

The Campus as a Sustainable Research Environment

A graduate student’s proposal for a visible university-wide foundation that complements laboratory-based expertise at Hokkaido University

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1. Research Question

“How do laboratory structures shape graduate students’ access to resources, and what responsibility model supports a more equitable, sustainable campus?”

2. How We Studied It

Using CLA, we examined how visible graduate-student experiences are shaped by campus systems, beliefs about responsibility, and deeper images of the university.

Litany What do students experience as accessible or difficult?

Systemic Causes Which systems shape access to resources and spaces?

Worldview What support roles feel fair, efficient, or appropriate?

Myth & Metaphor The university as a collection of “laboratory households”



Form Survey

56 domestic graduate students across 12 graduate schools, testing the surface claim



Interviews

8 layered conversations on causes and beliefs



Scenario Testing

3 futures tested for benefits, concerns, and conditions

3. What We Found

Litany: Low Awareness of University Resources

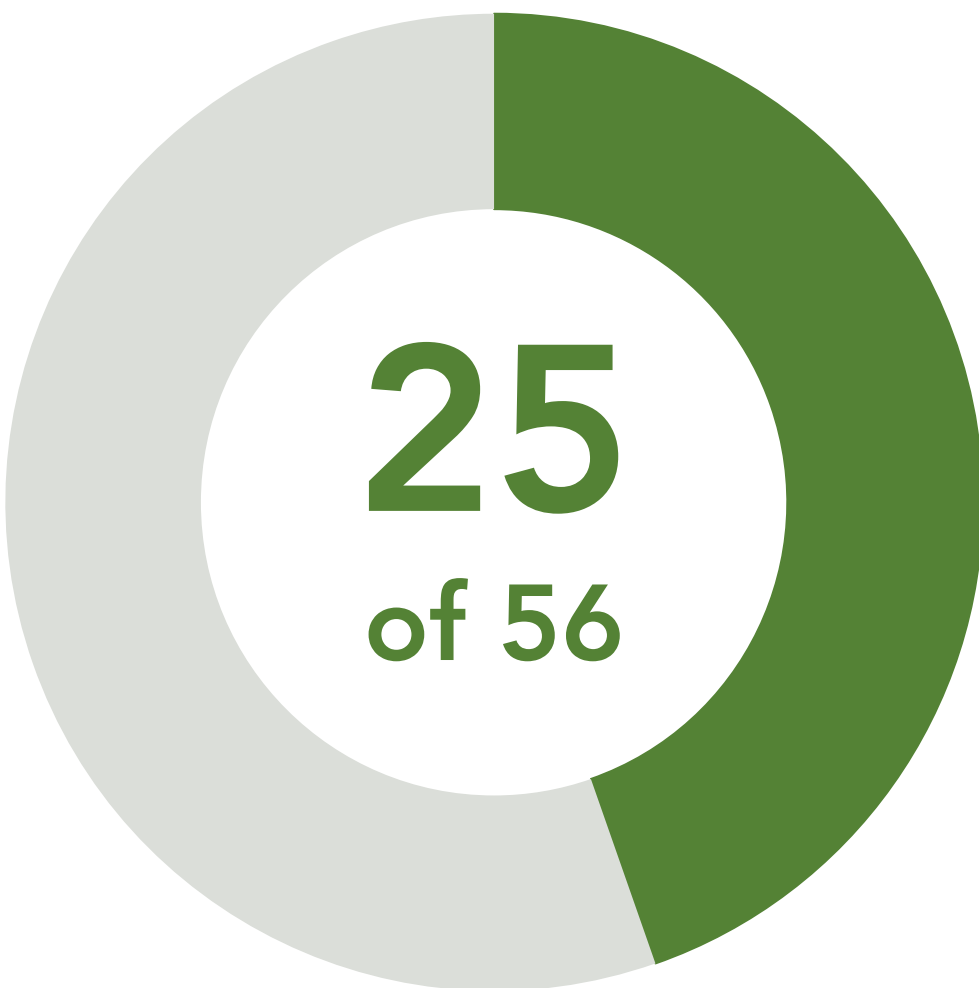
25 of 56 were unaware of what university-wide research resources or support were available.

Systemic Causes: Supervisor as Information Filter

Access depends heavily on supervisors, who act as essential information filters for students.

Worldview: Rationality of Lab-Mediated Access

Students view supervisor-filtered access as rational protection against information overload and administrative inefficiency.



did not find university-wide research support

In their words

“Supervisors filter the information to what is actually relevant to our research.”

“Broadcasting unrelated information to everyone feels like a waste of costs.”

“I fear centralized equipment might become harder to use than our current flexible system.”

4. Future Scenarios: Three Futures We Tested



Visible baseline, specialist laboratories

Primary

The university provides a visible baseline of research resources for all graduate students. Laboratories continue to provide specialised equipment and academic guidance.



Student-shaped everyday spaces

Learning, meeting, and relaxation spaces are continuously improved based on graduate student feedback. Reliable Wi-Fi, power outlets, flexible seating, and bookable spaces support diverse research & learning needs across campus.



Graduated autonomy for campus-wide participation

Graduate students receive information about university-wide opportunities directly from both the university and their laboratories, while gaining greater independence to participate as they develop their research experience.

5. Transformation Conditions for the Primary Future



Access Policy

Clearly define which research resources are shared university-wide and establish fair access rules without reducing essential laboratory funding.



Awareness

Create one bilingual portal where students can easily find resources, costs, application steps, and contacts, with supervisors helping them choose what is relevant.



Physical Space

Provide accessible research-support spaces across campus, with shared computing, consultation, and training services.



Cultural Assumption

The university guarantees a common foundation, while laboratories provide specialist support and practical know-how.



An Invitation

The university guarantees visible, accessible baseline infrastructure; laboratories provide specialized resources and guidance.

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