

How are Hokkaido University's Global Perspectives Perceived?

Co-Creating a Sustainable & Inclusive Campus at Hokkaido University

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Key Findings & Discussion



Research Question

- ✓ How effectively does Hokkaido University communicate its core philosophies of 'Global Perspectives' to international graduate students?

Method

- ✓ **Research Design** — mixed-methods (qualitative interviews + quantitative survey).
- ✓ **Participants** — international graduate students across departments.
- ✓ **Data Collection** — 9 in-depth interviews; 34 survey responses.
- ✓ **Data Analysis** — Litany, systematic Causes, Worldviews, Myth, Metaphors and futures scenario testing.

Language & Lecture Quality

- ✓ **Mixed-Language Disconnect** — Japanese lectures with English slides push students into post-class self-study to decode jargon.
- ✓ **Segregated Participation** — English-only delivery alone doesn't integrate; discussion splits into language groups.

“There were explanations fully in Japanese, too quick to process... after class I had to research on my own.”
— Master's Student

Inclusion & Club Dynamics

- ✓ **Invisible Barriers** — no explicit ban, but high fluency demands, Japanese-only channels, and unspoken norms isolate students.

“In a very big circle they'd only talk to two or three members... recognizing less than a third of the club.”
— Master's Student

Administrative Norms

- ✓ **Platforms** — (ELMS, Navita) default to the majority; information arrives late or untranslated.
- ✓ **'Majority-Rules' Bias** — many assume the campus is built for the established majority; newcomers must earn belonging.

“Inclusive campuses are built on two pillars: international students respecting local customs and the university providing clear, accessible students.”
— Master's Student

“I think being a global university is not only about using English, but also about creating opportunities for students to interact, exchange ideas, and learn from different cultures.”
— Survey Respondent, International Graduate Student

Future Scenarios — Three Futures We Tested

Co-Created Inclusive Campus PRIMARY

Both groups co-create policy, discourse, and clubs — a framework with multilingual access and shared governance.

Long Term Vision

Integrating Short-Term Exchange students Research into Long-Term Campus Planning.

Adaptation

International students adapt easily to campus norms when guidelines are co-created with them from the beginning.

An Invitation

We invite Hokkaido University to consider: If we begin to meaningfully and proportionally involve international students as co-creators of campus life, how might their perspectives help us build a better campus.

Transformation Conditions for the Primary Future

- ✓ **Global-by-Design Governance** — build every communication in parallel for all students from the outset.
- ✓ **Pedagogical Reframing** — active, facilitated, language-bridged discussion; bilingual, paced delivery.
- ✓ **Multilingual, Inclusive Clubs** — fund circles that recruit in English with multilingual onboarding.
- ✓ **Decentralized Hubs** — extend cross-cultural spaces into every faculty and satellite campus (e.g., Hakodate).
- ✓ **Student Co-Creation** — seat international students on advisory boards so policy reflects everyone.