

Application form TU Delft Diversity and Inclusion Grant

Round 1, deadline: 7 November 2022

1. Basic information

Please complete the following fields in this form

Project title	Delft Inclusive Design: A platform to grow awareness and provide resources for IDE faculty in order to promote an inclusive design perspective.
Requested grant (max 3.000 euro)	3.000 euro
Duration period	8 months
Start date	21st November 2021
Application on behalf of study or student association?	Yes, namely Click or tap here to enter text. No

2. Main applicant and team members

Main applicant and contact person Full name: Email: Telephone number: Faculty: Student number: Association (if applicable*):	Click or tap here to enter text. <hr/> IDE Faculty
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**Only add if your initiative will be executed on behalf of a student or study association*

Other team member(s)

Name + Student number	Email	Faculty
	<hr/> <hr/>	IDE faculty
	<hr/> <hr/> d	IDE faculty

Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

3. Level of the application

Check the box that applies to your application and add Faculty(s) if applicable. Faculty Diversity Officers (FDOs) can be found here: <https://www.tudelft.nl/en/about-tu-delft/strategy/diversity-inclusion/di-staff>

☒ Faculty-level:

Name faculty: ...Industrial Design Engineering faculty.....

☒ We declare that we have consulted the FDO, ...Elif Ozcan Vieira..... [please provide name]

☐ We have attached a statement of support from the FDO to this application

☐ Multi-faculty-level:

Names faculties:

☐ We declare that we have consulted the FDOs, [please provide names]

☐ We have attached a statement of support from the FDOs to this application

☐ University-level:

We suggest the following mentor for the initiative: [please provide name]

4. D&I goal(s)

Please select the D&I goal(s) proposed this project is targeting.

- ☒ Increased awareness and understanding of D&I at the university
- ☒ Inclusive educational activities
- ☐ Increased diversity and representation amongst students
- ☒ Inclusive study environment
- ☒ Community building

5. Problem statement, including description of target group(s)

Describe which problem or opportunity your proposal is targeting and for whom this will increase access, inclusion or more equal opportunities.

(Keep it short and concise, question 5 + 6 + 7 max 800 words)

There is a lack of resources at the IDE faculty to grow awareness of how to design with an inclusive perspective. Additionally, the small resources provided by the faculty, are scattered throughout websites and design labs, making it very hard for students to find staff or projects related to inclusivity. Various thesis projects have been carried out which suggest implementing awareness activities within the BSc Industrial Design courses, nevertheless, these were never implemented. Staff is as important as students when it comes to inclusivity, as students spend the majority of their days surrounded and in conversations with staff members. Students and staff need to be sensitized to talking about inclusivity and diversity, not only in the faculty but also in the design practice. Although there is already a staff collective created by the IDE faculty FDO, there is no opportunity yet for students to come together and discuss the topic of inclusivity itself, ways in which students experience marginalization within the faculty and design, and how as young designers we can adopt inclusive design perspectives. The faculty of IDE is not only formed by staff members but also students, and both parties should have equal opportunities to learn about inclusivity and how it appears in design, as well as overlapping discussions about the future of inclusivity within our faculty. Thus, the target group of this project would entail both IDE students and IDE staff.

6. Project plan

Describe your project idea and how this will be implemented

(Keep it short and concise, question 5 + 6 + 7 max 800 words)

As result of graduation thesis, the Delft Inclusive Design (DID) platform collects all inclusivity resources available at the IDE faculty and proposes more material to grow awareness for inclusivity and its attributes (not only accessibility, but also others such as race and ethnicity). The platform also includes projects and work done by students and staff regarding the inclusivity topic as well as a list of staff members that are interested in the topic of inclusivity and can be approached about the topic. Additionally, there is space for students and staff to develop more material on the topic of inclusivity awareness and guidelines to achieve inclusivity in one's work. For example, as result of thesis, an awareness activity for implicit biases in design has been designed and tested. An example of a guideline was also created which focuses on how to choose inclusive imagery for staff and IDE students to use in their projects and presentations. The DID platform has already been prototyped and can be accessed through the following link: <https://www.figma.com/proto/MxICFWy9TAmLnHmQU1kFBX/Delft-Inclusive-Design-Platform?page-id=646%3A6245&node-id=646%3A6246&viewport=493%2C374%2C0.03&scaling=min-zoom&starting-point-node-id=646%3A6246>

Additionally, apart from developing and maintaining this platform with the grant, we are creating a student collective to discuss inclusivity, experiences of exclusion, designer dilemmas, and opportunities for inclusivity in design. This will be carried out by workshops and gatherings, as well as guest speakers who can talk about their experience working with inclusivity material (for example, like alumniwho works for Microsoft and does workshops on how to use the Microsoft Inclusivity toolkit in design).

7. Outputs and outcomes

Provide a brief overview of the outputs and outcomes the initiative results in.

- *Outputs are concrete results or deliveries of your project*
- *Expected outcomes are changes in behaviour, relationships, actions and activities you are aiming at*
- *Impact is the dot on the horizon. The long term change you want to contribute too.*

(Keep it short and concise, question 5 + 6 + 7 max 800 words)

Outputs

- List of resources and projects offered by the faculty (actionable material)
- List of projects already done on topic of inclusivity (awareness material)
- Inclusivity student collective to discuss experiences of discrimination, inclusive design practices and discuss designer dilemmas in designing for inclusivity (community building, awareness and actionable material).
- Alignment between student collective and staff collective in order to make the faculty learning environment more inclusive (inclusive study environment)

Expected outcomes

- Awareness for inclusive design practices for students and staff
- Opportunities for students and staff to research and develop awareness activities about inclusivity and inclusive design guidelines
- A community for students to be heard, discuss designer dilemmas and find ways in which design can be more inclusive with the help of inclusivity 'experts'

Impact

- Future designers learn and integrate in their design processes an inclusive perspective, creating a future generation of designers that are inherently inclusive.
- Creates an atmosphere of acceptance and empowerment for marginalized groups within our faculty members (staff and students)
- Creates material that students and staff members can implement in their work which affects society as a whole
- Encourages critical thinking which creates a richer contribution to the design as the designer reflects on the richness of the characteristics of the people targeted.

8. Timeline

Provide a time table for the implementation of your project (from start to finish)

November – Alignment with project members and planning collective activities

- Reaching out to developers for Delft Inclusive Design Platform
- Reaching out to designers and DEI facilitators for workshops on inclusivity awareness and inclusivity in design
- Reaching out to staff offering research opportunities in inclusivity
- Including in the design of the platform projects carried out by TU Delft staff
- Alignment with Elif Ozcan Vieira (representative of D&I Staff collective)

December – Alignment with project members and planning collective activities

- Reaching out to developers for Delft Inclusive Design Platform
- Reaching out to designers and DEI facilitators for workshops on inclusivity awareness and inclusivity in design
- Reaching out to staff offering research opportunities in inclusivity
- Including in the design of the platform projects carried out by TU Delft staff
- Alignment with Elif Ozcan Vieira (representative of D&I Staff collective)

January – 1st event of the student inclusivity collective

- Delft Inclusive Design Platform being developed
- Alignment with project members and planning collective activities

February – 2nd event of the student inclusivity collective

- Alignment with project members and planning collective activities

March – 3rd event of the student inclusivity collective

- Alignment with project members and planning collective activities

April – 4th event of the student inclusivity collective

- Alignment with project members and planning collective activities
- Preparing how collective is going to be transferred to next student collective
- Alignment with Elif Ozcan Vieira (representative of D&I Staff collective)

May - 5th event of the student inclusivity collective

- Alignment with project members and planning collective activities
- Asking students for to take part of the next student collective

June – 6th event of the student inclusivity collective

- Alignment with project members and planning collective activities
- Asking students for to take part of the next student collective

July – 7th event of the student inclusivity collective

- Alignment with project members and planning collective activities
- Preparing handover to next student collective
- Alignment with Elif Ozcan Vieira (representative of D&I Staff collective)
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9. Risks assessment

Identify potential risks of your project and how these will be mitigated, you can think of risks in terms of quality, schedule or costs, but also of risks related to harming or excluding people or risking minority tax.

(max 200 words)

As this project is initiated by 3 members, there is a potential risk that one is not able to partake of the project (either no time or have other priorities, etc.). As this project is meant to be able to continue even if the 3 members are not part of the project anymore, it will be important that we

reach out to other students interested in continuing the project after we have initiated it. Another risk is the inclusiveness of the student collective we are creating, as inclusivity nowadays have become a topic that many are tired of hearing. Therefore, we believe that initially most of the students involved in the collective will have a strong interest in inclusivity causing risk of exclusion of points of views of students who are not as passionate about inclusivity. This can potentially be mitigated by encouraging students to bring friends to workshops about awareness and focusing workshops and gathering on a 'reason' perspective rather than a 'feeling' perspective. Lastly, we believe there is no one-way to inclusivity and, although we carry out our project and activities to the best of our knowledge, we will presumably make mistakes and will not be able to mitigate them. Nevertheless, we aim to be honest and open about our project and share our journey and findings, in order to improve ourselves and our project as well as help others in the same situations as us.

10. Team composition

Describe the team composition and added value of each member to the project

(max 200 words)

Every individual in this team has felt like an outsider at some point in their university time, yet each found their place. We want to give the chance for other students to also find their place within their diversity in the faculty. Each team member carries out a different Master track which allows the team to have a perspective from different types of design.is an international MSc student who is finishing her thesis on growing awareness for inclusivity and inclusive design perspectives in the faculty of IDE. She grew up surrounded by diversity and heard many stories and saw how friends were being discriminated against, therefore she wants to understand how to carry out design with an inclusive perspective. is a DFI MSc student who just started her thesis on inclusive design and how IDE students can apply it during projects. Already there are many similarities with thesis. wants to continue exploring how these similarities apply to physical and cognitive disabilities. is an SPD MSc student who has a personal motivation for D&I based on her own experience and sense of justice. Beside having tried to be aware of D&I in her design projects so far, she peers herself up to date on the topic and wants to contribute to improving D&I in the faculty. She is open to having difficult and critical conversations and think together to move forward to have an inclusive environment.

11. Budget

Please make a budget of the expected expenses for the project.

Item	Planned budget
Developer for the website	~40€/hr 9 days of work Total of 2880€
Maintenance of website	€100/year
	€
	€
Total (max 3000 euro):	€2980€

12. Summary of the proposal for communication purposes

(max 120 words)

We want to further develop the Delft Inclusive Design platform that resulted from thesis to promote awareness of inclusivity tools within the Industrial Design Engineering faculty. This platform not only creates awareness of the importance about designing with an inclusive perspective, but also provides tools and guidelines to carrying out design with an inclusive perspective. Additionally, we will create a community of students to talk about inclusivity in our faculty and in design. This entails talking about experiences of discrimination and marginalization that happens within our faculty and discuss these experiences with the D&I faculty officer and staff members to change these scenarios. It also entails workshops and guest speakers to learn about designing with an inclusive perspective and designer inclusivity dilemmas.

Project 22-006 IDE Ontwikkeling platform inclusive design

We are happy to inform you that the committee has decided to fund the “Ontwikkeling platform inclusive design”.

This is a great initiative. A clear explanation is provided about resources that are scattered and hard to find for students. Also it is explained that a discussion platform for students is missing. The idea of an online platform and offline discussions is exciting, as well as the link made between staff and students. We are convinced that the platform can be beneficial to both. Therefore, it is important that both staff and students perspectives and needs are taken into account. We believe with the involvement of the Faculty Diversity officer and the D&I staff collective, this will be feasible to realise.

The project plan is convincing and the fact that there is already a prototype is very helpful. In the long run, the student collective needs to stay active for offline discussions and also for keeping the online platform alive. The risk of difficulties in continuation has been addressed by the applicants, but needs more attention during the next steps.

Suggestions:

The committee encourages the team to think beyond IDE. Also other faculties teach design and this platform will also be very relevant for their students and staff. The committee advises to consult and involve stakeholders from other faculties for wider impact.

Sustainability: there are yearly financial costs and there is commitment/ownership needed to keep the platform alive and up to date (online platform as well as the collective) in the long run. Please think about a structure to become sustainable and also develop a process for monitoring, evaluation and learning (if you have not done so yet).