



# 1. FY2015 Progress

[Name of project] (Adopted year: FY2015 Country (Latin America))

Post Urban Living Innovation Education and Research Program – PULI Program –

## ■ Exchange Programs

This program will combine the business planning and sales strategies that liberal arts students are good at with the technological development and application that science students are good at, create an organization like a corporate body tackling the challenges of urban living, and implement a variety of projects set with one of the below 3 SML sizes.

### 1. S (Smart House Design)

PULI001 Design Against for Crime –Design Against Crime in the Regional  
PULI006 Future House Lab. -Interior Design System in the Container House

### 2. M (Mobility & Energy Management)

PULI002 Hydrogen Station – Utilize Hydrogen Energy in the Future Region  
PULI004 Living Environmental Innovation -Improvement of the Living Environment

### 3. L (Landscape by Green)

PULI003 QOL in Overcrowded City –QOL Improved by Re-development Plan  
PULI005 Greening in the City –Greening Plan by Rooftop Greening and Vertical Farm



<Example of a Project Report in Mid-term PULI001 Design Against for Crime >

## Student-Mobility

### ○ Outbound

Upon the adoption of the program in FY 2015, we immediately implemented six main projects. Initially, it consisted of five projects, in which six students per project (except for one project which involved nine students), a total of 33 students, were scheduled to be sent. Later, another project was added to accommodate 35 students across the six projects. Two students from the Faculty of Letters and four students from Faculty of Law, Politics and Economics took part in the project, making the program a collaboration among four faculties and two graduate schools consisting of Faculties of Engineering, Horticulture and Letters, Law, Politics and Economics. Next year, College of Liberal Arts and Sciences and Faculty of Education will join the team to expand the project as a university-wide initiative.

### ○ Inbound

In FY 2015, six projects took place immediately after the adoption of the program. Initially, there were five projects, in each of which six to nine students were scheduled to enroll. Later, another project was added to the original five, totaling to six projects. In total, 36 students visited for short terms (less than three months) across six projects, in addition to six students staying for three months or longer. The increase in the number of participants is partly due to the unique university structure of Mexico, where campuses operate independently even if they are under the same university name. As a result, six additional students from the Monterrey Institute of Technology, having campuses in Mexico City and Monterrey, contributed to the expanded participation.

<Latin America >

	H27															
	Plan								Results							
	A	Bo	Br	Ch	Co	M	Pa	Pe	A	Bo	Br	Ch	Co	M	Pa	Pe
Outbound						27	6							30	5	
Inbound						30	9							36	6	

## ■ Forming the University Network with Quality Assurance

This program is carried out in collaboration with universities affiliated through inter-university exchange agreements. Therefore, two universities were added to the program after it was adopted, as these universities were still in the process of affiliation at the time of application for the grant. At the same time, we have prepared some new classes each for undergraduate and graduate courses for FY 2016 to ensure the program quality. New classes prepared for undergraduate courses include Global Business Planning, Global Technology Development, etc. Because all the students who took these classes in FY 2015 are still in the university in FY 2016, they are able to complete the program and are scheduled to receive credits after July 2016, in which month the project for Year 2015 completes. Students who took part in the Year 2015 program also received Certificates of Workshop Participation.

## ■ Promotion of Student-Mobility Environment

This university-wide program is organized mainly by the collaboration among the International Affairs Division, Education Planning Division, and Global Resources of the university headquarters. Four specialized staffs at ISD (International Support Desk) look after the enrollment of international students, and four staffs at Global Resources handle the sending Japanese students. The program is also led by 12 faculty members (two teachers per project). This enables the close communication and collaboration with the faculties of the affiliated universities. In FY 2016, the program has the support of SULA, a newly introduced function at the School of International Liberal Studies, who will provide course selection guidance and educational support. The exchange students will get further support by Japanese students in the program selected as tutors. Internship, a prerequisite for the program, was provided at six affiliated companies in Japan. It also took place in two companies in Mexico.

## ■ Internationalization of the university information disclosure and Publication of outcome

A new staff is now working at IEC Office of the University of Monterrey to reinforce the network in Mexico. We have also launched and run a website in English, which can be jointly updated by participating universities (<http://design-cu.xsrv.jp/puli/>). In addition to the website, we utilize various social media to disclose project information and publish results to boost recognition of the program. (<http://uedchibauniv.wix.com/leiproject> <https://m.facebook.com/PULITecCCM2016to2020/>) In particular, mid-term reports of the projects are available online in the form of video reports, offering a friendly insight to the program.

## ■ Notices

About 85% of the program consists of affiliation with Mexican institutes, with the rest (15%) in collaboration with Panama. Our university maintains a close tie with the embassies of Mexico and Panama in Japan. In January and March, Ambassadors of Panama and Mexico visited our university respectively to observe the program in progress. In Mexico, students and teachers in the program from both Japan and Mexico visited the Japanese Embassy in Mexico to introduce the program and report major achievements. Currently, we are in the process of involving about six more institutions in Mexico in this affiliation program to further expand it as an exchange program covering the entire region.



<We invited Mexico Ambassador Carlos Almada to WS at Chiba University>

# 2. FY2016 Progress

【Name of project】(Adopted year: FY2015 Country ( Latin America ))

Post Urban Living Innovation Education and Research Program – PULI Program –

## ■ Exchange Programs



〈PULI001 Design Against for Crime Field Work〉

This program will combine the business planning and sales strategies that liberal arts students are good at with the technological development and application that science students are good at, create an organization like a corporate body tackling the challenges of urban living, and implement a variety of projects set with one of the below 3 SML sizes.

In 2016/17, as in the previous academic year, we continued work on a total of six projects for each of the three scales given above. In particular, on PULI001 “Design Against for Crime” , we started cooperation with Japanese and Mexican security companies.

## Student-Mobility

### ○ Outbound

In 2016/17, as in the previous academic year, we are implementing a total of six projects. In all, we sent 43 students for the program as a whole. Students from all levels (undergraduate, master’s and doctoral, mainly in letters, engineering and horticulture) took part, each forming teams to implement the program. In addition, we started a long-term internship program.

### ○ Inbound

In Mexico and Panama, our partner universities are also implementing a total of six projects. In all, we accepted 44 students for the program as a whole. We implemented a diverse acceptance program based on the needs of the participating universities. These included short-term admissions ranging from two to six weeks, and medium- to long-term admissions lasting two months (equivalent to one term) or more. In particular, 11 exchange students from Latin America learned at Chiba University from 2 terms to 1 year.

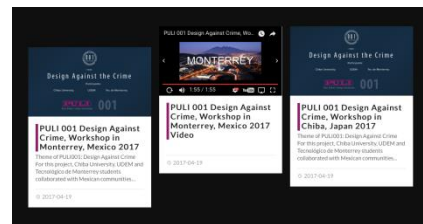
〈Latin America〉

	2016															
	Plan								Results							
	A	Bo	Br	Ch	Co	M	Pa	Pe	A	Bo	Br	Ch	Co	M	Pa	Pe
Outbound						42	9							37	6	
Inbound						51	18							38	6	

## ■ Forming the University Network with Quality Assurance

This program is being implemented only with universities with which we have entered inter-university exchange agreements.

For Japanese students, all related activities are treated as course subjects and they can get credits, as a rule. For overseas students, workshop participants were awarded credits by their own universities in Latin America. We discussed in advance that Chiba University could give credits to them as needed. Exchange students who learn for 2 terms can get more than 8 credits at Chiba University, which are later recognized as credits by their own universities.



〈PULI website〉

## ■ Promotion of Student-Mobility Environment

When accepting foreign students, various preparatory information is provided to the student by the IEC (International Exchange Center) office set up in the University of Monterrey in Mexico, enabling students to travel to Japan in reassurance. 2 amanuenses specializing in overseas student support also take good care of them during their stay in Japan.

For students sent abroad on the program, supervisors, amanuenses, and SULAs provide study guidance and living support. Risk management is also provided in collaboration with supervisors at the host institution as well as IEC office staff.

## ■ Internationalization of the university

### Information disclosure and Publication of outcome

We have already added 2 universities to our program. IEC office at University of Monterrey is gathering information about Mexican and Panamanian universities. Now we are currently discussing with 3 universities, and two of them have already declared to participate in our program.

Program activities are frequently uploaded to the website of PULI program (<http://design-cu.xsrv.jp/puli/>). On the website, all information is provided in English, many movies on various activities are published continuously.

Besides this, activities in this program are also attracting attention in Mexico and Panama, where they have been introduced via the media.

## ■ Notices

We implement the program in close collaboration with the governments of Mexico and Panama through their embassies in Japan. Following from last year, ambassadors of the two countries came to observe a workshop in progress at this university. And the final report meeting for a project with a Mexican university, implemented in May 2017, was held at the Mexican Embassy in Tokyo. In future, we will continue to work closely with these institutions and develop the program. In Mexico and Panama, We report the progress of our program to the Japanese embassies every year. We can not only spread our program information but also get valuable information in both countries.