

Criterion 2-1: Organization and Staff

Is a framework for achieving the program goals established and functioning effectively among the participating institutions?

Examples of good practices

a) Organizational framework

- Basic policies on the multi-institution operational structure, institutional responsibilities with regard to students, and the allocation of cost and budget are clearly articulated in a written agreement among the participating institutions and put into effect by them.
- Periodic meetings are held among the participating institutions, and a mechanism for reviewing the program implementation and related issues is established and functioning effectively.
- When research supervision is applicable, an appropriate supervisory system is established and carried out in cooperation among the participating institutions.
- Within the institution, responsibility for conducting the transnational collaborative program is clearly established along with a support system involving other divisions (e.g., international affairs, evaluation, student support).

b) Academic and supporting staffs

- The teaching and supporting staffs are well-suited for the goals, contents and standards of the transnational collaborative program. Globally capable academic staff is especially provided with members who have teaching experience at overseas institutions or experience of teaching in English at Japanese institutions, including internationally recruited overseas educators.
- Faculty/staff development (FD, SD) for attaining global capabilities is carried out.
- Guidelines are drafted and efforts made to treat the cultural and religious attributes of students.

Rubric for Analyzing the Quality Level

	Descriptions
Needs Improvement	<ul style="list-style-type: none"> Neither the organization, responsibility for students, nor the allocation of funds are clarified among the participating institutions. The program's operation is dependent on specific teaching staff and is not understood among related divisions. There are not enough qualified teaching and supporting staffs to implement the transnational program.
Average	<ul style="list-style-type: none"> Responsibilities among the participating institutions are stipulated in a written agreement. The institutions periodically discuss the program operation. The program is operated systematically in the institution and a common understanding of the operation exists among the related divisions. An adequate number of qualified teaching and supporting staffs has been secured to implement the transnational collaborative program.
Advanced	<ul style="list-style-type: none"> The participating institutions periodically discuss the program operation and they share responsibility for solving common issues. Support for the program is provided by related departments within the institution. There are many teaching and supporting staffs with competencies appropriate for carrying out the transnational program. A development program is provided for faculty and staff to acquire international capabilities.
Highly Advanced	<ul style="list-style-type: none"> Meetings, including online meetings, are regularly organized among the participating institutions, and a mechanism is operational for jointly reviewing and improving the contents of the academic program. The framework for operating the program is stipulated within the institution's global strategy and effectively carried out in collaboration with related divisions. Incentives and a support system are provided to attract internationally excellent academic and supporting staffs who can contribute positively to the program's implementation. Faculty/staff development is carried out to enhance their international capabilities.