

The initial plan of the project was to create a student collective to discuss the topic of inclusivity as well as design and develop a website with a list of resources for students from the Industrial Design Engineering faculty. In this progress report, we will portray our outcomes and findings of this project.

The website

As there was already a design created for the website (as result of Miriam's thesis) it was simple to develop. We decided to self-develop the website, as we were not able to find a developer that could create the website given our budget and our wishes (one of our wishes was the possibility to edit ourselves the content when there was new content available). For this reason, Miriam took on the challenge to develop the website with the help of the platform Webflow. The development was successful and can be found under the following link: <https://delftinclusivedesign.webflow.io/>.

At this point, we reached one of the biggest challenges within this project: attracting users to enter the website. The website was developed at the same time as the student collective was starting with their second workshop. We shared the website through the student collective communications (WhatsApp and email). Nevertheless, we never heard of any engagement with the platform from the students in the collective. There were messages also written in the communications asking for feedback and opinions regarding the website, but there were no responses within the group. Therefore, we cannot conclude whether it was being used nor if it had an impact.

The student collective

We started this project by meeting with the 3 of us: Dana, Darcy and Miriam. In these meetings we would discuss interesting dilemmas we were coming across as designers in the student and working life. Nevertheless, we soon concluded that there was so much to talk about and so much that we couldn't uncover ourselves. For this reason, we needed to start from the basics of what is inclusivity. As that time, Miriam was invited to several meetings happening in the Architecture building about intersectionality. These workshops were given by Rebecca Baugh, a diversity, equity and inclusion facilitator. As Rebecca and Miriam knew each other, Miriam took the opportunity to ask for advice regarding this project and where to start with these talks. There was a possibility to invite the company AFRA (which consists of Rebecca and her colleague Angela) to provide the first workshop/gathering to discuss what inclusivity means. We found this an ideal opportunity as facilitators know the content and are trained to give workshops on the topic.

When discussing the workshop setup with Angela and Rebecca, we had several realizations:

- this student collective needed to be personal and everyone had to feel safe and welcomed
- the topic of inclusivity cannot be discussed without talking about diversity and equity (as they are all intertwined)
- DEI is a very personal topic as their definitions are based on the individuals perspectives
- DEI is about thinking and reflecting, and not just doing (or applying rules/frameworks)

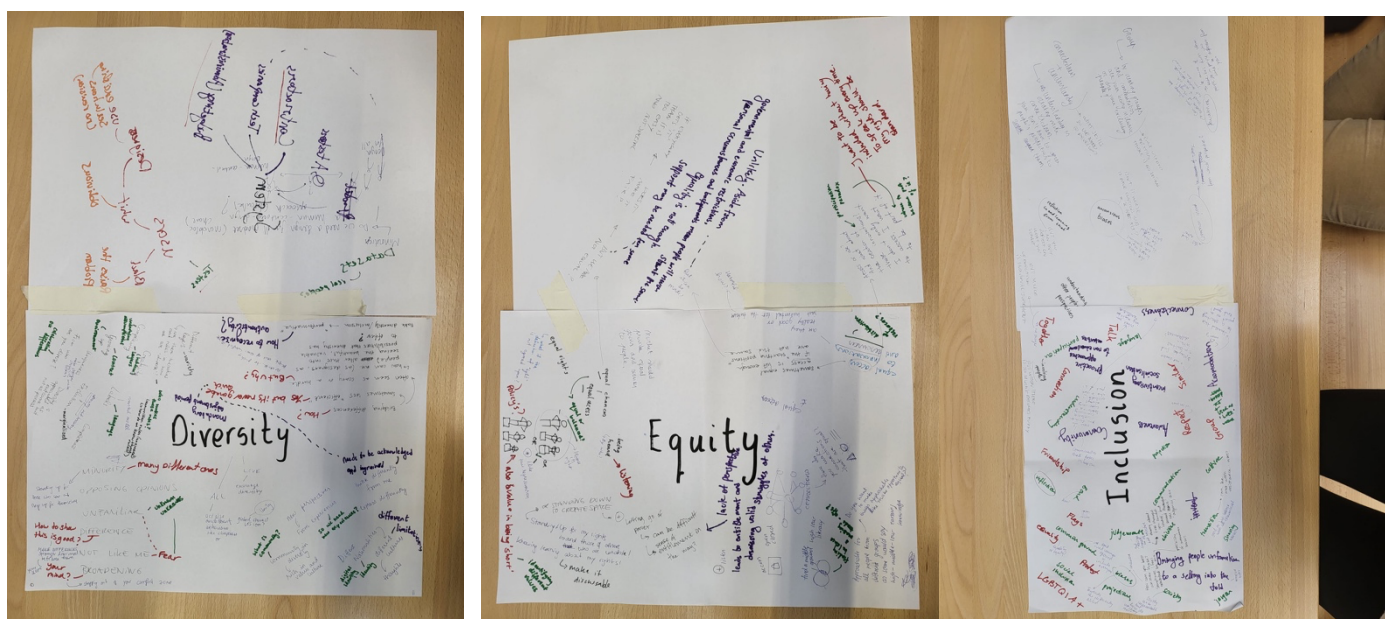
Based on these realizations, we decided to proceed with taking the approach of exploring what inclusivity meant for the group of students and reflecting on these. For this reason, we

setup three workshops, only knowing the topic of each workshop from the outcomes of the previous workshop. This way we could make the most amount of impact and go deeper into topics that both the students and the DEI facilitators felt were the most important to uncover:

1. How can we design products that are inclusive? (See images 1, 2, and 3)
2. What does it mean to hear other's perspectives and build empathy? (See images 4 and 5)
3. How to identify the different relationship dynamics within a project's system? (See image 6)

These 3 workshops taught us many things, the following being the most important:

- When talking and discovering DEI, you are bound to get uncomfortable and that is a potential moment where minds are broaden. At the end of the last workshop, we had still so many things to unwrap as there was still material for the group of students to continue exploring.
- These workshops need to take place outside of the student working hours. We found that there were less students available for hours after 5.30pm even if they were motivated about the topic. We assume that it happened because these students also need a balance between work and life. In the first workshop there were 7 students and 1 teacher. In the second workshop there were 4 students and in the third workshop there was only 1 student. This is related to the next point.
- Everyone needs time to process. These workshops cannot happen everyday, as everyone requires time to process and think about their learnings. We noticed that some students needed time to process information and didn't appear to the following workshop.
- One workshop is not enough. To actually make a change in our behavior, we need to continuously dive deeper into our thoughts and opinions. With these three workshops we observed that workshop 2 was essential to have breakthroughs into behavior/perspective change on the topic of DEI.
- It is essential for these workshops to be guided by facilitators who know how to guide the participants through the different topics and self-discovery within the topics of DEI. They are the experts in this, not us. For this reason we further recommend AFRA organization to setup more workshops on the topics of DEI. These could be with students and/or teachers.



Images 1, 2, 3: This was the outcome of workshop 1. All participants took time to discuss their points on their different meanings of Diversity, Equity and Inclusion. These points were later processed by AFRA and that's how the topics of workshop 2 were formed.

Image 4 and 5. In these images you can see the discussion and some of the material prepared by AFRA to encourage discussion among the students. This workshop was essential as students had already been introduced into Diversity, Equity and Inclusion, and this content helped dive deeper into their perspectives and opinions on these matters during the workshop. From our perspective this workshop was essential for the students to analyze themselves and their actions from a DEI perspective. We could also see the struggle that some people had with these analysis and internal questioning.

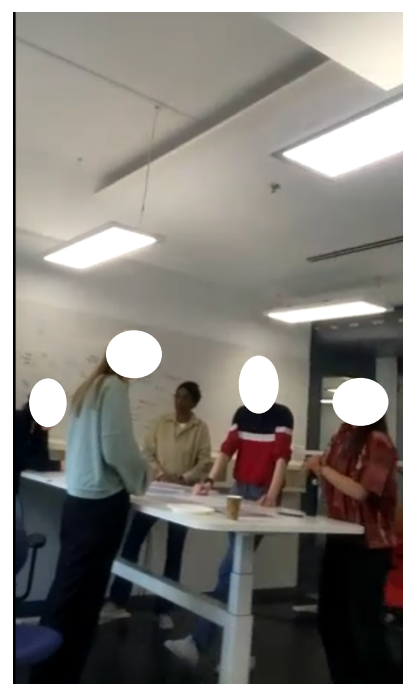
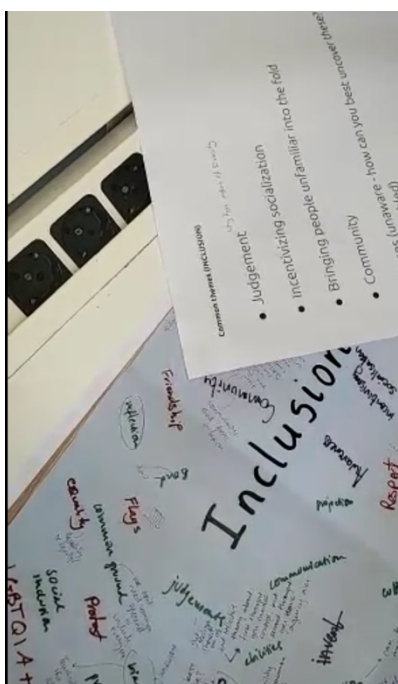




Image 6. The third workshop. In the last workshop only one student joined. There could be various reasons from this: some students needed more time to process the findings of the second workshop; students didn't perceive the workshops useful; students did not have time to join; etc. All of these reasons, and possibly more, could all be valid. When trying to further approach these students about their absence, only one replied saying they had no time that day to join the workshop.

Conclusion

The successful development and production of the website gave us the hopes of its purpose to create awareness of inclusive practices and opportunities of graduation projects for students to be fulfilled. Nevertheless, since we were not able to measure its use and impact, we now look back and find that there could have been multiple ways of us measuring such impact. There are certain data analytics that could have been added to the platform such as Google Analytics that could inform us more of the amount of users that enter the website. Through the use of Heat Maps, and screen recordings we could have gained more information about the parts of the screen that users look at and spend most time on. Measuring the amount of clicks on the website's pages would also enable us to understand what users are most interest in and could help us optimize the platform to make information more accessible to the users.

The journey of the student collective turned out to be more of a challenge than we expected. The preparation from both AFRA but also our side, proved to be much more work than we realized. In the end, we believe it was time well spent as we managed to plan the seed of thought regarding DEI topics on a total of 7 students and 1 teacher. Two of these students ended up doing theses on the topics of inclusivity. Yet, we struggled to catch other

student's interest and persistence to join all workshops. It was also hard to gain any feedback from these students as not many filled questionnaires provided by AFRA. We also attempted to get in touch with the Industrial Design Engineering student association to promote or continue with this group of students, but there was no reply from them. We suggest that any future of any DEI student initiatives contain a student assistant from the DEI office or the Industrial Design faculty to encourage a student collective around inclusion (specially with the wars taking place in our world today and the students that can feel affected because of them). Additionally, a better option would be to integrate the topics of Diversity, Equity and Inclusion within both Bachelor and Master programs as the faculty of Industrial Design Engineering is the birthplace of the future designers. As a faculty, we have a great responsibility as we are the first point of contact these students have with the design world and we provide them the tools and resources which they will use in their design practice in the present and future.

Some of the suggestions in this conclusion could have been implemented into the project, but there were several limitations that we found throughout the process. One of our risks became one of the reasons we lost interest in this project, which is the fact that all three of us graduated from the faculty and were busy discovering and creating the next phase of our lives. We all had less contact with each other, less time available and we were not at the faculty anymore which was our point of contact with our target group (the student collective).

All in all, we did find that our project had an impact, as Albaraa Khalil got in touch with us to help him with a university wide initiative with the same goal as our inclusivity platform: gathering in one place the initiatives and resources for students regarding different topics, one being inclusivity, diversity and inclusion. Therefore, not only did we help plants the seeds of reflection on DEI topics on 8 students and 1 teacher, we also helped Albaraa with his proposal which concluded in its approval.

We would like to thank the DEI office for providing us this grant and allowing us to carry out this project.