

Reimagining the Communication Framework for Inclusive Accessibility at TU Delft

Current Situation

From studies, several systemic shortcomings were identified in TU Delft:

1. A lack of a clear and accessible feedback system.
2. Ambiguity in responsibilities.
3. Communication breakdowns between different stakeholders.
4. Limited recognition of lived experience as valid input in decision-making process.
5. Lengthy and complex procedures.
6. Budget- and policy-driven mindset.

At the same time, the study revealed positive aspects of TU Delft as well:

1. Active efforts to raise awareness of accessibility through events and communication channels.
2. Informal connections initiated by support staff, which enable quick responses and demonstrate willingness to listen and take action.
3. An inclusive mindset that is already visible in the willingness of certain staff and departments.

Research Question

RQ1

What are the current challenges in how accessibility-related issues are communicated and responded to within TU Delft's institutional system?

RQ2

How do users, especially students and other primary stakeholders, experience accessibility barriers, and how do they express or report these challenges?

RQ3

How can a more inclusive, equitable and accessible interaction method be designed to strengthen the accessibility feedback process within the institution?

Inclusive Interaction Criteria

Layer Bridging – Strengthening horizontal and vertical ties within the institution.

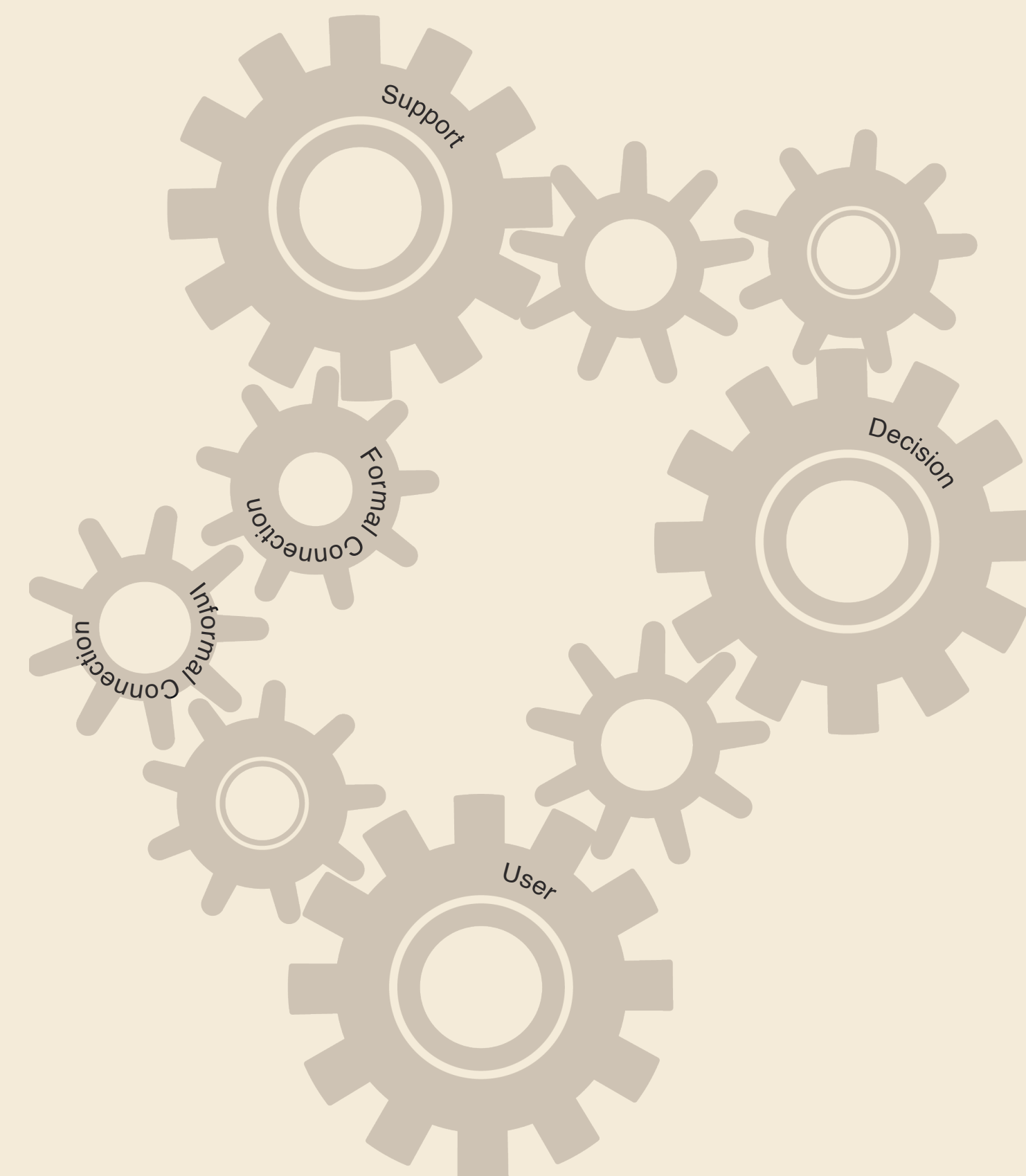
Respect for Lived Experience – Positioning emotional and narrative input as legitimate data.

Mutual Filtering – Allowing users and receivers to choose depth and format of interaction based on their competence.

Low-barrier Access – Reducing time, emotional cost, and bureaucratic friction.

Symbolic Resonance – Using metaphor, color, or ritual to enrich user engagement.

Design Outcome



Guideline for Application

1

Role Identification

In each interaction, an individual may function as a User, Support, or Decision role. These roles are determined by function within the specific context rather than by formal title or position. Before entering an interaction, it is important to reflect on which role one is acting.

2

Pathway Selection

Equally important is considering the intended outcome of the interaction. If the goal is to obtain quick feedback or an immediate response, an informal pathway may be most appropriate. If the aim is to connect across multiple layers and generate broader institutional impact, a formal pathway should be chosen. Take the desired outcome into account while selecting the pathway. A combination of formal and informal pathways would also work.

3

Activation of Willingness

The method is sustained by three guiding behaviours: the willingness to take feedback, the willingness to improve, and the willingness to take action. This willingness enables users to voice their needs more actively, support staff to provide effective assistance, and decision-makers to align with lived realities. The willingness is not tied to any single role, any actor within the system can demonstrate them. Its presence collectively fosters a more inclusive and equitable communication culture.

4

Closing the Communication Loop

For communication to be meaningful, the feedback cycle must be completed. Only when feedback flows in both directions can communication evolve into a genuine loop rather than a one-sided transaction.