based and don't really work with the conditions itself
Most local students don't speak English
Sometimes students don't reply back
Commuting fee is too high and super complicated.

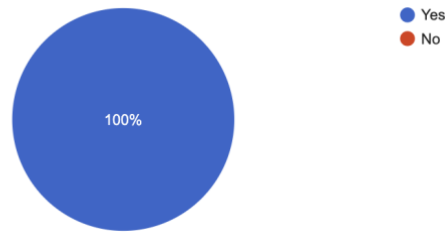
Teaching and evaluation methods (attendance, homework, midterms, quizzes, deadlines). Feels like high school
Its really warm :)
Some classes are boring because the professor only reads a slide.
Too much bureaucracy and homework.
The language barrier
Language classes
Cooperation with Japanese students is difficult because they are often unwilling to integrate.
The classes for international students on themselves feel a bit disappointing and not proper classes, I feel like I am in highschool (for good and bad alike)
Students don't live on campus, and commuting is really tiring.
they have seminar here, I need to talk with other local students in Japanese, my speaking is not that well yet. I have no idea what this course is and what to do in this course.
Language barrier
There are times where Japanese culture and western culture are too different and caused maybe disagreement or awkward conversations.
Teamwork, especially with Japanese students, as until now some of the groups I participated in had Japanese teammates who were not so supportive, and tended to not so friendly with international students. This is not only my experience, but also some of my friends.
Too many group projects and discussions.
I do not hate this as much but a lot of Japanese people are very introverted so it makes it very difficult to make friends. I do not mean it as a bad thing.
Accessibility (I'm disabled)
Despites my course being in englis
Walking from dorm to university is too tiring sometimes
The teachers treat students like children rather than adults and Japan is much stricter on things, for example attendance
Difference in the culture

Source: Survey results collected via Google Forms in 2025

- **Question: *Would you recommend studying in Japan to other students from your country?***

Finally, we asked students whether they would recommend studying in Japan to other students from their home country. All of them gave a positive answer, meaning that every student recommends pursuing higher education in Japan (see Chart 9).

Chart 9. Recommendation of Studying in Japan by Students



Source: Survey results collected via Google Forms in 2025

- **Question: Any additional comments?**

At the end of the survey, students were invited to leave additional comments. We received only seven:

- 1) Toyo univeristy has an amazing infrastructure
- 2) I hope global courses it means everything is global not just we use English in class. In the tradition Japanese people are a little shy than other people although they have some ideas,they are just afraid to speak loudly
- 3) Overall I lived my experience abroad with a very positive mindset. Compared to university in my home country, I found it really easy here even though I struggled a bit with the assignments/deadlines/homework system. I prefer a more free system like the one in Italy so you can both manage your time and also gain responsibility for your organization and decisions.
- 4) The way of thinking about education and in my home country is very different, which is the reason why its a bit difficult to compare them both. But in the classes where there are a lot of Japanese people, I would love to see a bit more interaction between the students and teachers. That was something I veld was really lacking in some of the courses I took.
- 5) Se necesita más representación hispanohablante 🙏🙏🙏 (More Spanish-speaking representation is needed)
- 6) Traveling is really a lot of fun in Japan, for every place is kind of different from others.
- 7) I would recommend if they're not disabled, if they are I wouldn't

The comments highlight students' appreciation for Toyo University's infrastructure, international outlook, and overall positive experiences, while also pointing out challenges such as limited classroom interaction, rigid academic systems, and the need for more Spanish-speaking support. At the same time, some remarks reveal cultural differences in communication styles and inclusivity concerns, showing that while Japan offers valuable opportunities, certain aspects of student life and teaching could be improved.

Conclusions

Based on the responses, international students at Toyo University generally view Japanese higher education positively, especially in terms of administrative support, teaching quality, and the learning environment. Most students praised the flexibility of classes, respectful atmosphere, modern infrastructure, and exposure to Japanese culture.

However, several challenges were noted, such as the language barrier, lack of academic challenge in some courses, and difficulties in teamwork with Japanese students. Some students felt that classes were too easy or lacked creativity and interaction. Others struggled with making friends due to cultural differences or limited support for students with disabilities.

Despite these issues, all surveyed students said they would recommend studying in Japan, suggesting that the benefits outweigh the drawbacks.

In conclusion, Japan's higher education system is seen as well-structured, supportive, and culturally enriching, though improvements could be made in areas like inclusivity, classroom engagement, and academic rigor.