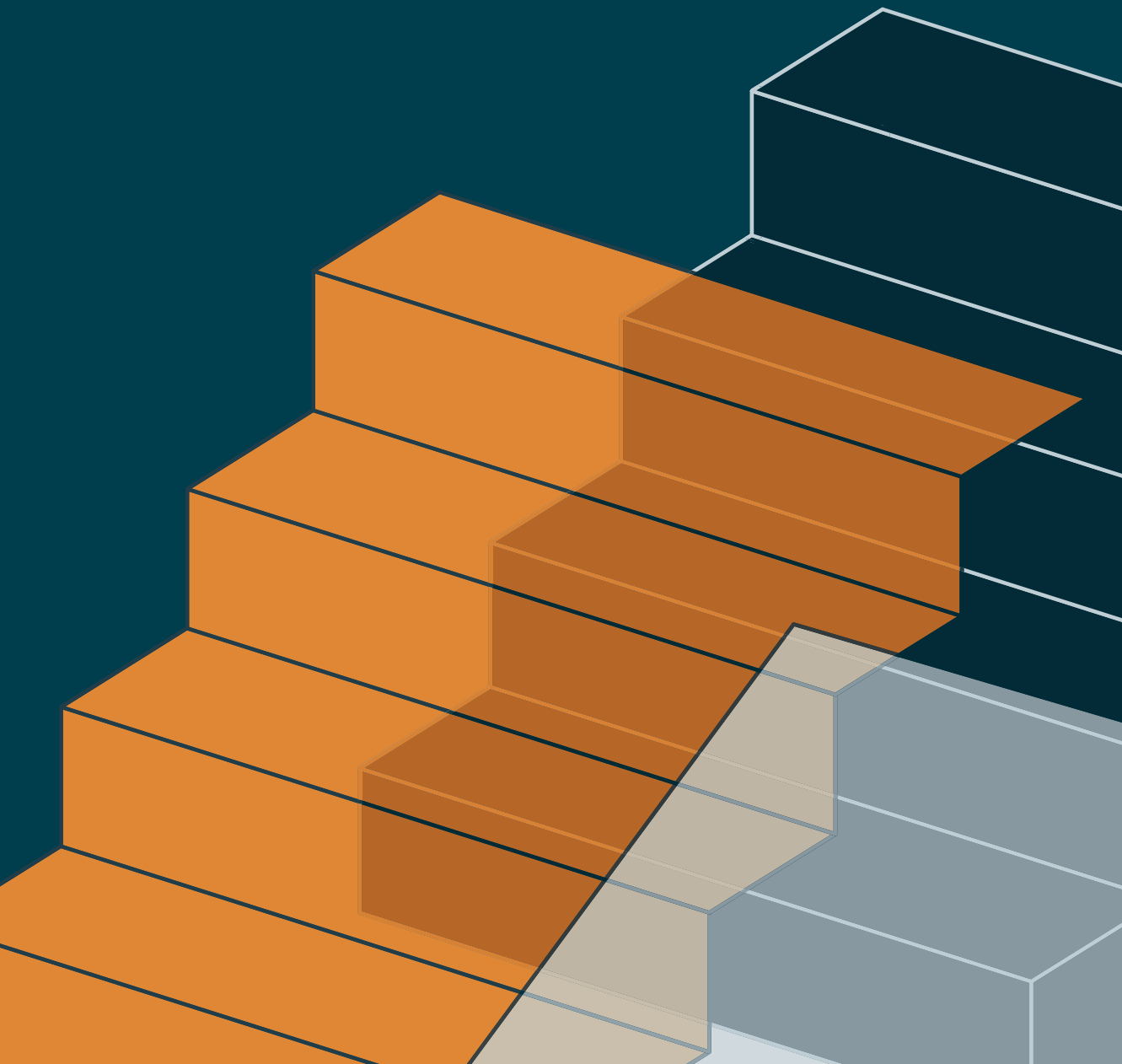


Designing Inclusive *Pathways* Revealing Barriers and Reimagining Accessibility at TU Delft


Appendix



→ Appendix


- A The Brief
- B Interview Guide
- C Survey Design & Questions
- D Probe 1 - Three Requests
- E Probe 2 - TopDesk
- F Co-Creation Session Materials
- G Matrix Workbook
- H Filled-in Workbook
- I Placement Criteria
- J Evaluation Session - Personas
- K Evaluation Session - The Reflection Matrix
- L Evaluation Seesion - Presentation

→ Appendix A: The Brief



IDE Master Graduation Project

Project team, procedural checks and Personal Project Brief



In this document the agreements made between student and supervisory team about the student's IDE Master Graduation Project are set out. This document may also include involvement of an external client, however does not cover any legal matters student and client (might) agree upon. Next to that, this document facilitates the required procedural checks:

- Student defines the team, what the student is going to do/deliver and how that will come about
- Chair of the supervisory team signs, to formally approve the project's setup / Project brief
- SSC E&SA (Shared Service Centre, Education & Student Affairs) report on the student's registration and study progress
- IDE's Board of Examiners confirms the proposed supervisory team on their eligibility, and whether the student is allowed to start the Graduation Project

STUDENT DATA & MASTER PROGRAMME

Complete all fields and indicate which master(s) you are in

Family name	Proffen	IDE master(s)	IPD <input type="checkbox"/>	Dfi <input type="checkbox"/>	SPD <input checked="" type="checkbox"/>
Initials	V.P.	2 nd non-IDE master			
Given name	Viktoria	Individual programme			
Student number		(date of approval)			
		Medisign	<input type="checkbox"/>		
		HPM	<input type="checkbox"/>		

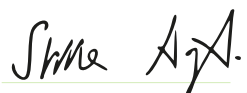
SUPERVISORY TEAM

Fill in the required information of supervisory team members. If applicable, company mentor is added as 2nd mentor

Chair	Stella Boess	dept./section	HCD/HTR	<p>! Ensure a heterogeneous team. In case you wish to include team members from the same section, explain why.</p> <p>! Chair should request the IDE Board of Examiners for approval when a non-IDE mentor is proposed. Include CV and motivation letter.</p> <p>! 2nd mentor only applies when a client is involved.</p>
mentor	Rebecca Price	dept./section	DOS/CP	
2 nd mentor				
client:				
city:		country:		
optional comments				

APPROVAL OF CHAIR on PROJECT PROPOSAL / PROJECT BRIEF -> to be filled in by the Chair of the supervisory team

Sign for approval (Chair)

Name Stella Boess Date 20 March 2025 Signature 

CHECK ON STUDY PROGRESS

To be filled in by SSC E&SA (Shared Service Centre, Education & Student Affairs), after approval of the project brief by the chair. The study progress will be checked for a 2nd time just before the green light meeting.

Master electives no. of EC accumulated in total _____ EC

Of which, taking conditional requirements into account, can be part of the exam programme _____ EC

★	YES	all 1 st year master courses passed
	NO	missing 1 st year courses

Comments:

Sign for approval (SSC E&SA)

L. Boot Digitaal ondertekend door L. Boot Datum: 2025.03.25 14:26:33 +01'00'

Name Lisette Boot Date 25-03-2025 Signature _____

APPROVAL OF BOARD OF EXAMINERS IDE on SUPERVISORY TEAM -> to be checked and filled in by IDE's Board of Examiners

Does the composition of the Supervisory Team comply with regulations?

YES	★	Supervisory Team approved
NO		Supervisory Team not approved

Comments:

Based on study progress, students is ...

★	ALLOWED to start the graduation project
	NOT allowed to start the graduation project

Comments:

Sign for approval (BoEx)

Monique von Morgen Digitally signed by Monique von Morgen Date: 2025.05.20 11:34:05 +02'00'

Name Monique von Morgen Date 20/5/2025 Signature _____



Personal Project Brief – IDE Master Graduation Project

Name student Viktoria Proffen

Student number _____

PROJECT TITLE, INTRODUCTION, PROBLEM DEFINITION and ASSIGNMENT

Complete all fields, keep information clear, specific and concise

Project title Designing Inclusive Pathways: Revealing Barriers and Reimagining Accessibility at TU Delft

Please state the title of your graduation project (above). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

Introduction

Describe the context of your project here; What is the domain in which your project takes place? Who are the main stakeholders and what interests are at stake? Describe the opportunities (and limitations) in this domain to better serve the stakeholder interests. (max 250 words)

Accessibility is essential for inclusion, as environments must support diverse needs to ensure equitable participation (Holmes, 2018). At TU Delft, over 13% of students navigate disabilities, chronic illnesses, or neurodivergence on a campus not fully designed with their needs in mind (TU Delft Accessibility Week, 2024). The university's mix of modern and historic buildings creates a unique but challenging environment where accessibility becomes a daily negotiation rather than a given right.

In 2018, TU Delft signed the Declaration of Intent for the UN Convention on the Rights of Persons with Disabilities, committing to becoming an inclusive university that fosters equal opportunities and belonging (TU Delft Accessibility Week, 2024). However, gaps between intention and reality persist --such as inaccessible "accessible" toilets or heritage preservation overriding access. These challenges reflect what Kat Holmes calls "mismatches" in design --failures to accommodate human diversity (Holmes, 2018).

This thesis explores these disconnects by documenting barriers and uncovering opportunities for improvement. Acknowledging that no campus can be perfectly accessible, it asks: How can TU Delft address imperfections to ensure dignity, empowerment, and usability for all? Inspired by frameworks like Microsoft's Inclusive Design Guide (Shum et al., 2016), this project reframes accessibility as a catalyst for innovation. By mapping systemic misalignments ("absurdities") and unexpected successes ("serendipities"), it aims to foster collaboration among students, faculty, staff, and the broader community.

Accessibility isn't just about compliance; it's about creating an environment where everyone feels supported and valued.

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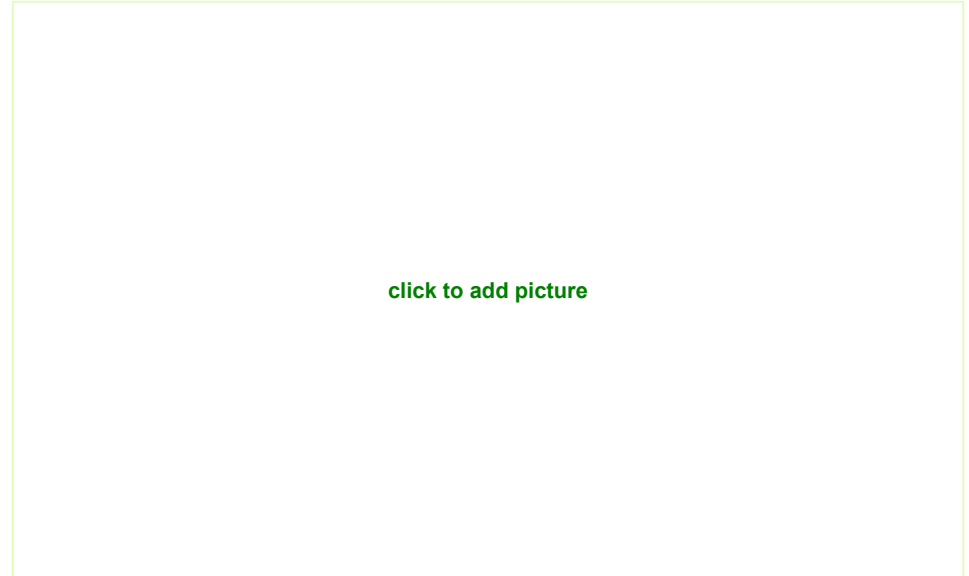


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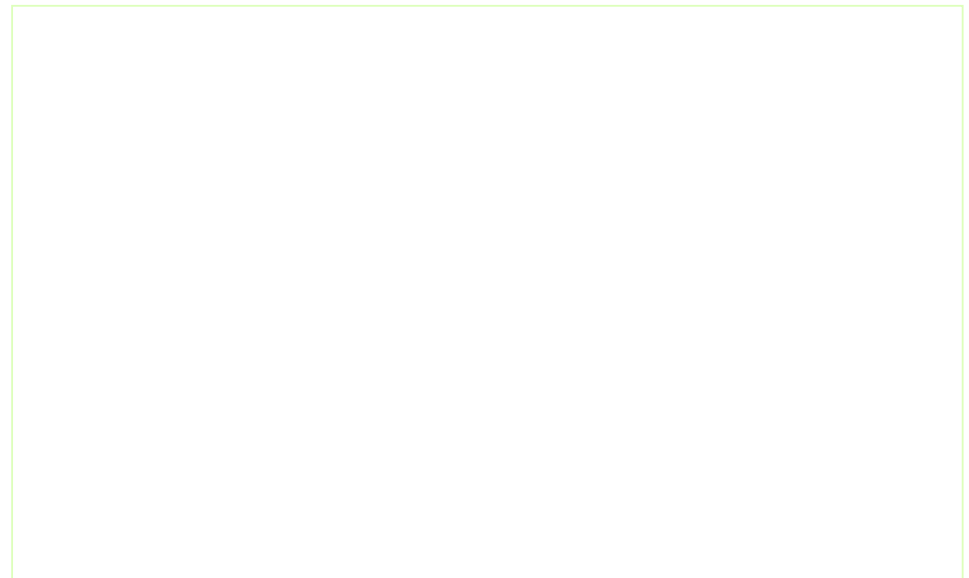


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Personal Project Brief – IDE Master Graduation Project

Problem Definition

What problem do you want to solve in the context described in the introduction, and within the available time frame of 100 working days? (= Master Graduation Project of 30 EC). What opportunities do you see to create added value for the described stakeholders? Substantiate your choice. (max 200 words)

Accessibility isn't about perfection, it's about addressing imperfections in the built environment, learning from them, and taking meaningful action to create inclusive spaces. At TU Delft, accessibility challenges persist despite institutional commitments, creating a disconnect between inclusivity goals and the lived experiences of students, staff, and visitors with disabilities. Complete accessibility may not be feasible for a dynamic campus like TU Delft due to its complex infrastructure and systems. However, this does not absolve the university of its responsibility to address barriers in ways that ensure dignity, usability, and inclusion for all. Accessibility gaps, such as unclear points of contact, inconsistent resources, or inaccessible facilities, create obstacles ranging from frustrating inconveniences to outright exclusion. These barriers reflect systemic misalignments that unintentionally exclude individuals. This project adopts an evidence-based approach to uncover systemic gaps and design solutions informed by lived experiences. Tools like journey maps and context mapping will document barriers while reframing challenges as opportunities for innovation. By combining evidence-based insights with a human-centered approach, this project aims to develop actionable interventions that foster collaboration and awareness across TU Delft's community.

Assignment

This is the most important part of the project brief because it will give a clear direction of what you are heading for. Formulate an assignment to yourself regarding what you expect to deliver as result at the end of your project. (1 sentence) As you graduate as an industrial design engineer, your assignment will start with a verb (Design/Investigate/Validate/Create), and you may use the green text format:

Design an evidence-based intervention to address accessibility challenges for students, staff, and visitors in the context of TU Delft's campus.

Then explain your project approach to carrying out your graduation project and what research and design methods you plan to use to generate your design solution (max 150 words)

Discover (Now–April): Conduct a literature review on accessibility in education and inclusive design. Assess TU Delft's current initiatives using Studable's resources. Set clear project goals based on initial findings. Define (April–May): Use context mapping to document barriers and analyze systemic misalignments ("absurdities") and unexpected successes ("serendipities"). Gather stories from students, faculty, and staff to capture emotional and functional challenges and wishes. Create/Co-create journey maps and storyboards to visualize lived experiences and begin prototyping elements of an Accessibility Guide. Develop (May–June): Co-design service and accessibility improvement prototypes with users. Test interventions, gather feedback, and iterate designs for practical impact. Integrate findings into the Accessibility Guide to reflect user needs. Deliver (July–August): Create final concept, for example in the form of a visual storytelling package highlighting key findings, a strategic roadmap with actionable recommendations, or an Accessibility Guide as a practical tool for empowering users to navigate campus challenges effectively.

Project planning and key moments

To make visible how you plan to spend your time, you must make a planning for the full project. You are advised to use a Gantt chart format to show the different phases of your project, deliverables you have in mind, meetings and in-between deadlines. Keep in mind that all activities should fit within the given run time of 100 working days. Your planning should include a **kick-off meeting, mid-term evaluation meeting, green light meeting** and **graduation ceremony**. Please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any (for instance because of holidays or parallel course activities).

Make sure to attach the full plan to this project brief. The four key moment dates must be filled in below

Kick off meeting 19.03.2025

Mid-term evaluation 23.05.2025

Green light meeting 24.07

Graduation ceremony 28.08

In exceptional cases (part of) the Graduation Project may need to be scheduled part-time. Indicate here if such applies to your project

Part of project scheduled part-time	✓
For how many project weeks	7
Number of project days per week	4

Comments:

Motivation and personal ambitions

Explain why you wish to start this project, what competencies you want to prove or develop (e.g. competencies acquired in your MSc programme, electives, extra-curricular activities or other).

Optionally, describe whether you have some personal learning ambitions which you explicitly want to address in this project, on top of the learning objectives of the Graduation Project itself. You might think of e.g. acquiring in depth knowledge on a specific subject, broadening your competencies or experimenting with a specific tool or methodology. Personal learning ambitions are limited to a maximum number of five. (200 words max)

My background in interior architecture taught me how physical spaces shape experiences, and my later focus on strategic and inclusive design revealed how design-driven processes can address systemic inequities. This project gives me the opportunity to apply that multidisciplinary perspective to a complex challenge, one that requires both strategic thinking and a human-centered approach. Accessibility isn't just a technical or logistical challenge, it's a human issue where usability meets belonging.

This project combines my passion for human-centered design, and strategic thinking to uncover barriers and highlight serendipitous moments. By amplifying the voices of those navigating campus challenges, I hope to help TU Delft deal constructively with imperfections while creating real opportunities for inclusion.

→ Appendix B: Interview Guides

→ Interview 1

Purpose and Scope

What motivated Studable to assess TU Delft's accessibility?

Did you focus on specific areas, like physical spaces, digital tools, or communication methods?

Methodology

How did you go about conducting the assessment?

Did you follow any specific guidelines like Universal Design principles or other frameworks?

Findings

What were some key barriers to accessibility that stood out?

Were there any areas where TU Delft performed particularly well in terms of accessibility?

Feedback Process

Did you receive feedback from students, staff, or other stakeholders about accessibility on campus?

How did you collect this feedback (e.g., surveys, interviews, focus groups)?

What was your process for incorporating this feedback into your assessment or recommendations?

Impact and Follow-Up

What recommendations did Studable provide after the assessment?

Has TU Delft made any changes based on these recommendations? If yes, what progress has been made so far?

Were there any challenges in getting stakeholders to act on your recommendations?

Research Alignment

How does Studable define „accessibility“?

Are there any specific examples or case studies from TU Delft's campus that might be relevant to our research?

Challenges and Success Stories

What challenges did Studable face during the assessment process (e.g., lack of resources, resistance from stakeholders)?

Can you share a success story where an identified barrier was addressed effectively?

Interview	Participant	Role	Organisation	Form
1	P1	Person with lived experience, Chair of StudAble, Student	TU Delft	Semi-structured
2	P2	Person with lived experience, Architect & Consultant	ed. bijman	Semi-structured
2	P3	Person with lived experience, Architect & Consultant	Stichting Accessibility	Semi-structured
2	P4	Safety Officer for CREFM	TU Delft	Semi-structured
3	P5	Department Deputy Head	TU Delft	Semi-structured
4	P6	Community Officer	TU Delft	Semi-structured
5	P7	Service Desk Employee	TU Delft	Informal
6	P8	Person with lived experience, Diversity Officer	TU Delft	Semi-structured
7	P9	Location Manager	TU Delft	Semi-structured
8	P10	Student Counsellor Horizon	TU Delft	Semi-structured
9	P11	Faculty Head of ESA	TU Delft	Semi-structured
10	P12	Person with lived experience, Researcher Former Chair of StudAble, Student	TU Delft	Semi-structured
11	P13	D&I Policy Advisor	TU Delft	Semi-structured
12	P14	Social Safety Advisor	TU Delft	Semi-structured

Overview of the Interviewees

→ Interview 2

Interview/Session Plan

Objective

Understand the architects' step-by-step process after identifying an accessibility barrier, including decision-making, stakeholder involvement, and obstacles, while drawing on their general expertise and lived experiences. Additionally, explore the emotional and conceptual aspects of accessibility challenges.

Session Structure

Explain the Session Objective

„Today's session is part of this research. I want to learn from you how accessibility barriers are addressed in existing buildings—specifically what happens after a barrier is identified: how you approach solving it, who you involve, and what challenges arise.“

Scenario-Based Discussion

A. Present the Example

Scenario 1: Not barrierfree Barrierfree Toilets

Scenario 2: Poor Signage for broken lift

But better if we discuss examples before together, use these then.

B. Map Their Process

Step 1: Barrier Identification

„Once you've identified this barrier/problem, what's the first action?“

Step 2: Initial Stakeholders

„Who do you talk to first? Why them? Who talks to whom after that?“

Step 3: Decision-Making

„How do you decide what solution to propose? What factors influence your decision (like budget, regulations, or user needs?)“

Step 4: Implementation Steps

„Once you have a solution in mind, what has to happen next to make it a reality? Who needs to approve it? What challenges might come up?“

C. Reflect on Differences

Compare how each architect approaches the problem:

„Do you see any differences in how you'd handle this situation compared to other contexts?“

„What factors influence your decisions—like budget constraints, heritage preservation rules, or user needs?“

„Can you recall a moment when an accessibility barrier personally impacted your design philosophy or decision-making?“

3. Wrap-Up

A. Summarize Key Insights

„Would you say this process reflects how accessibility issues are typically handled in practice, or does it differ from your past experiences?“

„Throughout my thesis, I'm exploring what I call ‚absurdities‘—systemic misalignments in accessibility—and ‚serendipities‘—unexpected successes. Have you encountered examples of either in your work?“

B. Final Reflection Questions

„If you could change one thing about how accessibility issues are handled after identifying them, what would it be?“

„In your experience as architects, have you encountered conflicts between accessibility requirements and an overarching architectural vision or concept? How did you approach resolving that tension?“

„Have you personally experienced a moment where a design decision made you feel excluded or empowered? How did that influence your perspective as an architect?“

→ Interview 3

Before the Meeting

who initiated this meeting? -- is it a collaboration with the real estate management?
have you been involved similar event before?
who participated in this meeting? or applied for it?
how many request did they received? (is it possible to share the request? -- if no, stats on general topic)
what kind of the request mostly is about? -- not just accessibility being discussed
have they post the request on anything? or just internal?
would other participant be interested in giving contact and have a talk?
how do formal requests translate into actionable projects?
what factors determine prioritization?

After the Meeting

how people address the request during meeting?
how did they prioritize different request? -- who decided on the moscow method?
is there any conflict between different groups? -- what kind of conflicts?
is there any result from the meeting? whom would get the result? will the request sender get any feedback? what's the follow-up action?
what format they use to communicate between faculty & contractor?
How do informal processes shape outcomes?

→ Interview 4

Introduction

Briefly introduce th project, and its focus on accessibility and inclusion at TU Delft.
Explain the purpose of the interview.
Go through consent form (recording, anonymity, withdrawal rights).

Background

Could you briefly introduce yourself and your role at the faculty?
What does your work as community officer involve?
How does it connect to diversity and inclusion initiatives?

Community & Events

How did the idea for the community dinners and events come about?
What was the goal?
How do you decide on themes (e.g. belonging, Dragon's Den)?
What kind of people typically attend these events?
Students, staff, others?
How do you encourage participation, especially from students?
What works well in engaging the community?
What are the challenges?

Processes & Accessibility

Have accessibility-related requests or issues (spatial, social, cultural) come up in your work?
Any concrete examples?
If a student or staff member encounters a barrier at the faculty, what is the process for resolving it?
Who do they contact?
What role do you play?
Are there specific spatial elements or initiatives in the faculty to support inclusion? (e.g. silent rooms, gender-neutral toilets).
Do you think more is needed?

Collaboration & Institutional Structures

How do you collaborate with others at TU Delft (DEI office, HR, FM, study counsellors)?
From your experience, what works better: project-based initiatives or formal structures like committees?

What doesn't work so well?

Reflections

Would you say that the Architecture faculty is doing well in terms of inclusion and accessibility compared to other faculties?

Are there areas where you see room for improvement?

Looking ahead, what would you like to see happen with these initiatives (events, accessibility, inclusion) at TU Delft?

→ Interview 5

What role does the service desk play in accessibility on campus/buildings?

How do people with mobility aids (wheelchairs, etc.) typically enter the building?

How are accessibility issues reported?

If a student or staff member notices a barrier, what is the process?

What kind of accessibility issues are most often raised?

Do you get a lot of questions about wayfinding in the building?

→ Interview 6

Purpose and Scope

What motivated you to assess TU Delft's accessibility?

Did you focus on specific areas, like physical spaces, digital tools, or communication methods?

Who was part of the assessment - how did the group form?

Methodology

How did you go about conducting the assessment?

Did you follow any specific guidelines like Universal Design principles or other frameworks?

Findings

What were some key barriers to accessibility that stood out?

Were there any areas where TU Delft performed particularly well in terms of accessibility?

What did you do with the findings?

Extra Questions

What barriers do you face on the TU Delft Campus?

Once you come across a barrier, how do you react? What is the first action?

Who do you think it should be responsible for the accessibility on campus?

Do you think that a community-based, participatory approach to accessibility would be possible at the TU Delft?

If you could change one thing about how accessibility issues are handled at the TU Delft what would it be?

→ Interview 7

Introduction and Role (5 minutes)

Can you briefly introduce yourself and your responsibilities as location manager?

How do you interact with both the faculty and Campus Real Estate in your role?

2. Request Handling Process (10 minutes)

Can you describe the process for handling building/location requests, from submission to decision?

How did you set up the form? Have you followed any specific guideline for it?

What are the main criteria for prioritizing requests (e.g., health/safety, regulations, user experience)? -- a bit more on moscow method

Are any requests excluded early on, and what are typical reasons for this (e.g., policy restrictions, already planned work)?

3. Stakeholder Involvement and Communication (10 minutes)

Which stakeholders are involved in the decision-making process for building changes?

How is feedback provided to those who submit requests?

Is there a structured way for them to be informed about outcomes?

Are students or student representatives directly involved in submitting or prioritizing requests?

4. Accessibility and Inclusivity (10 minutes)

What are the main accessibility challenges in the IDE building, and how are they being addressed?

Are there plans to improve wayfinding and signage for accessibility, especially for new visitors or people with special needs?

How are accessibility-related requests prioritized, particularly when they require significant investment?

5. Specific Issues and Improvements (3 minutes)

How do you handle requests that may conflict with university-wide policies, such as meditation rooms?

Maybe ask about the sounding board group here!

6. Grassroots, Responsibility, and Policy Gaps (10 minutes)

Have you seen or supported any grassroots or informal initiatives to improve accessibility or inclusion? How do these interact with formal processes at TU

Delft?

How is responsibility for accessibility communicated and shared across different levels (faculty, real estate, contractors, students)?

In your view, what is the biggest gap between policy and lived experience regarding accessibility at TU Delft, and what ideas do you have for bridging this gap?

7. Future Developments and Closing (5 minutes)

What improvements or changes do you hope to see in the request process or building management in the coming year?

Based on the outcome of this year, is there any plan to hold the meeting regularly?

What is the best way for users to submit requests or provide feedback about the building?

Is there anything you would like to know from us as users that could help you in your role?

→ Interview 8

1. Introduction & Warm-Up (5 minutes)

Could you tell us a bit about your background and your role at Horizon?

2. Horizon: Basic Information & Organizational Structure (10 minutes)

Can you describe the structure of Horizon as an organization?

How many people are involved, and how many of these are students or student assistants?

What are the main responsibilities and activities of Horizon?

How is Horizon positioned within TU Delft?

3. Horizon's Role in Supporting Students with Disabilities (10 minutes)

What is Horizon's main role in supporting students with disabilities?

What types of support or accommodations can students request through Horizon?

How do students typically reach out to Horizon, do you also proactively reach out to students?

4. Collaboration & Communication: D&I, TU Delft, and StudAble (10 minutes)

How does Horizon collaborate with the Diversity & Inclusion (D&I) office and other parts of TU Delft?

What is the nature of Horizon's relationship with StudAble?

How does communication between Horizon and StudAble typically flow? Is it regular, or only as needed?

5. Horizon's Involvement in Building Accessibility & Events (10 minutes)

How is Horizon involved in building inspections or campus accessibility assessments?

For events like Accessibility Week, who usually initiates them, and what is Horizon's role?

How does Horizon ensure that events and workshops are accessible to all students?

6. Student Connection & Outreach (10 minutes)

Does Horizon actively reach out to students with disabilities, or do students mostly come to you?

Is Horizon mentioned to all students upon enrollment at TU Delft?

How do you ensure students are aware of the support available?

7. Reflections, Challenges, and Opportunities (5 minutes)

What are the biggest challenges Horizon faces in supporting students with disabilities?

Are there any opportunities or plans for Horizon to expand or improve its services?

Is there anything you wish more students or staff understood about accessibility at TU Delft?

→ Interview 9

Introduction & Role Understanding (4 minutes)

Can you tell us about your role in education and student affairs?

[P5] mentioned you participate in building meetings - how does that connect to your ESA responsibilities?

2. Student Perspective Representation (12 minutes)

[P5] mentioned you represent student perspectives in building meetings - how do you prepare for that role?

Can you describe what 'representing student perspectives' means in practice for these meetings?

How do you determine what students might need or want regarding building issues?

When accessibility concerns come up in building meetings, how do you represent these needs?

3. Communication & Information Flow (8 minutes)

How does information about building decisions get communicated back to students through ESA?

Is there a specific process for students to report accessibility barriers?

What's the process for informing students about facility changes or improvements?

4. Challenges & System Assessment (5 minutes)

How effective do you think the current system is for addressing student facility concerns?

What are the biggest challenges ESA faces regarding accessibility issues specifically?

5. Closing (1 minute)

Is there anything important about ESA's role in building matters that we haven't covered?

→ Interview 10

1. Introduction & Personal Motivation (3 minutes)

Can you share a bit about yourself and what motivated you to become active in accessibility at TU Delft?

2. The Origin of the Building Inspections (5 minutes)

How did the idea for the building inspections first come to you personally?

What gaps or needs did you see at TU Delft that made this initiative necessary?

How did your experiences outside TU Delft (e.g., with the municipality, political party) influence your approach here?

3. From Idea to Action: Organizing & Leading (5 minutes)

How did you take the idea from concept to action? What were your first steps?

How did you recruit others and ensure you had a diversity of perspectives in the assessments?

What was most challenging or surprising about getting others involved or getting the process started?

4. Impact, Feedback, and Frustrations (6 minutes)

After you submitted the inspection findings, what happened? Did you receive meaningful feedback or see changes implemented?

What were the biggest frustrations or obstacles in getting your recommendations acted upon?

What do you think would help turn bottom-up findings into actual improvements at TU Delft?

How do you think the guideline being carried out in reality? Have you made any alternation based on previous inspections?

5. Bottom-Up & Top-Down: Collaboration and Tension (7 minutes)

How would you describe the relationship between StudAble's bottom-up initiatives and the university's top-down processes?

Did you experience collaboration, tension, or both when working with university staff or departments?

What would an ideal collaboration look like between grassroots and institutional actors?

What advice would you give for making these collaborations more effective?

6. Reflections & Broader Perspectives (3 minutes)

What does accessibility mean to you, beyond just compliance or physical changes?

Is there anything you wish decision-makers better understood about lived experience and accessibility?

7. Closing (1 minute)

Is there anything else you'd like to share that we haven't covered?

→ Interview 11

Opening (3 minutes)

Quick Context Setting

- Could you briefly describe your role and how disability/accessibility fits within the D&I Office's work?

Section 1: Complaints & Process Reality (8 minutes)

Understanding Their Caseload

- What types of accessibility-related complaints or concerns does the D&I Office typically receive? and from whom? is it direct complaint from users?
- How do people usually report these to your office, and roughly what volume do you see monthly?
- My research found that 60% of people encounter barriers, but very few report formally. Does this match your experience?

Resolution Challenges

- What's your typical process when someone brings an accessibility concern to the D&I Office?
- how long does it usually take to tackle those issues?
- How do you coordinate with other departments (Real Estate Management, Horizon, faculty services) when resolving complaints?
- What have been your biggest challenges in getting issues actually resolved?

Section 2: Perspective Validation (10 minutes)

Framework Validation

- My research found two dominant perspectives at TU Delft: accessibility as „hospitality/belonging“ versus „compliance/process.“ How would you characterize the D&I Office's approach?
- Do you see this tension in your daily work?

Coordination Realities

- What works well in your collaborations with StudAble, Horizon, and faculty-level efforts?
- What's most challenging about these collaborations?
- My findings suggest limited coordination between formal and informal accessibility efforts. How do you see the D&I Office's role in bridging these?

Institutional Barriers

- The research identified „institutional perfectionism“ - where accessibility improvements are blocked because they're not 100% perfect. Do you

encounter this?

- How do you navigate the diffused responsibility across departments that the research revealed?

Section 3: Strategic Insights (3 minutes)

Future Directions

- Based on the complaints you handle, what are the biggest gaps in how TU Delft addresses accessibility?
- If you could change one thing about how accessibility concerns reach and get resolved, what would it be?
- what do you think is the most important aspect of accessibility

Closing (1 minute)

- Would you be interested in joining our co-creation session?

→ Interview 12

1. Introduction & Context (5 minutes)

- Could you briefly introduce your role within the integrity office and how it relates to issues of social safety and inclusion?
- How does the integrity office define “social safety” in the context of a university environment?

2. Defining Key Concepts (5 minutes)

- How do you see the relationship between social safety and accessibility/inclusion?
- In your view, what does “inclusion” mean beyond physical accessibility? How does it relate to a sense of belonging and psychological safety?
- How does the integrity office distinguish between formal compliance (meeting regulations) and inclusion?

3. Lived Experience, Participation & Intersectionality (7 minutes)

- How are people with lived experience (students, staff, visitors) involved in shaping social safety policies?
- Does the integrity office actively consult or co-create with these groups, and if so, how?
- How does TU Delft address the intersection of different vulnerabilities (e.g., disability, international status, gender, contract position) when it comes to social safety and accessibility?
- Are there specific measures to support those who face multiple, overlapping barriers?

4. Institutional Context & Challenges (8 minutes)

- The recent social safety investigation at TU Delft revealed issues such as power imbalances, underreporting, and a lack of trust in formal channels. How do these issues affect the willingness of students and staff to speak up about accessibility barriers?
- What parallels do you see between the challenges in reporting social safety violations and those in reporting accessibility barriers?
- How does the university’s hierarchical structure impact both social safety and accessibility outcomes, especially for vulnerable groups (e.g., people with disabilities, international staff, PhD candidates)?
- In your experience, how do informal networks and grassroots initiatives (like StudAble) complement or challenge formal institutional processes?

5. Barriers, Reporting, and Emotional Impact (7 minutes)

- How does the emotional toll of advocacy manifest among those trying to improve accessibility or social safety?
- What steps can the institution take to reduce the emotional burden on individuals who repeatedly raise these issues?
- How does the integrity office support individuals who face retaliation or negative consequences after reporting barriers or unsafe situations?

6. Institutional Processes, Feedback & Responsibility (6 minutes)

- We found multiple, sometimes uncoordinated, channels for reporting issues/accessibility. How does the integrity office view the current state of these processes?
- Is the newly established reporting point just for social safety or also for accessibility?
- Who is ultimately responsible for ensuring that reported issues, whether related to social safety or accessibility, are resolved?
- How does the university ensure that people who report barriers or unsafe situations receive feedback and see results? Are there mechanisms for closing the loop with those who raise concerns?
- What improvements would you recommend to create a more transparent and accountable reporting and resolution system?
- How does the integrity office ensure that policies on social safety and accessibility are translated into real, everyday practice?

7. Prevention, Culture, and Mindset (4 minutes)

- Is there a shift happening from a reactive approach to a more proactive or preventive approach in accessibility and social safety?
- What cultural or mindset shifts are needed at TU Delft to make inclusion and accessibility a shared responsibility, not just a compliance issue?
- How does the integrity office work to foster this shift?

8. Strategic Implications, Learning, and Vision (5 minutes)

- What role can the integrity office play in bridging the gap between top-down policy and bottom-up initiatives?
- Can you share examples where accessibility or social safety initiatives have succeeded or failed? What were the key factors, and what lessons were learned?
- If you could change one thing about how TU Delft approaches accessibility and social safety, what would it be?

•What would a truly inclusive and safe campus look like to you?

9. Closing & Reflection (3 minutes)

•Is there anything else you'd like to add about the intersection of social safety and accessibility/inclusion?

•What advice would you give to students or staff who want to advocate for a safer and more inclusive campus?

Accessibility at the TU Delft

Start of Block: Introduction

Introduction This study is being done within two master end projects at the TU Delft. We are conducting this survey to better understand your experience/insights on accessibility barriers on campus - ranging from physical obstacles (e.g., broken elevators, no ramps), unclear signage, to more invisible challenges such as cognitive or sensory barriers. The survey takes approximately 5-10 minutes to finish. The data will be used for scientific research. Your participation in this study is entirely voluntary and you can withdraw at any time. You are free to omit any question. To the best of our ability your answers in this study will remain confidential and we are not gathering any identifying information. If you agree with the information above, please proceed to the questionnaire by pressing 'next'. By clicking on the Next button, you indicate your consent to participate in this survey. Thank you for your participation! Gechang & Viktoria

Page Break

Intro 2 Accessibility is relevant to everyone. At different times, anyone can encounter barriers on campus - whether due to a permanent disability, a temporary condition, or situational factors like carrying heavy items or navigating unfamiliar buildings. Your insights will help us in making the TU Delft campus more inclusive for all students, staff, and visitors. For the purposes of this survey, 'barriers' refer to mismatches between a person's needs and the campus environment - whether physical, digital, social, or institutional - that make it harder for someone to participate fully or feel included.

End of Block: Introduction

Start of Block: solution

Q1 Have you encountered or observed any barriers on campus?

- Yes (1)
- No (2)

Skip To: Q10 If Have you encountered or observed any barriers on campus? = No

Page Break

Q2 Please briefly describe it (when, where & what).

Q3 How did it make you feel?

Page Break

Q4 Have you done anything trying to solve it?

- Yes, I did. (1)
- No, I wanted to but don't know how. (2)
- No, I didn't. (3)

Skip To: Q8 If Have you done anything trying to solve it? = No, I wanted to but don't know how.

Skip To: Q10 If Have you done anything trying to solve it? = No, I didn't.

Page Break

Q5 Please briefly describe what did you do to solve it.

Page Break

Q6 Did it get solved?

- Yes, it did. (1)
- No, it didn't. (2)

Q7 Did you get any feedback regarding it?

- Yes, I did. (1)
- No, I didn't. (2)

Page Break

Display this question:
If Did you get any feedback regarding it? = Yes, I did.

Q16 What kind of feedback did you receive?

Page Break

Q8 How did that make you feel?

Page Break

Q9 Please leave your email if you are interested in sharing more of your experience with us. This can really help us and help improve the campus accessibility!

Page Break

Q10 On what scale do you consider the accessibility on campus is relevant to you? (0 for completely irrelevant, 10 for strongly relevant).

0 1 2 3 4 5 6 7 8 9 10

How relevant is accessibility on campus to you? ()



Q11 And why?

Page Break



Q12 Who do you think would benefit from accessibility facilities? (multiple answers possible)

- Students and Staff with diverse needs (1)
 - Students (2)
 - Educators and academic staff (3)
 - Facilities and operations staff (4)
 - Campus Real Estate Management (5)
 - Architects and building contractors (6)
 - Student associations related to accessibility (7)
 - Visitors (8)
 - Everyone on campus (9)
 - Other (please specify): (10)
-

Page Break



Q13 Who do you think should be responsible for the accessibility on campus? (multiple answer possible)

- University leadership and administration (1)
 - Educators and academic staff (2)
 - Facilities and operations staff (3)
 - Campus real estate management (4)
 - Architects and building contractors (5)
 - Student accessibility or support services (6)
 - Student associations related to accessibility (7)
 - Municipality (8)
 - Faculty (9)
 - Everyone on campus (10)
 - Other (please specify): (11)
-

End of Block: solution

Start of Block: Demographics

Q21 Have you personally experienced any accessibility barriers that affect your ability to fully participate in campus activities?

Yes (feel free to specify) (1)

No (2)

Prefer not to say (3)

Q20 Do you have any specific accessibility needs that impact your campus experience?

Yes (feel free to specify) (1)

No (2)

Prefer not to say (3)

Page Break _____

Q17 What is your primary role at the university?

Student (1)

Staff (2)

Faculty (3)

Page Break _____

Q18 How do you identify your gender?

- Female (1)
 - Male (2)
 - Non-binary / third gender (3)
 - Prefer not to say (4)
-

Q19 Which age group do you belong to?

- Under 18 (1)
- 18 - 24 (2)
- 25 - 34 (3)
- 35 - 44 (4)
- 45 - 54 (5)
- 55 - 64 (6)
- 65+ (7)

End of Block: Demographics

→ Appendix D: Probe 1 – The Requests

→ Request 1 – Accessible Toilet

Format gebruikersaanvraag / user request

Gebouw / building:	IDE
Verdieping / floor:	Ground floor
Ruimtenummer of duidelijke beschrijving van de locatie: Room number or clear description of the location:	Accessible toilet located on the ground floor
Contactpersoon voor deze aanvraag vanuit de afdeling: Contact person for this request from the department:	Viktoria Proffen (on behalf of Stella Boess)
Telefoonnummer: Phone number:	+4916090508069
Geef de aanleiding en een omschrijving van het project: Give the reason and a description of the project:	<p>This request aims to address an accessibility barrier identified in the ground floor accessible toilet of the IDE faculty building. The current door threshold design makes it challenging for wheelchair users to exit the toilet independently, posing a potential safety risk and compromising the intended accessibility of the facility. A recent visitor using a wheelchair reported difficulty exiting the ground floor accessible toilet due to the current door threshold design.</p> <p>The specific issues include:</p> <ol style="list-style-type: none"> 1. Door Threshold Barrier: The existing threshold creates a physical obstacle that wheelchair users must overcome when exiting the toilet. 2. Challenging Door Operation: Wheelchair users find it difficult to simultaneously push the door open and maneuver their wheelchair over the threshold when exiting. 3. Compromised Independence: The current design may require wheelchair users to seek assistance to exit the toilet, undermining the purpose of an accessible facility. 4. Safety Concerns: The struggle to exit independently could potentially lead to accidents or injuries for wheelchair users.

	<p>5. Inconsistency with Accessibility Standards: The current design appears to fall short of best practices for accessible toilet design, which typically recommend level thresholds for ease of wheelchair access.</p> <p>This barrier also affects individuals using walkers, parents with strollers, and those with temporary mobility impairments, further highlighting its impact on a diverse group of users.</p>
<p>Geef aan waar de aangevraagde aanpassing voor gebruikt gaat worden: Indicate what the requested change will be used for:</p>	<p>Addressing this issue will significantly improve the accessibility and usability of the ground floor accessible toilet for wheelchair users.</p> <p>The proposed changes would:</p> <ol style="list-style-type: none"> 1. Ensure independent use of the facility by wheelchair users, aligning with the principles of universal design. 2. Enhance safety by reducing the risk of accidents when exiting the toilet. 3. Improve overall user experience for individuals with mobility impairments visiting the IDE faculty.
<p>Zijn er raakvlakken met andere (lopende) aanvragen/projecten: Are there interfaces with other (ongoing) requests/projects:</p>	/
<p>Betreft deze aanvraag een tijdelijke of structurele situatie: Does this request concern a temporary or structural situation:</p>	<p>This request addresses a structural situation that affects the usability and safety of the accessible toilet for wheelchair users. The current door threshold design represents an ongoing barrier to proper accessibility. A permanent solution is needed to ensure long-term improvement in user experience and to meet accessibility standards.</p>

→ Request 2 - Revolving Door

Format gebruikersaanvraag / user request

Gebouw / building:	IDE
Verdieping / floor:	Ground floor
Ruimtenummer of duidelijke beschrijving van de locatie:	Revolving Door at the Main Entrance
Room number or clear description of the location:	
Contactpersoon voor deze aanvraag vanuit de afdeling:	Viktoria Proffen (on behalf of Stella Boess)
Contact person for this request from the department:	
Telefoonnummer:	+4916090508069
Phone number:	
Geef de aanleiding en een omschrijving van het project:	This request aims to address usability and accessibility concerns with the main entrance revolving door at the IDE faculty building. The revolving door is designed to accommodate users with wheelchairs, mobility scooters, trolleys, or other equipment by switching to a sliding door mechanism in the middle. However, this mechanism is not always functional. When it cannot be activated, staff at the service desk must manually stop the revolving door, assist users as they enter and rotate within it, and then manually stop it again to allow them to exit.
Give the reason and a description of the project:	<p>This process creates delays, requires staff intervention, and poses potential safety risks for users. It also undermines independence for individuals who rely on mobility aids. Even when functioning correctly, this entrance requires manual intervention for certain users, highlighting inherent design limitations of revolving doors for accessibility purposes.</p> <p>The specific issues include:</p> <ol style="list-style-type: none"> 1. Dependence on Staff Assistance: Users with wheelchairs, mobility aids, or using trolleys to transport things cannot independently navigate through the revolving door and must rely on staff intervention to access the building. 2. Safety Concerns: In case the mechanism doesn't work the manual stopping and restarting of the

	<p>revolving door increases risks for both users and staff involved in assisting them.</p> <ol style="list-style-type: none"> 3. Barrier to Inclusivity: The current situation segregates individuals with mobility aids by creating a separate process for their entry compared to other users. 4. Usability Limitations: Revolving doors inherently pose challenges for certain users even when functioning correctly.
Geef aan waar de aangevraagde aanpassing voor gebruikt gaat worden:	Addressing this issue will improve the usability and accessibility of the main entrance at IDE for all users. The proposed changes would:
Indicate what the requested change will be used for:	<ol style="list-style-type: none"> 1. Provide an accessible entrance that allows independent use by wheelchair users and others with mobility aids or trolleys. 2. Ensure reliable functionality of accessibility mechanisms without dependence on manual intervention by staff. 3. Enhance safety by eliminating risks associated with manual operation during malfunctions. 4. Promote inclusivity by ensuring equal access for all users in alignment with TU Delft's commitment to universal design principles.
Zijn er raakvlakken met andere (lopende) aanvragen/projecten:	/
Are there interfaces with other (ongoing) requests/projects:	
Betreft deze aanvraag een tijdelijke of structurele situatie:	This request addresses a structural situation that affects usability and safety at one of the most prominent entrances to the IDE faculty building. A permanent solution is needed to ensure long-term reliability of accessibility mechanisms and compliance with universal design standards.
Does this request concern a temporary or structural situation:	

→ Request 3 – Toilet Trash Can Placement and Design

Format gebruikersaanvraag / user request

Gebouw / building:	IDE
Verdieping / floor:	All Toilet Facilities
Ruimtenummer of duidelijke beschrijving van de locatie:	All Toilet Facilities
Room number or clear description of the location:	
Contactpersoon voor deze aanvraag vanuit de afdeling:	Viktoria Proffen (on behalf of Stella Boess)
Contact person for this request from the department:	
Telefoonnummer:	+4916090508069
Phone number:	
Geef de aanleiding en een omschrijving van het project:	<p>This request aims to address significant issues with the trash cans in IDE faculty toilet facilities. Student research has identified several problems with the current trash can design and placement that negatively impact user experience.</p> <p>Key findings include:</p> <ol style="list-style-type: none"> 1. Inconvenient positioning: Trash cans are typically placed behind toilets, requiring all users to twist unergonomic while seated to dispose of items. The current design creates varying levels of difficulty depending on individual physical capabilities. While the unergonomic twisting motion is uncomfortable for all users, it presents a particularly challenging experience for those with different body types, temporary injuries, or varying ranges of motion. The design assumes a standard level of flexibility, strength, and coordination that doesn't reflect the diverse physical capabilities of our university community. A more thoughtfully positioned trash can would accommodate the full spectrum of user abilities, creating a more inclusive environment that respects physical diversity without requiring extraordinary effort from any user. 2. Hygiene concerns: The current design requires direct hand contact with the trash can lids. Observations show that most users attempt to minimize this contact, often using only fingertips
Give the reason and a description of the project:	

	<p>or a single finger, indicating widespread discomfort with touching these surfaces.</p> <ol style="list-style-type: none"> 3. Inconsistent placement: The location of trash cans varies between cubicles, creating confusion and requiring users to adjust their behavior in different facilities. 4. Small openings: The current trash cans have small lid openings, making it difficult for users to dispose of items easily and hygienically. 5. User discomfort: Student research documented significant user dissatisfaction with the current system, with many users expressing frustration with the unergonomic twisting motion required and concerns about touching the bins. <p>These issues impact the daily experience of all faculty members, staff, and students who use these facilities, with particular challenges noted during menstruation when more frequent disposal is necessary.</p>
Geef aan waar de aangevraagde aanpassing voor gebruikt gaat worden:	<p>Resolving these issues will create a more hygienic and user-friendly environment in IDE toilet facilities. Improvements would benefit all users by eliminating the need for awkward twisting movements and reducing direct contact with potentially contaminated surfaces. The changes would create a more comfortable experience for everyone using these facilities. Improvements would create a more inclusive environment that acknowledges the diverse physical capabilities within our university community. By eliminating the need for unnatural twisting movements, the facilities would become more accessible and comfortable for all users regardless of their physical capabilities or body types.</p>
Indicate what the requested change will be used for:	
Zijn er raakvlakken met andere (lopende) aanvragen/projecten:	/
Are there interfaces with other (ongoing) requests/projects:	
Betreft deze aanvraag een tijdelijke of structurele situatie:	<p>This request addresses a structural situation that affects the daily experience of all IDE facility users. The current trash can design and placement represent ongoing barriers to comfortable and hygienic use of the facilities. A permanent solution is needed to ensure long-term improvement in user experience.</p>
Does this request concern a temporary or structural situation:	

→ Appendix E: Probe 2 – TopDesk Request

TU Delft

C250511341

Dear Viktoria,

Thank you for your call. We have registered your call with number [C250511341](#).

Description:

Dear Service Desk Team,

I wanted to bring to your attention an accessibility issue with the ground floor accessible toilet in the IDE building (32 B-0-260). A recent visitor who uses a wheelchair pointed out that the threshold at the door makes it difficult to exit, as it requires navigating over the threshold while also pushing the door open. Additionally, feedback from a survey on accessibility for my master end project highlighted that the door itself is problematic: it opens with a standard handle and swings forward, making it very awkward and almost impossible for someone in a wheelchair to open independently.

I attached pictures, please let me know if you need any more details. Thank you very much for looking into this.

Kind regards,
Viktoria Proffen

You can log in to the [Self Service Portal](#) to see an overview of all your own calls and reservations and to respond to your call.

More information on how personal data is processed in TOPdesk can be found on the Self Service Portal under Physical & Digital Safety - [TOPdesk Privacy Statement](#).

For questions or remarks you can reply to this email or contact one of the Service Desks.

Kind regards,
The Servicedesk

What are you looking for?

HOME > ACCESSIBILITY ISSUE - ACCESSIBLE TOILET

Accessibility Issue - accessible toilet

C250511341



Proffen, Viktoria
Logged on May 19, 2025 at 9:04 AM

Dear Service Desk Team,
I wanted to bring to your attention an accessibility issue with the ground floor accessible toilet in the IDE building (32 B-0-260). A recent visitor who uses a wheelchair pointed out that the threshold at the door makes it difficult to exit, as it requires navigating over the threshold while also pushing the door open. Additionally, feedback from a survey on accessibility for my master end project highlighted that the door itself is problematic: it opens with a standard handle and swings forward, making it very awkward and almost impossible for someone in a wheelchair to open independently. I attached pictures, please let me know if you need any more details. Thank you very much for looking into this.
Kind regards,
Viktoria Proffen

Hide

- PV

Proffen, Viktoria
📎 [AccessibleToilet_2.jpg](#)

May 19, 2025 at 9:04 AM
- PV

Proffen, Viktoria
📎 [AccessibleToilet_1.jpg](#)

May 19, 2025 at 9:04 AM
- PV

Proffen, Viktoria
📎 [AccessibleToilet_3.jpg](#)

May 19, 2025 at 9:04 AM
- MM

Metz, Marco
Zodre de drempels binnen zijn gaan we ze plaatsen.

August 1, 2025 at 11:43 AM

Add reply

📎 Attach file

Send

🔗 Share

Shared with
Geerligs, Heleen

▶ **Processing**
by Operator

📅 **Due date**
May 26, 2025 at 9:04 AM

Close

Status
Registered

Type
Malfunction

Categorization
Gebouw & vaste voorz. (CRE) - Nader te bepalen (CRE)

Building, Room
32 Industrial Design Engineering (IDE), B-0-260

→ Appendix F: Co-Creation Session Materials

→ Idea Cards

Clear barrier reporting process (may include service desks)

Create an easy, well-communicated way for students and staff to report accessibility barriers with clarity on what happens next.

Accessibility criterias for decision-making

Ensure accessibility is a formal consideration, so it's not left out during planning and prioritization.

Trained Accessibility Officers in each faculty

Designated staff members in every faculty to support accessibility, liaise with central services, and track local needs.

Regular Meetings between Top-down and Bottom-up

Create consistent spaces where stakeholders discuss needs, progress, and priorities together.

Training for staff (while onboarding)

Introduce all staff to accessibility values, tools, and expectations (during onboarding) to build shared responsibility and awareness from day one.

Personas to help with decision-making

Use personas representing diverse needs to support empathy-driven and inclusive design, policy, and service decisions.

Accessibility as a Social Safety Issue

Formally recognize accessibility as part of social safety at TU Delft, acknowledging that barriers can harm belonging and well-being.

Accessibility Visibility campaign

Promote awareness and engagement through campaigns that make accessibility visible, valued, and part of the everyday culture.

Clear barrier reporting process (may include service desks)

Create an easy, well-communicated way for students and staff to report accessibility barriers with clarity on what happens next.

Accessibility criterias for decision-making

Ensure accessibility is a formal consideration, so it's not left out during planning and prioritization.

Accountability for Accessibility

Define clear roles, responsibilities, and follow-up processes across departments to ensure accessibility is actively implemented and not overlooked.

Equity Office

Unite related efforts (Diversity & Inclusion, Accessibility, Integrity) under a single office to reduce fragmentation and strengthen collaboration.

Training for staff (while onboarding)

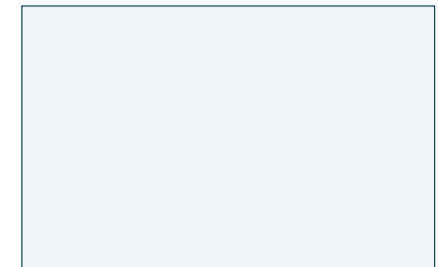
Introduce all staff to accessibility values, tools, and expectations (during onboarding) to build shared responsibility and awareness from day one.

Personas to help with decision-making

Use personas representing diverse needs to support empathy-driven and inclusive design, policy, and service decisions.

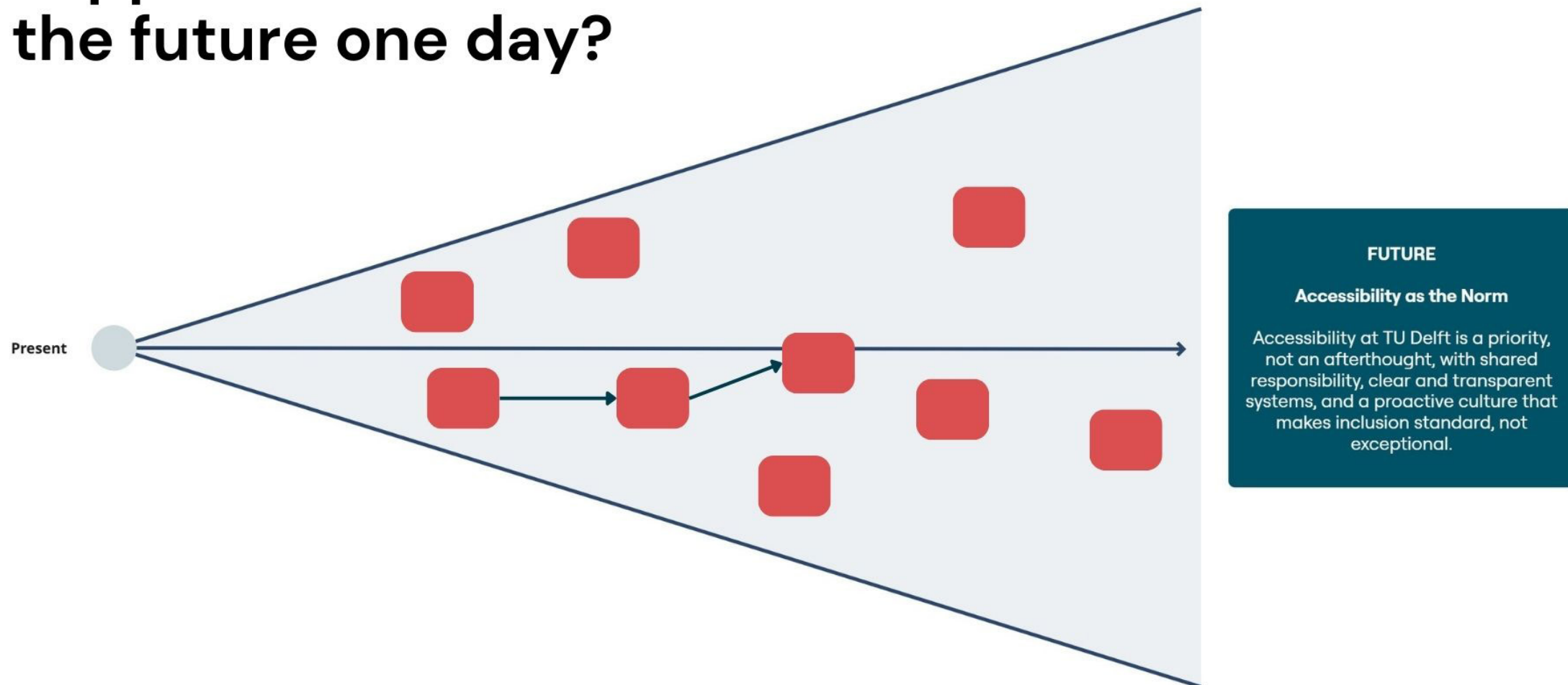
Transparent Feedback System

Ensure that people who report accessibility issues receive clear updates on what is being done, or why not.

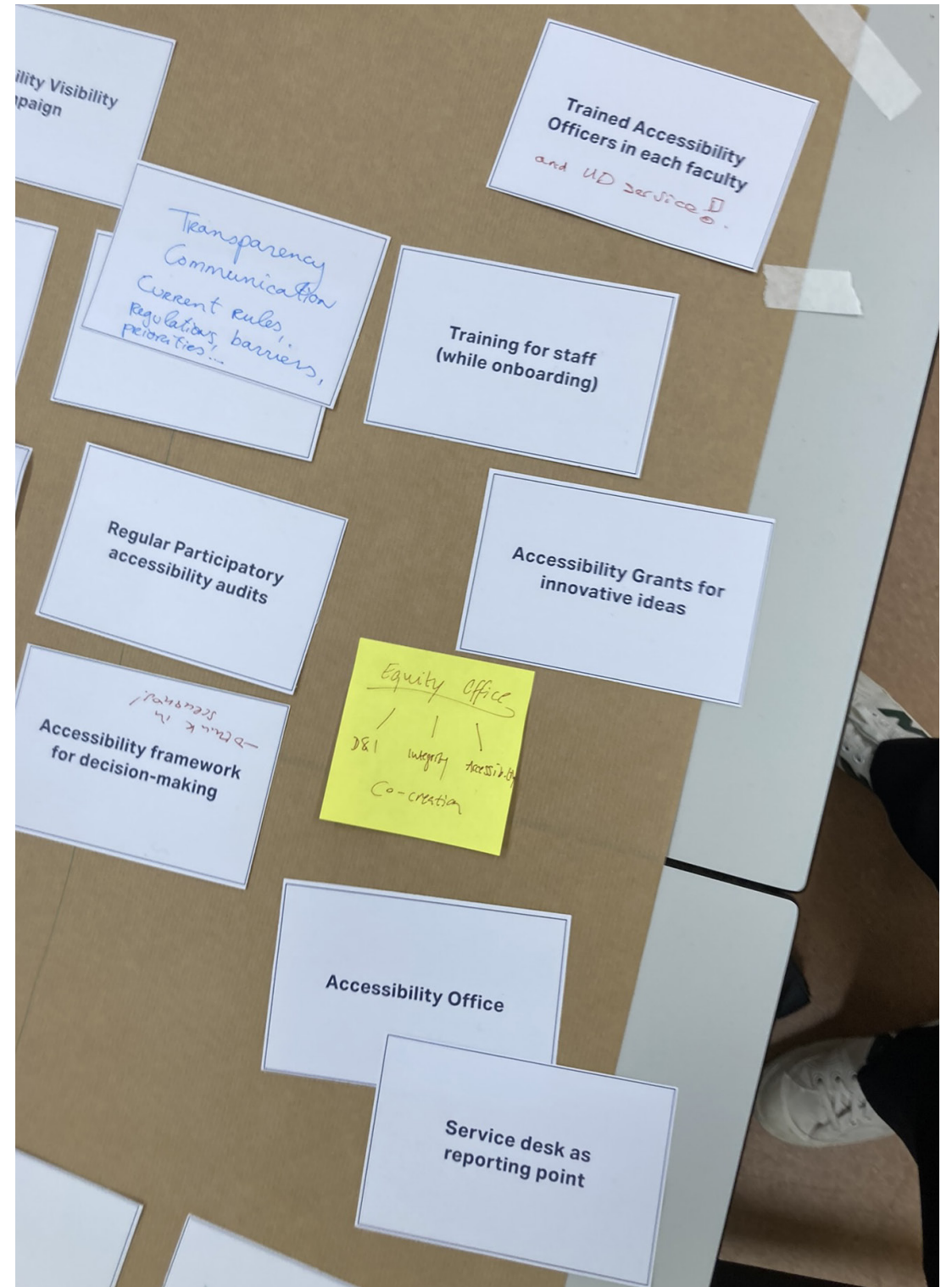
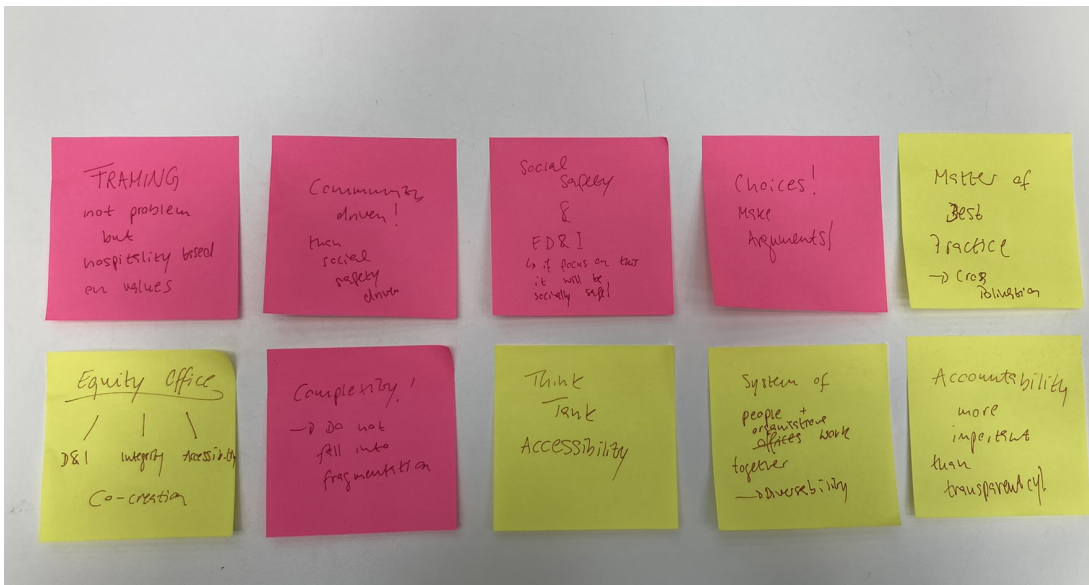
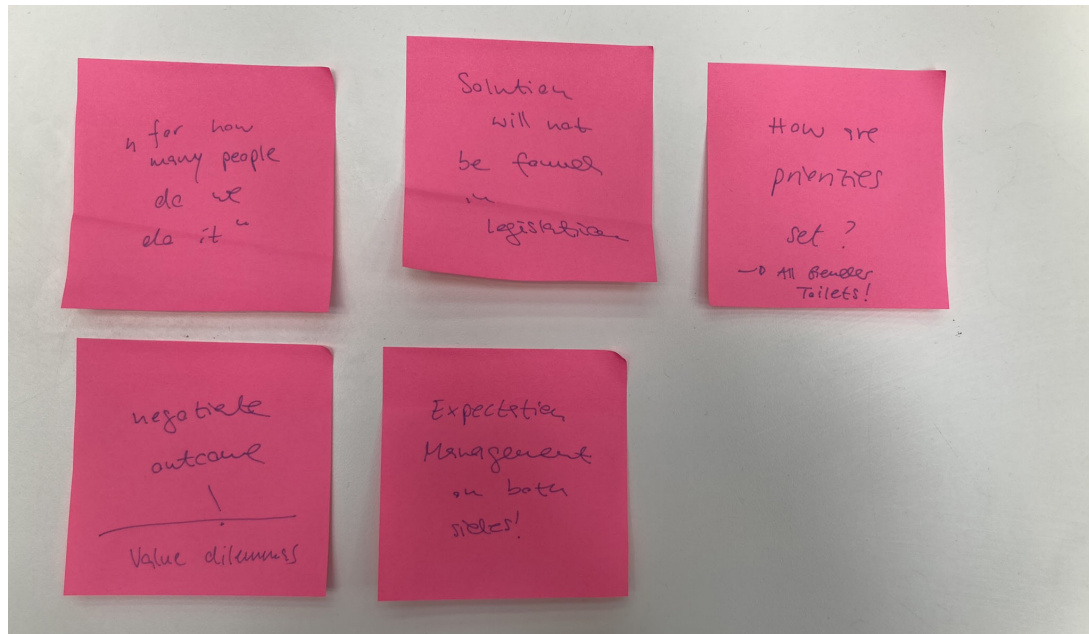


→ Slide used to explain the task

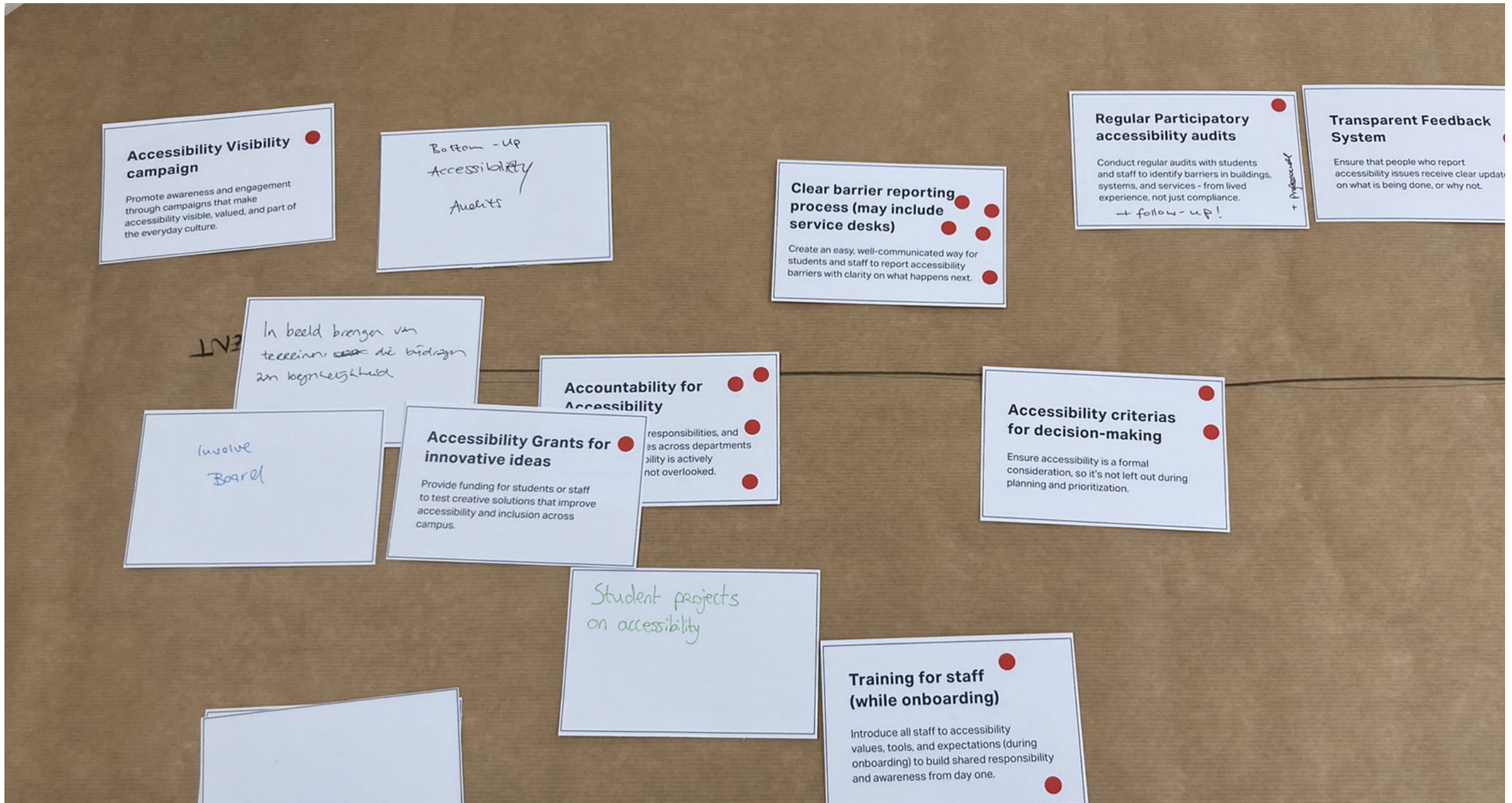
What needs to happen to achieve the future one day?



→ Findings from Workshop 1



→ Findings from Workshop 2



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dings,
+ Professor

Transparent Feedback System

Ensure that people who report accessibility issues receive clear updates on what is being done, or why not.

Trained Accessibility Officers in each faculty

Designated staff members in every faculty to support accessibility, liaise with central services, and track local needs.

Accessibility Office

A central office to coordinate and support accessibility strategy & needs, track progress, and serve as a point of expertise and guidance.

Equity Office

Unite related efforts (Diversity & Inclusion, Accessibility, Integrity) under a single office to reduce fragmentation and strengthen collaboration.

Accessibility at TU Delft is a priority, not an afterthought. Responsibility is shared and supported by clear accountability, with transparent systems and a proactive culture that makes inclusion standard, not the exception.

Accessibility as the Norm

FUTURE

FUTURE

Accessibility as the Norm

Accessibility at TU Delft is a priority, not an afterthought. Responsibility is shared and supported by clear accountability, with transparent systems and a proactive culture that makes inclusion standard, not the exception.

→ Appendix G: Matrix Workbook

THE AGENCY X UNDERSTANDING MATRIX: A METHOD FOR MATCHING AWARENESS INTERVENTIONS

Useful for?

This method helps you identify which awareness-raising or engagement intervention is most appropriate for different actors in a complex system. It is particularly helpful in contexts where responsibilities are fragmented, awareness levels vary, and traditional communication strategies fall short.

By mapping actors along two axes - their ability or willingness to act (agency), and their understanding of the issue - the matrix helps determine where to begin, what to prioritise, and how to design awareness interventions that match current readiness.

Results

A clear mapping of stakeholders into strategic zones — from where to apply pressure to where to enable action — and a corresponding set of targeted interventions to raise awareness or embed responsibility.

What is it?

The Agency x Understanding Matrix is a strategic sensemaking tool that positions individuals or groups within a 3x3 grid based on two variables:

- Agency: The extent to which an actor is able and/or willing to influence change
- Understanding: The depth of insight the actor has into the issue and its relevance

Each quadrant of the matrix links to a type of intervention, ranging from activism, framing and facilitation to strategic integration and enablement. The method helps uncover where energy is needed most and avoids mismatched engagement efforts (e.g. offering a workshop to someone who isn't ready or giving autonomy to someone still unaware of the issue).

Good to know

- The vertical axis (agency) includes both formal power and personal motivation.
- The horizontal axis (understanding) refers to both awareness and depth of systemic insight.
- Movement is possible. The matrix doesn't only describe a situation, it also shows how change might unfold.
- The lower left quadrant typically requires the most effort (e.g. activism), while the upper right supports enablement and co-creation.
- This method works best in participatory or organisational settings where interventions must be relational, political, and strategic — not just informational.

How it works

1. Define the issue

Clarify the topic at hand — in this case, accessibility — and what “understanding” and “agency” mean within the institutional or organisational context.

2. Map stakeholders

Identify relevant groups and individuals, and position them within the matrix based on observed behaviours, decision-making power, or expressed attitudes toward the issue.

3. Interpret quadrant

Assess what the placement reveals about each actor's current level of engagement and readiness. Use the quadrant definitions to identify what type of intervention is appropriate.

4. Highlight areas of opportunity

Identify which quadrants most stakeholders fall into. Use this to locate leverage points and discuss where design efforts could have the most immediate impact.

5. Design interventions

Develop targeted awareness and engagement strategies based on the quadrant(s) you're focusing on — from sensitising workshops to advocacy, co-creation, strategic framing, or enabling support.

6. Use iteratively

Revisit the map over time to track shifts in understanding and agency. Adjust your interventions as actors move — or fail to move — across the matrix.

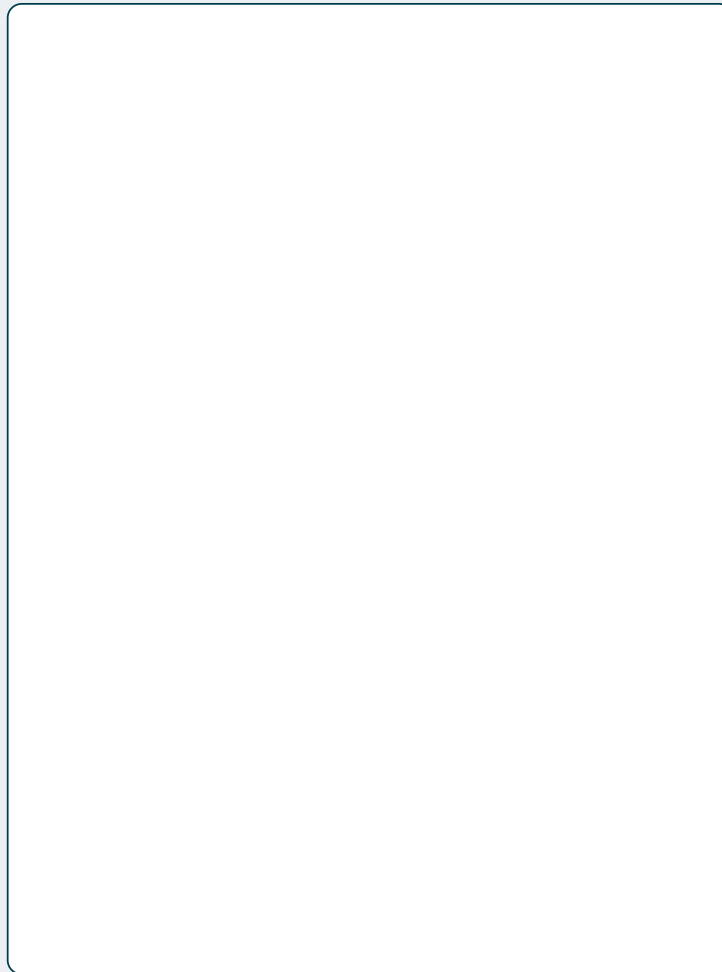
1. Define the issue

Clarify the topic, in this case accessibility, and what “agency” and “understanding” mean in the institutional context.

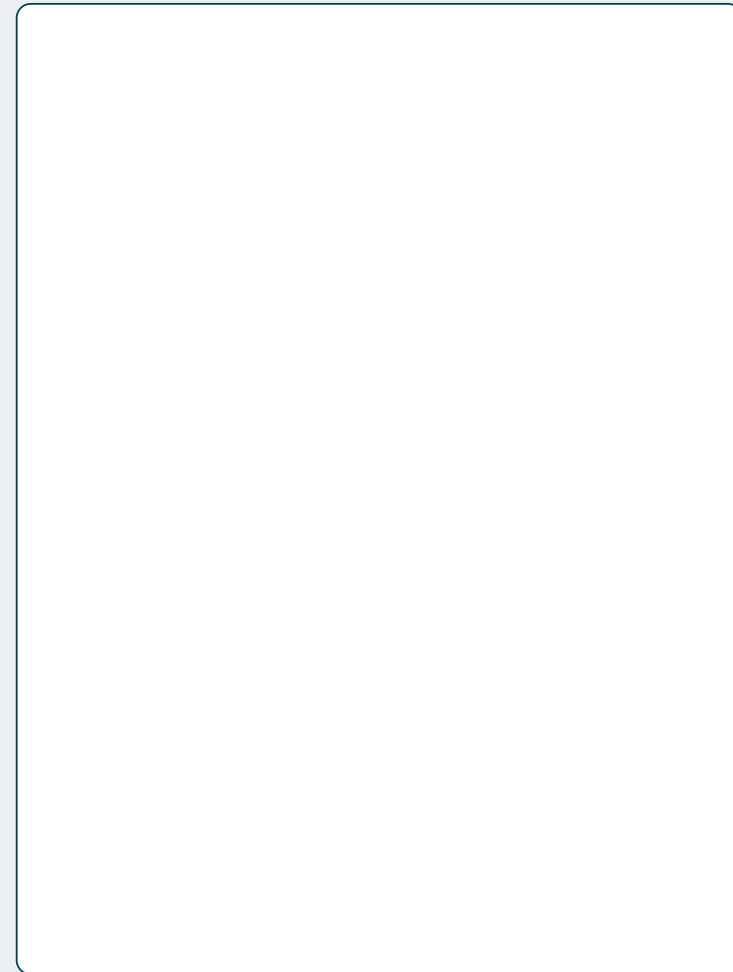
Reflective questions:

- What current challenge or opportunity makes this issue relevant?
- What misunderstandings exist around the topic?
- How might the issue look different depending on stakeholders' roles?
- How do you define “understanding”, what counts as surface vs. deep insight?
- How do you define “agency”, what counts as influence or capacity to act?
- Whose definitions might differ from yours?

→ Agency



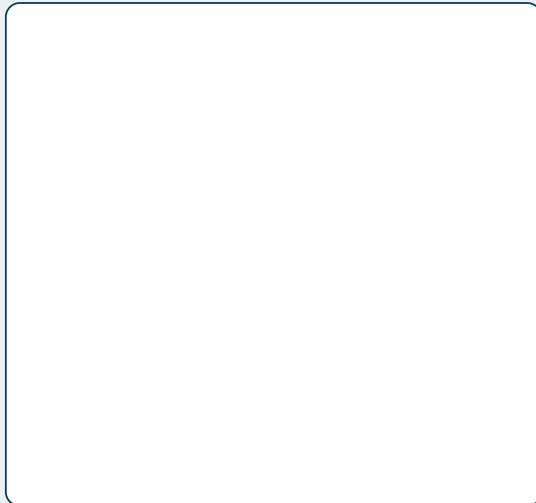
→ Understanding



2. Mapping the Stakeholders

Identify key groups and individuals and place them within the matrix, based on observed or reported engagement.

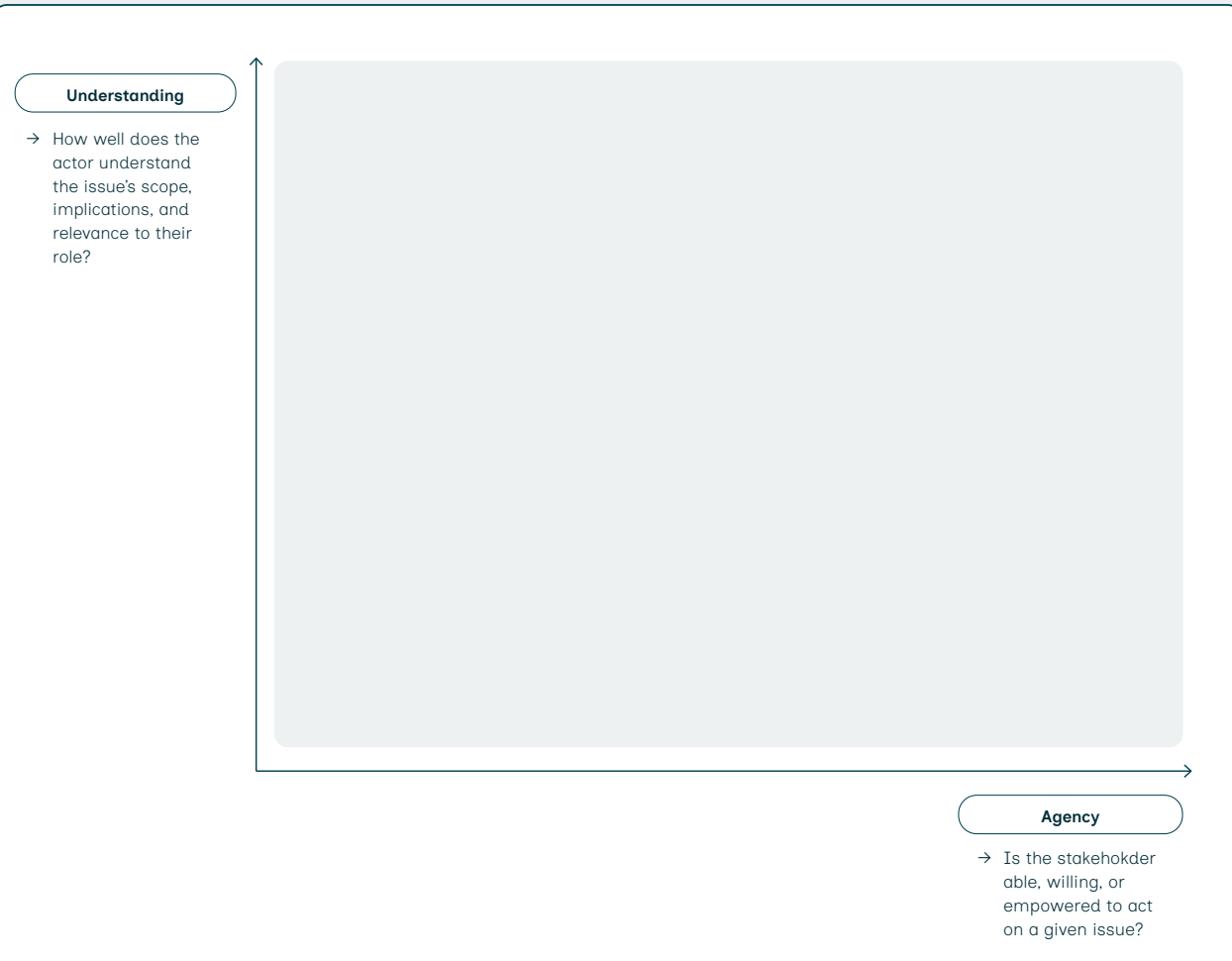
→ List your key stakeholders



Reflective questions:

- Who holds formal power or decision-making capacity in this context?
- Who is directly affected by the issue, but may not be heard or visible?
- Who influences others informally (e.g. culture carriers, peer leaders)?
- Whose voices are missing or marginalised in current processes?
- What evidence or experience supports your placement of each actor?
- Are you overlooking actors who may resist or block change?

→ Map the stakeholders on the agency x understanding matrix



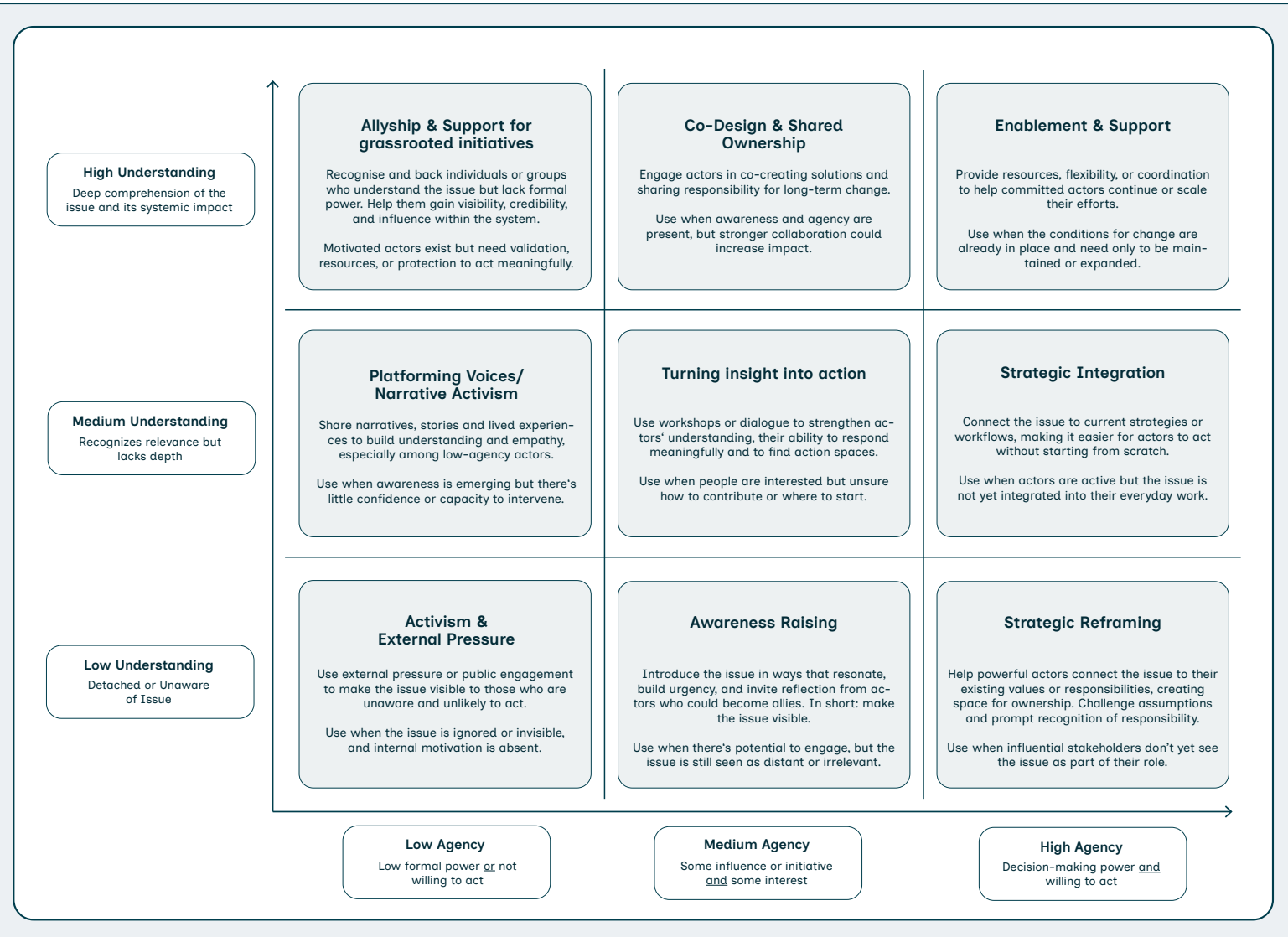
3. Interpret quadrant

Understand in which quadrant the stakeholders fall and what kind of awareness intervention suits their current position.

Understand what the placement reveals about the actor's readiness and what kind of awareness intervention may be effective.

Reflective questions:

- What is currently preventing this actor from moving toward deeper understanding or higher agency?
- Is this placement based on assumptions, observation, or direct input?
- What kind of intervention would feel too soon, too soft, or too confrontational for them?
- How does this actor influence others, formally or informally?
- What would it take for them to see this issue as part of their role or responsibility?
- Are you treating motivation and power separately when needed?



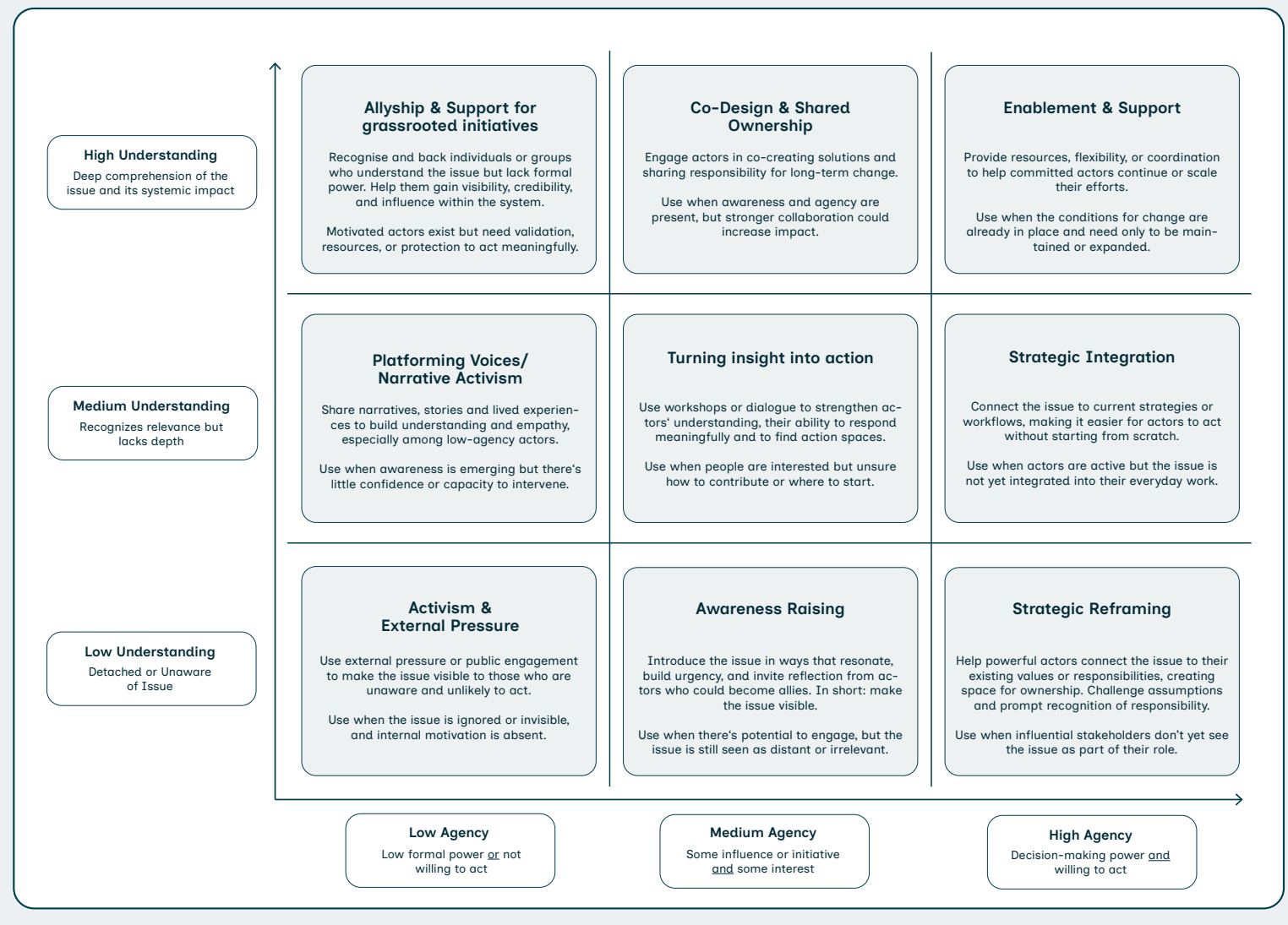
4. Highlight areas of opportunity

Highlight which quadrants most of the stakeholders fall into, thus are possible areas of action. Discuss which quadrants to focus on going forward.

Identify patterns, clusters, and gaps across the system. Decide where to focus your design effort.

Reflective questions:

- Where are most actors currently concentrated, and why?
- Are we drawn to intervening in comfortable or familiar spaces, and avoiding areas of discomfort or resistance?
- Are there overlooked actors or groups missing from this mapping entirely?
- Which quadrant offers the greatest potential for movement if activated?
- What is the risk of focusing here, and what might happen if we don't?
- Where is the ethical urgency, not just strategic opportunity?



5. Start designing interventions

Develop engagement strategies appropriate to the chosen focus areas.

Start by brainstorming here:

Brainstorm the first steps for tailored strategies to match each position.

Reflective questions:

- What tone, format, or language would resonate with this stakeholder?
- Should this intervention be public, private, facilitated, or informal?
- Could this effort unintentionally reinforce power imbalances or resistance?
- Who should co-create or lead this intervention, and why?
- What is the smallest, clearest next step for this group?
- What capability or support must be in place for this to succeed?
- How will we know this intervention is working?
- What outcome or shift are we hoping to see?

6. Use iteratively

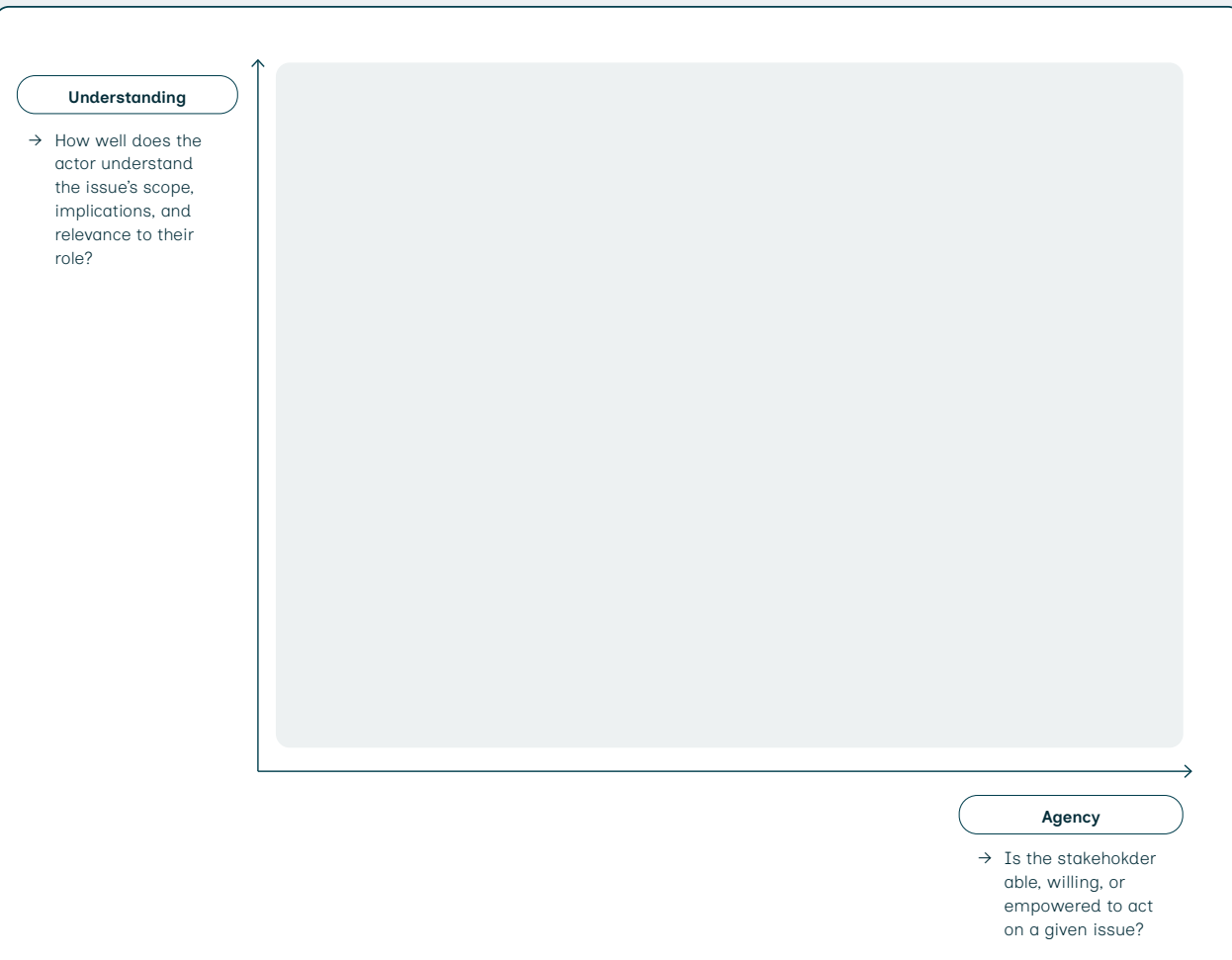
Revisit the map over time to see how actors move, and to adjust approaches accordingly.

→ Update the list of key stakeholders

Reflective questions:

- What signs would indicate a shift in understanding or agency?
- What's changed since the last mapping, and what hasn't?
- What supported movement, and what blocked it?
- How did actors respond to previous interventions?
- What should be amplified, dropped, or redesigned in the next cycle?
- Who should be involved in the remapping process next time?

→ Remap the stakeholders on the agency x understanding matrix



→ Noticeable changes? Restart the process!

Before you act: Pause, Reflect, Align

Critical Reflection Questions

- Are we intervening where it's easiest, or where it matters most?
- Are we reinforcing existing hierarchies without realising it?
- Who benefits from this intervention, and who might be left out?
- Are we trying to change people, or support them in changing the system?
- What would accountability look like in this process?

Ethical Considerations

- Could this action unintentionally silence or expose someone?
- Are we listening to the right people, not just the most accessible ones?
- Have we asked those most affected what they need or want?
- What forms of care, safety, or consent are needed in this engagement?

→ Space for notes

→ Appendix H: Filled-in Matrix Workbook

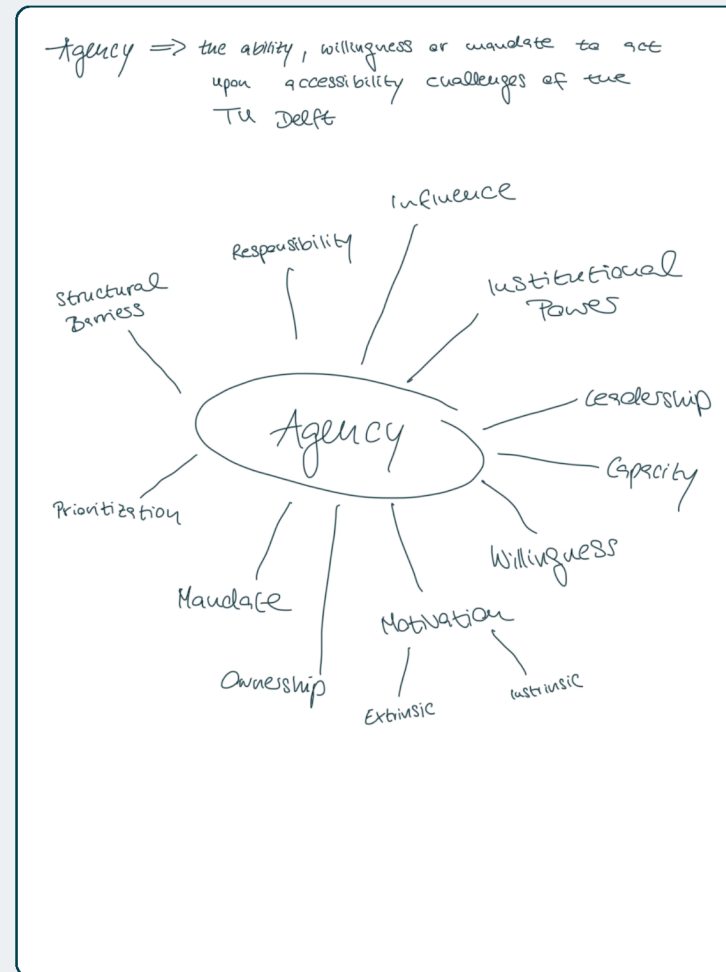
1. Define the issue

Clarify the topic, in this case accessibility, and what “agency” and “understanding” mean in the institutional context.

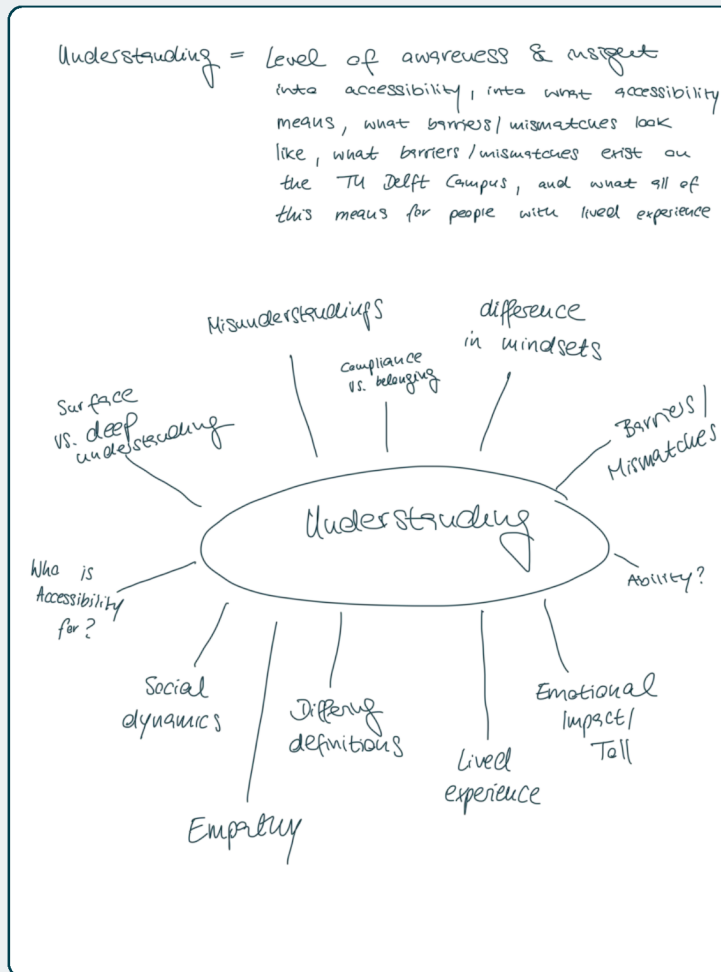
Reflective questions:

- What current challenge or opportunity makes this issue relevant?
- What misunderstandings exist around the topic?
- How might the issue look different depending on stakeholders' roles?
- How do you define “understanding”, what counts as surface vs. deep insight?
- How do you define “agency”, what counts as influence or capacity to act?
- Whose definitions might differ from yours?

→ Agency



→ Understanding



2. Mapping the Stakeholders

Identify key groups and individuals and place them within the matrix, based on observed or reported engagement.

→ List your key stakeholders ↖ Core & direct stakeholders ↗

- Students w/ lived experience
 - Staff/Faculty w/ lived experience
 - Executive Board
 - CREFM
 - StudAble
 - Horizon
 - Faculty Management
 - Location Manager
 - D&I office
 - Integrity office
 - Academic Advisors
 - Service Desk Staff
- DESA
 - General TU Delft Community
 - Facility Management
 - Visitors

Reflective questions:

- Who holds formal power or decision-making capacity in this context?
- Who is directly affected by the issue, but may not be heard or visible?
- Who influences others informally (e.g. culture carriers, peer leaders)?
- Whose voices are missing or marginalised in current processes?
- What evidence or experience supports your placement of each actor?
- Are you overlooking actors who may resist or block change?

→ Map the stakeholders on the agency x understanding matrix



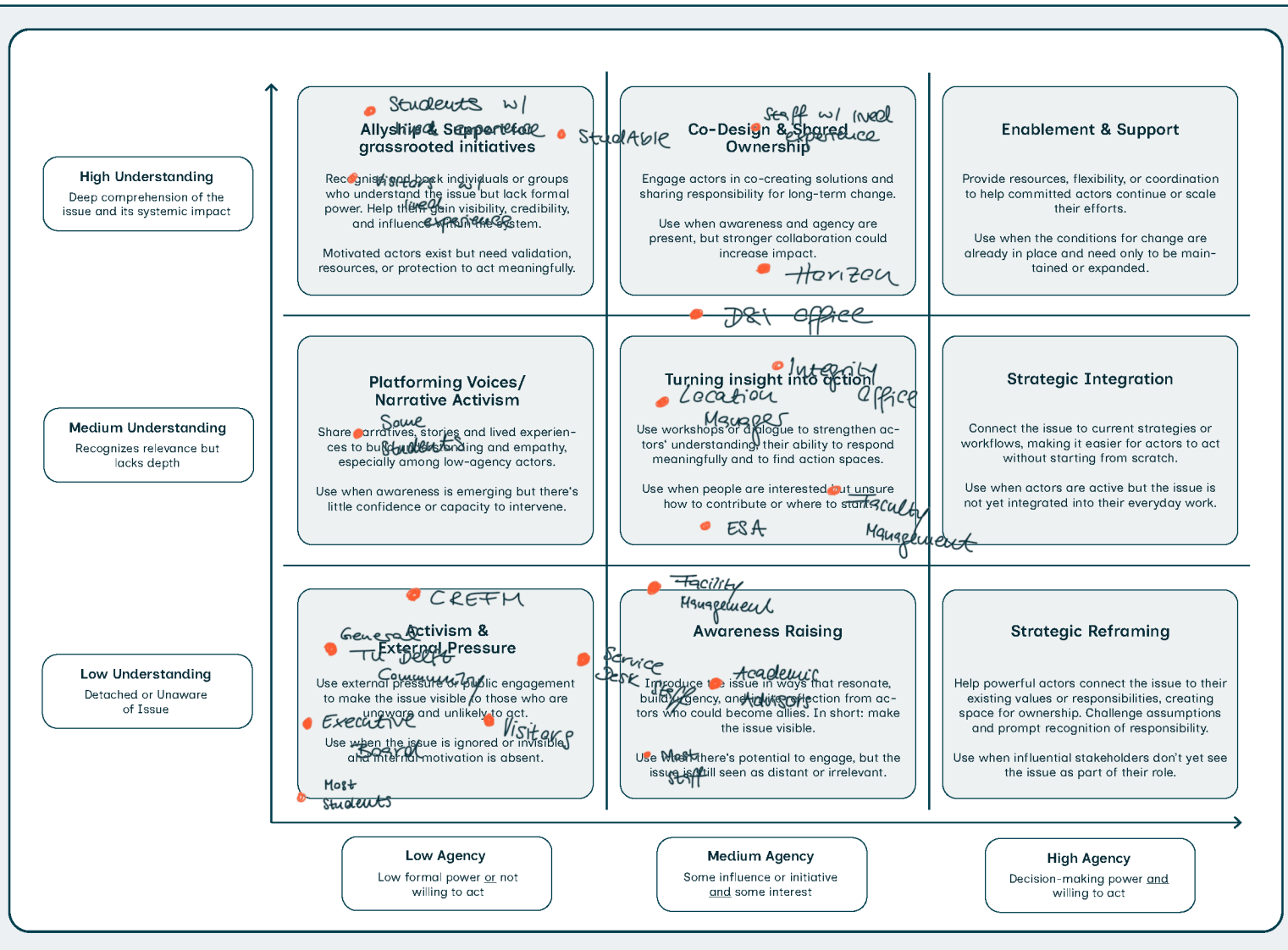
3. Interpret quadrant

Understand in which quadrant the stakeholders fall and what kind of awareness intervention suits their current position.

Understand what the placement reveals about the actor's readiness and what kind of awareness intervention may be effective.

Reflective questions:

- What is currently preventing this actor from moving toward deeper understanding or higher agency?
- Is this placement based on assumptions, observation, or direct input?
- What kind of intervention would feel too soon, too soft, or too confrontational for them?
- How does this actor influence others, formally or informally?
- What would it take for them to see this issue as part of their role or responsibility?
- Are you treating motivation and power separately when needed?



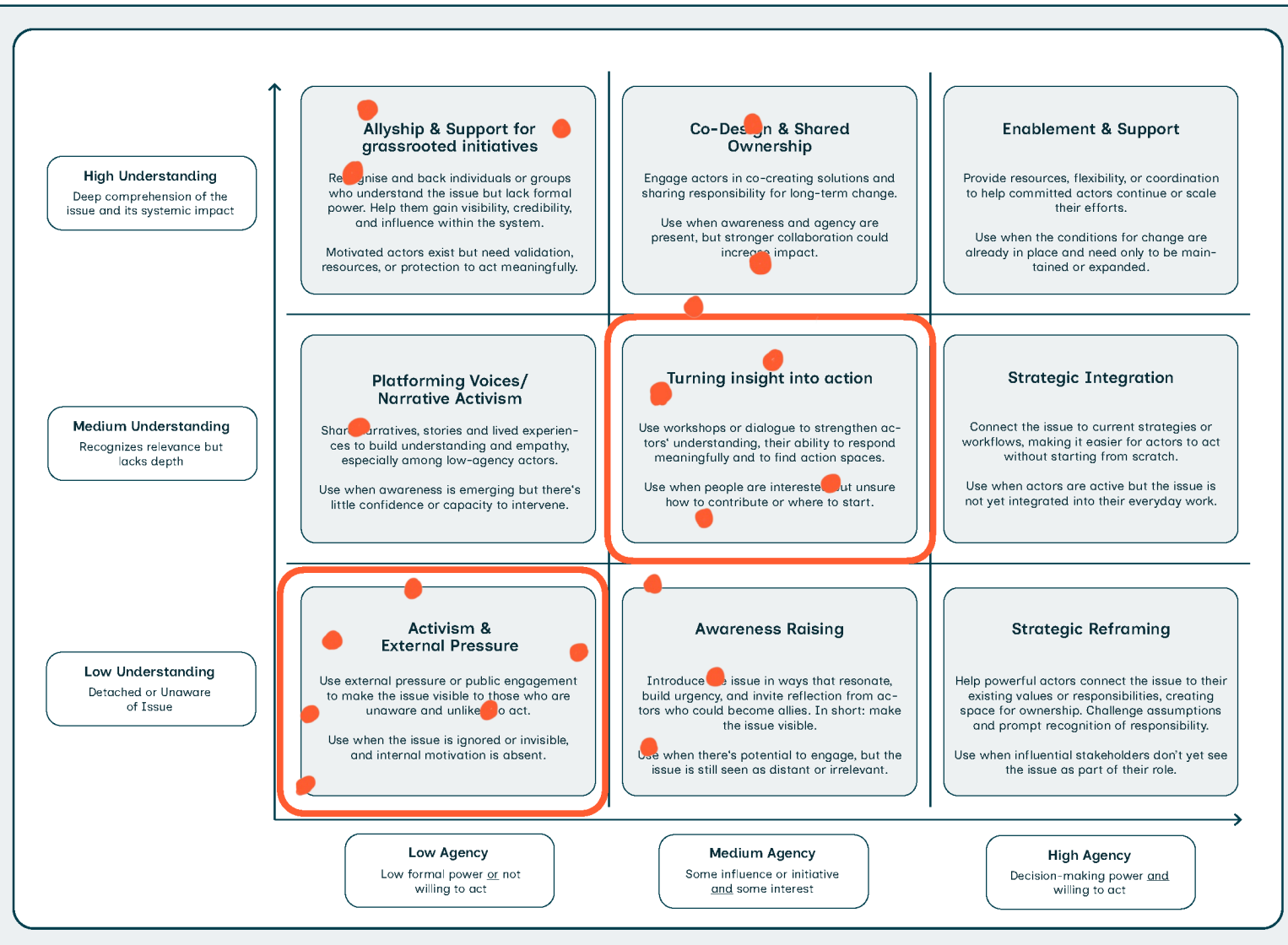
4. Highlight areas of opportunity

Highlight which quadrants most of the stakeholders fall into, thus are possible areas of action. Discuss which quadrants to focus on going forward.

Identify patterns, clusters, and gaps across the system. Decide where to focus your design effort.

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- What is the smallest, clearest next step for this group?
- What capability or support must be in place for this to succeed?
- How will we know this intervention is working?
- What outcome or shift are we hoping to see?



→ Appendix I: Placement Criteria

Clarifying Placement Criteria

After defining the two axes of the matrix, a set of criteria was developed to support the positioning of different stakeholder groups. These criteria are based on patterns identified in interviews, conversations, and the probe process. They reflect how stakeholders talk about accessibility, respond to access-related situations, and act (or not act) within their roles at TU Delft. The criteria serve as an interpretive lens rather than a diagnostic tool. They help explain why stakeholders were placed where they are, and allow for meaningful discussion about how these positions might shift over time. Understanding was interpreted as a stakeholder's depth of insight into what accessibility means beyond compliance. This included their awareness of systemic and invisible barriers, the way they talked about accessibility, and whether they framed it as a collective or individual issue.

Level of Understanding	Indicators
High	Talks about accessibility as a systemic, social, and ongoing issue. Recognises invisible barriers and emotional impact. Uses inclusive and reflective language. Connects access to broader values like hospitality, justice, or inclusion.
Medium	Acknowledges access issues (e.g., broken elevators, lack of signage) but treats them as isolated. Sees accessibility as helpful but not essential. Often frames it as a matter of personal or departmental responsibility.
Low	Rarely mentions accessibility unless prompted. Frames it in terms of liability or logistics. Focuses mostly on physical impairments or compliance. May show confusion or detachment when discussing access.

Agency was interpreted as the ability and willingness to act within the context of TU Delft. This included both structural and personal dimensions: formal authority, access to resources, and institutional position, as well as the

stakeholders motivation and initiative.

Importantly, agency was not assumed based on job title alone. A stakeholder could hold formal power but show no willingness to act, or be highly motivated but structurally excluded from processes. In this matrix, high agency is defined by the combination of both: power and willingness to engage with accessibility.

Level of Agency	Indicators
High	Holds formal decision-making power and shows willingness to act. Can initiate or implement changes, and expresses a sense of ownership or responsibility toward accessibility.
Medium	Has some influence or mandate, but is limited by project scope, institutional barriers, or uncertainty about their role. May be willing but hesitant, or positioned to act only under certain conditions.
Low	Either lacks formal authority or lacks willingness to engage. May be motivated but disconnected from decision-making, or powerful but disinterested or avoidant. Often positioned at the margins of strategic or planning processes.

These criteria were used as a reference when positioning stakeholders on the matrix. They are intended to offer a structured yet flexible way to make sense of how different roles and perspectives relate to accessibility at TU Delft.

→ Appendix J: Evaluation Session – Personas

Noor Janssen – The Accessibility Advocate

„If you can't change the hardware, change the software — invest in hospitality, relationships, and the community.“

About:

Noor is the Equity, Diversity & Inclusion (ED&I) Officer and a person with lived experience. She uses her position and lived experience to initiate practical, low-cost improvements while pushing for cultural change. For her, accessibility is both physical and cultural, closely linked to hospitality, awareness, and shared responsibility.

Story:

Frustrated by the “all or nothing” approach to accessibility, Noor launched a building inspection focused on “low-hanging fruit” — inexpensive, easy-to-implement changes like adjusting door closers, adding priority seat stickers, and improving small entry thresholds. She believes small wins help shift mindsets and build momentum. Her work extends to awareness initiatives, such as piloting the Hidden Disabilities Sunflower lanyard to foster self-efficacy and open dialogue. She values community participation but recognises systemic limits — small fixes often require CREFM approval.

Motivations:

- Make accessibility improvements practical, visible, and achievable.
- Shift culture toward hospitality and inclusion.
- Empower people with disabilities to voice their needs and act as allies.

Experiences:

- Led faculty-level building inspection tours with staff and students, identifying quick wins.
- Initiated the Hidden Disabilities Sunflower pilot for service desk and hospitality staff
- Collaborated with Horizon and StudAble to involve broader stakeholder groups.

Core Needs:

- Transparent processes for addressing small-scale accessibility issues.
- Greater visibility for what has been improved and what is planned.
- Balance between top-down responsibility and bottom-up awareness.

Pain Points:

- Overly bureaucratic processes for even small improvements.
- Accessibility responsibility and processes are unclear to many.
- Cultural tendency to aim for perfection, which delays feasible changes.

Iris van Dijk – The Central Connector

„Accessibility should be on everyone's mind — in the end, it benefits us all.“

About:

Iris is a Central Student Counsellor at TU Delft and a coordinator for Horizon, the university's central information point for students with support needs. She has been in her role for 1.5 years and works at the intersection of student support, awareness-raising, and organisational coordination.

Story:

Horizon manages inquiries from students, parents, and staff about studying with disabilities. It offers central services such as extra exam time registration, the buddy programme, read-aloud software, and social support groups. Iris's team also organises events such as Accessibility Week to raise awareness and foster inclusion. While Horizon supports staff in accommodating students, most facilities are implemented at the faculty level by academic counsellors. TU Delft's decentralised structure means students sometimes get referred multiple times before finding the right help, a challenge Iris is working to reduce through better communication and clearer processes.

Motivations:

- Make it easier for students with support needs to access information and services.
- Improve communication and cooperation between Horizon, faculties, and other central services.
- Expand the range of centrally offered accommodations for greater consistency across faculties.

Experiences:

- Coordinated Accessibility Week and collaborated with StudAble on event programming.
- Helped manage the transition of StudAble Delft to an independent association while maintaining strong cooperation.
- Participated in building inspections

Core Needs:

- Clearer visibility and understanding of Horizon's role among students and staff.
- University-wide overview of accessibility expertise and resources.
- A shared database of complex support cases and lessons learned to improve consistency.

Pain Points:

- Decentralisation leads to inconsistent support and unclear responsibilities.
- Limited communication capacity to reach all students, especially those who develop support needs later.
- Some events and spaces used for accessibility initiatives are themselves not fully accessible.

Daan Meijer – The Practical Prioritiser

„I have my own 1,100 square meters of office space — if something's not accessible, it's my problem to fix.“

About:

Daan manages a significant area of office space within his faculty. He works with colleagues, faculty management, and Campus Real Estate (CRE) to process facility-related requests. When an issue falls under his direct control, he aims to address it quickly, but broader changes must go through established prioritisation and approval processes.

Story:

Daan applies structured prioritisation processes. He supports keeping the current layered decision-making system, but believes information channels need improvement so issues are routed efficiently. Outdated documentation sometimes leads to confusion about responsibilities, slowing down action. For him, accessibility is part of the broader facilities portfolio, considered alongside other needs.

Motivations:

- Keep decision-making transparent and fair.
- Resolve issues within his responsibility quickly.
- Maintain an organised, efficient process for handling request

Experiences:

- Oversees 1,100 m2 of office space.
- Applies structured prioritisation to competing requests.
- Works with multiple layers of management to escalate issues.

Core Needs:

- A structured and transparent way to prioritise requests.
- Reliable communication channels between all decision-making levels.
- Up-to-date documentation of responsibilities and processes.
- Ability to act quickly on issues within his own domain.

Pain Points:

- Outdated or unclear process documents.
- Requests getting delayed in approval chains.
- Competing priorities making it hard to advance accessibility unless it's urgent or directly in scope.

Femke de Vries – The Process Coordinator

„I'm like a translation machine between Campus Real Estate and the faculty.“

About:

Femke is the Location Manager for her faculty, bridging the gap between building users and Campus Real Estate & Facility Management. She coordinates requests for building changes, repairs, and improvements, managing the annual request cycle and gathering input from staff and students. While she supports accessibility improvements, she must also consider budget limitations and the faculty's broader business priorities when making decisions.

Story:

Femke has formalised the request process by introducing an annual plan and the Moscow prioritisation method. She collects requests from across the faculty, compiles them into a list, and facilitates discussions to decide what is necessary versus nice-to-have. She also applies a safety assessment she created herself, ranking issues as high, medium, or low risk. Accessibility projects are considered alongside other business needs, and she must often balance them against competing demands for limited resources. Requests move forward only when their scope is clear, stakeholders have been consulted, and the budget impact is feasible.

Motivations:

- Ensure the request process is clear, fair, and inclusive of all stakeholders.
- Make decisions that align with faculty priorities, budget, and operational feasibility.
- Support accessibility improvements by connecting them to concrete proposals and funding opportunities.

Experiences:

- Manages the faculty's facility requests and liaises with CREFM.
- Applies structured prioritisation methods in collaborative meetings.
- Coordinates stakeholder consultation for complex changes (e.g., lactation rooms, all-gender toilets).

Core Needs:

- Clear and shared criteria for evaluating requests.
- Accurate scope definition before proposals move forward.
- Strong stakeholder engagement to inform decisions.
- Budget clarity and transparency to set realistic expectations.

Pain Points:

- Delays due to unclear or incomplete requests.
- Accessibility improvements often competing with other business priorities for limited funds.
- Difficulty implementing changes without an internal accessibility advocate.
- Budget constraints requiring careful trade-offs between urgent needs and broader ambitions.

Bram Visser – The Safety & Accessibility Officer

„If you frame it as hospitality, it changes everything — it's about obligation, not charity.“

About:

Bram is the Safety Officer within Campus Real Estate & Facility Management. His remit covers safety, health, environment, and well-being for staff and students, including accessibility for people with disabilities. He sees accessibility as a core institutional responsibility, not a favour, and believes it should be embedded in the same way as other support functions, like finance.

Story:

Bram approaches accessibility through the lens of obligation and hospitality, arguing that users should not have to fight for basic access. He is critical of current processes, which can be slow, unclear, and overly complex, discouraging people from pursuing improvements. He recognises the challenge of balancing accessibility with competing priorities, such as budget constraints, monument regulations, or safety requirements, but sees this as a reason for clearer governance, not an excuse for inaction.

Motivations:

- Ensure accessibility is treated as a fundamental obligation.
- Create clear, fast, and low-barrier processes for making changes.
- Promote accessibility as a core value in the university.

Experiences:

- Advocated for accessibility to be on par with other institutional services.
- Worked with bridge roles like location managers to connect faculty needs to CRE processes.
- Highlighted inconsistencies in priorities, e.g., symbolic gestures implemented while essential access issues remain unsolved.

Core Needs:

- A transparent, well-communicated process for accessibility requests.
- Stronger integration of accessibility into core service provision.
- Decision-making that considers both obligations and practical constraints.

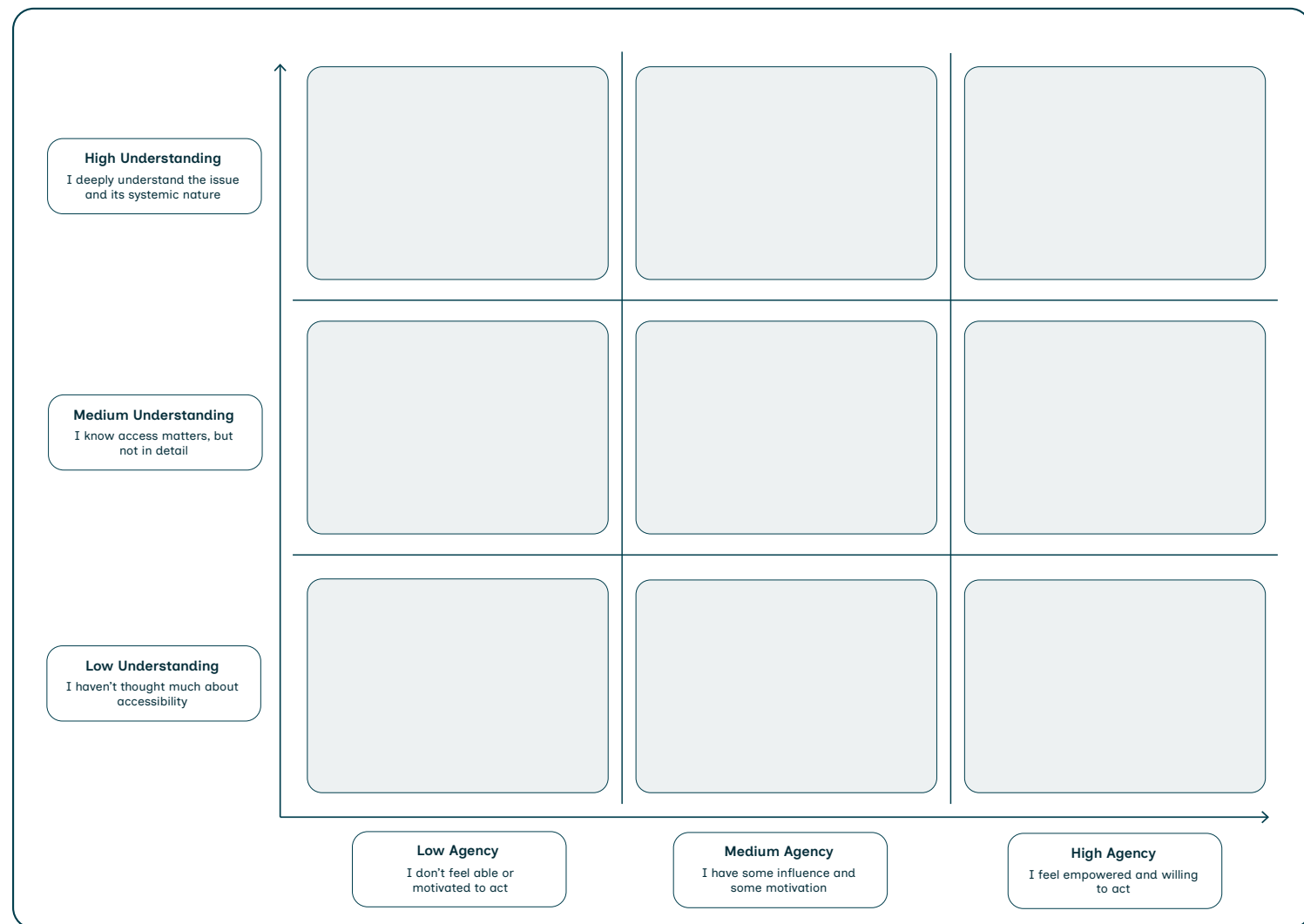
Pain Points:

- Processes that are unclear, slow, and overly bureaucratic.
- Dilemmas (eg. accessibility vs. budget) used to delay or block action.
- Accessibility deprioritised in favour of less essential but more visible changes.

→ Appendix K: Evaluation Session - The Reflection Matrix

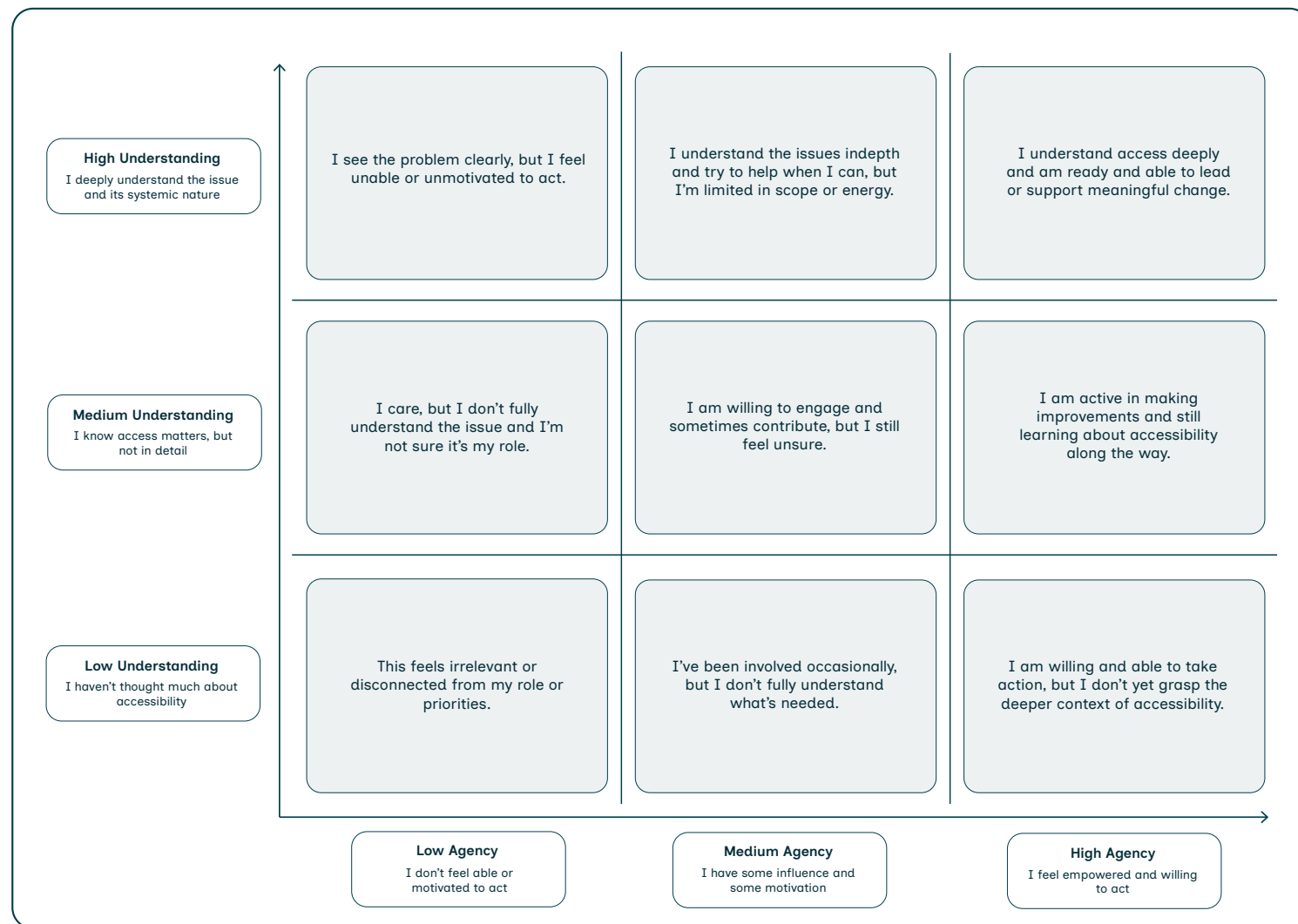
Agency: the ability, willingness, or mandate to act on accessibility, shaped by formal authority, informal influence, motivation, and barriers.

Understanding: the level of awareness and insight into accessibility, ranging from surface-level knowledge to deep systemic recognition.



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Understanding: the level of awareness and insight into accessibility, ranging from surface-level knowledge to deep systemic recognition.



→ Appendix L: Evaluation Session - Presentation

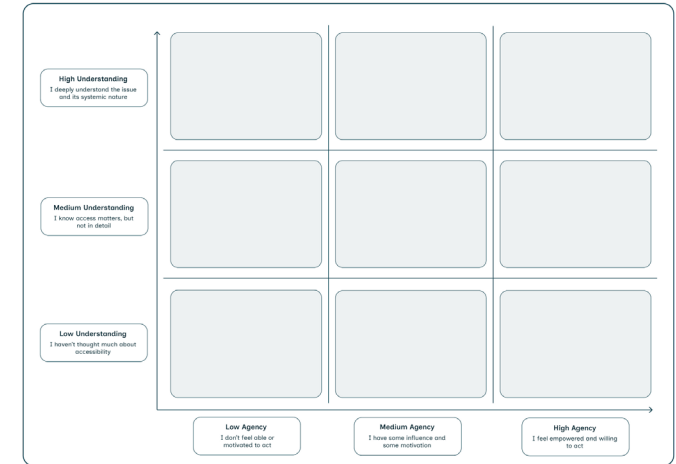


Designing Inclusive Pathways

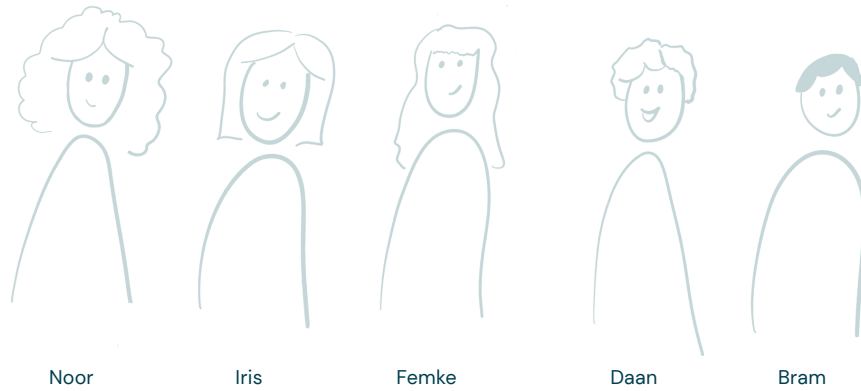
Revealing Barriers and Reimagining Accessibility at TU Delft

Matrix Mapping

Place your persona sticker on the matrix where you think they are now.

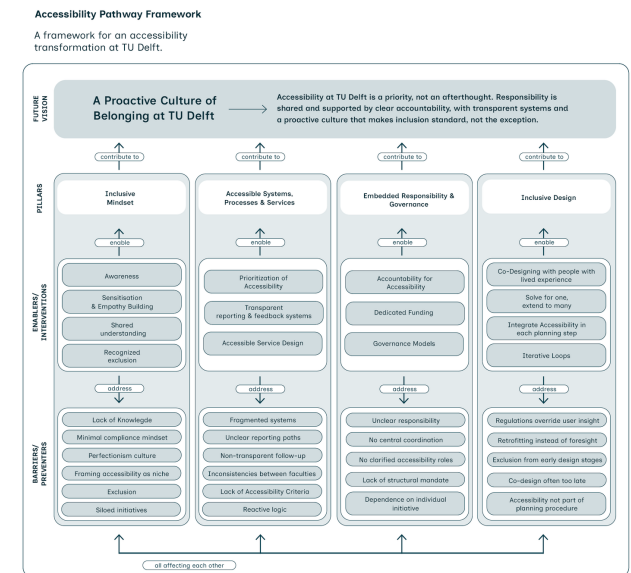


Personas



Framework

Read the printed framework in front of you.



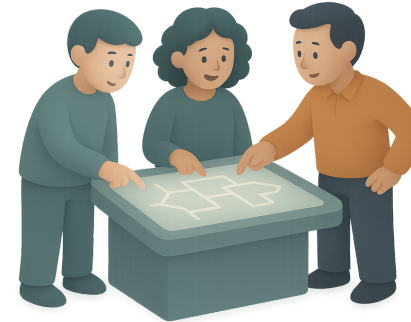
Status Quo



You're going about your usual work. Accessibility is sometimes discussed in your team, but there is no clear process for reporting or addressing accessibility issues. If something comes up, it's unclear who is responsible.

- "What would you do if you encountered an accessibility issue today?"
- "How confident are you that it would be handled well?"
- "What would motivate you to act right now?"

Attending the Accessibility Workshop



You are participating in a 2-hour Pathways of Access workshop. The session is built around the experiences of "Sam," a TU Delft student with a mobility impairment.

- "Do you think this workshop would have an impact on accessibility in your area? Why or why not?"
- "What, if anything, would you change about the format or content?"
- "Which part of the workshop felt most relevant to your role?"
- "Which part felt least relevant or realistic?"
- "Would you recommend this workshop to others in your role?"

Awareness Campaign Launch



The university launches a campus-wide accessibility awareness campaign. Posters appear in buildings, messages are shared on internal channels, and you see something relevant to your role for the first time.

- "Would this catch your attention? Why or why not?"
- "Would you be motivated to learn more or take action?"
- "Does this message feel relevant for your role?"
- "What would make it more engaging or credible?"
- "If you ignored it, why?"

Six Months Later

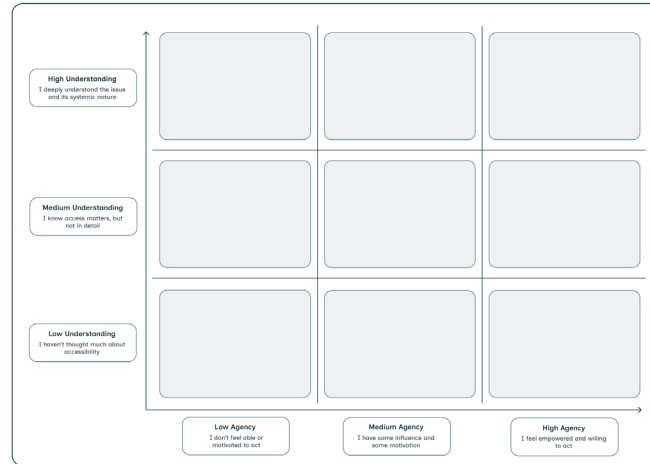


You encounter a real accessibility need — either you experience a barrier yourself or someone approaches you with a request. You now know about the new reporting process and try to use it. You receive a follow-up message afterwards confirming the request and giving a timeline.

- "How would you feel about using this process?"
- "Does it feel faster or clearer than before?"
- "Would you trust this process to deliver results?"
- "What would make this feel more responsive?"
- "Would you handle the situation differently than you would have at the start?"

Matrix Mapping

Place your persona sticker again on the matrix after the discussions



Out-of-Role Debrief

- What's the most useful or feasible part of the concept in real life?
- What are the biggest barriers?
- What's one improvement that comes to mind?