

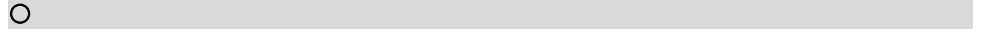
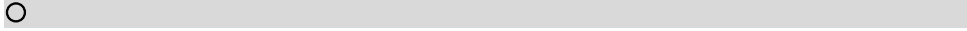
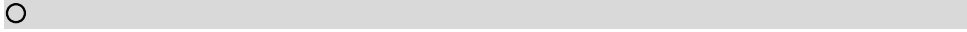
Corporate number 65

# Report on AY 2020 Operational Performance

June 2021

National University Corporation  
Hiroshima University





①

②

③

④

.

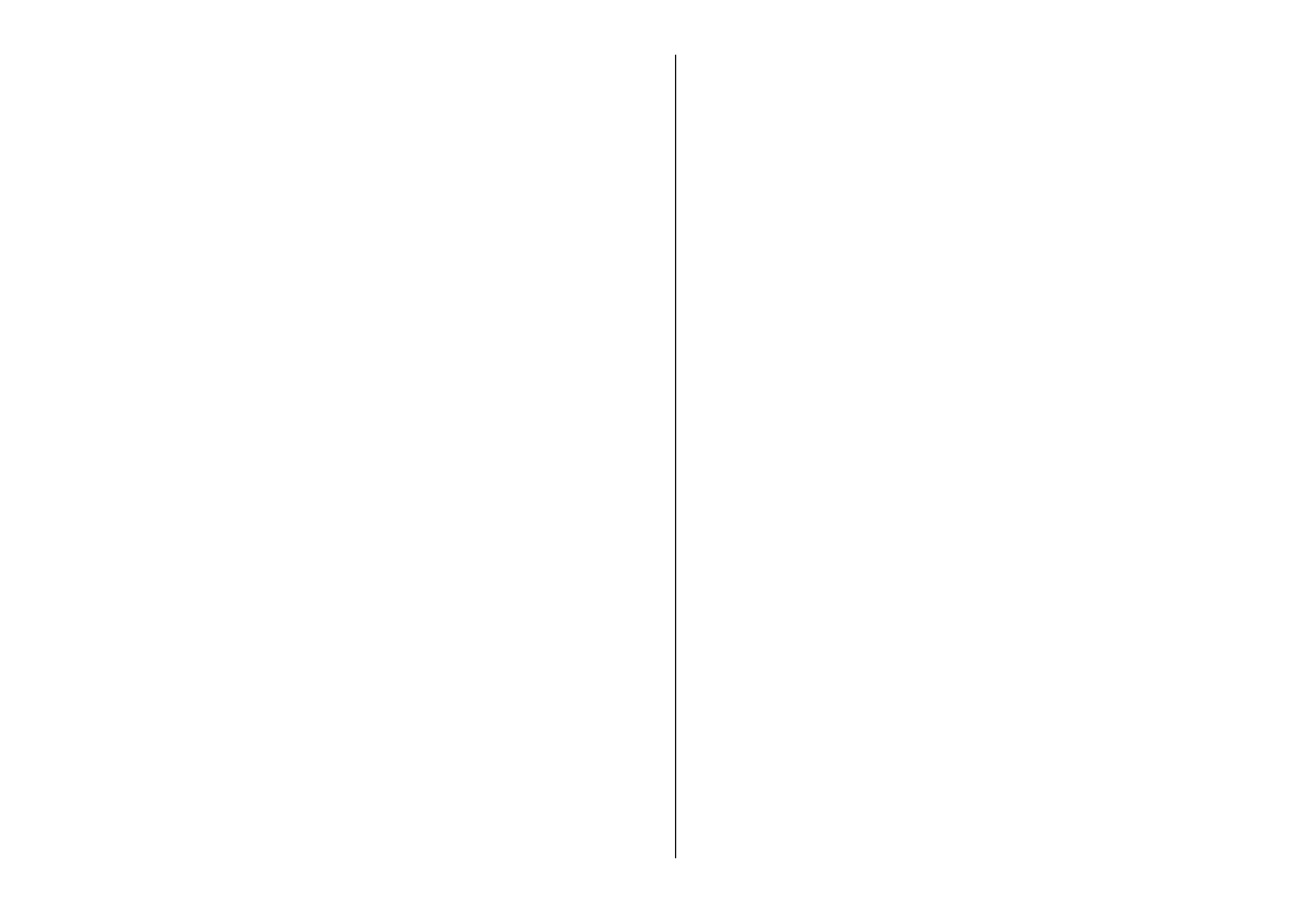
.

.

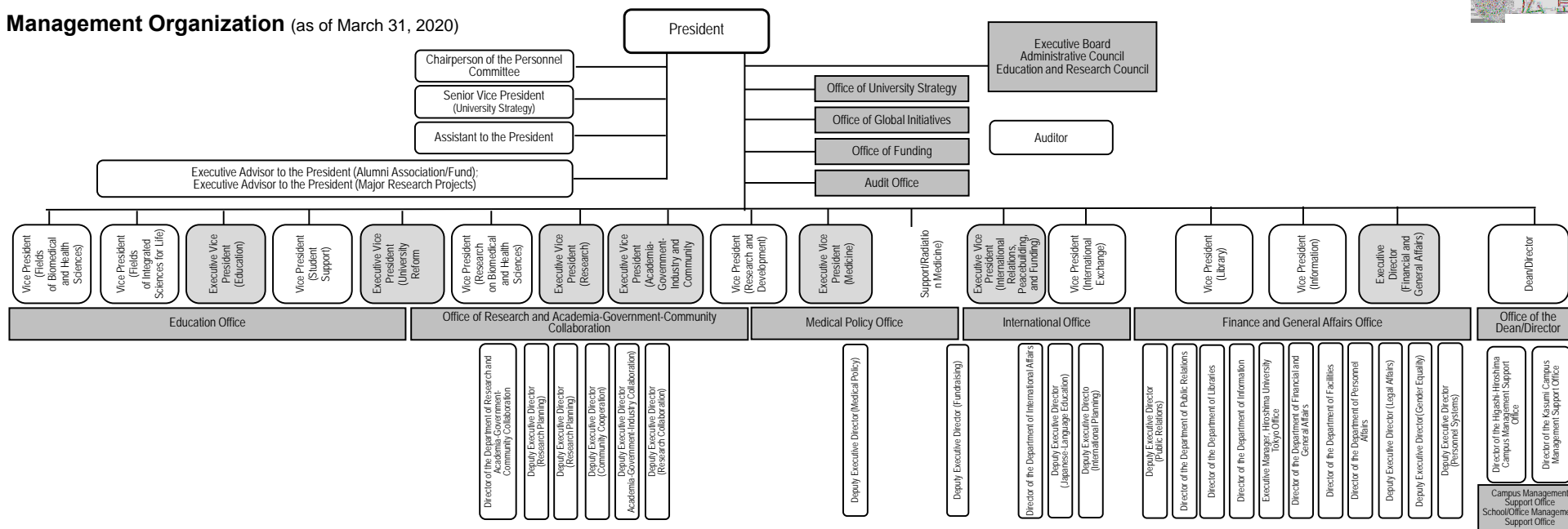
.

:

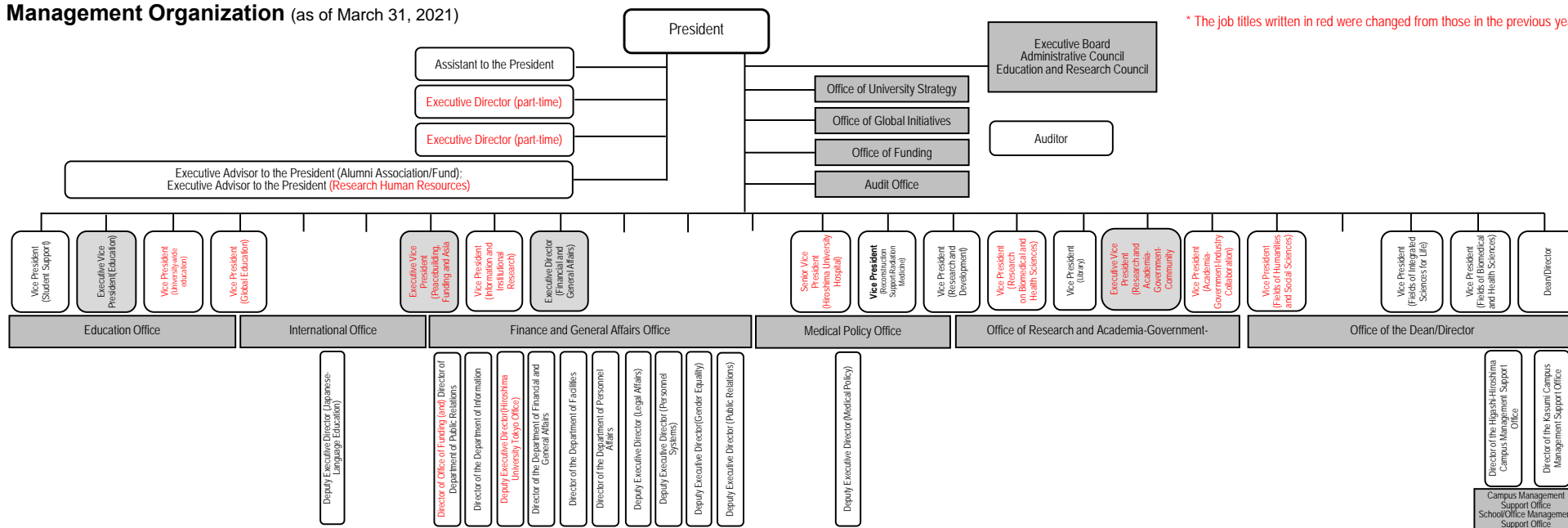
⑤



## Management Organization (as of March 31, 2020)

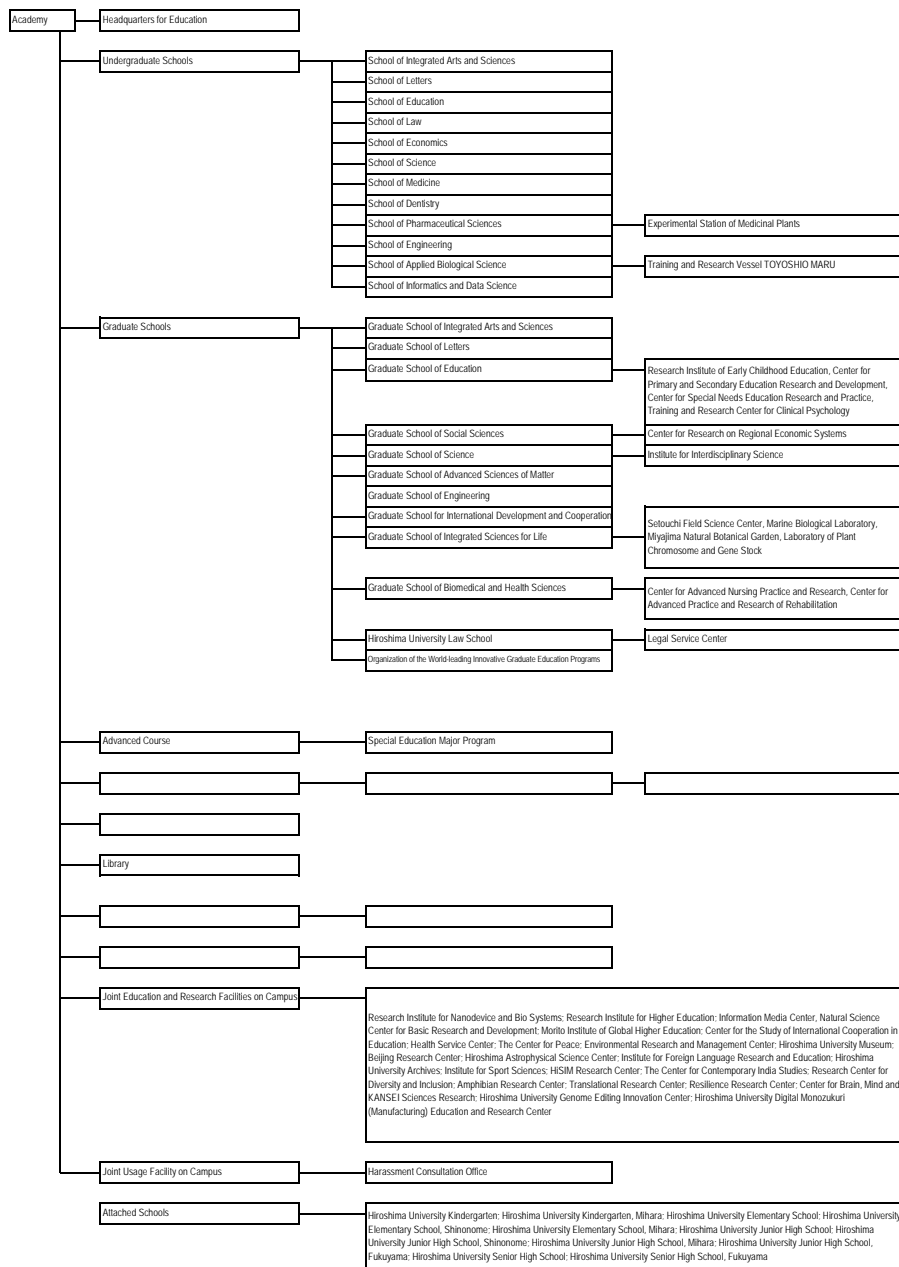


## Management Organization (as of March 31, 2021)

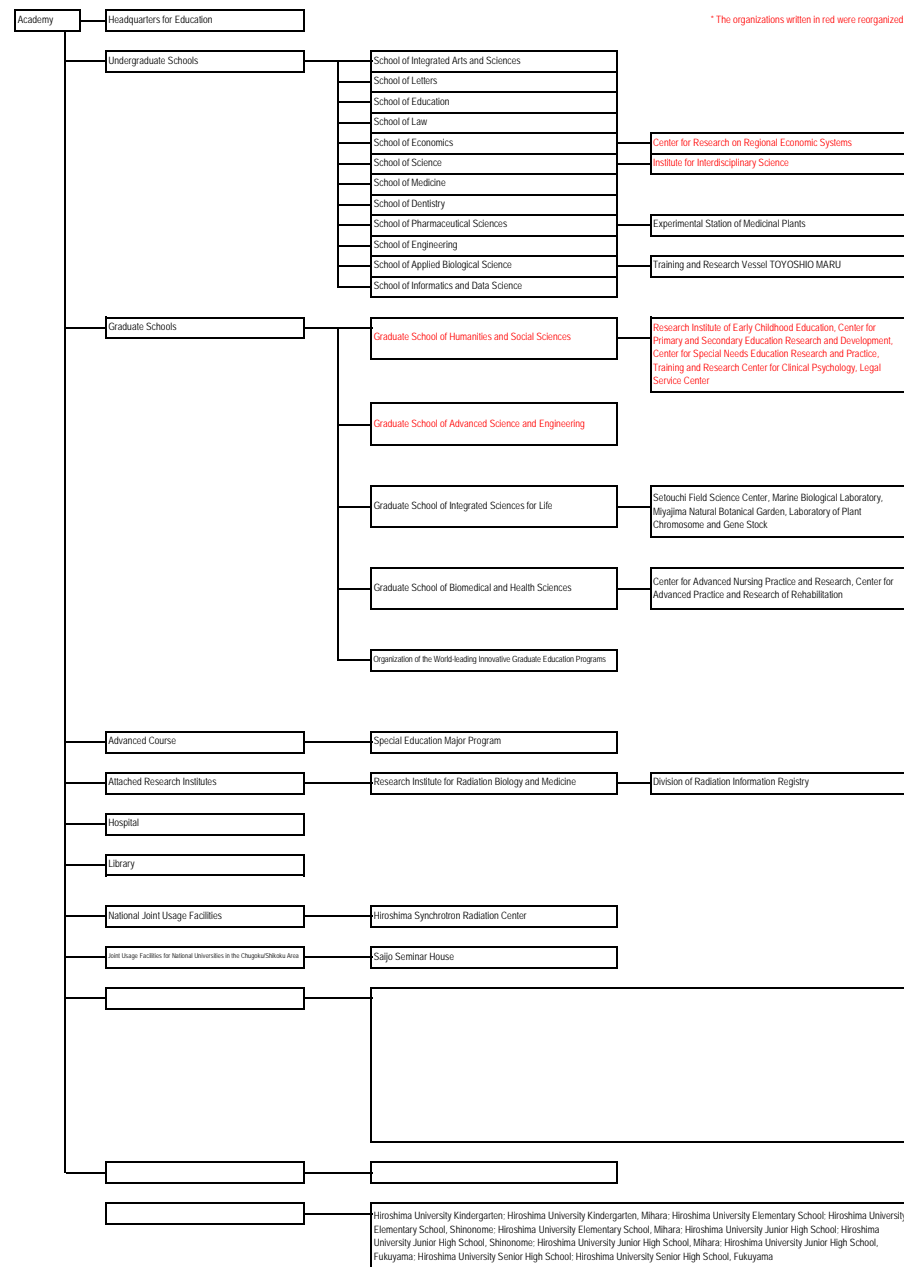


\* The job titles written in red were changed from those in the previous year.

Education and Research Organizations (as of March 31, 2020)



Education and Research Organizations (as of March 31, 2021)











\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

③

.

.

.

.

.

.

④

→

→

→

---

①

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

②

→ 2,210,648

---

---

---

---

---

---

---

---

---

○

○

---

---

---

---

\_\_\_\_\_

\_\_\_\_\_



o



○

---

---

---

---

---

---

---

○

○

○

---

---

---

---

---

•

•

•

•

•

•

•

•

•

---

---

---

.

.

②



①

.



.

.

.

.

.

.

.

.

②



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

①

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

-

②

•  
•  
•  
•  
•  
•

---

---

---

---

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

---

---

---

---

---

---

---

*Satoumi*

*Satoumi*

---

---

---

---

---

---

---

---

---




.

.

	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>
--	---

	.
	.
	.
	.
	.
	.



		<ul style="list-style-type: none"><li>•</li><li>•</li></ul> <hr/> <hr/> <hr/>
		<ul style="list-style-type: none"><li>•</li></ul>



			<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

---

---

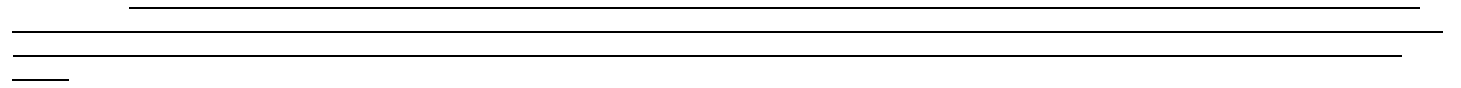
---

---

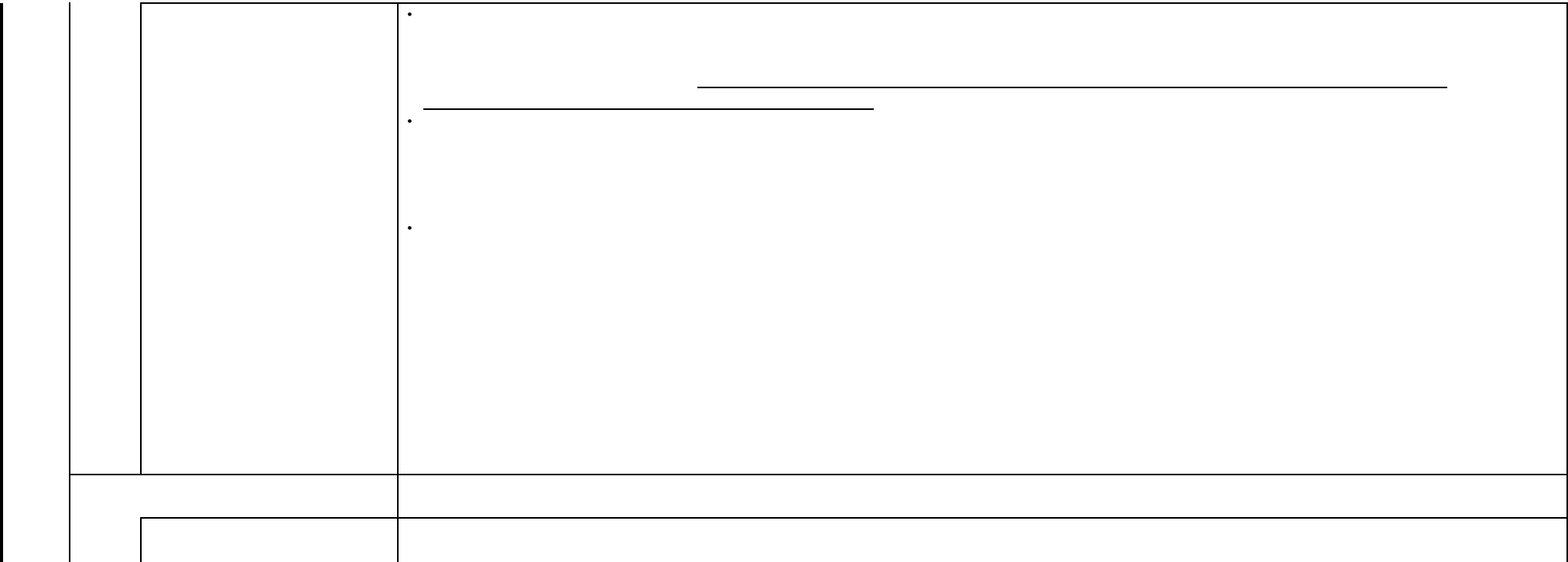
---

---

---



	<p style="text-align: center;">①                      ③</p> <ul style="list-style-type: none"><li>① _____</li><li>② _____</li><li>③ _____</li></ul> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul> <p>_____</p> <p>_____</p>



.

.





		<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>①</li><li>②</li><li>③</li><li>④</li></ul>






②

--	--


③

--	--




---

---





①

--	--


②

--	--


③

--	--


[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]



①

--	--

--	--	--

②

--	--




[Empty rectangular box]

[Three horizontal lines]

[Four horizontal lines]

[Two horizontal lines]

[Two horizontal lines]





①

--	--


②

--	--


③

--	--


[Empty rectangular box]

①

②

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

③

④

\_\_\_\_\_

\_\_\_\_\_

⑤

\_\_\_\_\_

①

②

①

②

③



①

①

\_\_\_\_\_  
\_\_\_\_\_

→ 1,397

②

) →

→ 9,889 (68%;

→ 4,812 (83.9%;

→ 4,906 (85.5%;

①

②

③

④

①

②

①

②

①

①

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



--

--


--


--


[Empty rectangular box]

[Horizontal line with tick marks]

[Horizontal line with tick marks]

--	--	--	--	--

○



①	①	
②	②	
①	①	
②	②	





	[Undergraduate schools]			Schools, departments, graduate schools, and programs	Capacity	Enrollees	Enrollment capacity fulfillment rate
	(a)	(b)	(b) / (a) × 100 (%)		(a)	(b)	(b) / (a) × 100 (%)
		(student)	(student)		(student)	(student)	
		490	571	School of Pharmaceutical Sciences, Program of Pharmaceutical Sciences	228	240	105.2
		120	127	Program of Medicinal Sciences	88	98	111.3
		610	698	Total	316	338	106.9
					455	463	101.7
				Cluster 2 (Electrical, Electronic and Systems Engineering)	273	284	104.0
				Cluster 3 (Applied Chemistry, Biotechnology and Chemical Engineering)	464	488	105.1
				Cluster 4 (Civil Engineering and Architecture)	273	291	106.5
				Cluster 1 (Mechanical Systems Engineering)	(Note 2)	136	
School of Letters, Humanities	550	604	109.8				

Schools, departments, graduate schools, and programs	Capacity	Enrollees	Enrollment capacity fulfillment rate
(a)	(b)	(b) / (a) × 100	(%)
(student)	(student)	(%)	
Graduate School of Education, Program in Learning and Curriculum Development	(Note 2)	33	
Program in Curriculum and Instruction Sciences	(Note 2)	102	
Program in Teaching Japanese as a Second Language	(Note 2)	18	
Program in Educational Studies	(Note 2)	18	
Program in Psychology	(Note 2)	22	
Program in Higher Education	(Note 2)	8	
Total		201	
Graduate School of Social Sciences, Department of Law and Politics	(Note 2)	44	
Department of Economics	(Note 2)	62	
Department of Management Studies	(Note 2)	39	
Total		145	
Graduate School of Science, Department of Mathematics	(Note 2)	17	
Department of Physical Science	(Note 2)	36	
Department of Chemistry	(Note 2)	39	
Department of Biological Science	(Note 2)	6	
Department of Earth and Planetary Systems Science	(Note 2)	11	
Total		109	
Graduate School of Advanced Sciences of Matter, Department of Quantum Matter	(Note 2)	37	
Department of Molecular Biotechnology	(Note 2)	1	
Department of Semiconductor Electronics and Integration Science	(Note 2)	26	
Total		64	
Graduate School of Biomedical & Health Sciences, Medicinal Sciences Major	(Note 2)	1	
Health Sciences Major	(Note 2)	10	
Medical and Dental Sciences Major	(Note 2)	2	
Total		13	
Graduate School of Engineering, Department of Mechanical Systems Engineering	(Note 2)	37	
Department of Mechanical Science and Engineering	(Note 2)	50	
Department of System Cybernetics	(Note 2)	63	
Department of Information Engineering	(Note 2)	61	
Department of Chemical Engineering	(Note 2)	41	
Department of Applied Chemistry	(Note 2)	39	
Department of Civil and Environmental Engineering	(Note 2)	35	
Department of Transportation and Environmental Systems	(Note 2)	32	
Department of Architecture	(Note 2)	34	
Total		392	

Schools, departments, graduate schools, and programs	Capacity	Enrollees	Enrollment capacity fulfillment rate
(a)	(b)	(b) / (a) × 100	(%)
(student)	(student)	(%)	
Graduate School of Biosphere Science, Department of Bioresource Science	(Note 2)	4	
Department of Biofunctional Science and Technology	(Note 2)	6	
Department of Environmental Dynamics and Management	(Note 2)	2	
Total		12	
Graduate School of International Development and Cooperation, Division of Development Science	(Note 2)	122	
Division of Educational Development and Cultural and Regional Studies	(Note 2)	87	
Total		209	
<b>Master's program total</b>	<b>1,365</b>	<b>1,259</b>	<b>92.2</b>
<b>[Doctoral programs]</b>			
Graduate School of Humanities and Social Sciences, Division of Humanities and Social Sciences	85	46	54.1
Division of Educational Sciences	50	54	108.0
Total	135	100	74.0
Graduate School of Advanced Science and Engineering, Division of Advanced Science and Engineering	128	53	41.4
Graduate School of Integrated Sciences for Life, Department of Integrated Sciences for Life	140	55	39.2
Graduate School of Biomedical and Health Sciences, Division of Biomedical Sciences	194	207	106.7
Division of Integrated Health Sciences	50	41	82.0
Total	244	248	101.6
Graduate School of Integrated Art and Sciences, Department of Integrated Arts and Sciences	(Note 2)	70	
Graduate School of Letters, Department of Integrated Humanities	(Note 2)	99	
Graduate School of Education, Program in Education and Learning Science	(Note 2)	204	
Program in Learning and Curriculum Development	(Note 2)	4	
Program in Arts and Science Education	(Note 2)	16	
Program in Education and Human Science	(Note 2)	19	
Total		243	
Graduate School of Social Sciences, Department of Law and Politics	(Note 2)	12	
Department of Economics	(Note 2)	10	
Department of Management Studies	(Note 2)	37	
Total		59	
Graduate School of Science, Department of Mathematics	(Note 2)	12	
Department of Physical Science	(Note 2)	30	

Schools, departments, graduate schools, and programs	Capacity	Enrollees	Enrollment capacity fulfillment rate
	(a) (student)	(b) (student)	(b) / (a) × 100 (%)
Department of Chemistry	(Note 2)	32	
Department of Biological Science	(Note 2)	7	
Department of Earth and Planetary Systems Science	(Note 2)	8	
Department of Mathematical and Life Sciences	(Note 2)	9	
Total		98	
Graduate School of Advanced Sciences of Matter, Department of Quantum Matter	(Note 2)	8	
Department of Molecular Biotechnology	(Note 2)	7	
Department of Semiconductor Electronics and Integration Science	(Note 2)	5	
Total		20	
Graduate School of Biomedical & Health Sciences, Biomedical Sciences Major	(Note 2)	337	
Oral Health Sciences Major	(Note 2)	9	
Medicinal Sciences Major	(Note 2)	7	
Health Sciences Major	(Note 2)	88	
Total		441	
Graduate School of Engineering, Department of Mechanical Systems Engineering	(Note 2)	19	
Department of Mechanical Science and Engineering	(Note 2)	30	
Department of System Cybernetics	(Note 2)	31	
Department of Information Engineering	(Note 2)	19	
Department of Chemical Engineering	(Note 2)	19	
Department of Applied Chemistry	(Note 2)	12	
Department of Civil and Environmental Engineering	(Note 2)	23	
Department of Transportation and Environmental Systems	(Note 2)	19	
Department of Architecture	(Note 2)	15	
Total		187	
Graduate School of Biosphere Science, Department of Bioresource Science	(Note 2)	20	
Department of Biofunctional Science and Technology	(Note 2)	12	
Department of Environmental Dynamics and Management	(Note 2)	9	
Total		41	
Graduate School of Biomedical Sciences, Programs for Biomedical Research	(Note 2)	4	
Programs for Applied Biomedicine	(Note 2)	2	
Total		6	
Graduate School of International Development and Cooperation, Division of Development Science	(Note 2)	50	
Division of Educational Development and Cultural and Regional Studies	(Note 2)	47	
Total		97	

Schools, departments, graduate schools, and programs	Capacity	Enrollees	Enrollment capacity fulfillment rate
	(a) (student)	(b) (student)	(b) / (a) × 100 (%)
<b>Doctoral program total</b>	<b>647</b>	<b>456</b>	<b>70.4</b>
<b>[Professional degree program]</b>			
Graduate School of Humanities and Social Sciences, Professional Development Program for Teachers and School Leaders	30	24	80.0
Graduate School of Humanities and Social Sciences, Division of Law School	20	18	90.0
Graduate School of Education, Professional Development Program for Teachers and School Leaders	(Note 2)	21	
Hiroshima University Law School, Program in Law	(Note 2)	27	
<b>Professional degree program total</b>	<b>50</b>	<b>42</b>	<b>84.0</b>
<b>[Advanced Course]</b>			
Special Education Major Program	30	23	76.6
<b>Advanced Course total</b>	<b>30</b>	<b>23</b>	<b>76.6</b>

Schools, departments, graduate schools, and programs	Capacity	Enrollees	Enrollment capacity fulfillment rate
	(a) (student)	(b) (student)	(b) / (a) × 100 (%)
<b>[Attached schools]</b>			
Hiroshima University Elementary School; number of classes: 12	384	382	99.4
Hiroshima University Elementary School, Shinonome; number of classes: 18	456	427	93.6
Hiroshima University Elementary School, Mihara; number of classes: 12	384	376	97.9
Hiroshima University Junior High School; number of classes: 9	360	379	105.2
Hiroshima University Junior High School, Shinonome; number of classes: 9	264	254	96.2
Hiroshima University Junior High School, Mihara; number of classes: 6	240	240	100.0
Hiroshima University Junior High School, Fukuyama; number of classes: 9	360	365	101.3
Hiroshima University Senior High School; number of classes: 15	600	603	100.5
Hiroshima University Senior High School, Fukuyama; number of classes: 15	600	598	99.6
Hiroshima University Kindergarten; number of classes: 3	80	69	86.2
Hiroshima University Kindergarten, Mihara; number of classes: 3	80	80	100.0
<b>Attached school total</b>	<b>3,808</b>	<b>3,773</b>	<b>99</b>

(Note 1) The names of the majors that comprise the School of Engineering's cluster 3 (i.e., Chemistry, Biotechnology and Process Engineering) were changed in AY 2018 to Applied Chemistry, Biotechnology and Chemical Engineering, respectively.

(Note 2) Departments (of both undergraduate and graduate schools) not on the list have been reorganized and are no longer accepting applications.

**○ Plan implementation status**

**(1) Enrollment capacity fulfillment rates (as of May 1)**

The enrollment capacity fulfillment rates of undergraduate schools averaged a generally satisfactory 107.1%.  
The enrollment capacity fulfillment rates of master's programs averaged a generally satisfactory 92.2%.  
The enrollment capacity fulfillment rates of all doctoral courses averaged 70.4%—unsatisfactorily below the limit.  
The enrollment capacity fulfillment rates of professional degree programs averaged 84%—unsatisfactorily below the limit.  
The enrollment capacity fulfillment rates of advanced courses averaged 76.6%—unsatisfactorily below the limit.

**(2) Main reasons enrollment capacity fulfillment rates averaged below 90%**

**[Doctoral programs]**

**Graduate School of Humanities and Social Sciences**

**Graduate School of Advanced Science and Engineering**

Graduate School of Integrated Sciences for Li6.9 (ces 84 DC 004 Tw T[9(s)11.8 (f)/TT0 1 Tf0.008 087( G)8 (e7nT73nT36)481 3 Tf))Tc 0.004 Tw 6.96 0 8 (r)172

The Graduate School decided to actively implement the preceding project, and it established a student support program that will provide full tuition support to privately financed international students. By making these efforts, the Graduate School aims to attract international students to all of its programs. In addition, to attract working adult students to all of its programs, the Graduate School is currently preparing a booklet summarizing each faculty member's research activities, which it plans to distribute to joint research institutions.

③ The Graduate School was selected by the Ministry of Education, Culture, Sports, Science and Technology as an organization to undertake its Fellowship Founding Project for Innovation Creation in Science and Technology. Accordingly, in AY 2021, it began certifying and supporting talented doctoral students as research fellows.

**[Professional degree program]**

**Graduate School of Humanities and Social Sciences, Professional Development Program for Teachers and School Leaders**

(Reason)

This program was transferred from the Graduate School of Education to the Graduate School of Humanities and Social Sciences due to the reorganization of graduate schools in AY 2020. The following facts likely affected the Graduate School's performance: ① The enrollment capacity was increased by 10 from 20 to 30. ② As was the case in AY 2019, the enrollment capacity of graduate schools of teacher education has increased nationwide, making it difficult to secure students nationwide. (The enrollment capacity increased by 645 students in AY 2019 and by 196 students in AY 2020. In addition, the national average enrollment capacity fulfillment rate was 80.3% in AY 2019 and 81% in AY 2020.)

③ The number of undergraduate students hired as teachers immediately after graduation has been on the rise recently, and an increasing number of students therefore are choosing to work as teachers rather than enter a graduate school of teacher education. ④ There has been a decrease in the number of in-service teachers dispatched by boards of education (decreased by 2 teachers compared to AY 2019). ⑤ There has been insufficient promotion of the existence of the University's Professional Development Program for Teachers and School Leaders.

(Although the numbers of applicants and admitted students were 26 and 24, respectively, which are the highest numbers since the establishment of the Professional Development Program for Teachers and School Leaders in AY 2016, the enrollment capacity fulfillment rate itself has still decreased.)

(Measures)

To inform the public of the type of person the Professional Development Program for Teachers and School Leaders aims to cultivate and the educational activities it conducts

The University's Special Education Major Program is not the only one unable to fulfill its enrollment capacity; other national universities with Advanced Courses also face this issue.

On the other hand, in response to the following trends, municipalities are currently trying to improve Special Support Education, such as by giving priority to applicants with Special Support Education Teaching Licenses in addition to other teaching licenses for particular subjects and also by employing those who are endeavoring to obtain a Special Support Education Teaching License on the condition that they first obtain the license before they actually begin teaching: 1) increase in the number of children in need of special support education; 2) sharp increase in the number of special support education classes; 3) request that special support education providers obtain a Special Support Education Teaching License; 4) introduction of mainstreaming into high school education, which began in AY 2018; and 5) the central government's decision to make obtaining a Special Support Education Teaching License the goal of all special support education providers.

(Response)

As it did last academic year, regarding the field of special support education, the Special Education Major Program will continue to ask boards of education of Hiroshima Prefecture, Hiroshima City, and municipalities in the Prefecture and western Japan to encourage their teachers to endeavor to obtain Special Support Education Teaching Licenses in the Program. The Special Education Major Program will also strengthen its self-promotion efforts in the following ways: 1) update its website and 2) produce flyers and post them on bulletin boards and circulate them both on and off campus. In addition, it will ask special support schools in Hiroshima Prefecture for help in handing out the flyers to students they welcome in nursing training programs. Regarding graduates completing the Program in AY 2020, 18 (including one existing teachers) out of a total of 22 graduates who graduated from the Program that year found jobs at special support education schools and elementary, junior high, and high schools before graduating, reflecting the trend that Special Support Education Teaching Licensees have an advantage over those without licenses in finding teaching jobs.

Therefore, the Program is confident that promoting its one-year program for helping participants obtain the Type-One Special Support Education Teaching License will raise its enrollment capacity fulfillment rate to satisfactory levels. In AY 2020, to increase the number of in-service teachers, every time course instructors had the chance, they introduced the Program to the prefectural board of education and municipal boards of education and requested boards of education to dispatch in-service teachers. In addition, the Program prepared an A4-size leaflet and sent it to major universities with teacher training courses in western Japan and requested all special support schools in the prefecture offering nursing care training to distribute the leaflet to all students they welcome, including those from other universities. Furthermore, instructors who teach the Program held two briefing sessions (Higashi-Hiroshima). In AY 2021, the Program plans to hold an online briefing session on Saturdays to broaden the participation of in-service teachers, including those who have been temporarily hired. In the future, the Program will also consider delivering some of its courses online to reduce the burden on students.

Students who have enrolled in the Program so far have found out about the Program through website searches, leaflets, and referrals from teachers. Therefore, the Program will continue to put effort into updating its website, distributing leaflets, and asking students for promotional help. In addition, the Program recognizes that the number of enrollees from Hiroshima University is increasing, and accordingly it will distribute leaflets to students taking the core teaching curriculum course "Special Support Education" (a course to be offered officially beginning in AY 2021), which all students pursuing a teaching license must take. In addition, the Program will continue to post flyers on campus, and in doing so, instead of only posting them on the walls along the hallways and on bulletin boards of its own building, it will ask other schools/departments to do the same in their own buildings, including their study rooms.

**[Advanced Course] Special Education Major Program**

**Special Education Major Program**

(Reason)

① Municipalities currently cannot afford to allow boards of education to provide as many teachers with graduate school education as they used to. ② Because municipalities currently hire a larger number of both full-time and part-time teachers than they used to—in preparation for an impending large number of retirees—opportunities to teach are even available to first-year teachers just out of undergraduate school. ③ The self-promotion efforts of the Special Education Major Program were likely not sufficient to reach those interested in obtaining a Special Support Education Teaching License. ④ The Special Support Education Teaching License (for teaching the mentally handicapped, the physically handicapped, and the sick) has also become obtainable at private universities.