

Iwate Prefectural University Annual Report 2024

岩手県立大学年報
令和6年度



In hopes of creating a new era of harmony among nature, science, and humanity, we provide an education that fosters independence, knowledge and highly specialized skills which contribute to the enrichment of humanity and society.
(The Founding Principles of Iwate Prefectural University)

Iwate Prefectural University Timeline

- April 1951 Iwate Prefectural Morioka Junior College is established
- April 1990 Iwate Prefectural Miyako Junior College is established
- April 1998 Iwate Prefectural University is established. Dr. Junichi Nishizawa is appointed as the first president
- April 2000 Graduate schools are established
Master's Program in Software and Information Science
Doctoral Program in Software and Information Science
Master's Program in Policy Studies
- April 2002 New graduate schools are established
Master's Program in Nursing Studies
Master's Program in Social Welfare Studies
Doctoral Program in Policy Studies
- April 2004 New graduate schools are established
Doctoral Program in Nursing
Doctoral Program in Social Welfare
- April 2005 Iwate Prefectural University becomes a public university corporation. Dr. Makoto Taniguchi is appointed as president
First phase medium-term goals and medium-term plan period is started
- April 2006 Iwate Prefectural University Regional Cooperative Research Center is established
Aiina campus is established at Morioka Station West Exit
The Center for Liberal Arts Education and Research is established
- April 2009 Dr. Yoshihisa Nakamura is appointed as president.
- April 2011 Second phase medium-term goals and medium-term plan period is started
Iwate Monozukuri and Software Integration Technology Center (i-MOS) is established
The Center for Regional Policy Studies is established
- April 2013 The Center for the Advancement of Higher Education established
- April 2014 The Center for Liberal Arts Education and Research is integrated into the Center for the Advancement of Higher Education
- April 2015 Dr. Atsuto Suzuki is appointed as president.
- April 2017 Third phase medium-term goals and medium-term plan period is started
- April 2021 The Teacher Training Education Center established
- April 2022 The Teaching and Learning Institutional Research (IR) Center established
- April 2023 Fourth Mid-term Goals and Mid-term Plan period is started / Disaster Prevention and Recovery Support Center is established

A university that contributes to the cultivation of creative talent in Iwate and the generation of vitality in the local community

- [Education that empowers the pioneers of the future]
- [Regional contributions that help build the future]
- [High quality research as the foundation of education and community contribution]

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Administration

LINKtopos 2024 and First Public University Presidents' Conference and Workshop (2024)



The LINKtopos annual meeting, operated by volunteer network of public university students, was held in throughout Japan came together for hands-on to know one another better and enjoy opportunities to undertaken by other public university students in various parts of the country. In addition to LINKtopos 2024, the Public University Presidents' Conference and Workshop was held at IPU, involving public university presidents from

students from a nationwide experiences via workshops to get learn about various activities in various parts of the country. In addition to LINKtopos 2024, the Public University Presidents' Conference and Workshop was held at IPU, involving public university presidents from

Student Support

Prefectural University Meets Companies: On-Campus Joint Seminar with Corporations and Other Organizations



Designed to facilitate faster IPU graduate employment at companies and other organizations, IPU invited 151 organizations from throughout Iwate Prefecture and beyond for a new type of joint, on-campus seminar held in November 2024, titled "Prefectural University Meets Companies." The event gave students opportunities to think about future career options while helping them to better understand the various organizations who may serve as future employers.

Administration

IPU Establishes Guidelines to Promote Greater Respect for Sexual Diversity

In January 2025, IPU established guidelines in regard to sexual minorities (LGBTQ+). They were designed to help disseminate correct knowledge and promote greater understanding on the topic, promote proper behavior as a means of preventing all types of discrimination, and otherwise foster mutual respect for sexual diversity. In conjunction with the guidelines' establishment, a university-wide seminar was held for all teaching staff and students.



Research

Joint Research Conducted on Kurort Health Walking with the Town of Iwate-Machi



A research group led by Faculty of Nursing Instructor Yuka Fujisawa is pursuing joint research together with the Town of Iwate-machi on Kurort health walking. Through their efforts, the researchers are exploring the possibility of founding a project aimed at improving the health of citizens in Iwate-machi through this health walking approach.

Education

Nursing-Care Profession Promotion Project

In December 2024, Faculty of Social Welfare Instructor Shigeru Matsunaga led a symposium focused on the attractions of nursing care (caregiving) as a profession. During the symposium, Director Takayuki Koguchi of the organization KAIGO PRiDE, which endeavors to promote the profession, gave a presentation. Additionally, three active nursing-care professionals sat down for a panel discussion, helping participating students to deepen their understanding of the occupation.



Education

Publication of A Guide to Iwate from a University Perspective

In March 2025, the book *Daigakuteki Iwate Gaido* ("A Guide to Iwate from a University Perspective"), written primarily by subject-specialist teachers from the IPU Faculty of Policy Studies, was published. It introduces regional attractions from an academic, multifaceted perspective. Pick up a copy for yourself!



Administration

Research Commons Building Completed

The Research Commons Building, a new center for the joint creation of new business and fostering innovation, has been completed. The facilities include a large-scale driving simulator, which enables acquisition of knowledge via experiments in virtual spaces which would otherwise be difficult to carry out in real life. Through such efforts, researchers are pursuing projects aimed at offering greater safety and peace of mind for people's daily lives.

Fourth Mid-Term Goals/Plan

Towards becoming a university that "Identifies societal changes, both domestic and internationally, and contributes to the sustainable development of both regional and global societies"

As a center of learning for the future pioneers of the community, we, as stated in our fourth term goals, aim to be a university that "Identifies societal changes, both domestic and internationally, and contributes to the sustainable development of both regional and global societies". Key to this core goal, is working towards a sustainable society by solving financial, societal, and environmental issues in a cohesive way while respecting inclusion and diversity.

In order to continue realizing our founding philosophy and to

become a university that is loved by local citizens and for which they can have high expectations for, we shall continue on a path of autonomous and proactive self-improvement. We shall also be aware of what is expected of us as a prefectural public university, and strive to fulfill our social responsibility as a center of learning in the realm of education/research and region/global contribution.

Core Principles in the Fourth Mid-Term Goals

Identify societal changes, both domestic and international, and contribute to the sustainable development of both regional and global societies

[Education field]

Foster talent that has the autonomy and agency to think for themselves and put their knowledge into practice

[Research and Regional/Global Contribution field]

Emphasize practical and pragmatic academic research and learning, and contribute to the sustainable development of regional and global societies

[Business Management field]

Implement independent and autonomous business management that supports a modern university administration that can be responsive to current times

Main Initiatives in the Fourth Mid-Term Plan

[Education field]

Foster talent that has the autonomy and agency to think for themselves and put their knowledge into practice

- Use the guiding principles of our Diploma Policy to develop an educational curriculum that employs diverse and effective educational methods
- Appropriately understand and evaluate learning outcomes by using information analysis results from the field of education
- Examine the ideal organization for the graduate school, including student quota
- Increase the types of student financial support, livelihood support, and career support options

[Research and Regional/Global Contribution field]

Emphasize practical and pragmatic academic research and learning, and contribute to the sustainable development of regional and global societies

- Provide a place of learning that is inclusive of all types of education needs and conduct initiatives designed to resolve regional issues
- Nurture talented people who have a global mindset and develop a diverse array of international exchange activities
- Promote initiatives that spark innovation via industry-academia-government collaboration
- Create a sustainable regional society, and contribute to the enhancement of regional disaster prevention and the recovery/reconstruction from large scale natural disasters

[Business Management field]

Implement independent and autonomous business management that supports a modern university administration that can be responsive to current times

- Establish a business management structure based on corporate officers and build an easy to work environment for faculty and staff via the promotion of work-life balance and gender equality with an emphasis on diversity
- Implement a systematic method to hire and develop human resources in order to achieve educational and research goals
- Promote efficient and rational business management by improving operations and enhancing the skills of staff, and institute reforms and improvements based on internal quality assurance policies.
- Appropriate budget execution to improve financial soundness.
- Manage and maintain facilities and equipment that adheres to changes in the education research environment by performing maintenance & repairs to extend the service life of facilities, and executing large scale renovation work in a systematic way

Main achievements in 2024

● Achievements where notable progress was made

Education	Career Support	<ul style="list-style-type: none"> • In addition to holding a joint seminar together with companies and other organizations, IPU representatives visited local government organizations, companies and various other organizations to share information on student trends and thinking while discussing various obstacles to hiring such students and other topics, all as part of proactive efforts to ensure student employment opportunities within Iwate Prefecture. • Thanks to close collaboration between the various faculties and the Career Center, IPU was able to ensure a higher rate of in-prefecture employment than the previous year for graduating students.
Research and Regional/Global Contributions	Industry-academia-government collaboration	<ul style="list-style-type: none"> • With the aims of encouraging increased IPU-based startups and promoting utilization and creation of intellectual property, some of our more significant efforts included the appointment of Entrepreneur Support Advisors, development of research-based solutions tied to new-company establishment, matching services with joint-research partners (companies and other organizations), and adoption of one out of five Michinoku GAP Fund applications as part of the Michinoku Academia Startup Platform (MASP).
	Resolution of important regional issues	<ul style="list-style-type: none"> • As part of further efforts via the Disaster Prevention and Recovery Support Center, some of our more significant efforts included the April establishment of IPU's first officially authorized student organization "FROM" and, through the hard work of its twenty members, provision of support for disaster prevention and recovery education in elementary and junior high schools, participation in regional disaster drills, response to community requests for assistance, distribution of various information, and a range of other proactive new efforts.

● Other main achievements

Education	Educational outcomes	<ul style="list-style-type: none"> • Through the Institutional Research Center System, the university issued seminar questionnaires and similar surveys, conducted nationwide surveys of students, evaluated student capabilities in terms of employability, and provided the gathered data to faculties.
	Student financial and livelihood support	<ul style="list-style-type: none"> • Hosted and undertook operations for LINKtopos 2024 in IWATE • Established the Guidelines to Promote Greater Respect for Sexual Diversity at Iwate Prefectural University and held a university-wide seminar for all teaching staff and students
	Career Support	<ul style="list-style-type: none"> • Established a reception system for student career consultation requests • Made deliberations regarding the establishment of a system for job-offer notifications
Research and Regional/Global Contributions	Contributions to regional/international society	<ul style="list-style-type: none"> • Held lecture and workshop events for local government organizations at four venues throughout Iwate Prefecture, which included the "Regional DX Promotion Seminar," "Methods of Using and Leveraging Group Chat," and "Data-Use Skills Training Workshop" • Held two lecture series for members of the public, including advanced engineer training seminars
	Industry-academia-government collaboration	<ul style="list-style-type: none"> • Shared plans and concepts for industry-academia-government collaboration with relevant persons during "School of Industry" lectures • Held business card exchange parties and similar events with faculty deans to strengthen communication and collaboration with corporations established in the Takizawa City IPU Innovation Center & Park • Provided internship-collaborative school courses
Business Management	Efficient and rational business operations	<ul style="list-style-type: none"> • Introduced online reception service for tuition bank-transfer requests
	Enhancement of information disclosure and dissemination	<ul style="list-style-type: none"> • Created a revised edition of the public relations manual, and created a design manual incorporating considerations of faculty official colors (which were established) • Deliberated on and created specifications for purposes of redesigning the official university website • Organized the IPU social media accounts and updated the public relations manual in regard to information communication
	Corporate compliance and human rights awareness improvements	<ul style="list-style-type: none"> • Established an outside, third-party consultation point for harassment-related concerns

Outline

In May 2019, our university joined the United Nations Academic Impact (hereinafter, UNAI). UNAI is a global initiative to pursue social contributions of universities with an aim to align the activities of institutions of higher education around the world with the United Nations. Since our university conducts various education and research as well as community contributions related to the UNAI, we participate in 4 of 10 Principles of the UNAI.

- Principle 6: A commitment to encouraging global citizenship through education
 - Principle 8: A commitment to addressing issues of poverty through education
 - Principle 9: A commitment to promoting sustainability through education
 - Principle 10: A commitment to promoting inter-cultural dialogue and understanding, and the unlearning of intolerance, through education
- [Reference]: United Nations Academic Impact Japan website
These four principles are in line with the founding principles of our university.



Activity report

◆Activity report

UNAI member universities are expected to undertake activities related to at least one of the 10 Principles of the UNAI each academic year and report to the UNAI Secretariat.

1. Considering SDG solutions from the perspective of health issues

Iwate Prefectural University Faculty of Nursing, Associate Professor Shizuko Angerhofer and Professor Mai Hosokawa

Referring to the Sustainable Development Goals Fact Sheet (United Nations Information Center, 2015), students split into groups and choose one of the 17 SDGs in which they are most interested and, focusing on topics related to health issues, consider and present solutions at the national, community, and individual Faculty of Nursing student levels. Once presentations have been made, students participate in Q&A sessions in order to exchange opinions and deepen their learning and reflection.

It is through these efforts that students are given the opportunity to consider healthcare and nursing issues from an international perspective, and to begin to aspire to go beyond the field of nursing and become nursing professionals who adopt an interdisciplinary and policy-related perspective.



Students engaged in discussion

2. Efforts to enhance collaboration between municipal public health nurses and home-visit nurses in Iwate Prefecture: Holding study sessions to learn together about Iwate Prefecture's comprehensive care system

Iwate Prefectural University Faculty of Nursing, Community Health Nursing Course

◆Iwate Prefectural University Activity Report

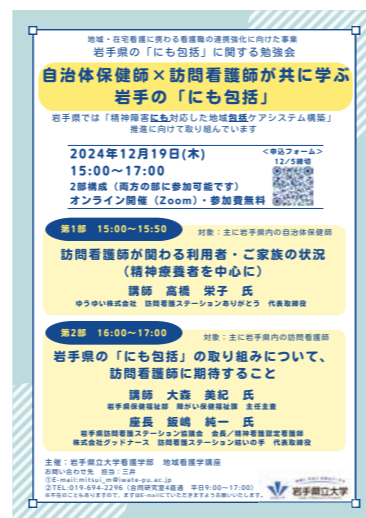
Our university compiled an activity report on UNAI-related activities in the past. The report is available on our website.

From the list at the top-right corner of the homepage of the Iwate Prefectural University website, select the "International Exchange" page.



Professor Tomoko Kudo; Associate Professors Mioko Goto, Ayaka Sobu, and Makiko Ookubo; Lecturer Toru Onashi; Assistant Professors Natsumi Takaiwa and Minami Mitsui Iwate Prefectural University Graduate School of Nursing, Master's Program Student Yuki Kikuchi; Iwate Prefectural University Former Faculty of Nursing, Community Health Nursing Course Professor Kimiko Sato

We began in this course to investigate efforts to enhance collaboration between municipal public health nurses and home-visiting nurses in Iwate Prefecture. Focusing on building community-based comprehensive care systems that effectively address mental disorders (comprehensive care systems)—a common issue for both types of nursing professionals in local communities—we exchanged information with related organizations including Prefectural Headquarters, health centers, and the Iwate Prefecture Home-Visit Nursing Station Council, in order to determine the circumstances behind such factors as comprehensive care system trends in the prefecture and each area, relations with individuals with mental disorders and their families, and home-visit nursing stations. We then proceeded to plan joint training sessions, with the expectation that



Study session information flyer

collaborating and working together would improve mutual understanding between both types of nursing professionals. Finally, we held study sessions with the goal of providing specific opportunities for participants to understand Iwate Prefecture's comprehensive care system and consider their own roles in it.

3. Students learning and bringing communities and children together: Practical report on the "Doronko Group" volunteer organization for children

Iwate Prefectural University Faculty of Social Welfare, Assistant Professor Takayuki Inoue

Doronko Group, a volunteer group for children, launched two new activities in 2024. Takigi Study Space was launched by Doronko Group Mirai as a means of supporting learning and creating a sense of belonging, while Doronko Group Mogu Mogu Cafeteria is aimed at planning, operating, and supporting children's cafeterias.

Both are volunteer activities aimed at supporting the learning and lives of children in the community, and students themselves participate in planning and implementation based on an awareness of the issues. Although advisors provide ongoing support, it is the students who take a central role in proactively and autonomously developing activities.



Students studying together

4. Development of a prototype system for visualizing community cleanup activities

Iwate Prefectural University Faculty of Software and Information Science, Lecturer Hiroki Tomizawa Iwate Prefecture Environment and Lifestyle Department, Community Resource Recycling Promotion Division; Badasslwate Representative Director Yuya Tanaka

A team of researchers working with students in the Faculty of Software and Information Science gradually began developing a system that would serve as a platform for surveying actual coastal and river debris, as well as a data provision application to urge prefecture residents to participate. Focusing on the fact that organized cleanup activities conducted by community residents were more effective in maintaining environments, these researchers are now working to determine the most appropriate system to deploy throughout Iwate Prefecture, by prototyping a platform system to determine the amount of trash being discarded, along with a data provision application handling a wide variety of data.

In 2024, the researchers prototyped a platform system to visualize



Example prototype data provision application screen

the results of community cleanup activities, as well as an application for sharing route information on cleanup efforts, based on their research thus far. These were shown at EcoPro 2024 held at Tokyo Big Sight in December.

5. A fashion design project conducted in collaboration with a sewing company to reuse remnants, and its educational benefits

Morioka Junior College, Iwate Prefectural University, Assistant Professor Kyoko Sato North Iwate Apparel Industry Promotion Association Ninohe Fashion Center Co. Ltd. Iwate Northern Area Regional Development Bureau, Ninohe Regional Development Center

This project was part of a graduation work project led by two students in the Division of Lifestyle Design in the Department of Home Economics of Morioka Junior College. The objective was to verify the feasibility of utilizing remnants through the process of proposing, producing, and evaluating clothing designs. One important aim of this project was to go beyond merely proposing designs, and to contribute to actual production processes in order to consider what exactly sustainable fashion and clothing designs that can be worn for a long time are, as well as to consider what kind of clothing people want today.



Visiting the factory and checking remnants

6. Overseas training through the International Humanities Education Program minor

Iwate Prefectural University Higher Education Promotion Center International Education Research Department Professor Hideya Takahashi and Lecturer Kensuke Emura

In addition to the major programs Iwate Prefectural University offers in particular faculties and departments, we also offer students two minor programs: the Community Creation Education Program and the International Humanities Education Program. These programs allow students to gain an understanding of the world in which they will apply what they have learned, from a community or international perspective, and to systematically and practically learn the skills they will need in order to tackle the diverse challenges arising throughout the world. Students who satisfy the requirements for completing these programs will earn a Community Creation Specialist or International Humanities Specialist degree. The International Humanities Education Program aims to provide students with the language skills needed to work together with people from different cultural backgrounds in solving issues, and the practical ability to act independently, based on a multifaceted understanding of culture and society grounded on cross-cultural understanding and multicultural coexistence in a world constantly undergoing globalization.



Participating students on Ohio University campus in 2023

Aiming to be a university that creates new value and contributes to the future of the community

Promotion of Northern Iwate's Industry & Social Innovation Zone Project

In our effort to promote "contribution to the local community and creation for the future", the university concluded a cooperation agreement for finding solutions to local issues and promoting industry in Northern Iwate with Iwate Prefecture on April 11, 2019, and decided to jointly promote the "Northern Iwate Industry & Social Innovation Zone Project" listed in Iwate Prefectural Citizens' Plan (2019 to 2028). We established the "Northern Iwate Industry & Social Innovation Zone Project Promotion Center" (Director of Research and Regional Collaboration Office serves as the Center Manager) at our Research and Regional Cooperation Head Office where, among other things, we work on surveys and research human resource development in order to find solutions to local issues and promote industry in Northern Iwate.

In 2024, we continued with research activities in Northern Iwate using university internal research funding (a program launched in 2020). In addition, as part of the "Co-JUNKAN" Platform towards Beyond "zero-carbon"—COI-NEXT, a program led by the University of Tokyo in which IPU has participated as a leading organization since 2021—we conducted a "Future Workshop" aimed at thinking about the region's future, "Living Labs" aimed at solving local problems, and other such activities to foster human resources who are able to resolve local issues and become leaders in the region, as well as integrated studies programs and exploratory classes as part of cooperative regional development education.

Promotion of research at the Center for Regional Policy Studies and support for municipalities

With "education and research that focus on practical learning and experience" as one of our fundamental directions, our university established the Center for Regional Policy Studies in 2011 to strengthen our function as the think tank of the prefecture. The Center tackles the problems and needs of citizens in the prefecture with local perspectives, with researchers from various specialized fields working in collaboration with municipalities, NPOs, and businesses to find solutions to local issues and support community revitalization in municipalities.

●Promotion of regional collaborative research

At our university, we have received proposals from various organizations within the community such as municipalities, NPOs, and businesses, and are working with these organizations on collaborative research projects to solve local issues. We have developed research activities tailored to each issue and need. As part of this we have created "Stage I" (research period: one year) to assist in formulating a problem-solving plan, and "Stage II" (research period: two years) to support activities that apply the results of the research to solve various problems. In 2024, we conducted research on 35 issues in Stage I and 7 issues in Stage II.

●Support for community revitalization in municipalities

Our university has supported community revitalization in municipalities since 2015, formulating and promoting comprehensive strategies for communities, people, and jobs, and supporting the improvement of abilities of municipal employees to realize legal work and policy-making for regional revitalization. In 2024, we assisted in consultation services related to legal work and policy-making in 10 municipalities (a total of 60 times) and implemented legal work and policy-making training programs for personnel in 13 municipalities (a total of 29 times).

●Communication of research results

In order to give back to the local region through the fruits of our joint research with local partners and other research endeavors, we held the Research and Regional Collaboration Office Research Results Presentation Meeting in September 2024. The program included research results presentations (11 projects), friendly gatherings to discuss joint research, informational panel displays and more, with 49 people from the local government and elsewhere in attendance.

Disaster Prevention and Recovery Support Center Activities

IPU established the Disaster Prevention and Recovery Support Center in April 2023 based on lessons learned from the Great East Japan Earthquake, with the goal of preparing for the next major disaster event. This facility has been involved in various activities, such as efforts to improve disaster preparedness throughout the local region, various research studies, and personnel training.

In 2024, we established an internal research funding system at the university and carried out research studies revolving around disaster prevention/mitigation and post-disaster recovery, helped municipalities create district disaster prevention plans, provided assistance in the execution of evacuation drills, trained human resources to provide disaster-related education for primary, junior high, and senior high school students, and conveyed information via special exhibits at the Iwate Tsunami Memorial Museum.

In addition to these activities, we founded the student organization "FROM" to pursue further efforts for the Center. Twenty persons registered as FROM members in 2024 took part in emergency drills, events, educational activities, and other efforts in response to local requests.



Members of the student organization FROM

Open Lectures and Other Lecture Events

With the aims of providing places for prefectural citizens to learn together and giving back to the region through the fruits of our research, we hold open lectures every summer on the Takizawa Campus. This year, a total of 7 such lectures were held with 563 in attendance. Additionally, we held open lectures for the first time in 8 years on the Miyako Campus, with 3 lectures attended by 73 people. Takizawa City also hosted regional lectures, with 3 lectures drawing 25 participants cumulatively. Moreover, each faculty held various lectures to showcase their specializations, with 71 lectures attended by 1,789 people in total this year.

The "Data Science Recurrent Education Course," started in 2023 as a means of promoting regional digital transformation (DX) measures and bolstering skills, included 9 lectures this year and attracted 676 participants.

Finally, advanced engineer training seminars for young engineers and students were held, focusing on the advanced technologies required for high-value, high-efficiency manufacturing operations. Its 6 seminars were attended by 70 people.



An open lecture on the Miyako Campus

Ruby Programming Class

In order to help improve ICT utilization skills and develop the problem-solving abilities of young students, we held a Ruby programming class for members of the Science and Technology Club of Takizawa Daini Junior High School in Takizawa City. Making use of the results of the programming class, the club applied for the "Game

division" of the 2024 International Ruby Programming Contest for Junior and Senior High School Students — in Mitaka, and one of their submissions passed the first round of judging. At the final round of judging held in November, this submission won the special judge prize.

◆Pursuing the "School of Industry" vision

Our university considers the companies in the Takizawa City IPU Innovation Center & Park as a "School of Industry" equivalent to our faculties and departments, and is moving forward with creating a central location to share information and promote trust and cooperation. The objective is to foster, based on our School of Industry vision, collaboration between industry, academia and government in order to co-create businesses and foster human resources. To this end, we hold monthly meetings of a liaison committee comprising IPU educators, companies belonging to the Takizawa City IPU Innovation Center & Park, and Takizawa City. Furthermore, we have established three working groups under the liaison committee whose main tasks include internship-collaborative school courses, school festival events and similar occasions. As part of industry-academia collaboration, we hold Industry-Academia-Government Lectures based on open innovation themes, business card exchange parties for faculty deans and company representatives, and the Takizawa City and IPU Innovation Symposium as part of the university festival, among other events.



Industry-Academia-Government Lectures

acceptance rate (including continued research projects) of 30.1 percent; the previous year's rate was 36.8 percent. The total number of joint research grants, commissioned research grants and scholarship endowments in 2024 was 50, an increase of 1 from the previous year, and the total combined grant amount was 149,836,000 yen, a decrease of 38,869,000 yen from the previous year.

◆Nursing Practice Research Center activities

For purposes of improving the quality of life of prefectural citizens and of nurses in Iwate, IPU carries out community contribution projects and training programs.

Through four community contribution projects conducted since 2021, we have worked together with Takizawa City to promote better health among citizens, support learning endeavors, and contribute in other ways. Specifically, activities have included walking promotion efforts, an IPU version of the "I N DA" health dance, a learning supporter project, and provision of parent education classes utilizing learning materials from maternal and child health activities, all of which have received much positive feedback from participants.

Additionally, 68 participants from 26 facilities took part in Iwate Prefecture New Nursing Staff Training, a total of 791 people attended 43 Professional Training Project seminars, and we provided research guidance at 12 institutions by dispatching staff to serve as lecturers at hospitals.



Promoting the IPU version of the "I N DA" health dance



Walking event at the university

◆Promotion of research through university-wide competitive research grants

This initiative was established in 2017 in support of large-scale, interdisciplinary future research projects for which external grants are needed. Four grants were approved in 2024.

◆Status of external research fund acquisition

For 2025 Grants-in-Aid for Scientific Research (KAKENHI), 95 applications were submitted and 18 accepted. This represents an

Regional collaborative research

Regional collaborative research entails collaborative work conducted by local organizations and faculty members from our university to find solutions to local issues. These efforts were established as an initiative of the Center for Regional Policy Studies in 2012, and they have included more than 300 research projects thus far.

From 2017, the research funding system has been revised as follows as a mechanism to deliver research results to the local community as quickly as possible.

[Stage I] Stage for formulating a plan for finding solutions to issues

The research stage for formulating measures to solve local issues.

Research fund: Upper limit of 300,000 yen per project (research period: one year)

[Stage II] Research results implementation stage

The activity stage for applying the results of our university's research to solve issues in the local area.

Research fund: Upper limit of 1,000,000 yen per project (research period: 2 years)

<Stage I : Stage for formulating a plan for finding solutions to issues>

Faculty of Nursing:	2 research projects
Faculty of Social Welfare:	4 research projects
Faculty of Software and Information Science:	7 research projects
Faculty of Policy Studies:	15 research projects
Center for the Advancement of Higher Education:	1 research project
Morioka Junior College:	3 research projects
Miyako Junior College:	3 research projects

<Stage II : Research results implementation stage>

7 research projects

[Click here for details](#)



[Regional collaborative research page on the Iwate Prefectural University website](#)

Grant-in-Aid for Scientific Research Programs

Grants-in-Aid for Scientific Research Programs (KAKENHI/Grant-in-Aid for Scientific Research) are competitive research funds that are intended to significantly develop all scientific research (research based on the free ideas of the researcher), from basic to applied research in all fields, ranging from the humanities and the social sciences to the natural sciences. The grants provide financial support for creative and pioneering research projects which are selected using a peer-review screening process.

Our university engages in activities to improve acceptance rates, such as establishing a support system for the preparation of applications.

Faculty of Nursing:	18 research projects
Faculty of Social Welfare:	20 research projects
Faculty of Software and Information Science:	22 Research projects
Faculty of Policy Studies:	12 research projects
Morioka Junior College:	4 research projects
Miyako Junior College:	2 research projects
Center for the Advancement of Higher Education:	10 research projects
Research and Regional Cooperation Head Office:	6 research projects

[Click here for details](#)



Search by entering "Iwate Prefectural University" in the "Research Institute" database of the Grant-in-Aid for Scientific Research Programs.

Comprehensive Sanriku Region Education Project as Collaborative Effort Between Sanriku Geopark Promotion Council and Miyako Junior College

Education to learn more about the local region and build a better future

In 2025, the Miyako Junior College introduced a new regional cultivation educational curriculum comprising the courses "Education on Sanriku, Iwate (1st Year)" and "Comprehensive Sanriku Education (2nd Year)."

Throughout this two-year program, students take an interdisciplinary approach to learning about the nature, geology, history, culture, industries and disaster prevention/mitigation measures in the Sanriku region. This equips them with a deeper understanding of the region's characteristics and challenges for purposes of cultivating human resources capable of sustained regional development contributions. At the center of this is the Comprehensive Sanriku Region Education Project, a collaborative project for which the Sanriku Geopark Promotion Council and IPU signed a partnership agreement in January 2025. The Council is a body comprised of municipalities along the entire Sanriku coastal region and participating organizations, and it promotes efforts throughout the Sanriku Geopark (which includes the entire Sanriku region).

Created based on the idea of "Living in Harmony with the Eternal Land and Sea," the Geopark is intended as a means of rethinking connections between people's lives, post-disaster rebuilding, and local culture as they relate to natural disasters such as earthquakes and tsunamis, and also of conveying to future generations the process of Sanriku's formation as part of global-scale change processes along with efforts by locals to rebuild following the 2011 disaster.

The Comprehensive Sanriku Region Education Project is a unique educational undertaking by the Miyako Junior College that operates based on the Geopark's view and interpretation of Sanriku.

Through the partnership agreement between the two parties, various efforts are being carried out across the wide-reaching Geopark network, including dispatching of teachers, onsite learning support, class design

assistance and more, all with the goal of building a sustained, long-term education system in collaboration with the Sanriku region. During junior college class sessions, a wide range of instructors with a thorough knowledge of Sanriku provide lectures, and students visit remnants and former sites of disaster-struck places throughout the region, take part in disaster-prevention-related community development activities, and talk with persons involved in local cultural undertakings in order to structure their own educational journeys and deepen their knowledge while exploring the issues together with the regional community.

The local region as a classroom, and connections between its people and the land as teaching materials

The Comprehensive Sanriku Region Education Project is a practical education and training program carried out together in coordination with the wider region and designed with roots in Sanriku in unique ways only possible at the Miyako Junior College.

In addition to recovering from the impacts of the Great East Japan Earthquake, the Sanriku region faces a wide array of other challenges such as declining populations, the need to live in harmony with nature, and passing down of local culture. By having students engage in learning focused on building a sustainable future together with local communities while helping to pass down the personal experiences and lessons learned from the disaster to future generations, Miyako Junior College delivers truly meaningful value to society.

Moving forward, the junior college and IPU as a whole will continue to develop their education and research endeavors with a central focus on local-region collaboration as a means of contributing to student growth and the further development of regional society.



Sanriku Geopark Promotion Council Chairperson Masatoshi Yamamoto and IPU President Atsuto Suzuki sign an agreement on January 7, 2025 at the Miyako Junior College to realize education that fosters a stronger local region.



Through fieldwork at the Iwate Tsunami Memorial Museum in Rikuzentakata City (June 6, 2025), students learned about ways to protect themselves during natural disasters and local efforts to overcome the impacts of past disasters.

First-Ever MDASH Certification for Basic Applied Level

The Approved Program for Mathematics, Data Science and AI Smart Higher Education (MDASH) certification framework was introduced at IPU in 2022 as a systematic knowledge acquisition framework for purposes of teaching students about mathematics, data science and AI, which we believe to be fundamental knowledge for all students as members of our digitally oriented society. The MDASH Program includes the fundamental "Literacy Level" certification, which must be completed by all students, as well as the "Basic Applied Level," which goes further. Both certifications are made by the Ministry of Education, Culture, Sports, Science and Technology (MEXT).

In 2024, for the first time at the university one IPU student completed the Basic Applied Level. During the program completion certificate presentation ceremony held on May 20, 2025, the university president presented this student with the MDASH completion certificate along with completion certificates for their two minor programs, the Community Creation Education Program and International Humanities Education Program. (Twenty students completed minor programs in 2024.)



The first student to complete MDASH Program Basic Applied Level certification

International Exchange Activities in Collaboration with the Takizawa International Association

In 2024, IPU made use of The Nakajima Foundation Subsidy Program for the first time to organize day-trip home visits in July and one-night, two-day homestay experiences in December for international exchange students as a means of facilitating exchanges between said students and the local community.

Through cooperation with the Takizawa International Association, we were able to send eleven international students to a total of seven different homes, where they enjoyed cooking meals together with host families, trying on kimono, and visiting sightseeing spots while being guided by their hosts, among a range of other of fulfilling activities.

Following these home visits and homestays, a presentation session was held mainly for participating students and the host families, at which time the students talked about their experiences. They offered a variety of feedback, including "The activities planned for me by my host family were a lot of fun," "Everyone in my host family was warm and

welcoming, making it a truly rewarding experience," and "It was a valuable and unforgettable opportunity for me to experience the daily life and culture of a Japanese household."

During the school festival, IPU and the Takizawa International Association jointly arranged for a member of the Japan Overseas Cooperation Volunteers (JOCV) stationed in the Philippines as part of a program under the Japan International Cooperation Agency (JICA) to contribute as a guest speaker. They made an appearance via online video call from the Philippines, and talked about local JOCV activities while also introducing their assigned country.

Moving forward, IPU will continue pursuing cooperative projects and activities together with the Takizawa International Association and other organizations while facilitating mutual understanding and exchanges among international students and local citizens as part of efforts to further internationalize the region.



Students trying on kimono



Presentation session for host families and international students

State of Student Enrollment for Academic Year 2025

Iwate Prefectural University recruits students using diverse selection criteria that are based on our Admission Policy.

Admissions for 2025 included general admissions, comprehensive admissions, admissions through recommendation, and adult admissions. The number of new applicants reached 1,717, representing the first increase in applicant numbers in 3 years' time (90 more applicants than the previous year). Graduate school enrollment reached 54.3 percent of the full enrollment capacity (the 25th straight year of under-enrollment), while the Morioka Junior College achieved 102.0 percent of full capacity.

The Miyako Junior College saw its first increase in applicants in 4 years with 162 persons, reaching 90.0 percent of the full enrollment capacity—an increase over the previous year, but the 3rd straight year of under-enrollment.

Our university is working to secure applicants through collaborations with high schools, and through entrance examination public relations activities.

Admission Results for 2025

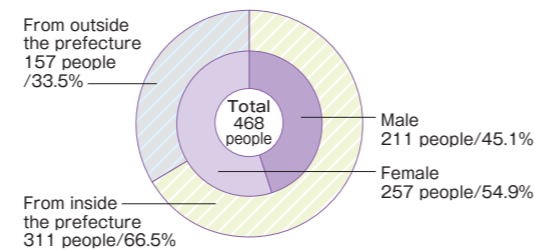
(Unit: No. of people, rate)

Faculty	Number of recruits	Number of applicants	Number of candidates	Number of successful applicants	Actual pass rate
Faculty of Nursing	90	356	206	95	2.2
Faculty of Social Welfare	90	303	253	102	2.5
Faculty of Software and Information Science	160	690	459	185	2.5
Faculty of Policy Studies	100	368	251	113	2.2
Total	440	1,717	1,169	495	2.4
Faculty (Transfers)	Number of recruits	Number of applicants	Number of candidates	Number of successful applicants	Actual pass rate
Faculty of Nursing	10	6	6	5	1.2
Faculty of Social Welfare	10	18	18	10	1.8
Department of Social Welfare	5	11	11	5	2.2
Department of Human Welfare	5	7	7	5	1.4
Faculty of Software and Information Science	10	15	15	13	1.2
Faculty of Policy Studies	10	28	26	11	2.4
Total	40	67	65	39	1.7
Graduate school	Number of recruits	Number of applicants	Number of candidates	Number of successful applicants	Actual pass rate
Graduate School of Nursing Studies, Division of Nursing Studies	13	3	3	3	1.0
Graduate School of Social Welfare, Division of Social Welfare	18	14	12	7	1.7
Graduate School of Software and Information Science, Division of Software and Information Science	50	41	41	40	1.0
Graduate School of Policy Studies, Division of Policy Studies	13	4	4	3	1.3
Total	94	62	60	53	1.1
Morioka Junior College	Number of recruits	Number of applicants	Number of candidates	Number of successful applicants	Actual pass rate
Department of Home Economics	50	75	72	64	1.1
Division of Lifestyle Design	25	34	33	30	1.1
Division of Dietary Nutrition	25	41	39	34	1.1
Department of International Studies	50	87	84	74	1.1
Total	100	162	156	138	1.1
Miyako Junior College	Number of recruits	Number of applicants	Number of candidates	Number of successful applicants	Actual pass rate
Department of Management Informatics	100	162	156	149	1.0

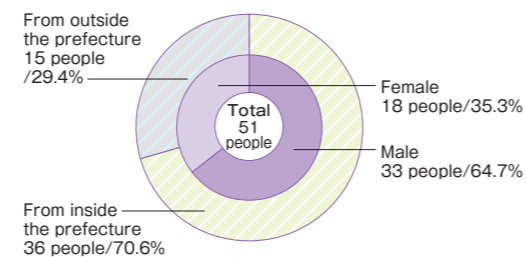
(Note) Actual Pass Rate = Number of entrance exam takers ÷ number of people who pass

Breakdown of 2025 Admissions

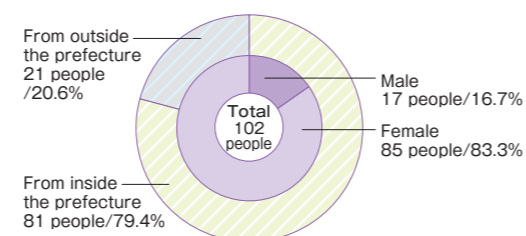
[Faculty]



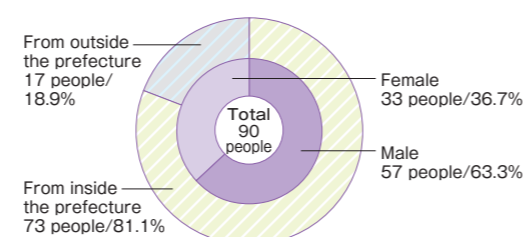
[Graduate school]



[Morioka Junior College]



[Miyako Junior College]



Efforts toward high school and university collaboration

Our university has developed a variety of collaborative projects with high schools to promote mutual understanding between high schools and the university and to provide opportunities for willing high school students to experience university education.

In addition to face-to-face orientations for entrance examinations and consultation sessions, we also hold online entrance examination consultation sessions, and offer information about our university as well as tours of the facilities during campus tours.

In terms of opportunities to experience university education firsthand, we offer classroom observation visits, dispatch lecturers to high schools, and hold summer seminars.

During campus tours and consultation sessions, members of the student-run university public relations organization called "Campus Attendant" give presentations on their own experiences and conducts campus tours, providing opportunities to hear real anecdotes from actual university students—which have proven to be popular among visitors.



Campus tour by Campus Attendant

Collaborative projects with high schools	Details
High school visits	Provides information on entrance examinations and listens to opinions about our university.
Dispatched lectures and online mock lectures	Supports for mock lectures and inquiry based learning at high schools, etc. Conducted online at the request of high schools, etc.
University tours	Accepts university tours of high school students, etc.
Classroom observation visits	Accepts classroom observation visits of high school students.
University information sessions for high school teachers	Provides high school teachers with information about the characteristics of each faculty and summary of the entrance examinations.
Admission consultation sessions	Provides admission consultation sessions for high school students and their parents/guardians at high schools in coastal and northern areas in the prefecture, during the IPU school festival (Takizawa Campus), and in other locations in addition to online entrance examination consultation sessions
Campus Attendants (CA) activities	Conducted student experience presentations at information sessions etc. and campus tours. Hosted CA café where high school students can ask questions and seek advice.
Summer seminars	Provided opportunities for "laboratory experience" and "class experience" during summer vacation and holiday periods.
Iwate Highschooler Learning Support Project	Inquiry activities, thematic research contests and short essay contests were conducted for high school students in the prefecture
Open campus	Held orientations for entrance examinations and Campus Attendant (CA) projects (campus tours, events, etc.)

Introduction of the online university application service

In the 2022 round of general admissions, we introduced an online university application system. For applicants, this meant that they had access to expanded payment options for entrance examination fees including credit cards and internet banking in addition to being able to enjoy a more streamlined application process. The system has an additional advantage of helping applicants make sure they were not

skipping any necessary items in the application. Also, since the digitization of applicant registration data will improve the efficiency of acceptance processing, we increased the online application coverage to include graduate schools from the 2023 admissions cycle.

Graduates and Employment Status 2024

In 2024, 453 students graduated with undergraduate degrees and 37 with graduate degrees from IPU, while 101 graduated from the Morioka Junior College and 88 from the Miyako Junior College, for a total of 679 graduates.

As for the future paths of these graduates, 397 undergraduate students received job offers (168 within the prefecture, 229 in other locations), while 35 planned to continue their education at higher levels, and 9 chose other paths. At the Morioka Junior College, 64 graduates received job

offers (42 within the prefecture, 22 in other locations), 27 chose to continue their education, and 10 chose other paths. Finally, at the Miyako Junior College, 61 graduates received job offers (33 within the prefecture, 28 in other locations), 18 chose to continue their education, and 6 chose other paths.

The employment rate was 97.5 percent for university graduates, 100.0 percent for Morioka Junior College graduates, and 96.8 percent for Miyako Junior College graduates.

2024 Graduates Status

Data of those who graduated in March 2025 (number of people)

Faculty	Faculty of Nursing	Faculty of Social Welfare	Faculty of Software and Information Science	Faculty of Policy Studies	Total
Graduates	96	100	150	107	453
Job seekers	91	90	122	104	407
Number of graduates employed (inside the prefecture)	91(51)	87(35)	119(22)	100(60)	397(168)
Employment rate	100%	96.7%	97.5%	96.2%	97.5%
Graduates continuing education	2	7	26	0	35
Other	3	1	2	3	9

Graduate school graduates	Graduate School of Nursing		Graduate School of Social Welfare		Graduate School of Software and Information Science		Graduate School of Policy Studies		Total
	Master's Program	Doctoral Program	Master's Program	Doctoral Program	Master's Program	Doctoral Program	Master's Program	Doctoral Program	
	4	2	6	0	22	2	1	0	37

Junior College	Morioka Junior College	Miyako Junior College
Graduates	101	88
Job seekers	64	63
Number of graduates employed (inside the prefecture)	64(42)	61(33)
Employment rate	100%	96.8%
Graduates continuing education	27	18
Other	10	6

(Note) The Employment Rate is the rate of employment among job seekers, and who had received a job offer as of March 31, 2025.

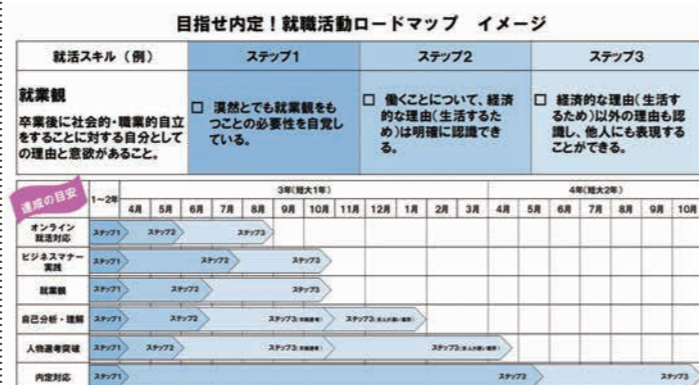
(Note) Others include those who are concentrating on health recovery, those who help at home, those who are preparing for the next step in higher education or to study abroad, those who are in a category which does not match the general concept of employment (preparing for employment) and working adult students.

Efforts toward improving employment potentials

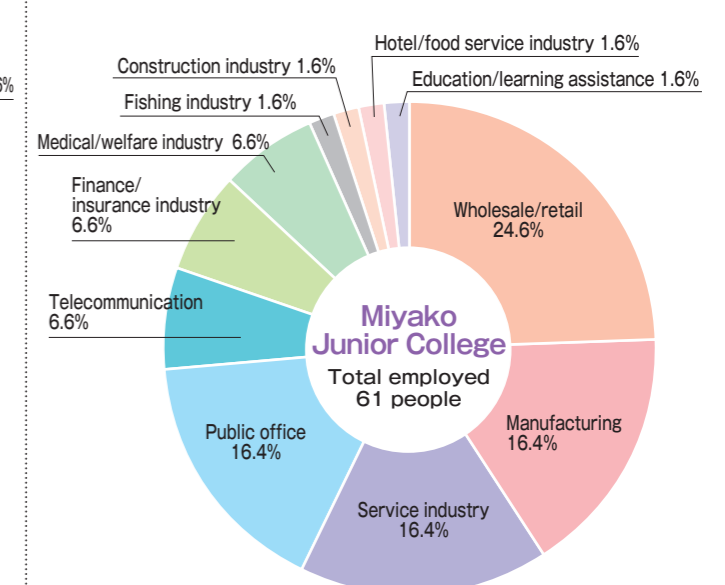
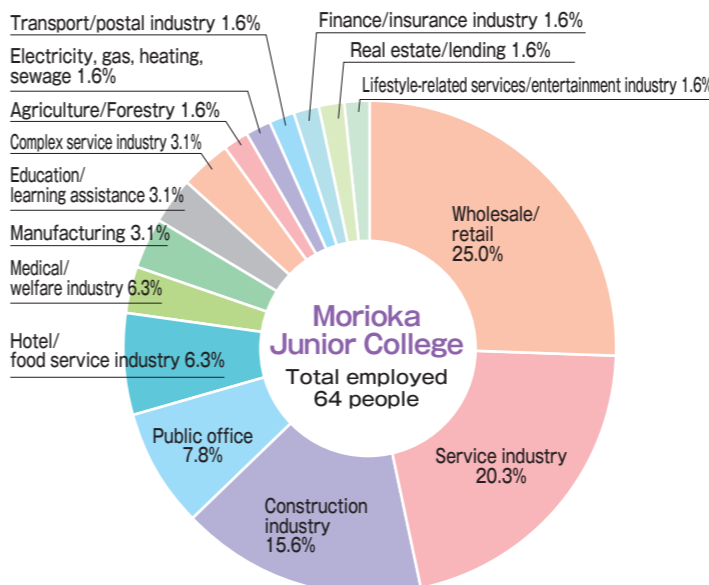
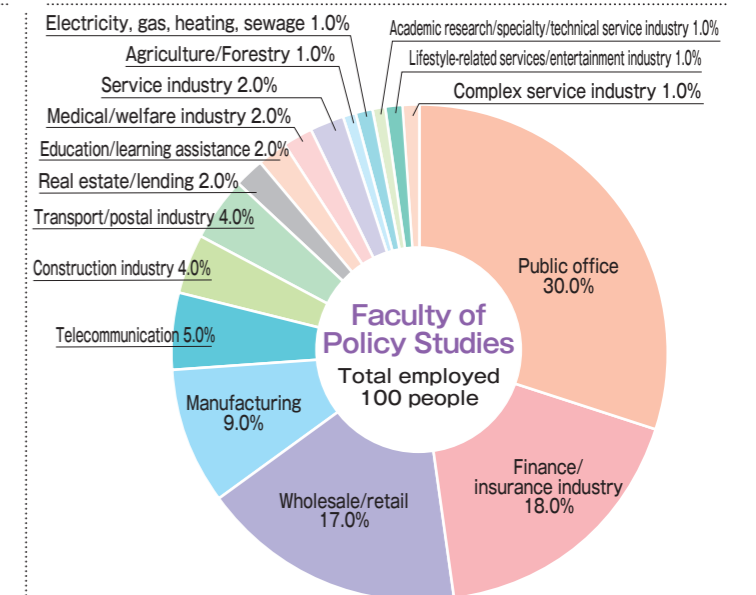
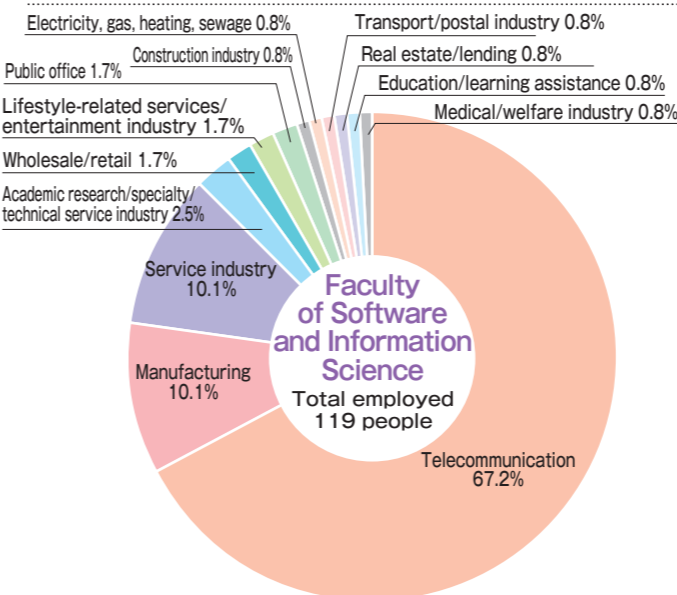
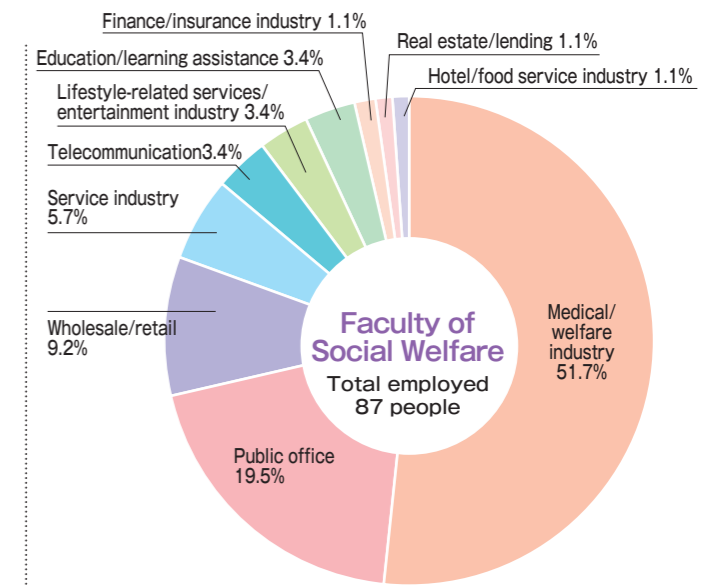
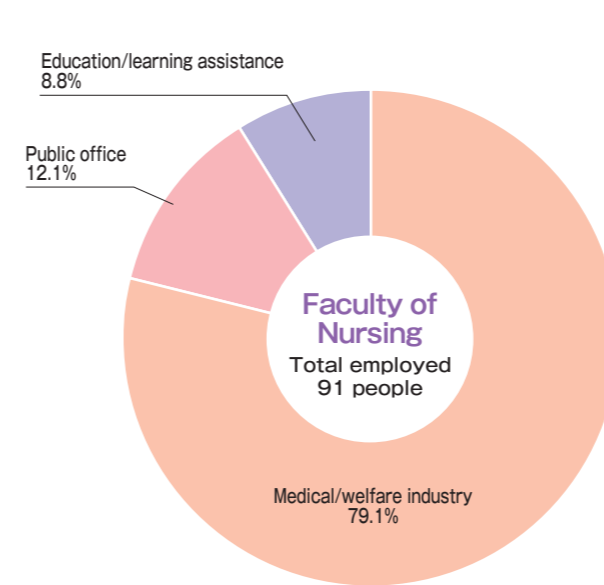
In order to develop students' ability to work in society and help them realize their career path, our university offers the following activities.

- Through job hunting guidance sessions, we provided students with information necessary for job hunting, such as the characteristics of the faculty, trends in corporate recruitment activities, and the current status of internships such as how the job-hunting process starts earlier. In 2024, 36 guidance sessions were held.
- We provided students with guidance and advance learning sessions to help them deepen their understanding of internships, such as the significance of internships, how to prepare for internships, and business etiquette. "Internship in Tohoku", which provides work experience opportunities in businesses in Iwate Prefecture, had 107 students participate in summer and spring sessions for 2024.
- For students who aspire to become civil servants, we provide support tailored to their specific goals, such as acquiring basic knowledge about civil servants, preparing for exams, and holding roundtable discussions with graduates who work as civil servants.

- Using our university's unique "Job Hunting Roadmap", we measure the degree to which students have achieved the skills necessary for job hunting, and improve support for items in which students' self-evaluation is low.



Main employment destinations for 2024 graduates

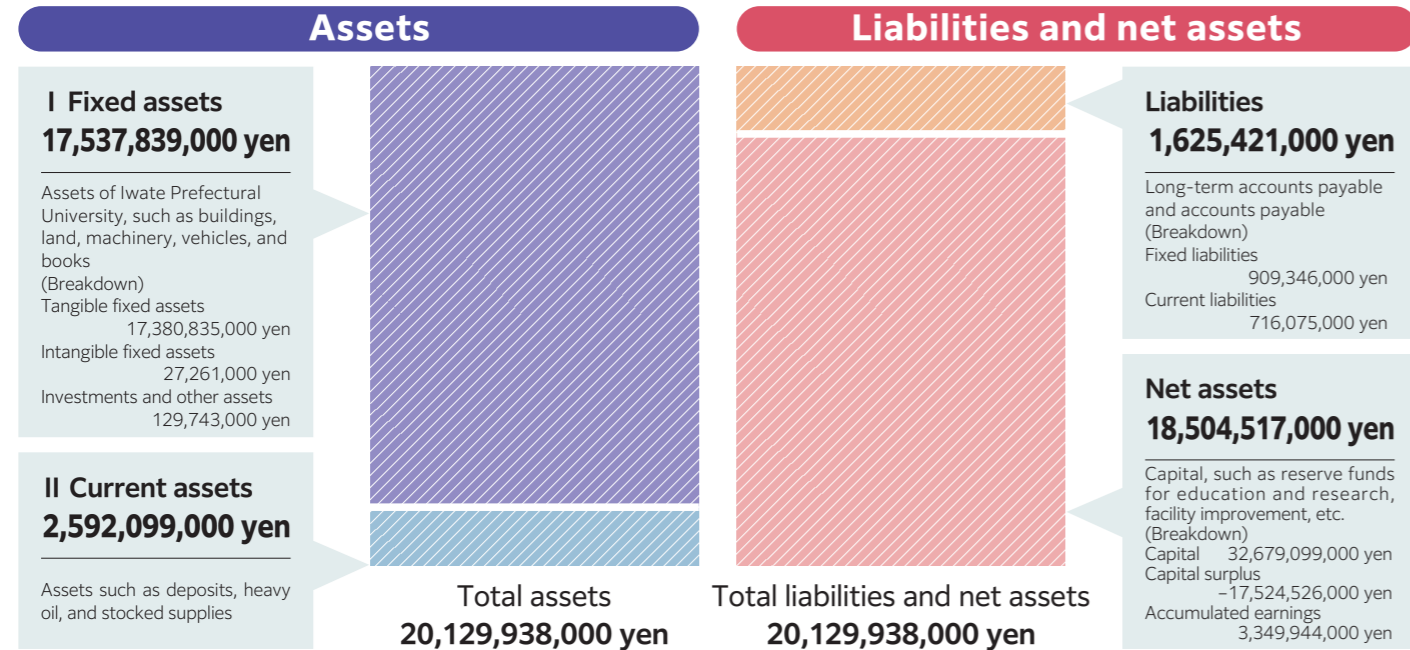


Acquiring diverse funds and effective university administration

Continuing from the previous year, in 2024, other than attempting to acquire competitive funding, commissioned research grants, and joint research funds, we also actively used government subsidies and commissioned projects to implement various strategies, such as collaborative local research projects between industry and academia, student employment support projects, and next-generation human resource development projects. In addition, we strove to review and

prioritize the content of projects and reduce expenses by improving administration efficiency, and also endeavored to enhance and strengthen our education and research activities by setting up a "Framework for President" using this year's reserve funds, and by systematically allocating the budget toward projects that contribute to the improvement of education quality.

Iwate Prefectural University Financial Situation (As of March 31, 2025)



*(Note) Total may not add up due to rounding.

2024 Balance Sheet (Revenue)

58.3% of the revenue for Iwate Prefectural University is from Iwate Prefecture management expense grants. Independent revenue sources such as tuition, admission and exam fees, research income from industry-academia collaboration comprises 41.7% of the total.

Items	Amount (thousands of yen)	Percentage (%)	Notes
Grants for operational expenses	3,690,105	58.3	Things granted as operation expenses by the prefecture
Tuition	1,217,440	19.2	University's own income (self-financing)
Entrance fees and examination fees	211,730	3.4	
Research revenue from cooperation between industry and academia	133,993	2.1	Revenue from research and projects commissioned by businesses or organizations
Subsidies	304,138	4.8	Subsidies for maintaining facilities, endowments, etc.
Endowments	24,675	0.4	
Other	94,896	1.5	
Reversal of reserves	652,636	10.3	
Total (A)	6,329,618		

*(Note) Total may not add up due to rounding.

2024 Balance Sheet (Expenditures)

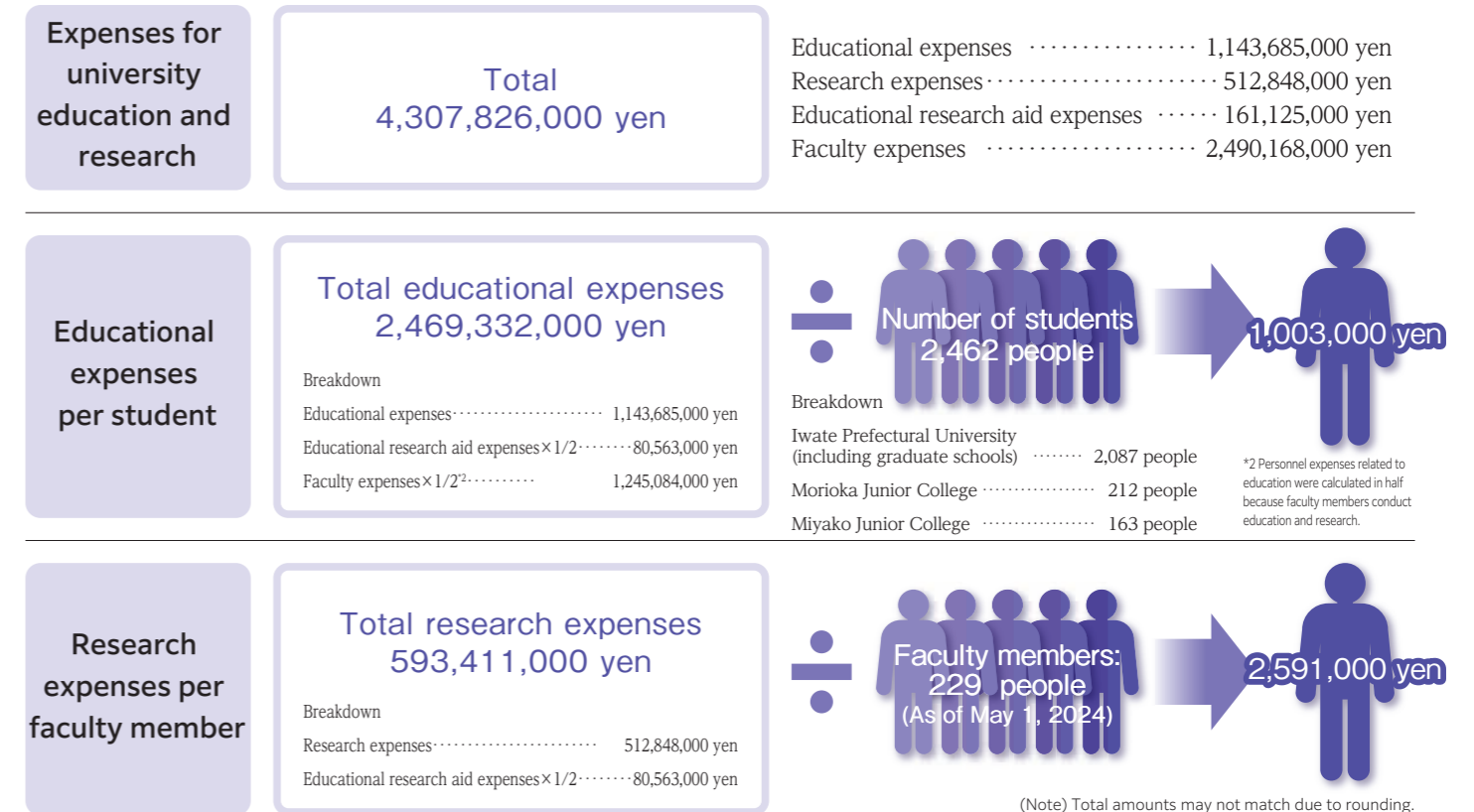
29.8% of expenditures were for expenses involved in education and research.

Items	Amount (thousands of yen)	Percentage (%)	Notes
Educational expenses	1,143,685	18.8	Expenses related to university education and research
Research expenses	512,848	8.4	
Educational research aid expenses	161,125	2.6	
Research expenses from cooperation between industry and academia	123,297	2.0	Expenses for research and projects commissioned by businesses or organizations
Director expenses	22,377	0.4	Expenses for executives, faculty members, part-time lecturers, staff, and other personnel
Faculty expenses	2,490,168	40.9	
Staff expenses	986,921	16.2	
General administrative expenses	649,233	10.7	Utilities, repairs, consumable goods
Total (B)	6,089,658		

Cost per student and faculty member (2024)

Expenses for university education and research in 2024 totaled 6,089,660,000 yen for Iwate Prefectural University as a whole. Educational expenses per student were about 1,000,000 yen, which includes education expenses, educational research aid expenses, and a

percentage of faculty personnel expenses. Research expenses per faculty member were about 2,590,000 yen.



(Note) Total amounts may not match due to rounding.

column

The Iwate Prefectural University Future Creation Fund

Taking the opportunity of 20th anniversary of our opening, the university created the Iwate Prefectural University Future Creation Fund in April 2016 as a financial resource to further enhance education and research activities and stabilize the operation of the university.

This fund is funded by donations from individuals, corporations, and organizations (1,000 yen per entry) and through the revenues obtained from the operation profits, which are allocated to the following projects.

- Projects required for enhancing educational and research activities
- Support projects for students and international students
- Projects required for promoting activities involved in Industry-Academia-Government collaboration as well as contribution to local communities and society.
- Projects required for aiding in areas afflicted by disaster
- Projects required for improving facilities and enhancing university administration

The donations received so far have been used to enhance athletic

equipment on campus and to install outdoor lights on the premises, among other things.

As a community-based university, we hope to continue using this fund to further advance our contributions to the community and foster local talent who will contribute to the building the future of Iwate, and would like to ask for your support.



Treadmill installed in the training room



Outdoor lights installed on the premises

2024 Annual Balance (A-B) 239,960,000 yen



Takizawa Campus

Faculty of Nursing / Faculty of Social Welfare / Faculty of Software and Information Science / Faculty of Policy Studies / Morioka Junior College / Center for the Advancement of Higher Education / Graduate School of Nursing / Graduate School of Social Welfare / Graduate School of Software and Information Science / Graduate School of Policy Studies

152-52 Sugo, Takizawa-shi, Iwate 020-0693 Japan
TEL 019-694-2000 FAX 019-694-2001

<Facility Outline> Site area (actual measurement): 35.1 ha /
Building area (total floor area): 81,304 m²

Regional Cooperation Building

(Iwate Monozukuri and Software Integration Technology Center(i-MOS), Center for Regional Policy Studies, Disaster Prevention and Recovery Support Center)
152-89 Sugo, Takizawa-shi, Iwate 020-0611 Japan
TEL 019-694-3330 FAX 019-694-3331



Miyako Campus Miyako Junior College

1-5-1 Kanan, Miyako-shi, Iwate 027-0039 Japan
TEL 0193-64-2230 FAX 0193-64-2234
<Facility Outline>

Site area (actual measurement): 5.6 ha
Building area (total floor area): 8,664 m²

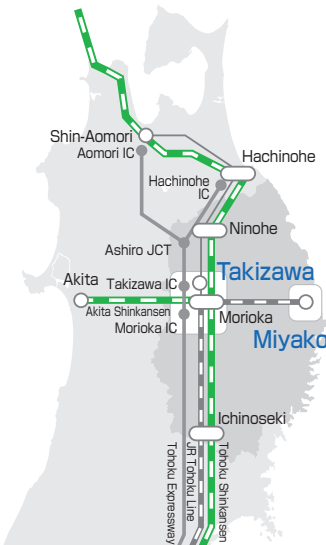


Aiina Campus Satellite campus

1-7-1 Morioka-eki Nishi-dori, Morioka-shi, Iwate 020-0045 Japan
Iwate Prefecture Citizen's Cultural Exchange Center (Aiina) 7th Floor
TEL 019-606-1770 FAX 019-606-1771
<Facility Outline>

12 rooms including study rooms and seminar rooms

Iwate Prefectural University Access Map



Directions to Takizawa Campus

■By Bus

Take an Iwate-ken Kotsu bus from Morioka Station East Exit Bus Stop 2 for 40 minutes, and get off at Kenritsu Daigaku-Mae Bus Stop.

■By Train

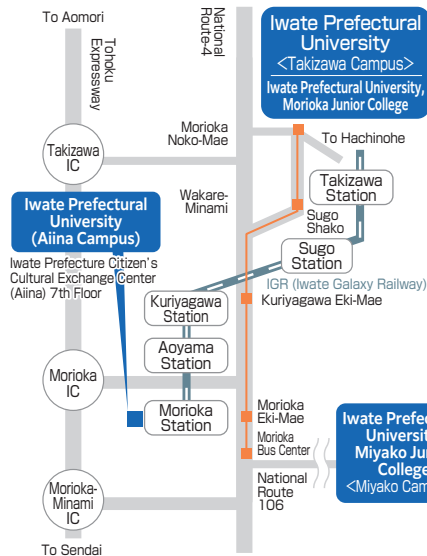
Take the IGR (Iwate Galaxy Railway) from Morioka Station for 15 minutes and get off at Takizawa Station. The campus can be reached within a 15 minute walk.

■By Car

About 5 minutes from Takizawa IC on the Tohoku Expressway (head toward National Route-4 bound for Aomori and turn right at the second intersection).

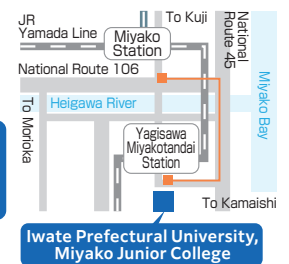
Directions to Aiina Campus

3 minutes on foot from the West Exit of Morioka Station.



Directions to Miyako Campus

About 2 hours from Morioka Station to Miyako Station by Express Bus (No. 106) or JR Yamada Line. From Miyako Station, take the B02 Yagisawa loop-bus from Bus Stop No. 2 and get off at Miyakotandai-Mae Bus Stop. Alternatively, take the Sanriku Railway's Rias Line from Miyako Station and get off at Yagisawa Miyakotandai Station. From there, it is a 15 minute walk.



地域に 未来に 多様なアーツを

岩手県立大学
Iwate Prefectural University

152-52 Sugo, Takizawa-shi, Iwate 020-0693 Japan
Tel 019-694-2000 Fax 019-694-2001

<https://www.iwate-pu.ac.jp>



Please see our website
for details

岩手県立大学

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