

Trans at the TU

Improving transgender acceptance at
Delft University of Technology

Preface

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Delft University of
Technology



Coaches

Dr. ir. Boeijen, A.G.C. van
(Annemiek) - Chair

Dr. ir. van den Hende, E.A.
(Ellis) - Mentor

Client

Diversity and Inclusion
office, Delft University of
Technology.

Prof. dr. Keyson, D.
(Chief Diversity Officer)

As a person who's likes to experiment with his gender expression, I'm no stranger to uncomfortable encounters. These experiences were a trigger for the graduation project that lies before you. Telling people about your gender or sexuality leads to many assumptions or even judgement. I've been very lucky to face these reactions in a loving environment. However, as I stand on the brink of starting my career, I've started to think about the role of gender expression on the work floor. In this graduation project, I decided to dive into this. Not on a personal level, but on that for transgender and non-binary, as they face much harder challenges than the ones I face as a white cisgender man.

This report is written for the D&I office as a recommendation for further development. The opinions and insights expressed in this report do not necessarily reflect the views of the D&I Office or Delft University of Technology at large.

This report is a part of my graduation project of the Master of Strategic Product Design (SPD) at Delft University of Technology. It is a collaboration with the department of Human-Centred Design (HCD) and the department of Design, Organisation and Strategy (DOS). Therefore, this project touches on both disciplines.

This thesis deals with sensitive topics and language. I've tried my best to be careful in my wording, but I am a human and I can make mistakes. Language is also fluent and statements or phrases that are acceptable at the time of writing (2023) might be frowned upon by the time this document reaches you. Please keep this in mind as you are reading this report.

Summary

This thesis presents a VR Transgender Inclusion Experience that informs, immerses, and improves the cisgender user to become more inclusive towards transgender peers. By showing them uncomfortable scenarios from the perspective of transgender and non-binary people they become more aware of how their behaviour, and that of their peers, may come across. With hands-on tips, the cisgender user is motivated to go beyond their phase of acceptance into the role of being an active ally. In doing so, these allies not only improve their own behaviour but become spokespersons for the trans community within Delft University of Technology, affecting others in the process.

The report highlights the polarizing effect that linking gender identity to gender expression can have on cisgender and heterosexual individuals due to fear of the unfamiliar. This phenomenon is also observed at Delft University of Technology, where trans and non-binary employees feel less comfortable and less connected to the university community compared to their colleagues. A recent survey by the D&I office identified these issues, but the root causes and solutions remain unclear, with investigations into student experiences ongoing.

The project's objective is to create a more inclusive and supportive environment for transgender people at Delft University of Technology. The emphasis is on fostering comfortable conversations between cis and transgender people and providing appropriate language for discussing this sensitive topic. By achieving a more informed perspective, healthier interactions between cisgender-heterosexual and trans/non-binary individuals can be promoted, creating a secure environment where everyone can express themselves without causing offence.

This research signifies a deliberate choice to concentrate on the cultural aspects of queer inclusion rather than the systemic aspects. This is because the TU is actively working on enhancing policies but is lacking initiatives to change the institute's culture. People at the TU often express a desire for inclusivity due to their cognitive empathy, understanding the challenges faced by minorities. However, this sentiment doesn't always translate into action. To bridge this gap, it's important to trigger emotional empathy by enabling individuals to feel from the perspective of a minority.

The heart of the VR experience is being immersed in scenarios that transgender people run into. Even though the user experiences the scenarios through the point of view of a transgender person, it does not try to replicate how it is to be trans. Such an experience cannot be replicated in a matter of minutes. The goal is to activate allies to stand up for transgender people when they cannot do that themselves.

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Introduction

In the past decade, the queer rights discussion has transcended the private spheres and entered a new domain, acceptance in schools and on the work floor. The Dutch government acknowledges that there is much to gain in this respect. Since 2021, all middle and high schools in the Netherlands have been required to create a safe and accepting environment for LGBTQIA+ youth (VWS, 2022). Research by Kuyper (2018) shows that 1 in 7 people would rather not be around people of whom they cannot determine whether they are a man or woman. American research shows transgender and non-binary youth suffer more from mental illness than cisgender-hetero (cis het) teens (Price-Feeney et al., 2020). One of the reasons is they fall subject to discrimination. They are not allowed to be the person they are because of social standards defined by the dominant culture they live in. This is a result of misunderstanding as people find it hard to relate to these 'labels' of trans and non-binary.

I found the role of languages is very important in showing acceptance. People are starting to share their pronouns both in real life, as in social media profiles and below emails. Apart from the well-known he/him and she/her, there is now also a more inclusive term for non-binary people; they/them. By labelling people correctly (the way they want), people can show tolerance. In this report, I look further into the impact of language on queer acceptance.

Since national legislation called for more inclusive higher education (Ministerie van Onderwijs, Cultuur en Wetenschap, 2020), the acceptance of trans and non-binary people has also been a topic of discussion at the Delft University of Technology (TU). The TU has a Diversity and Inclusion office (D&I) devoted to creating a better work climate for everyone. This also includes queer people, both students and faculty members. In this project, the focus will be on the teaching staff. They are central figures as there is a co-depended relationship with both students and non-teaching staff.

D&I is the client for this project. I worked with the chief diversity officer Prof. Dr. David Keyson, in the role of client mentor of the project. His knowledge of how the university operates helped create a feasible and effective end result. The design should have long-lasting benefits for trans and non-binary staff and students of the TU Delft.

Besides the D&I office and the TU Delft as a whole, more stakeholders are identified. True U is TU Delft's queer network for employees at TU Delft. Delft also has a general association to increase queer rights, called DWH (Delfste Werkgroep Homobelangen). They also have a sub-department just for students and young people, called Outside. These associations both can be valuable sources of insights into the needs of queer people in general and students in particular at the TU Delft.

Goal

From a personal standpoint, I wanted to create change and increase queer rights worldwide. However, it is wiser to start closer to home. Therefore, I've reached out to the Diversity and Inclusion office of the Delft University of Technology. They showed great willingness to work together on this project.

The initial goal was to develop an emphatic design and implementation strategy for the TU Delft D&I office that creates a comfortable work environment for trans/non-binary students and employees in the interaction with teaching staff (Appendix A).

When trans and non-binary people commit to being themselves by linking their gender identity to their gender expression, this can have a polarising effect on cis/het people as they experience fear of the unfamiliar (Ozamiz-Etxebarria et al., 2020).

At the Delft University of Technology, this same problem occurs. Trans and non-binary employees feel less comfortable being their authentic selves than other employees at the university. Moreover, they experience a less strong feeling of belonging to the TU Delft community than their colleagues. A recent survey by the D&I office picked up on this. However, the quantitative survey does not provide insights into the root of the problem. Nor does it offer any solution to improve the work atmosphere. An investigation into the students' experiences is still pending.

The aim of this project is that the outcome will be used by the D&I office to enable teaching staff to become aware of stereotypical thinking and potentially harmful behaviour. This process should be made as comfortable as possible as it is a sensitive topic people are scared to tackle. People should be aided in using the proper languages to have a safe and fruitful conversation. A more informed view would lead to a healthier interaction between cis-hetero and trans/non-binary people. At the same time, it creates a safe workspace for both parties; where everyone can express themselves in a way that will not offend their peers. The goal is to reach people from all over campus, not just the IDE faculty. By doing this, the design will fit a broader target group.

As a result of my research, I reframed my initial design goal to better fit my insights. The role of the teachers is taken out and the focus is on the behaviour of peers of transgender people.

In my redesign, I want to use empathy to create a level of understanding that will encourage students and staff members to stimulate accepting behaviour around non-binary people.

Approach

I worked in several phases (figure 1). The phases, although similar, are not the same as the parts presented in this report.

First, I made myself familiar with the topic through desk research (Part A & B). After this, I conducted interviews with trans people through context mapping (sensitizing, interviews, and data analysis) (TU Delft, 2017)(Part D).

Initially, I also wanted to interview cishet teachers as I expected there to be an interesting dynamic between teachers and students. However, during the student interviews I found that most teacher uphold a very professional attitude and little harm is done. This does not mean there is no room for improving, but the relationship will no longer be central in my research. Instead, peer relationships seem to be more important. This both happens on a student-student level as found in this part, as on an employee-employee level as further discussed in Part D.

Simultaneously, I talked to several employees to learn about the culture at the TUD (Part C). To make sure the design will be implemented, it was important to get a grip on how the university operates. What is the exact role of D&I and what channels do they use to accomplish change within the TU?

After, I coded the queer interviews and used personas and a cultura to show my insights (Part D). Using this, I reframed the problem to find why queer people are feeling a weaker notion of belonging to the TU community than cishet people (Part E).

After, I ideated, both on my own and during a creative facilitation session I hosted (Part E). I took the most promising idea and turned it into a concept (Part F). Together with the NewMediaCenter and XR lab at the TUD a prototype was created that was then testes with both trans and cisgender people (Part G).

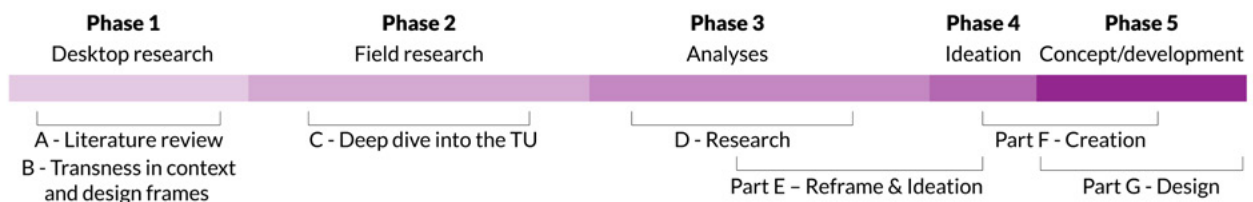


Figure 1: An overview of the different phases and parts of the design project

Part A

LITERATURE REVIEW



A1. Introduction into queer language

There are various opinions on the meaning of queer lingo. In this chapter, I provide a background into the phrases will be used in the rest in the report. Besides using various online sources, I also collaborated with Jill van Remundt (2023) as her graduation on gender stereotypes touched on similar topics.

Language sidenote

Language can be used as an aid to express oneself. Familiar terms such as 'gay' or 'trans(gender)' can help a person explain parts of their identity to other people. It's important to keep in mind people are choosing their own labels and pronouns.

“One is not born, but rather becomes, a woman.” -

Simone de Beauvoir (1949)

A1.1 Queer

According to the Merriam-Webster dictionary (n.d.), “queer” originally meant strange, odd and eccentric. Around the 1970s, this phrase got used as a slur for homosexual people as their behaviour was non-confirmative to the standard straight culture (Whittington, 2012). In the early 1990s queer made its entrance in academic papers through the field of queer studies. At this time the term was also reappropriated by the gay community.

Instead of queer, the abbreviation LGBT+, or LGBTQIA, is used. The first three letters link to sexuality; Lesbian, Gay, and Bisexual. The last letter, T, represents Transgender people.

Later the Q for Queer was added to be more inclusive, representing every outsider. The Q has also been used to describe the Questioning, as discovering your gender and sexuality is a journey (Defining LGBTQIA+, n.d.). The I stands for Intersex, which means someone is born with both male and female characteristics (e.g.. internal/external reproductive organs, chromosomes). Intersex is different from transgender since the parents and doctors choose the sex at birth (male/female). The A stands for Asexual, which includes people who do not feel sexual attraction to other people.

A1.2 Sex vs. Gender

Sex and Gender are often used interchangeably, but they refer to two distinct concepts. “Sex” refers to the biological characteristics that define males and females, based on their reproductive systems and chromosomes. “Gender”, on the other hand, refers to the social and cultural roles and expectations associated with being male or female. This idea of gender was coined by Simone de Beauvoir, in her book *The Second Sex* (1949). She critiques the idea that women are defined solely by their reproductive capacities and argues that women have been systematically oppressed throughout history, based on their sex. Beauvoir also argues that gender is not an innate or natural quality, but rather a social construct that is imposed on individuals by society.

The distinction between sex and gender was first brought to the scientific field by feminist scholars in the 1970s (Oakley, 1972; Fausto-Sterling, 1993). Since then, the distinction has been widely recognized and studied in various academic disciplines, including sociology, psychology, anthropology, and gender studies.

One of the most influential frameworks for understanding the difference between sex and gender is Judith Butler's theory of gender performativity (Butler, 1990). Butler argues that gender is not an innate or natural quality, but rather a social construct that is performed and reproduced through repeated acts and gestures. According to Butler, gender is not something that we are, but something that we do. Other scholars have also explored the social and cultural dimensions of gender, including how gender roles and expectations vary across cultures and over time (Connell, 1987; West & Zimmerman, 1987). These scholars argue that gender is not a fixed or universal category, but rather a fluid and context-dependent one.

“gender is not something that we are, but something that we do.”

A1.3 Cis- and Transgender

Cisgender (often abbreviated to cis) is a term used to describe individuals whose gender identity matches the sex they were assigned at birth. The term “cis” is derived from the Latin prefix meaning “on the same side as.” The text above gives us insights into the difference between sex and gender for a cisgender person but does not offer an explanation, or even counters the idea of being transgender. “Transgender” is used to describe people who feel a disconnect between their gender identity and sex.

So, how come people are transgender? Serano (2016) explains this through an Intrinsic Inclination Model. She states there are subconscious feelings toward behaviour around gender expression (masculine/feminine/combo/neither), sexual orientation (gay/lesbian, bisexual, etc.) and subconscious sex (identify as man or woman or neither or in between). Some actions feel good, and others don't. As actions or behaviour are linked to gender (football is for boys, long hair is for girls) these portray a gender expression to the outside.

A1.4 Genderbread person

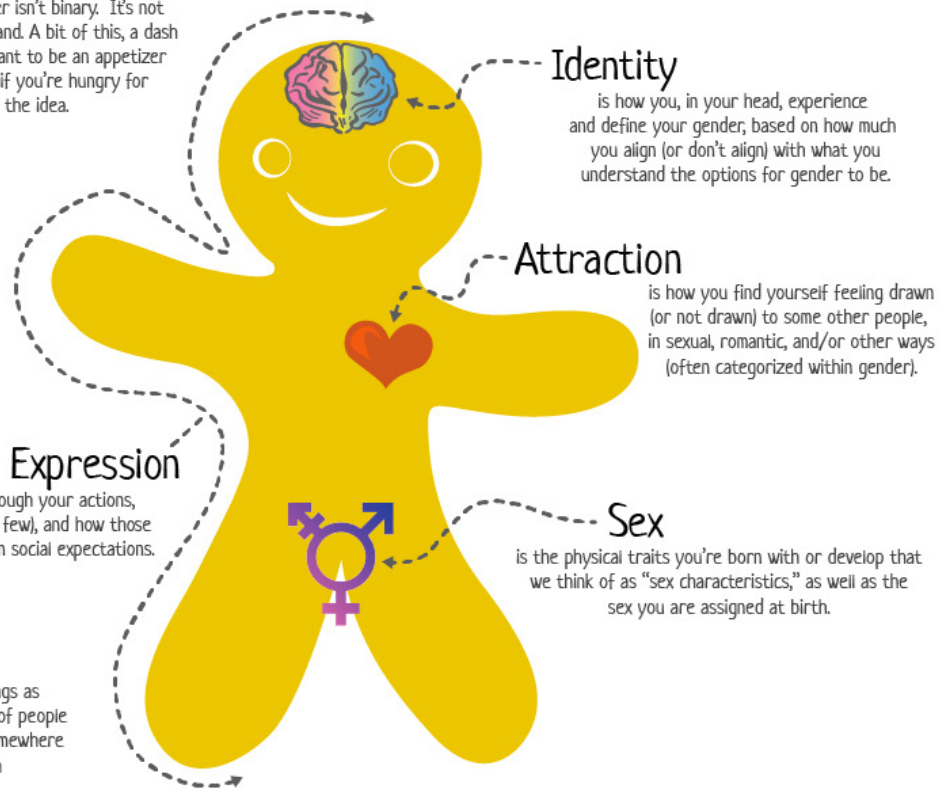
In 2012, Sam Killerman created an educational tool to help people understand themselves better: the genderbread person (figure 2). Even though it is not a scientific framework it has been widely adopted by NGO's such as COC, Rutgers and more close to home, Delfste Werkgroep Homoseksualiteit (DWH). Your gender and sexual identity consist of 4 aspects: Sexual orientation, gender identities, gender expressions and sex characteristics (SOGIESC) (Rutgers, 2018).

When using the genderbread model, do not 'diagnose' people with what you think, but rather ask them how they want to be referred to. The model is meant for people to make sense of their own feelings. (Killermann, 2015).

The Genderbread Person

by its pronounced **METROsexual**.com

Gender is one of those things everyone thinks they understand, but most people don't. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more after reading it. In fact, that's the idea.



We can think about all these things as existing on continuums, where a lot of people might see themselves as existing somewhere between 0 and 100 on each

⊘ means a lack of what's on the right side



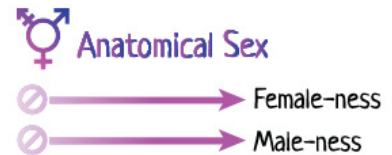
personality traits, jobs, hobbies, likes, dislikes, roles, expectations

common GENDER IDENTITY things



style, grooming, clothing, mannerisms, affect, appearance, hair, make-up

common GENDER EXPRESSION things

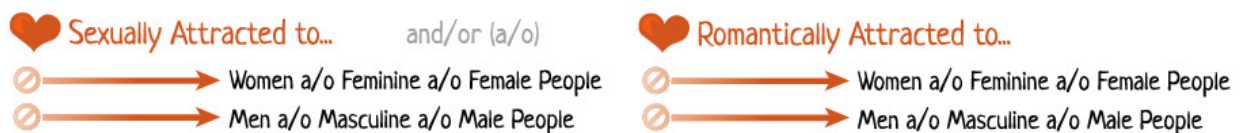


body hair, chest, hips, shoulders, hormones, penis, vulva, chromosomes, voice pitch

common ANATOMICAL SEX things

Identity ≠ Expression ≠ Sex
Gender ≠ Sexual Orientation

Sex Assigned At Birth
 Female Intersex Male
 Typically based solely on external genitalia present at birth (ignoring internal anatomy, biology, and change throughout life), Sex Assigned At Birth (SAAB) is key for distinguishing between the terms "cisgender" (when SAAB aligns with gender identity) and "transgender" (when it doesn't).



Genderbread Person Version 4 created and uncopyrighted 2017 by Sam Killermann [For a bigger bite, read more at www.genderbread.org](http://www.genderbread.org)

Figure 2: The Genderbread person v4.0 poster by its pronounced Metrosexual (2017), An overview of the different aspects of gender.

A1.5 Binary vs. Non-binary

As seen in the genderbread person, each aspect is a spectrum. We are used to seeing gender as male or female. This is a binary way of looking at it. There are also people who identify as a mix between male and female, or as neither. This means there are also 2 main categories of being transgender.

Binary = Male to Female (MTF) or Female to Male (FTM)

Non-binary = Outside the tradition western gender types.

Note on privacy

Whereas it is preferable to be aware of one's social transition to make sure you gender them correctly, the medical transition is a personal one. Please do not ask people in or after transition about their body. This is private for them to share with e.g. partners and loved ones.

A1.6 Social vs. Medical transition

There are two approaches to transitioning: social and medical transitions (National Center for Transgender Equality, 2023). People transition to increase the alignment between their gender identity, gender expression and sex.

The social transition is mainly linked to gender expression, where people can change their name, pronoun, clothes, and hairstyle to better represent who they are inside. Medical transition is linked to the bodily part of the change: breast and genital surgery, speech- and hormone therapy. Hormones can influence secondary sex characteristics such as voice, hair-, muscle-, and breast growth.

There is no need to take all transition steps to identify as transgender. People can decide for themselves what they feel comfortable with. Instead of starting a medical transition, there are also social alternatives to imitate a bodily transition. For instance, using a garment to hide breasts (binding), using a phallic-shaped prosthetic to imitate a penis (packing) or using tools to hide away the penis (tucking).



Figure 4: two versions of the progress flag. (wikipedia, 2023)

A1.7 Flags

Besides the terminology explained above, queer people also communicate through symbols. Flags play an important role in the visibility of queerness. People can immediately see how other people identify themselves through the flags in figure 3.

Flags can also be used as a political statement for individuals or for wider movements and organisations to express support and tolerance to marginalised groups (Klapeer & Laskar, 2018).

The classic rainbow flag has made a place for the progress flag in 2018 (figure 4). This is a combination of the pride and trans flag with the addition of brown and black stripes to represent people of colour within the community. In 2021, the intersex flag was redesigned to include the intersex flag. (Wikipedia, 2023)



Figure 4: The most common queer flags and their meaning. (Department of Mental Health, 2022)

A2. Transgender people in The Netherlands

In this chapter, I investigate the demographics, public opinions, and psychological models of genderqueer people (in the Netherlands) to create an understanding of the problems they face on a meta-level.

Scale of the issue

I've heard the argument before that the trans community is too small to cater to. However, these numbers show the group quite substantial. Furthermore, as you'll read in later chapters, the impact of various forms of discrimination has a big impact on trans people. Bigger than people might expect. Lastly, many solutions to include minorities don't have to be disruptive. If by simple changes we can improve the situation of the few, I believe this is valuable, and even needed.

A2.1 Trans demographics

In The Netherlands, there are estimated to be between 90.000 to 390.000 transgender people out of 17 million inhabitants. The wide range is due to the loose definition of trans. The lower number only reflects people who've undergone extensive social or medical transitions, the higher one also includes those with deviating from binary gender terms.

A2.2 Public opinion on queer people

The Ministry of Health, Welfare and Sport created four dimensions by which the state of acceptance is measured (HWS, 2022):

- General acceptance
- Equal rights and anti-discrimination
- Reactions to sexual and gender diversity in public
- Reactions to sexual and gender minorities in the close environment

Europe-wide, the Netherlands shows the greatest acceptance of a gay or lesbian prime minister. However, when asked about a trans PM, we plummet to the 7th place. (European Committee, 2012).

In general, people only think of transgenders as people who fully transition from male to female or the other way around. They are not aware of the vast spectrum along which people might identify themselves. One in seven people would rather not work with someone whom they are not able to gender as either male or female (HWS, 2022). Most people with a negative view of transgenders are male. (HWS, 2022; Ozamiz-Etxebarria et al., 2020)

Below the results of 4 statements on gender can be found (figure 5). The most negative one is that people believe everyone is either male or female. This shows the difference between transgender and non-binary people. People find it harder to empathize with non-binary people.

	Fully Agree	Don't agree / Don't disagree	Fully disagree
Men are not supposed to act like women	18	29	53
I believe everyone is either male or female my nature	31	31	38
Women are not supposed to act like men	19	29	53
I would consider it a problem if my child would be taught by a transgender teacher at school	9	20	71

Figure 5: Views on gender diversity, population aged 18 and older, 2019/2020 (in percentages) (VWS & Huijnk, 2022)

Overall, the amount of people with negative views on trans people is the smallest (figure 6). The neutral group has been slowly shifting to a more positive view. It is expected this change will continue in the same direction. This is a promising shift, but also a slow one.

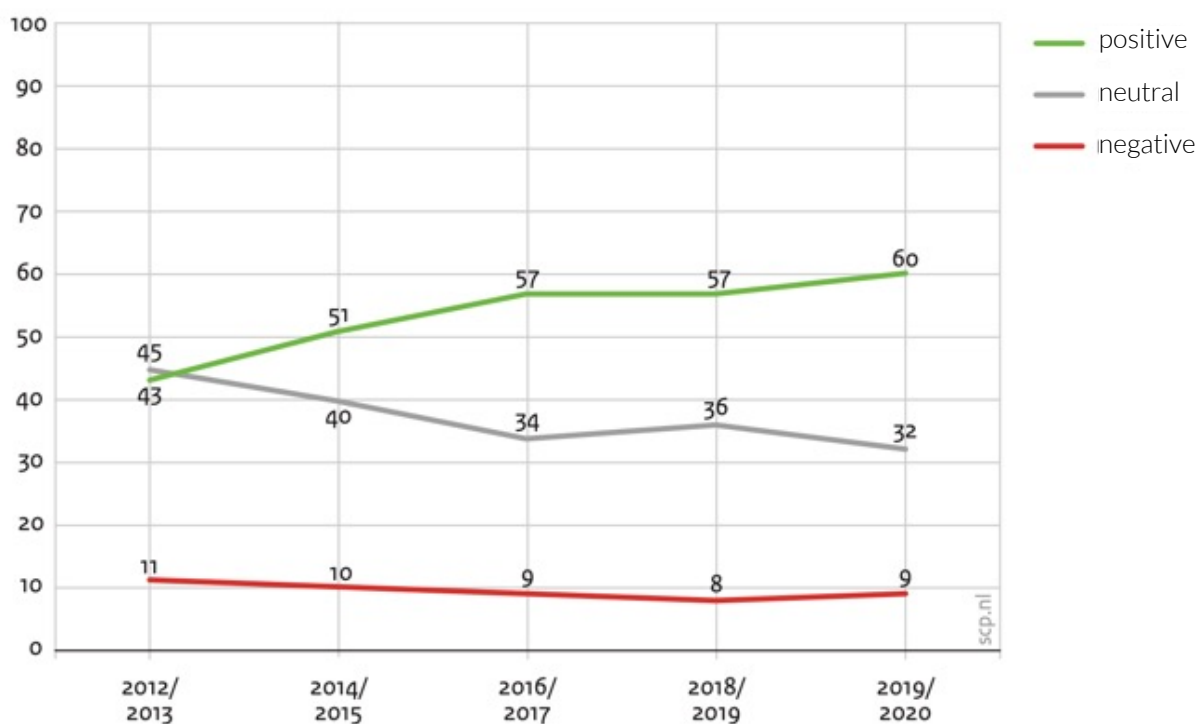


Figure 6: Developments in attitude towards gender diversity based on summarized scale score, population aged 18 and older, 2012/2013-2019/2020 (in percentages) (VWS & Huijnk, 2022)

Lastly, research by White and Jenkins (2017) showed that men are less accepting of trans people than women.

A2.3 Discrimination of transgender people

Even though public opinion is relatively positive, people might still express discriminatory behaviour without noticing it. Even people with the right intention might act unfavourably because of their lack of knowledge or awareness.

The Netherlands was the first to legalize gay marriage in 2001. This shows we live in a liberal society. However, it is also a heteronormative one. The traditional nuclear family still has more rights than more diverse (or pink) families. Examples of this are not being able to adopt or find surrogate parents and a lack of pregnancy leave.

A 2019 study conducted by the Transgender Netwerk Nederland (TNN) found transgender people face discrimination in employment, education, and housing. In 2022, TNN analysed the reports of discrimination and found they almost doubled from 78 to 149. This shows a development that can be attributed to two causes. Either there are more incidents taking place, or more people are feeling the need to speak out about it. The latter is most plausible as young generations are disrupting gender norms, especially on platforms such as TikTok (Wynne, 2021).

Examples of incidents that were reported in 2022 are being called a 'dirty tranny', being filmed in the streets while remarks about their appearance are made, neighbours making gag noises as they walk by or being attacked by a group of men.

Discrimination can also happen implicitly, as many societies share a norm of privilege around heterosexuality. (Rutgers, 2018) This leaves cishet people (unconsciously) excluding and stigmatising queer people. To level the playing field cishet people should be made aware of the privileges they enjoy.

A2.4 Mental health issues among queer people

Living in a heteronormative society as a minority can have a negative impact on one's mental health. (Van Lisdonk & Nikkelen 2017; Kuyper 2011, 2016, 2017, Sandfort et al. 2014).

A2.6 Minority stress

The minority stress model by Meyer (1995) describes three social stressors for marginalised groups. The model was originally made for gay people but was adjusted by Hendricks & Testa (2012) to fit gender minorities.

1. Internalised transphobia (people's direction of societal negative attitudes toward the self)
2. Stigma (expectations of rejection)
3. Discrimination (actual experiences of discrimination and violence)

The impact of stigma, victimization, and discrimination on health is well-documented. Stigma can be defined as a characteristic that discredits an individual. Stigma is when someone has a quality that others see as lesser, and it can cause them to be treated unfairly (Goffman 1963). It can also be seen as a social identity that is deeply devalued in a particular social context' (Crocker, Major & Steele 1998). This can lead to a lower social status, which can be a major cause of health inequality. (Link, Phelan & Hatzenbuehler, 2018).

American research into the mental health of queer youth between 13-24 (n=25.000) concluded that trans people were at higher risk of depressed moods than their cis peers (Price-Feeney et al., 2020). Moreover, they had more suicidal thoughts, or even attempts (figure 7).

	All youth (N = 25,398), n (%)	Cisgender LGBTQ youth (n = 17,031), n (%)	Transgender and nonbinary youth (N = 8,367), N (%)
Discrimination because of gender identity	8,098 (35.5)	2,561 (16.3)	5,537 (78.2)
Depressive mood	15,797 (71.0)	9,629 (65.0)	6,168 (82.8)
Seriously considered suicide	8,675 (38.6)	4,749 (31.2)	3,926 (54.2)
Attempted suicide	4,135 (18.4)	2,065 (13.6)	2,070 (28.6)

Figure 7: Cisgender LGBTQ compared with transgender and non binary youth [Excerpt] (Price-Feeney et al., 2020)

A3. Queerness in work spaces and academic context

In 2022 the TNN conducted research specifically into trans, intersex, and non-binary people in the workspace (Terpstra et al., 2022). They found that 75% of the respondents had the feeling they needed to conceal their identity at work. 30% even left because of an unsafe work environment. Half of the respondents said they felt subject to verbal abuse.

Discrimination on the work floor is illegal in The Netherlands by the Algemene wet Gelijke Behandeling (AwGB) (translation: Common law Equal Treatment). Even though initially gender identity and expression are not explicitly mentioned, they were covered by the ban on gender discrimination. Since 2019, more extensive gender rights have been incorporated. Employers are obligated to intervene when trans employees are bothered by colleagues. TNN found that 1/3 of the asked HR professionals were not aware of this law. Another reoccurring issue is the passive attitude of companies. Policies only get changed once problems come to light.

On the level of personal interaction, trans women experience discrimination from their employers, bosses, or managers. Trans men have to deal with more discrimination by colleagues. Non-binary people more often have to deal with misgendering than binary trans people. They also have a worse position in the job market leaving them feeling stuck in their current job. Also, job promotion within their own company feels unreachable because of the hierarchy.

If the employer does not facilitate enough to offer a solution, there are other paths to take. There are national discrimination hotlines that can help (Ministerie van Algemene Zaken, 2023; (Transgender Netwerk Nederland, 2021). Options include local anti-discrimination offices, reporting to the police or contacting College voor de Rechten van de Mens. Anti-discrimination offices help to mediate while avoiding legal prosecution.

A3.1 Role of an Institution

Institutions such as companies or universities can take responsibility for their work environment. More discrimination incidents occur than are reported to the institute officials (Zheng, 2021). This happens because employees are afraid that speaking up will create backlash. They fear further punishment or marginalization. To avoid this the institute should create a safer environment where Inclusion, Diversity and Equity are woven into the company's DNA. Zheng suggests four implementations to nourish this environment. Firstly, senior leaders should show responsibility and connection to the topic, preferably through accountability. Support programs should be set up to aid victims of harassment or discrimination. This could be done by employing (external) therapists. Another step is to hire an ombuds office that employees can safely talk to and discuss their problems. The ombudsman should aid the employee with options available to them. Finally, an anonymous reporting system that protects victims while still facilitating change within the organization.

A3.2 HR & Policy

Terpstra et al. (2022) also looked into the role of HR. They found that there is a lack of common knowledge of terminology and the national anti-discrimination law. Almost half the respondents claimed they had tried their best to eradicate discrimination, but contradictory no clear policy on trans welfare could be found. They also found that conflict reports might not be handled properly. They assign this to either lack of a system or fear of negative consequences.

A3.3 Role of teachers

Following a survey among high education teachers (HBO), 3 teacher categories have been introduced (Van Middelkoop and Meerman, 2014).

1. Teachers who don't see diversity
2. Teachers who recognize diversity
3. Teachers who understand and want to use the meaning of diversity.

For example, a teacher may not want to help minorities because they want to treat everyone equally. Some teachers cannot help because they are afraid to intervene if there is a conflict (De Jong, 2014). Such conflict can range from inappropriate remarks to "jokes".

Teachers are a bridge between students and staff as they interact with both. Thus, their behaviour is important because they reach a wide variety of people.

A4. Interview CQ



Figure 8: Remco boxelaar
(Diversity Day, 2021)

To gain further insights and real-world examples of queer experiences I interviewed Remco Boxelaar, the founder of CorporateQueer (figure 8). He started the company to help businesses become more inclusive after he noticed there was a lack of diverse policy-making and general discrimination issues.

Remco distinguishes two sides to the situation; a soft side, which includes the culture within a company, and a hard side, which covers the policy. Examples of the soft side are inclusive leadership and general social interaction. Issues with the hard side could be the lack of leave of absence for transitioning and pink parenting. Norms and values (soft) could transform into a policy (hard). He believes too many companies have a passive approach to adjusting policy. He stressed that when people transition, they have to deal with enough, and they should not have to put energy into changing policies.

He noticed a general lack of representation in leadership. He often asks companies who their highest-placed queer employee is as this shows career opportunities for everyone. High-placed queer people can act as role models and have a positive influence on company culture. He explained the involvement of e.g. a CEO when setting up a workshop is very important. They can create momentum and signal the importance of the topic to all the employees. This results in a high attendance rate where people value the workshop instead of having to be there mandatory.

A bottom-up approach can also be useful. Whenever he helps companies, he tries to create a new mindset. Often people are afraid they can't say anything anymore. Remco tries to change this to a safe environment where everybody can say anything. He encourages people to check; Did everyone enjoy this joke? Everyone needs to learn in a safe environment without being shamed for mistakes.

Finally, he also stressed the importance of allyship. When cisgender people are vocal about their own gender, this normalizes it for transgender people. They can do this for instance by adding their pronouns below an email. For instance:

Greetings,

Tjerk Jaarsma (he/him)
Strategic designer

A5. Conclusion

I've found that the queerness, and in specific being trans can be hard to understand as the language around it is complicated. How we view sex and sexuality is relatively young as the most relevant literature stems from after the 1950s. Currently, heterosexuality and cisgender are still the most common and accepted within Western society. This leads to discrimination of queer people where they are not taken seriously, or actively rejected. These factors lead to a higher number of mental health issues among queer youth.

These negative effects don't only take place in transgender people's personal lives, but also in professional contexts. HR can play a role in this but is generally not educated enough to do so. Change can be reached both top-down and bottom-up. There are already good recommendations for companies to improve on their diversity plan such as CEOs presenting themselves as outspoken allies.

Currently, there is a gradual change towards a more inclusive working environment, but it is a slow incline. It is not clear where the rejection of trans people comes from. Therefore, in the next chapter, I dive deeper into the underlying factors that lead to the discrimination of transgender people.

Part B

TRANSNESS IN CONTEXT AND DESIGN FRAMES



B1. Factors & Clusters

To create a more emphatic understanding of the problems mentioned in part A I looked into various relevant factors. Hekkert and van Dijk (2016) distinguishes 4 types of factors in their design method, ViP; Principles, states, trends and developments. These different types of factors help to create a broad overview of the world around us. Some of these factors can be placed together and form clusters. These clusters highlight ongoing themes or underlying ideologies.

I've identified 61 factors (Appendix B). These factors are real-life observations that helped to gain insight into how the topics above translate into actions. They are my personal interpretation of the problem. Some are based on scientific sources, and some are merely my observations. After making the overview I clustered them into 12 sets (see B2). The complete overview of factors and clusters can be found in Appendix B as well. To clarify my work, I've simplified the clusters by only showing the most important factors. For instance, I found that women are paid less (state) and the female boss quota to hire more women in senior positions was received poorly (trend). Together with 3 other factors, I concluded that the patriarchy is strong. In the next chapter, I use these various clusters to create a narrative.

When looking at my insights I noticed 3 overarching themes: Gender visibility, rejection of transness and language. I found these themes as well during my literature research in part A. The section below contributes to the information I found prior and links it to more concrete examples.

B1.1 Gender visibility

There is a rise in the visibility of gender fluidness. There is more media coverage for non-binary people. An example is the Dutch movie *Anne+*, which features Thorn de Vries. There are also international examples, from both cis and queer people. Harry Styles (cis) has become famous for his extravagant clothes and does not shy away from playing with gender stereotypes. He was the first man to be on the cover of *Vogue* and he did so in a dress (figure 9). Other artists like Lil Nas X, Louis Hamilton and Timothée Chalamet experiment with gender expression.

Another vocal group is GenZ. On the social media platform TikTok they speak very candidly about their experiences. This created online communities that encourage each other to be open about their identity.



Figure 9: Harry styles in a dress for vogue. (Bowles, H. & Vogue, 2022)



Figure 10: Damaged pride campaign. (RTL Nieuws, 2022)

B1.2 Rejection of transness

The growing visibility also leads to visible rejection. A public pride exhibition on transgender people was vandalised not once but in two different cities (figure 10). There are also vocal advocates for gender stereotypes, especially from men. People like influencer Andrew Tate and Phycologist Jordan Peterson, both criticise gender ideology. Their strongly worded opinions contribute to polarization amongst cis and trans people.

Jordan Peterson held a speech in Rotterdam, attracting 4.000 visitors, most of them young men. Smouter (2023) covered the events in NRC.

The second round of applause of the evening follows during the Q&A, as Peterson rails against the “gender ideology gone wild”, which he believes leads to “crimes against humanity”. He calls the operations of doctors that help change the sex of patients “Auschwitz-worthy progress”. Here and there an approving “amen” can be heard. (Smouter, 2023)

B1.3 Language

The introductory chapter only gave a brief insight into the rich language related to queerness. The vast extent of jargon makes it hard for a layman to understand what’s being talked about. The hurdle of language might make it hard to bring your story across in an easy way.

Another language issue is that most words are male-dominated (e.g. Fireman, policeman). Not only does this weaker female representation. It can also be confrontational for non-binary people to be gendered by binary standards. There has been a shift in the use of pronouns. Popular platforms such as LinkedIn and Instagram provide space dedicated to pronouns. The rise of pronouns also leads to resistance. By stating your pronouns as a cisgender person, you explicitly show your allyship and progressive mindset. This leads to people rejecting you solely on that statement (figure 11). Pronouns are also the punchline to many jokes (Jercich, 2019). Queer actor Joshua Rush tweeted; “My pronouns are attack helicopter” is one of “like three jokes” homophobes and transphobes rely on.

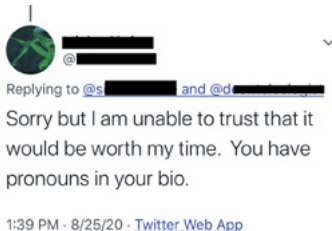


Figure 11: A twitter screenshot ridiculing pronouns. (Baron, 2020)

B2. Cluster narratives

I created a causal narrative instead of an axial representation as I found clear links between the different clusters.

I've merged all the clusters on the previous page with insight from part A to create a cohesive narrative. This step is based on the creation of worldviews of the ViP method. Following the various paths, different stories can be found in the overview below (figure 12).

For instance, the dominant culture in the Netherlands is mainly binary where men have the overhand. At the same time, there is a rise in queer visibility. Cisgender people are exposed to transness, and this can trigger negative responses in cishet people. This is mainly because people like to hold on to what they are used to as this feels safe and comfortable. Visibility can also have positive influences as it creates familiarity with a topic.

I found the main issue to be the lack of knowledge causing people to be afraid and reject trans people. Cishet people find it difficult to understand that others might not feel comfortable in their bodies. It is such a different experience from the one they had; they find it hard to identify with this unknown phenomenon. Because of this lack of knowledge, trans people are often misunderstood.

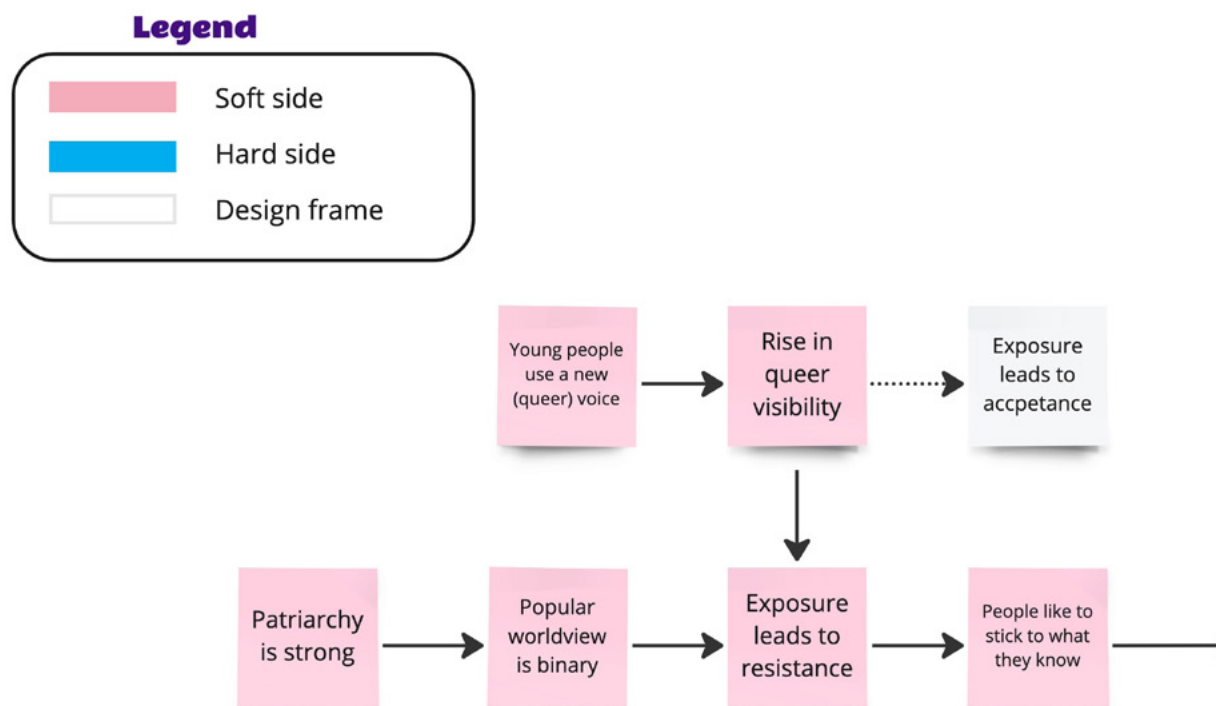


Figure 12a: An overview of the clusters and insights, merged together to create a narrative. (part A)

This can have an effect on both cis and trans people. On the one hand, trans people's authenticity gets questioned because cisgender people think it is only a trend or people are doing it for attention. This leads to discrimination of queer people in ways that I discussed in A2.3 and A3. On the other hand, cisgender people might feel like their traditional values of nuclear families are under attack or feel uncomfortable around trans people. This leads to change being hampered.

Change also gets hampered by a lack of knowledge within HR (from Chapter A3.2). Change is happening more quickly than policy can keep up with.

Out of this overview, four possible design frames arise (white, from left to right);

Sidenote on 1: The design must be thought out very well to avoid negative responses

1. Exposure with the possibility of it leading to acceptance. [side: the design must be thought out very well to avoid negative responses and protect trans people]
2. Making people comfortable enough to 'go with the unknowns'.
3. Educating cisgender people, closing the knowledge gap that causes issues.
4. Improving inclusive policies

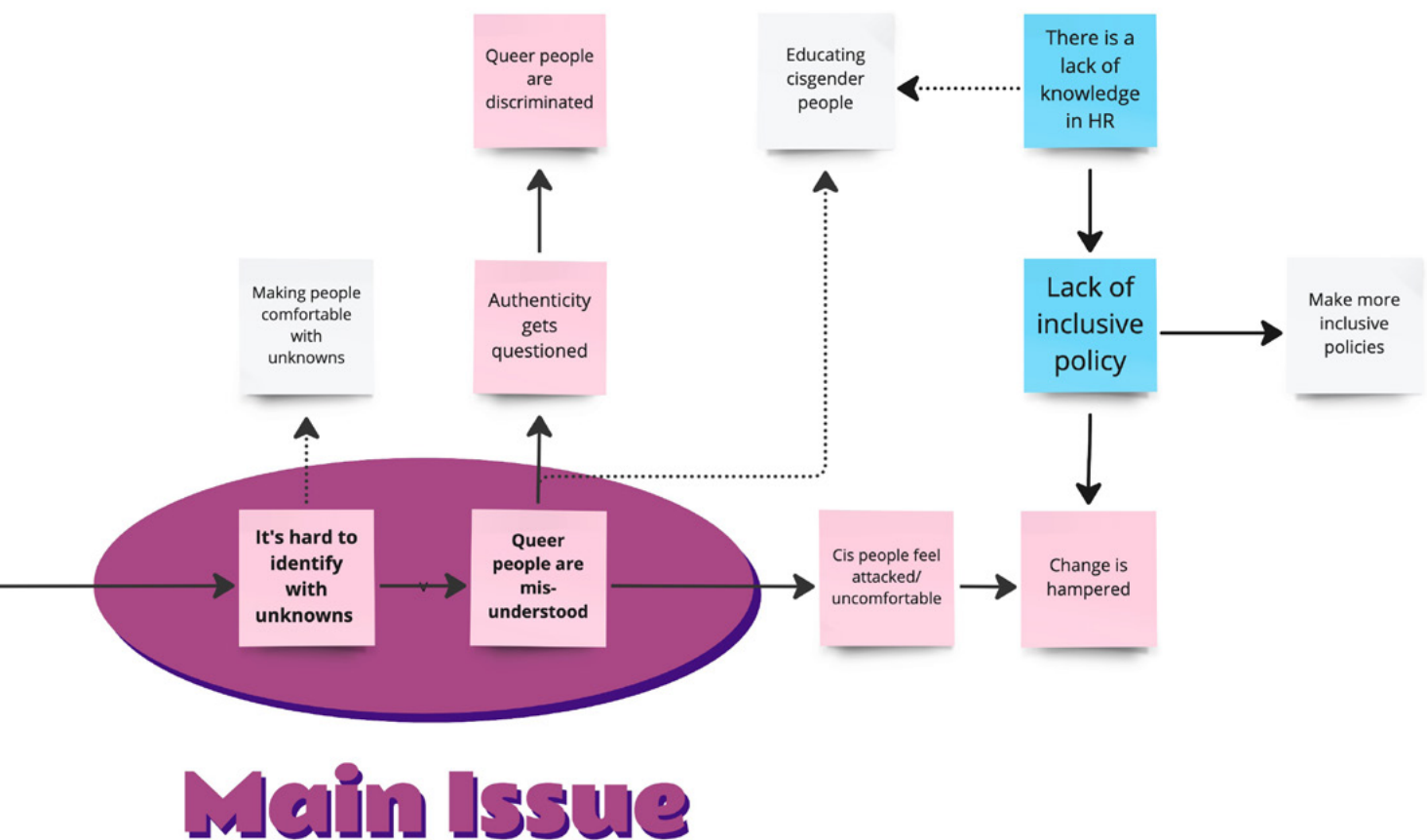


Figure 12b: An overview of the clusters and insights, merged together to create a narrative. (part B)

B3. Conclusion

On this page I conclude my insights from my desk research. Presenting a framework for change and my new problem statement.

Change paradigm

Trans and non-binary people hold different values regarding gender than some cishet people. Therefore, their views can clash. One of the key elements of enhancing this situation is improving communication among straight and queer people. This is a good starting point for creating a better understanding or mutual respect.

Change can come from either the cisgender or transgender people (figure 13). Trans people could be open and proud about their identity. Something that is currently not the case as TNN (2022) found that 75% of the respondents had the feeling they needed to conceal their identity at work. Having more examples of what transgender people are like could normalise it and thus lead to acceptance. By giving authentic representation trans people break the stigmas that cishet people hold. However, this is a tough process as trans people might encounter negative responses.

On the other hand, cishet people could try to educate themselves and create an accepting environment where trans people feel they can be who they are. This asks a lot from cishet people as one does not change their mind out of the blue. They need to be guided into this new state of mind.

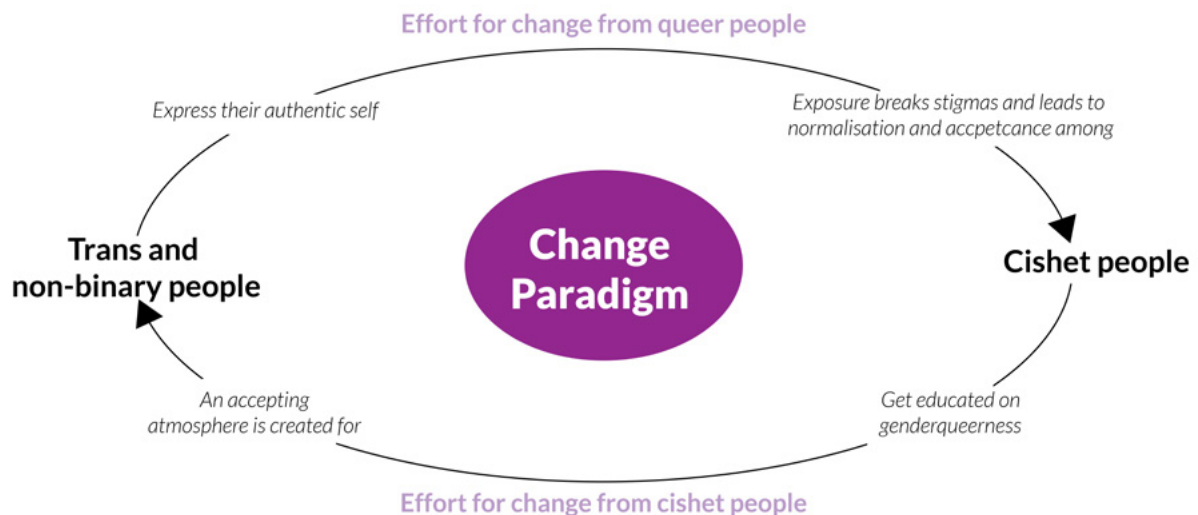


Figure 13: Change paradigm

Problem statement

I believe the most desirable design direction is to either make cisgender people comfortable enough to 'go with the unknowns' or educating cisgender people, closing the knowledge gap that causes issues. In conclusion, my design goal is:

*I want to bring cis and queer people together by creating **an understanding of queerness** to foster change.*

Part C

DEEP DIVE INTO THE TU



C1. Stakeholders

When viewing these pages digitally, press `ctrl + 3` (windows), of `cmd + 3` (apple) to see as a two page spread. This helps the readability of the figure.

The scope of this project is Delft University of Technology. In this part of the report, I dive into the roles of various stakeholders.

First, I had to identify who is involved in the topic. This was an ongoing process as I was linked to new stakeholders during the interviews I held. The interviews and research from parts C and D were executed simultaneously. I'll first go into my findings from talking to various staff members in this part. In part D I go deeper into the perspective of transgender people.

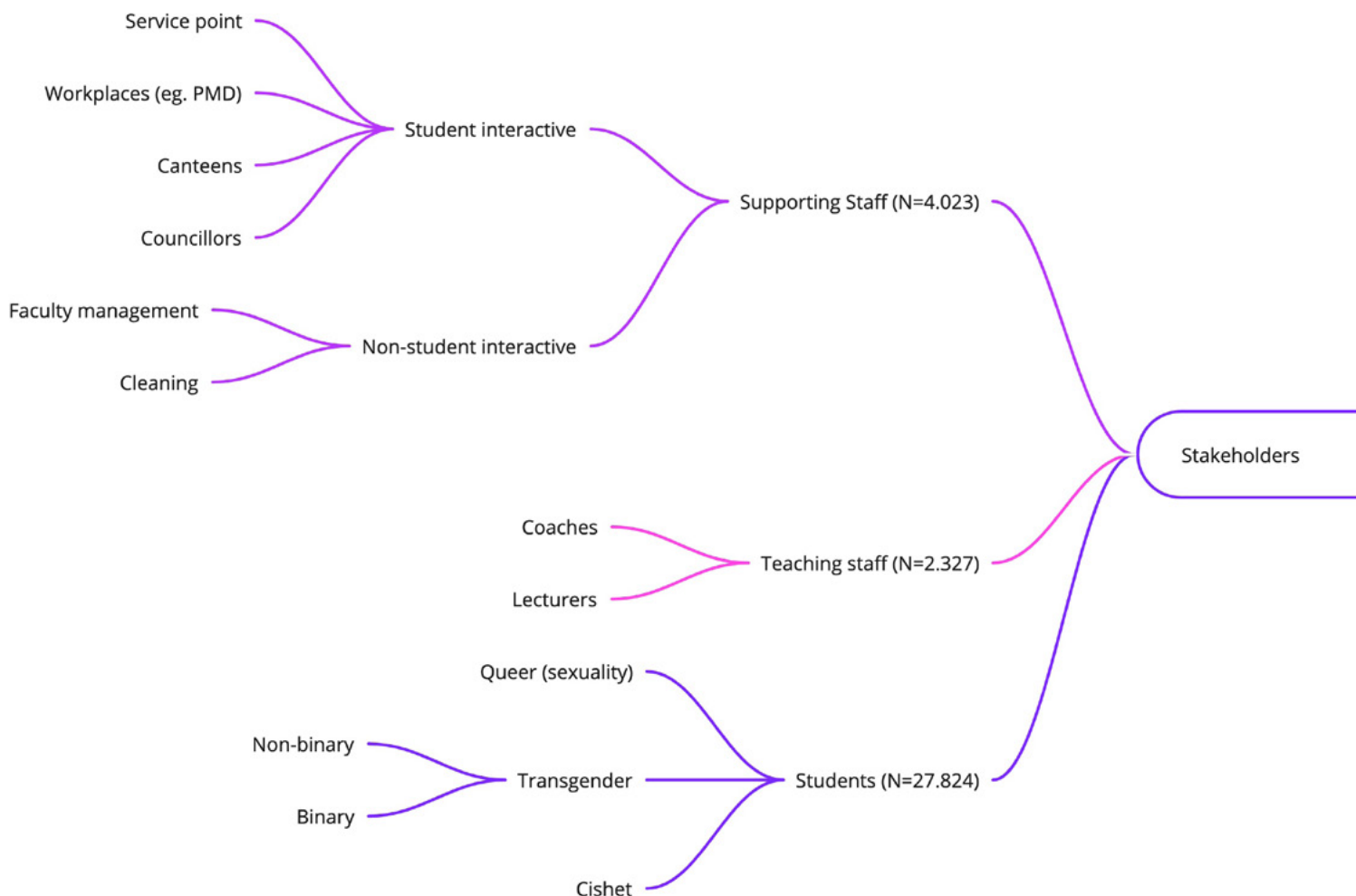


Figure 14a: An overview of the most important stakeholders. With numbers from Feiten en Cijfers (2022). The stakeholders shows are individuals within the university.

In the figure below, I identified stakeholders. The stakeholders in the issue of trans inclusion at the TU Delft can be split into two sides. In figure 14, I've placed people above and organisation below. There is an overlap as people within each body (e.g. HR or the executive board) as they consist of individuals. The figure below outlines the basic structure of the people involved. It does not show hierarchy or relational structures.

I used the overview to decide who to talk to. As the D&I office is one of my main stakeholders I started there. First, I present a short background into the role of diversity and inclusion within educational facilities and then I explain each key member's role related to D&I.

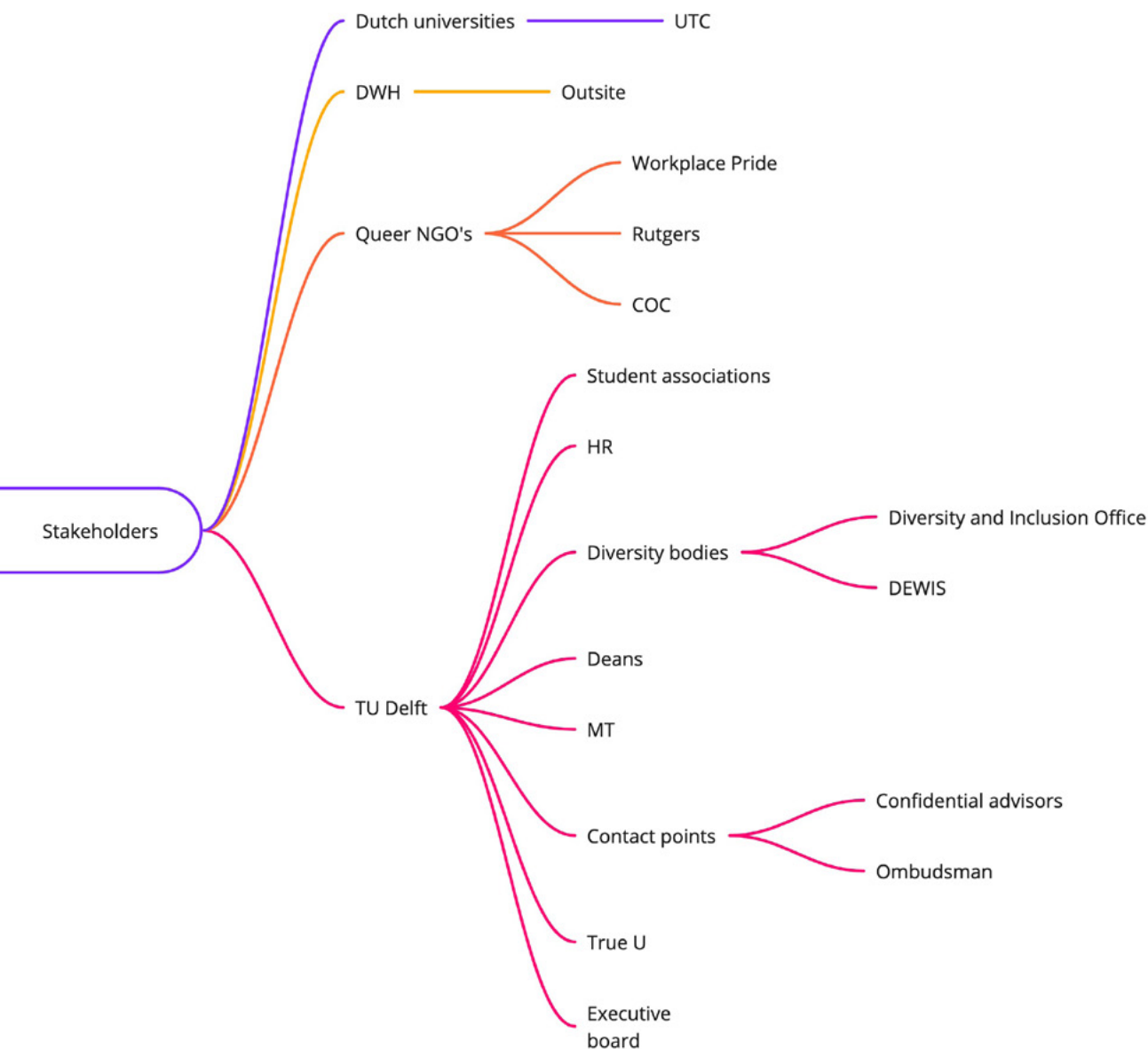


Figure 14b: An overview of the most important stakeholders. It shows various organisations or groups both inside the university and outside it.

C2. Inclusion at the TUD

To learn about the culture and structures of the TUD I made an interview guide, adapting it to fit to whoever I was speaking to. The questions focused on their perception of their role and what tasks they have, how much time they have for D&I, their personal interest in the topic and what achievements they are proud of. Each interviewee was also asked how TUD could grow to improve inclusion. The general structure of the interviews can be found in Appendix C.



Figure 15: David Keyson, Chief Diversity Officer.

In 2020, The Ministerie van Onderwijs, Cultuur en Wetenschap created a “Nieuw nationaal actieplan voor diversiteit en inclusie” for universities. However, gender wise this only looked at equal rights for women, not other gender minorities.

Since 2021, all Dutch schools have to make sure queer students are safe and accepted within the classroom (Ministerie van Volksgezondheid, Welzijn en Sport, 2022). However, this does not apply to higher education, leaving students to their own devices.

Luckily, Delft University of Technology has taken it upon itself to make sure the university is a safe place for all students and staff. Already in 2018, the clothing regulations for PhD graduates changed (Bonger, 2017). Everyone can now wear either pants or a skirt. Also, year-round a progress flag is waving in front of the Aula, at the heart of the TUD.

C2.1 Role of the university

In 2020 TU Delft introduced a Code of Conduct to help staff, students, and guests act according to the values the TU holds (Roeser & Copeland, 2020). The code is linked to other codes of conducts such as the Code of Conduct International Student Higher Education (n.d.) and the Code for Good Governance in Dutch Universities (VSNU, 201). The main message is to follow the following values: Diversity, Integrity, Respect, Engagement, Courage, and Trust (DIRECT).

The TU code does mention gender as a diversity factor that has to be included. The TU Code is linked to a strategic calendar for 2018-2024. One of the five main topics is People & Community. In the SWOT analysis within the report, it is highlighted there are too few women employed as scientific staff. Sexual orientation is mentioned but they do not set goals for inclusion of trans and non-binary people.

There are plenty of options to report issues (Organisational Integrity, n.d.). There are two Ombuds people, one for students and one for staff. There are confidential advisors, an external notification point and Whistleblowers' Regulations on procedures.

C2.2 Diversity and Incusions office

In 2021, a Diversity and Inclusion office was installed. The D&I office consists of 3 employees and 1 trainee. Prof. David Keyson (Chief Diversity Officer, figure 15), Fatima Ait Bari (D&I Coordinator, figure 16) and Marije Severs (D&I Policy advisor, figure 18). As of writing, Tyrone Hunte is in the position of trainee. Furthermore, each dean was asked to assign one Faculty Diversity Officer (FDO). At the moment of writing (2023), all faculties but one have reached this goal. Recently D&I got



Figure 16: Fatima Air Bari, D&I Coordinator

a shared office assigned together with the Integrity office and DEWIS (women’s network of scientists).

Together with people from various departments (HR, Student Council, Integrity Officer), the D&I officers make up a Diversity and Inclusion Board (The D&I Board acts as an advisory and sounding committee to the D&I Office. It can assist and provide input for focus areas, strategy and priorities on diverse D&I themes. (D&I staff, n.d.). Because of the board and shared office spaces, the D&I office has good connections with different parties within the university.

Both David and Fatima are busy networking, finding allies and starting conversations. This way they plant seeds around the university to foster diversity and inclusion. Fatima described it as ‘verandering aanjagen’, loosely translated to fostering change or boosting the importance of the topic of D&I.

The aim of D&I is represented in the policy landscape (figure 17).

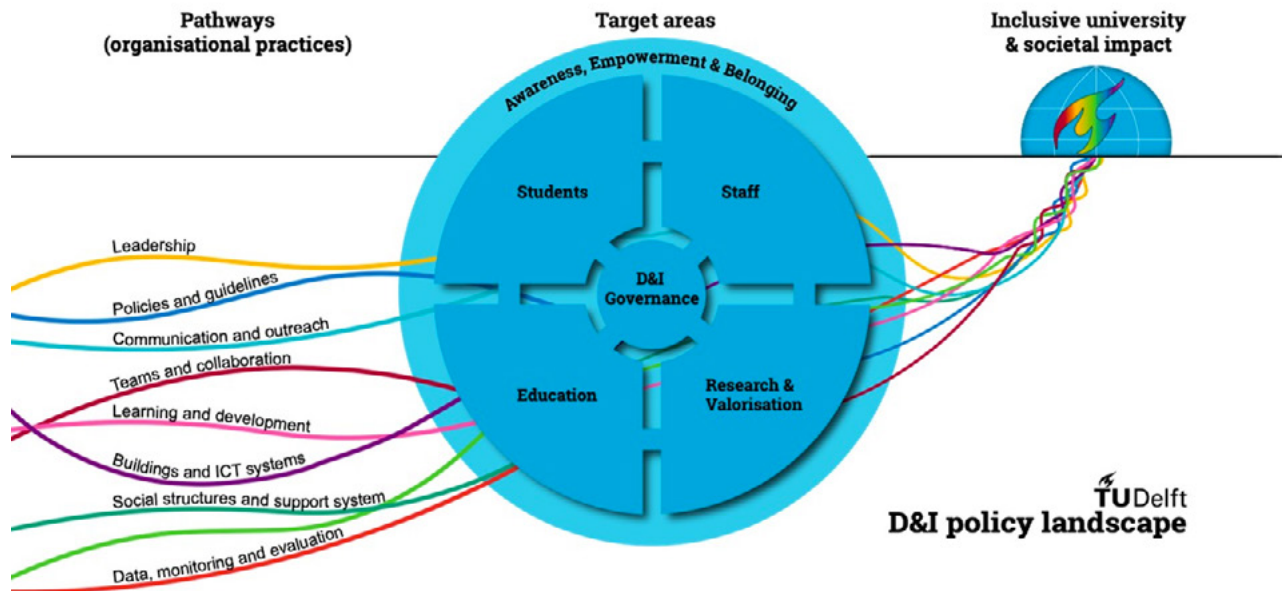


Figure 17: The D&I policy landscape. (D&I office - TU Delft, 2023)

When speaking to Marije Severs, she elaborated the goal is to create expertise on the topic of inclusivity. This way they can assist other departments (e.g. HR, communication) within the university to grow. They do not try to write up rules for other people to follow but help departments when they want to take the next step. Marije believes change happens better when people design for themselves. This way two main stakeholders arise. The people whom the design is for (nothing about us, without us) and the executing parties who have to do the work. Both parties need to be involved to create both a fitting solution and a support base.

Furthermore, the policy advisor explained there are 4 types of activities the D&I does (figure 19). The first is reacting to current events. An example is creating a statement on the pride flag being lit on fire in

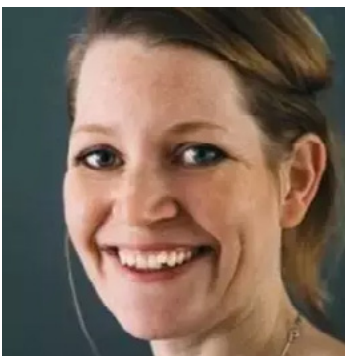


Figure 18: Marije Severs, D&I Policy advisor.

front of Outside (Schouten, 2023). Next, there are bigger projects such as the implementation of gender-neutral toilets. On top of these two, there is the general strategy of the office. Priorities need to be updated to decide which projects to take on or leave behind. Especially when reacting ad hoc it is important to know what is within the scope of the D&I tasks. Overarching all this are data and feedback loops. To grow the expertise they want, they need to continuously evaluate their actions and knowledge.

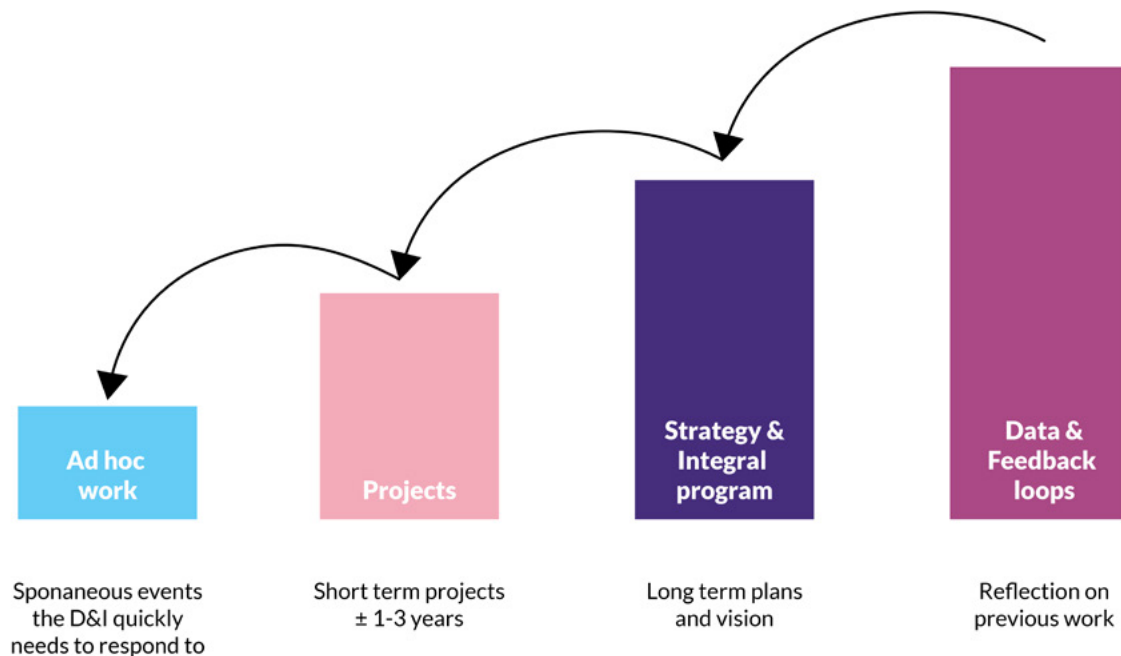


Figure 19: a summary of the activities of D&I created by me.

D&I is also looking at what steps other universities are taking. I was present during one meeting with the University of Utrecht where we exchanged ideas and innovation processes. Both offices show great dedication to the topic.

C2.3 Faculty Diversity Officers (FDO)

As mentioned before, each faculty was asked to assign their own Faculty Diversity Officer (FDO). I found the officers to be very intrinsically motivated. The diverse group of people all have their reason to attribute to the cause. Unfortunately, there is limited time. This is mainly an issue for the FDO as they often only can spend half a day per month working on the topic. They are full-time employees such as professors who work as FDOs on the side. Most officers said they would love to be able to spend more time on Diversity and Inclusion.

When asked whether they found themselves suited for the job they acknowledged they lack knowledge as they are not experts in the field of diversity. They try to keep themselves up to date but it's a difficult field. Some of them said that hiring full-time professionals would be beneficial to speeding up the process of change. 3mE is the first faculty to open up a vacancy for a full-time FDO.

Besides the lack of time, they all have quite different approaches to fulfilling their function. Some work structured with different parties within their faculty. Others find it their job to start conversations at the coffee machine. There is no clear job description or goal they can follow. The FDOs are also partially responsible for the organisation of the D&I week for their faculty. The degree to which this is executed also varies per faculty. Some organise one event, whereas others organise a variety of lectures and workshops.

Organisationally they are quite close to their respected dean, however, in reality, not every FDO is in close contact with them. This is mainly due to that deans are even busier than FDOs. Some FDOs created strong ties with their Management Team (MT) instead.

The FDOs are valuable to the D&I team since they are submerged in their own faculty culture. However, structure-wise, improvements such as the extension of knowledge and more devoted work hours can increase their efficiency.



Figure 20: Julien in the Pink Closet by True U

Julien stated that the biggest goal for the TU is to change the culture. This is something I get deeper into in Part D - Cultura.

C2.4 True U

There isn't one name that I've heard as often as that of Julien van Campen. Julien is the chair of True U, TU Delfts queer community for employees. Even though it is small, it is clearly valued. They host events where queer people can come together in a safe environment trying to foster connections and safety nets for people in need. True U also aims at creating visibility by launching projects such as the Pink Closet (figure 20). A booth going around campus with member of True U ready to talk to people about being queer. They also created stickers with a rainbow TUD logo, which can be spotted around campus.

On the background they are also an advisory body to e.g. the executive board and protocol matters (protocollaire zaken).

C2.5 HR

It was difficult to reach someone in HR. They seem to feel less affiliated with the topic. Their focus lies more on employing and solving staff issues than adjusting the general work atmosphere. When I reached out, they didn't reply or tried to send me to a different person within HR. Since many other willing parties within the university also have the power to change policies and campus culture, I've decided to not include HR as a main stakeholder.

C2.6 Executive board (CvB)

The primary function of an executive board is to provide strategic direction, make critical decisions, and oversee the overall operations of the organization. As head of the executive board, Rob Mudde is one of the most influential people within the TU. Each member of the board has their own portfolio. The case of Diversity and inclusion belongs to Rob Mudde, showing the importance of the subject. His dedication does not go unnoticed. Various people noted that having Rob Mudde on board is very beneficial to the success of a project.

C3. Conclusion

There are already plenty of projects in the works such as gender-neutral toilets, policy on inclusive language, non-biased hiring policies etc. D&I plays a big role in this, but there is a big overlap with other institutes within the university (DEWIS, True U, etc.).

Within the bounds of this project, I cannot create a future vision for D&I. Aligning with their own methods, a future vision needs to be created in collaboration with their office and not by an outsider. This could have been created through a co-creation design process. However, this is not what I set out to do. This could be a nice future (graduation) project as it is a valuable step for D&I. Images such as the D&I policy landscape show the D&I's ability to put a strategy together. They need to expand this into the role of Faculty Diversity Officers as an overall structure is missing. It is often unclear who is responsible for which task.

Even though these systems are blurry at times, this problem is known within the organisation. Furthermore, initiatives coming from different angles also help to speed up change. Many valuable projects are being set up relating to policies. If communication between parties improves, I believe that TUD policy will become more inclusive in the years to come. One of the tasks that the D&I office is doing is fostering change (veranderend aanjagen) by speaking to many different parties and planting seeds.

The research in this part is a confirmation that I will not work on the 'hard' side of queer inclusion during the rest of this project. Instead, I will focus on the 'soft' side. This includes the 'fostering of change'. Previously I stated that I want to create a better form of understanding between cisgender and transgender people. To do so I need to expand my own knowledge. In the next part, I examine the experience of trans people. I'll synthesize my findings from both Part C and D in my chapter on reframing (Part E). Here, I will also present my new design direction.

Part D

RESEARCH



D1. Context mapping

During my submergence into the culture of the TUD, I also conducted structured qualitative research. The goal of the research was to discover university-related issues of transgender people. In this chapter, I present both my coding clusters as well as personas to bring different insights alive.

I interviewed 4 transgender students: one trans man, one trans woman and two non-binary people. One of them is currently a PhD student. Furthermore, I interviewed one non-binary staff member. Before the interview, I asked them to fill in a sensitising booklet (Appendix D). This booklet contained exercises to get the participants into the right mindset and prepare them for possible questions. Because the participants thought about the topic their answers were rich. Each interview took about an hour. The interview plan can be found in Appendix E.

Coding and insights

After transcribing and the first round of coding, I had 186 quotes and 107 codes. My first insight was that there is a distinctly different experience for binary and non-binary people. Due to the small number of participants (N=5), it was hard to create clusters that I deemed significant. I was hoping I could quantify the qualitative data I found collected. However, I found that the value lied in the richness of the data. That is why I decided to not do multiple rounds of coding. Below I've stated the main insights after the first round of coding. The quotes below are translated from Dutch to English. I've tried to stay as close to the original tone of voice. The original quotes can be found in appendix F.

To protect the privacy of the participants, I only state whether the person was binary or non-binary transgender. I've excluded more specific identifications of their gender and whether they are an employee or student as it was not relevant.

D1.1 Visibility is important but willingness varies

All participants' agreed visibility is important. They like seeing peers or university wide representation such as the progress flag in front of the aula. Even small steps were valued. They would prefer bigger statements but acknowledge what is being done.

Visibility is important to me. Well, that's why I'm here because it came by and I think it's important that you participate and show that. – Binary transgender person

Outsite is also working quite a bit on coming out day and purple Friday [at the TU]. They raised the flag. But that was like, absolute least you could do on purple Friday, but still. – Non-binary person

[about the flag]. It's kind of the bare minimum. But at the same time, at many places they would refuse this. – Binary transgender person

The other side of the coin is the lack of visibility. This scares people to be open about their own situation. Sometimes even to a point where they don't want to be visible.

I struggled with that myself. [...] I didn't think it made sense to tell everyone, eyy by the way, I'm trans, because it has zero influence on how I function and who I am. – Binary transgender person

Yeah is very unpleasant. I don't think... It really looks like, there is a reason for it. It gives me the idea that it must be very hard and that that's why there is nobody. [...]. That would mean that if I do it I become very visible. – Binary transgender person

[on being over about being trans] For instance, I don't have the feeling I can keep it to myself (because I think people see it) – Binary transgender person

D1.2 Faulty assumptions are hard to change

People make a lot of assumption about being trans. This bothers trans people because they can't control this as it happens before they can intervene.

If I would wear make-up and feminine clothes and nobody would question my gender. Then everyone would think I am a woman, and I don't want that. – Non binary person

I think many people look at me and just think I'm a lesbian. – Non binary person

People expect they should have been able to see it or something. Or that they... "I could have never guessed of you" or those responses. – Binary transgender person.

D1.3 Knowledge on trans issues is insufficient

Cishet people are lacking knowledge. Besides the wrong assumptions mentioned above, it can also lead to hurtful behaviour. Moreover, the lack of knowledge also leads to a lack of understanding the position trans students are in.

[about an offensive meme/trend] It's like, you don't even know what you're talking about. You're just doing it because it's cool, but actually it's just really offensive. – Transgender person

So the medical transition. I'm already on the waitlist for a year and it will probably take another two or three. It's ridiculous and nobody knows apart from other trans people. - Non-binary person

They just know very little, so they go with what they've heard just once, which makes sense. And then they made up themselves, how it would work. – Non-binary person

D1.4 Willingness to explain is decreasing

Overall, trans people are tired of explaining themselves. This is especially the case for non-binary people. However, they do want to be addressed by the proper pronouns. As they/them is new to many people, this takes a lot of effort from both sides. For non-binary people, these issues persist whereas for binary people questions arise less when they've "finished" their transition.

A transition is never fully finished as we keep growing as people, whether cis or trans.

Like, I don't want to start every group introduction with a lecture on how they should or shouldn't behave around me. – Non-binary person

I didn't feel like explaining to people from the Corps or Virgил what pronouns are. – Non-binary person.

*I have to deal with them for a very long time, so I prefer them to be used to it as quickly as possible. No b*ullsh*t, no excuses. Don't be a prick. – Non-binary person*

A different layer is whether the situation calls for general or personal information. Private questions can be very intrusive or even offensive (e.g. "Have you had surgery?", "Will you get boobs?", "Can I feel?").

"When people ask questions, I always try to answer them, unless they're very personal questions, like, what's in your pants, so to speak. I do want to talk about the kinds of things people can choose. I won't tell you what I choose or what I'm going to choose. It's just... I don't find it relevant."- Transgender person

D1.5 Relationship duration and closeness impact the openness of transgender people

The type of relationship is very important to the way trans people communicate. From the research I found it is impacted by two factors: duration and closeness. These factors influence whether a person wants to dive into the topic of the gender identity. The longer people have to work together, the stronger the need to explain is. This is because they're efforts gives them the longest benefits.

[About students] and these kind of people, I'll never see them after this and it's only 8 hours per week. - Non-binary person

In this case I worked with them everyday so I thought it was important for them to know there was more to the story. Just so they understand why I would be gone for such a long time. Lecturers on the other hand just need to know it's something medical and I'm not slacking off." – Transgender person

People I don't work close together with it... The topic doesn't really come up. When I do work closely with people I get questions sometimes... Conversations pop-up or it gets dropped into conversation. I don't know, during coffee or something. – Transgender person

D.6 Concepts around transgender people confuse cishet people

Even when provided with information about genderqueerness, the topic can still be hard to grasp. People struggle with understanding gender ≠ expression ≠ sex. People still tend to look at genderqueerness through a binary lens. This makes the concept of gender-neutral toilets difficult.

[Story from a workshop] "He was a transgender man. And he mentioned that he had a boyfriend, and then someone was like, 'Oh yeah, but then it's a heterosexual relationship, right?' and I was like, 'No, because they are two men in a relationship,' and they were like, 'But what about the sex?' And then I was like, 'Yes, no, but there are still two men having sex.'"– Non binary student

[about gender neutral toilets assigned with urinals or stalls] They are scared or something, like, I don't want to enter the male or female toilet by accident, but they can make that conclusion from the signs. – Non-binary student

D2. Personas

Personas are not actual individuals. These personas are created by combining different peoples' experiences. Therefore, people might also relate to more than one persona.

To show my findings to the D&I board and other people this report may reach, I've created personas to bring across the experiences of trans people. I've divided them by their willingness to be visible since I found this is an important factor. Their experiences will help people to empathise with their situation and hopefully take their issues seriously.

Below (figure 21) a reading guide can be found for the personas on the next few pages (figure 22 till 28).

The descriptions are made by me, but the quotes and experiences are authentic to real trans people.

The headshots are created using the AI programme DALL •E

Name	Pronouns
<i>Level of openness about being queer</i>	Trans Closed <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Open
<i>Effect on inclusion</i>	Cis Negative <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Positive
Description	A short summary from an outside perspective to help make the persona more of a person.

Quotes

The quotes and experiences are taken from interviews with transgender and non-binary students from the TU Delft. They are real life experiences.

The cisgender personas are created using quotes by the trans participants together with the Developmental Model of Intercultural Sensitivity by Bennet (2017). They are not based on cisgender people's perspective of themselves, but on how transgender people experience them. This is an important distinction.

Experiences

Figure 21: A reading guide for the trans and cis personas



Ravi They/them

Level of openness
about being queer



Out and Proud

Ravi is a typical role model. They're there to start to a conversation about gender issues and defend themselves in every situation. They've fought a tough battle towards self-acceptance and are not going back into the closet.

Quotes

[About being visible]

"If it's possible, I do it. And I think it's important for others in similar positions that if they consider themselves as role models and believe they can do it, they should be given that chance."

Mainly, it's because I want people to know that there are trans people at TU Delft. I feel like that would just help students or other people. I also know that it helped someone. They talked to me and saw me, and they were like, 'Damn, okay, I want to be... they sort of felt in-between, and they were like, 'I might be non-binary too, I don't know.' And then eventually, they dared to do what they really wanted to do."

Experiences

From my own experience, I sometimes find little moments of success when I can confidently use the women's restroom.

At times, you also get comments like, "Hey, you should be using the men's restroom," or at least you get the suggestion. You walk further, and then you might receive disapproving glares as if to say, "I just told you that you don't belong here. Why are you continuing?" However, I haven't received any explicit follow-up comments yet.

One time, I was coming out of an accessible restroom because that's the only gender neutral one in most places, and someone started half-yelling at me, saying, "That's for people with disabilities; you should leave it free."

Figure 22: A Transgender persona



Michael They/he

Level of openness
about being queer



Experimenter

Michael looks for safe spaces to experiment, whether this is at Outside or the university. They rather make their own project groups to be with people they feel comfortable around.

Quotes

Sometimes you feel like wearing one sweater, and sometimes you're like, "Now, I really feel like wearing these brightly coloured t-shirts." Sometimes, you don't feel like wearing any colours at all, it's like that. Sometimes, I feel a bit more comfortable in my body, and then I don't mind wearing clothes that show a bit of my chest. In fact, I enjoy seeing the slight confusion it may cause.

Experiences

What I really appreciate is when, let's say, we're in a circle and everyone is introducing themselves, and immediately, a cis person brings up their pronouns. It makes me feel like I don't have to come out of the closet in a big way. It's like, I can also share my pronouns without having to stand up and say, "Hey, guys, could you please use 'they' for me?" Because then it feels like I'm begging them not to misgender me, while if they start with it, it feels less like I'm asking for something big from them. Many people still perceive it as something difficult and an effort they have to make for me.

Figure 23: A Transgender persona



Emmy

She/her

Level of openness
about being queer



Passing Person

Emmy is confident in her womanhood. She works hard and is career-driven. Being trans is not something that's on the top of her lips.

Quotes

Yeah, I don't see myself as queer. I see myself as a trans woman, but actually just as a woman. It feels like an insult when other people try to put me in those boxes. Because whether someone is cis or trans shouldn't matter at all. It doesn't add anything, right? That's not being more inclusive; that's just putting everyone into boxes. That's how I see it.

Experiences

I once had an experience in a project group where I noticed that the entire consensus wasn't something I agreed with. However, since I still had to work with them for a considerable amount of time, I chose not to confront them about it. I preferred to finish the project together and just ignore the issue rather than seeking confrontation. I didn't want to risk making things awkward or making others feel uncomfortable. Especially because they might not initially realise that I am transgender, so if I brought it up, they could react with shock or regret for inadvertently saying something offensive to someone with personal views or sensitivities. I noticed that when such situations occur, they start tiptoeing around the topic, and it doesn't create a chill atmosphere, which I found less than ideal.

Figure 24: A Transgender persona



Mio

She/Her

Level of openness
about being queer



Closeted Queer

Mio comes from a very conservative environment. She is struggling with her gender identity but does not feel comfortable experimenting because she is afraid of the consequences.

Quotes

I find it difficult because it's less diverse. I don't want to be the unicorn or centaur in the group.

*[About a lack of representation]
Yeah is very unpleasant. I don't think... It really looks like there is a reason for it. It gives me the idea that it must be very hard and that that's why there is nobody. That would mean that if I do it I become very visible.*

Experiences

And then some guy came up with the exact same idea, but a little differently. "Yeah, good idea, we should build on that." And I'm like, "Wait, no, I just said that." And he was like, "Yeah, you always make everything such a big deal; let's just move on." I felt like he was taking credit for something I had just said. When you're in an environment like that, you don't feel safe to bring up things like gender or anything personal because you already feel unsafe, especially when they make it a big problem just for stating, "I said this earlier" or when they call you a drama queen for simply asserting your credits. Then I don't feel comfortable about sharing about my gender or other personal stuff. So, yeah, it's intense, and it's not discussed, you know, at the faculty or anywhere else, and you don't hear about it often.

Figure 25: A Transgender persona

The cisgender personas are built up by experiences that trans people had, not cisgender staff themselves. In this example they are teachers, however, they could well be staff members or students.

It is important to note that not everyone progresses through all the stages, and progression is not linear. People may exhibit different levels of intercultural sensitivity depending on the context and their personal experiences. The model serves as a framework to understand and promote the development of intercultural competence.

Furthermore, I created cisgender personas (figure 26/28) using the Developmental Model of Intercultural Sensitivity by Bennet (2017). The Developmental Model of Intercultural Sensitivity is a theoretical framework that describes how individuals perceive and respond to cultural differences. The model consists of six stages or orientations that people may progress through as they develop their intercultural sensitivity. I did not copy the stage but merely used them as inspiration for how people can interact with people from different cultures, in this case, trans vs cisgender.

Denial: In the denial stage, individuals have limited awareness or acknowledgement of cultural differences. They may perceive their own culture as superior and disregard or minimize other cultures.

Defence: In the defence stage, individuals begin to recognize cultural differences but view them as threats or sources of discomfort. They may respond with defensiveness, stereotyping, or avoidance of intercultural interactions.

Minimization: In the minimization stage, individuals start to appreciate cultural differences but tend to downplay them. They emphasize commonalities and overlook the significance of cultural diversity.

Acceptance: In the acceptance stage, individuals actively seek out intercultural experiences and value cultural differences. They demonstrate openness, curiosity, and a willingness to learn from diverse perspectives.

Adaptation: In the adaptation stage, individuals can shift their cultural perspectives and behaviour to accommodate different cultural contexts. They are capable of adjusting their communication styles, beliefs, and behaviours to interact effectively with people from various cultures.

Integration: In the integration stage, individuals have a high level of intercultural sensitivity. They possess a complex understanding of cultural differences and can navigate cultural contexts with ease. They are skilled at building meaningful connections across cultures and are comfortable with their own cultural identity.

In the persona's below I use the TU context to clarify how this model would work in a university setting. I've combined the experiences trans students had with the various stages of sensitivity to give insight into how cisgender people experience the topic of transness at the university.



Cees

None

Positive effect on inclusion



Forward thinker

He wants to go beyond gender, but in doing so does not acknowledge current issues.

Quotes

I really dislike all these new labels. When I was young everyone could just be instead of needing their own letter in the LGSTP etc. It all gets confusion trying to place everyone in boxes.

Experiences

I heard from colleagues they are putting their pronouns in the mail signature. I really don't see the point in that. It's not like that is going to make a change. It shouldn't matter what my gender is, nor what my students genders are.



Pieter

Man

Positive effect on inclusion



Pragmatic teacher

He is not interested in addressing diversity as he believes it does not impact people as much.

Quotes

I'm here to teach. I've been doing this for 25 years now and I've seen things come and go. This is just another trend. I'll just focus on explaining my matter the best I can and leave the rest be.

Experiences

I lecture for 200 people at a time. Most of them are man, some woman. I don't think i've ever seen a trans student in my class.

Figure 26: Two cisgender personas based on transgender insights



Steven He/him

Positive
effect on inclusion



Try-hard ally

He tries very hard to help but is stuck in his views. He doesn't always grasp the impact of his actions.

Quotes

I'm just a regular normal man, you know? My niece, I mean nephew, is trans so I'd say I'm pretty 'woke' about it.

Experiences

Just the other week I gave an introduction lecture and I explained the planning. In the slides I still had 'men hours'. I commented it could also be women hours, of even they-hours hahaha. Yeah, I like to think I handle this stuff pretty well.

To get back to the example about the men hours. Actually a non-binary student of mine came up to me after class. She said she didn't like how I made a joke about it. But I mean, it wasn't like a bad joke you, know? I didn't mean any harm. It's so hard saying the right things. I try and try but I feel like it's just not appreciated...

Figure 27: A cisgender persona based on transgender insights



Mara

She/her

Positive
effect on inclusion



Description

She goes the next step in trying to make her surrounding as good as possible. She is very aware of cultural differences and self aware she makes mistakes.

Quotes

Wellbeing of my students is a top priority. I believe they can't take in the subject matter when they don't feel comfortable. I always start by introducing my pronouns so they know my classroom is a safe space.

Experiences

I used to hate it when I was studying the teachers only used male examples. Now that I lecture I also use female example. Over the years I noticed my examples were still not diverse enough. Now I try to incorporate all cultural differences. I am probably still missing a lot but I try to keep learning.

Figure 28: A cisgender persona based on transgender insights

D3. Cultura

The personas shown before do not cover the entirety of the TUD. The personas live within the university culture. Hao et al., 2017 created a framework to capture the essence of the culture in a cultura. A cultura consists of nine cultural aspects, which I've filled in below concerning queerness. Besides the text, a collage of pictures at the TU is added (figure 30). The text below might seem repetitive to earlier parts of the report as it mainly summarises previous insights.

"People should always be able to live as they like and be who they are as long as they do not cause any damages to others. Unfortunately there are many members of the LHBTI+ community that cause substantial harm to others when they express their feelings and live the way they desire, i.e. pedophiles, gerontophiles, necrophiles and others. This can never be condoned. Society in general and the LHBTI+ community in particular should offer these people help to control their behaviour and stop causing harm. Freedom can never be unconditional."

Socio-cultural values

Overall, a positive mindset lives within the halls of the university. Most sounds are accepting. However, some individuals do not share this view. A prominent example is a TU Delft professor emeritus signing a manifest that advocated against a law allowing children and teens to legally change their gender (Gendertwijfel, 2023). The TU as a whole takes distance from this statement but shows gender is still a battlefield within the university. A more recent example took place on LinkedIn. True U's pink closet was shared by the TU on LinkedIn (Delft University of Technology, 2023). A TU recent alumna reply can be read on the left. This reaction shows that even within the highly educated bubble of the university false assumptions and bigotry exist. Also, in daily interaction issues occur. Microaggressions against queer people are not uncommon.

The material world

Within the material world of the TUD, some signs of acceptance can be spotted. The progress flag in front of the Aula is the most notable. 3mE is the first faculty to have gender-neutral toilets, a project other faculties are also working on.

Community

There are very distinct communities within the TUD. The majority of people at the TUD are male. Women amount to 17-36% of people across various levels of academic degree (figure 29). There are no numbers on transgender people.



Figure 29: numbers on women at the TUD from Feiten en Cijfers (n.d.)

Besides the male majority, most people are also caucasian. Ceremonies are very traditional, as can be seen in figure 30. All these factors together make that the community at the TU is not the most diverse. Therefore, it is very valuable that True U and Outsider counterbalance the status quo. Preferably in the future communities would merge again to make one diverse TUD community.

Division of Roles

The gender ratio is also visible within the division of roles. The higher the position, the lower the proportion of women get (assistant professor being an outlier). Six out of eight deans, and the two highest positions within the Executive Board, are held by men. The D&I office is trying to make sure by 2025, 25% of professors are female.

Rituals in everyday life

The TUD Delft employees have a very strong 9-5 mentality. Everyone is notoriously busy, hopping from meeting to meeting. Student planning looks quite different. Faculties such as Architecture and IDE have very active education methods such as workshops and plenty of group work. More technical faculties focus on lectures and self-study, leaving the students more to themselves. In both groups, coffee breaks are very important. It is a low-key social event often done together. Recently the TU has been sharpening its alcohol policy, banning strong liquor, and drinking before 17:00.

This decision has received backlash as it might drive students away from study associations, limiting the social role of the university in student life. This makes student association more popular, creating a bigger gap between different types of people.

Knowing the rules

There are many written rules and protocols at the TUD. An interesting one is that of the flags. Each faculty has a flagpole which is supposed to wave the flag of Delft University of Technology. When debates went on about rising pride/progress flags protocols prohibited flags to be raised at all faculties. However, since the aula has three flag poles, one of them is now devoted to a progress flag all year round. However, recently an issue occurred on IDAHOBIT (International Day Against Homophobia, Biphobia and Transphobia). This is a very important date to wave the flag. However, it is also the birthday of Queen Máxima and protocol states that only the national Dutch flag can hang out. This was seen as a smack in the face to the queer community and found resistance from D&I office, True U and the Student Council. The vast number of rules makes it hard to be inclusive as they are often written to fit the majority.

Angel vs. demon

The closest thing to role models the TU has are the deans. They represent an entire faculty and employees can be quite proud of successful deans. Students seem to be less in touch with their deans. For students the board of their study association can be seen as representation of the faculties students. No clear demon's can be pinpointed.

Goals of the end user

As an institute, the TU wants to contribute to and spread knowledge. This is done in two ways, publishing academic papers and providing education.

The pressure on publishing is quite high with 4559 publications in 2022 (Feiten en Nummers, 2023). Underlying this, there is pressure to ensure grants and other financing to realise these research projects. This is one of the reasons there is a high workload at the university.

Within the university, people have goals of their own. These goals are stated in chapter D4.

Macro developemnts

The Dutch macro development are described in Chapter A2/3 and Part B. Most of these factors also relate to the university grounds.

Below a collage is shown which represents the cultura of the TUD (figure 30).

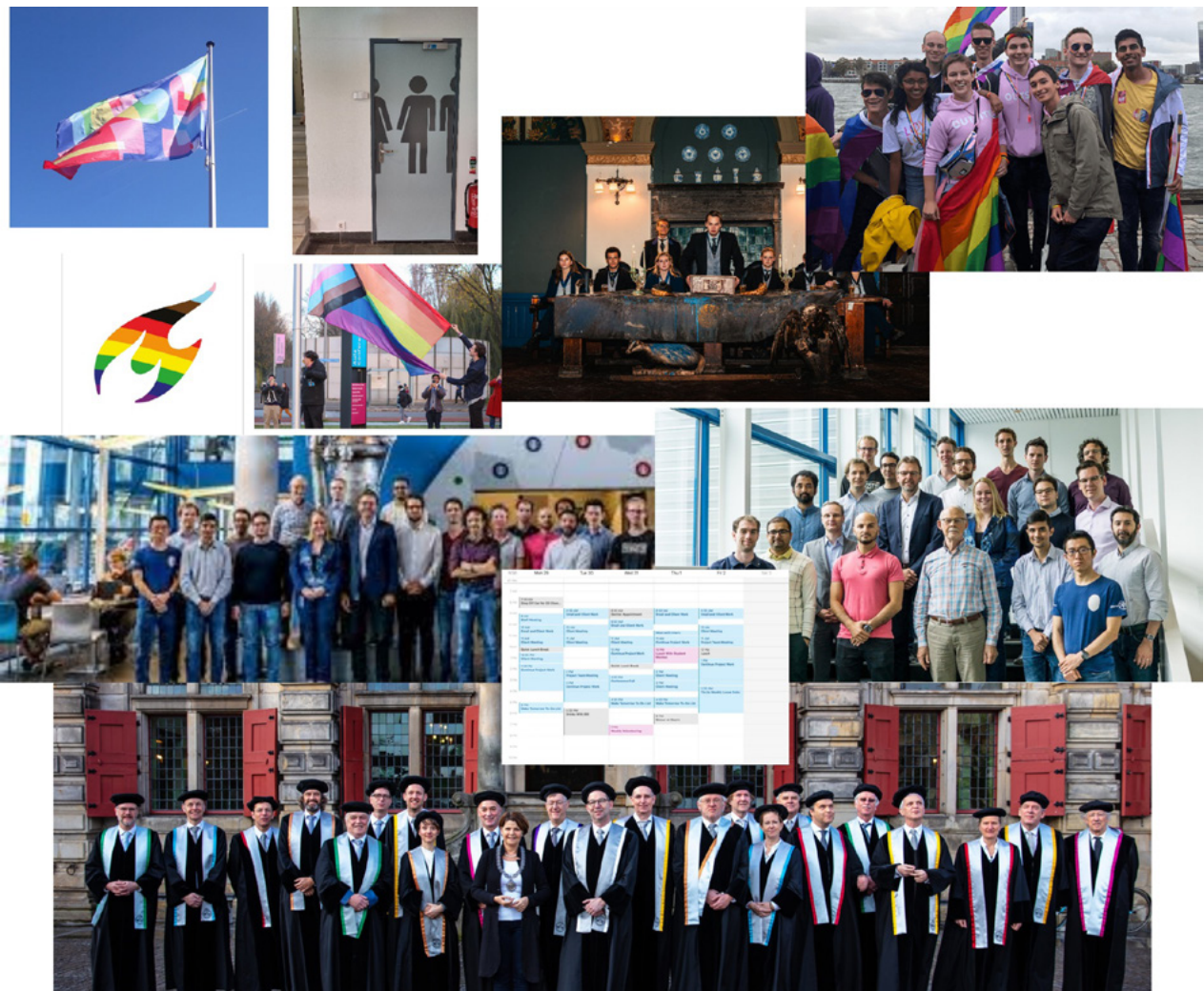


Figure 30: A collage that represents part of the cultura.

D4. Stakeholder goals

Through my research I was able to narrow down the main stakeholders (figure 31). As extension on the culturas' goal of the end user, I added each main stakeholder goal related to this project.

I was often referred to other parties when I spoke with people. The image below represents the people I spoke to or came up multiple times during interviews.

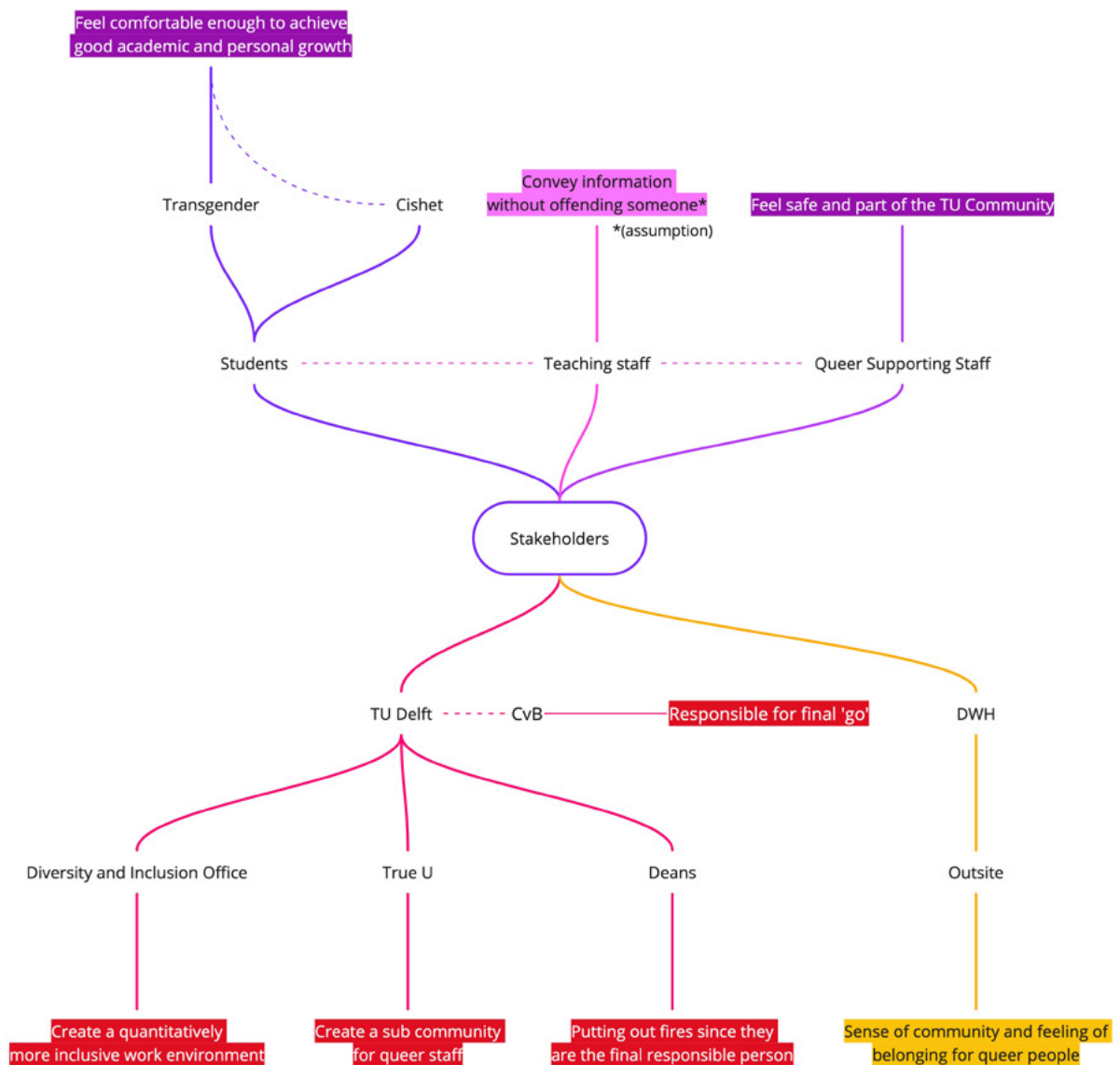


Figure 31: An overview of the most important stakeholders and their goals/values.

Part E

REFRAME & IDEATION



E1. Reframe of the original design goal

The research from the chapters above helped to reframe the initial design goal.

I will develop an emphatic design and implementation strategy for TU Delft D&I office that creates a comfortable work environment for trans/non-binary students and employees in the interaction with teaching staff.

Previously, the teaching staff was a central part in design brief. However, their professionalism towards students is quite high. Most uncomfortable interactions happen on peer levels (student-student, staff-staff). There is a positive state of mind towards inclusivity. I've noticed there is plenty of goodwill among students and staff. This is on both an organisational level and a personal one. There are passionate islands within the TU to enhance diversity (True U, Fractions of D&I) but the overall willingness to act is limited. This can be blamed on the high workload people experience. An alternative reason is that people don't take the problem as seriously as they say they do.

On a policy level, changes are set in motion. Even though slowly, I trust that the TU will improve on trans rights. Therefore, I will stay away from the early mentions 'hard side' of trans emancipation. This will cover most issues specifically for binary trans people. The various conversations I've had with D&I staff and board members put my mind at ease that proper policies will be instated.

However, the people of the TU have to act upon these new guidelines. There is a difference between being aware of a problem and understanding a problem. This goes beyond the level of sensitivity described in the personas. I believe people don't only need to know they have to change; they have to feel it.

The biggest issues occur for non-binary people as this is very foreign to people. Non-binary people often have to deal with similar issues as binary transgender people while transitioning. Cisgender people have to understand the impact of misgendering, not being accepted in every room (toilets) and not wearing the clothes non-binary people want.

The personas were a first step to this, I highlighted the importance of empathy. In my original statement, I also used the word empathy. However, it was less defined and in retrospect, I was only targeting the experience of the queer people, not triggering the empathy of the cisnet people.

These conclusions led me to reframe my design goal as stated on the next page.

In my redesign, I want to use empathy to create a level of understanding that will encourage students and staff members to stimulate accepting behaviour around non-binary people.

Thus, the design should consist of the following:

- Enhancing **knowledge** of both students and staff
- by showing trans **experiences** cis het people can relate to
- thus increasing the **visibility** of trans people at the TUD

On a more practical note, the design should:

- Giving pointers on effective behavioural change
 - Use proper pronouns.
 - Avoid asking rude questions.
 - Respecting queer experiences.
 - Sticking up for other people.
 - Respectful jokes. Check if it is fun for everyone.
- Make people comfortable to make mistakes while learning.

Explaining the theory behind their gender identity is taxing for trans, and especially non-binary people. Not only do they need to inform people, but they also need to convince people that their identity is valid. Therefore, knowledge needs to be enhanced to a level that people know the basics about being trans.

Visibility should occur on an institutional level, not on a personal level. People don't want to be judged on their gender, but they want to feel like they are represented at the university. Being placed in the spotlight is stressful. Only visibility in small, safe circles is seen as an option for most genderqueer people. The same goes for cis het people. Some people like to be visible allies, but others don't want to act as a person. They rather follow inclusive policies than make a statement themselves.

This design can be a tool to show the **experiences** of queer people without exposing them. A TUD setting will reflect that problems also occur within our own workspace.

Finally, the above-mentioned basic information needs to be presented in a way that cisgender people can work with. The most important step people can take is the adoption of pronouns. This is a very low-effort action that has great benefits for the queer community. It not only shows acceptance to trans people, it normalises the use of pronouns which make it easier for non-binary people to introduce their own. It also enhances visibility on campus as awareness grows that there are trans students and staff among us.

E2. From frame to ideas

Following the principle that quantity breeds quality, I started ideating solutions for my new design frame. I hosted a creative facilitation session and continued ideating on my own.

In this part I show the insights from the creative facilitation session and 3 ideas that came out of the entire ideation process.

During the creative facilitation session, 6 fellow designers (from now on called research group, RG) were asked to come up with solutions to the problem stated in the previous chapter. A more extensive report of the session can be found in Appendix G.

After generating different ideas the RG voted on their favourite ideas. Below the four most successful ideas are briefly explained.



1. Highlighting all gendered words in TU textbooks. This exposes the role of language in everyday communication, even when not specifically talking about gender. This could be done with famous books from each faculty.

2. Redesigning the coffee cups to include peoples' gender. This opens the conversation in the informal setting at the coffee stand. Furthermore, it adds to queer visibility.

3. Handing out pronoun pins to everyone. Creating functional visibility instead of only showing a general pride flag by showing the preferred form of address.

4. Gendered clothing swap day. A day where everyone wears clothing of the opposite gender, or an item in their closet they are afraid they would get comments on for not being butch or femme enough. This could have two possible effects; people get more open-minded about what clothing they and others could wear or they start thinking about the role of gender and clothing.



Figure 32: Pictures taken during the creative facilitation session

Other insights and Conclusion

The RG found it hard to focus on the empathy parts of the assignment. They quickly drifted off to more visibility-focused solutions. However, upon closer look, those ideas added another layer to visibility. They all had a confrontational aspect to it. This could change the goal from standing out to thought-changing.

Another recurring idea was roleplaying, which also manifests itself in the gender swap day this is a route that should be further examined.

E3. Three ideas

After the creative session, I continued with individual creation using methods such as brainstorming, SCAMPER, and morphological charts. For some ideas I felt the same pitfall as the research group, focusing more on visibility. Out of these ideas I created one concept that is worth mentioning as it could be beneficial. Since it does not fit my reframe, it's included in appendix H.

I picked the three most promising options and presented them below.

E3.1 VR Experience

Concept

The participant will put on a VR headset to get an immersive experience to open their mind (figure 33). The goal is to give them a better understanding of trans experiences.

The experience will consist of 3 parts.

1. General introduction into queer theory.
2. Showing real life examples set in a TU Delft context.
3. Giving tips how to improve hands-on.

Who

This concept is for everyone who is already slightly interested in queer empowerment.

USP

This concept gives the most in-depth trans experience. People's emotions are evoked as they are immersed in the environment.

Implementation

The VR could be placed at a stand during the D&I weeks. With a short introduction, for instance a poster, people could operate the headset themselves. The headset could be acquired by D&I or a partnership with the TU VR lab could be set up.

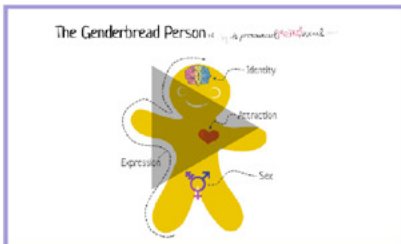
Trans VR experience



1. Explain

2. Empathise

3. Execute



A short video explaining queer theory



Film based scenarios

Take home tips

- Inclusive language
- Introduce own pronouns
- Be open to change

Hands-on help to make your behaviour more inclusive

The viewer is placed in the perspective of a trans person. They experience what effect their or others' comments or actions can have.

The different scenario's can be played individually. Below six different topics ideas are presented.

Non-binary bathrooms

Proper pronouns

Visibility with flags and symbols

Offensive jokes

Respecting trans experiences

Faulty assumptions

Figure 33: An overview of the idea for a VR experience supporting transgender acceptance.

E3.2 A new wave (UTQ)

To align new employees with the TUD mindset, it is important to educate the teaching staff. One of the best ways to educate the staff is through the UTQ.

The University Teaching Qualification (UTQ) programme provides new TU Delft teaching staff with the opportunity to develop competencies necessary to carry out their current and future teaching duties. On completing the programme, participants should meet the requirements of the University Teaching Qualification. All new teachers with less than 5 years of experience are encouraged to get their University Teaching Qualification. - (UTW/BKO, n.d.)

The course load is currently 156 hours divided in 5 courses. Even though it's aim is for teachers to develop teaching competencies there is little attention to cater to minorities. The UTQ can include general information on gender identity and expression. Moreover, it will give an overview of the impact of transitioning on the (study) progress of a student or colleague.

Jill van Remundt (2023) created an education plan for high schools and a dialogue intervention for academic professionals at the TUD regarding gender. These existing tools can be used and altered to fit the design goals of behavioural change.

USP

By implementing the topic in the UTQ the design reaches many teachers. They are obligated to educate themselves. This way you also reach people who would be quick to dismiss the topic otherwise.

Implementation

Implementation of the new section would be easy as it fits in with the rest of the UTQ. In Delft, the UTQ is given at the teaching lab (figure 34).

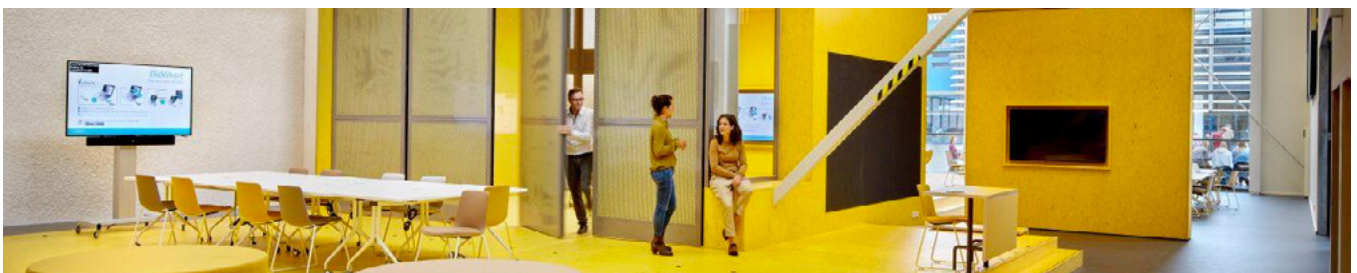


Figure 34: The teaching lab at the TUD. (Academic Teaching Lab - Delft, 2018)

E3.3 Queer Dinner

The idea is that trans and cis people will grow together over a shared meal. Each course they will follow another step to keep the conversation going. Apart from the people mentioned above, members of Outsite and True U can be invited. Each course they eat will come with a small task the people have to do together.

First, they each present their prejudices. For instance, that make-up is for women. They write the statement on a party cracker, traditionally eaten at Christmas. During the second course, they discuss the topic and express their opinions on the matter. By dessert, the two parties will have found a common ground and they can break the stigma together by literally tearing the cracker open. This is a shared activity as both people need to hold the cracker for it to work.

The cracker contains 3 things:

1. A queer joke to lighten the mood.
2. A famous queer person that people are familiar with and fond of. (e.g. non-binary person Sam Smith)
3. An ally and pronoun pin.

An overview of the design can be found on the next page (figure 35).

Who

Having analysed the structures within the TU, I found that change is best created top-down. If a policy or environment needs to be adjusted, it is important to have some key figures on your side. Who these people are depends on the nature of the change. However, when it comes to a change in culture, all the leading people I've identified (on the left) are important.

- Deans
- Professors
- Executive Board
- Student council representative
- FDO's

USP

A personal approach is the most important. The dinner will help create steps to go to the next phase. Instead of lingering on the differences between them, they move on to coming together. One cannot speak and eat at the same time, forcing each party to listen to the other from time to time. Furthermore, the atmosphere will feel safe and informal instead of it being a meeting in a board room. Lastly, the dinner will be a positive memory to be associated with queer wellbeing.

Implementation

As most people stay in their function for quite a long time, the event does not need to be repeated often. For now, it can be organized a single time by the D&I team. It can take place at e.g. the restaurant as X.



Queer dinner



Guest List

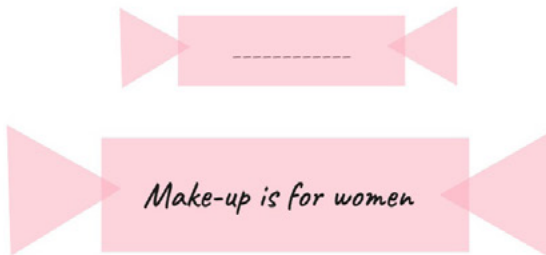
*Outsite
True U*

&

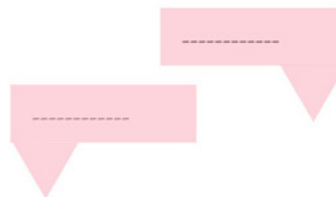
*Deans
professors,
Executive board members
Student council*

3 course menu

1. Write prejudice on piece of paper



2. Discuss the statement



3. Break the prejudice

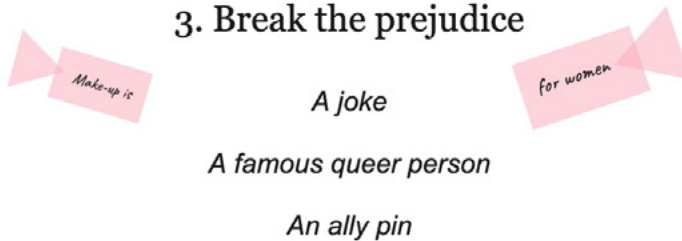


Figure 35: An overview of the concept of the Queer Dinner

E4. Evaluation criteria

The three ideas expressed above all have their advantages and drawbacks. The ideas were subjected to seven criteria. The first three factors come from the reframe. The bigger the reach and re-usability, the bigger the impact. Lastly, I added two criteria for the implementation and production and use of the design.

The criteria below are listed by importance. If the design is not effective in achieving the goal of behaviour change, it is less important how big the reach is.

1. Action promoting

Does it stimulate cisgender people at the TU to change their behaviour to be more inclusive of transgender peers?

2. Emotional

Does it trigger emotions that help people understand the issue at hand?

3. Education

Does it clearly provide enough knowledge to support behavioural change?

4. Reach

Does the effect have an impact on a big group of people?

5. Implementation

Is it easy to implement? (e.g. few people to set it up. Small impact on policy, etc.,)

6. Production

How much needs to be further developed? Will it take long? Is it going to be expensive?

7. Re-usability

Can the design be used multiple times to keep achieving its goal?

Furthermore, the design should reflect how the TUD is, so people recognise their environment. Otherwise, it might be easy for people to discard the problem as they don't think this occurs in their workspace. This is not a hard demand, but a wish.

E5. Discussion of three ideas

I believe the most effective design in line with my criteria is the VR experience. In this chapter, I evaluate the three ideas on the criteria stated in chapter E4.

Even though the Queer Dinner is very action-promoting and will probably evoke emotions due to the personal interaction with transgender people, the reach and re-usability is very small. The lack of transgender acceptance is not only an issue in upper management but a cultural issue occurring at every level of the institute. The risk remains that with the queer dinner, even though the hard side (policy) speeds up, the soft side (culture) will lag. This means the new policies might not be executed. So even though the evening would be very effective for those involved, it might not be enough to reach a bigger acceptance overall.

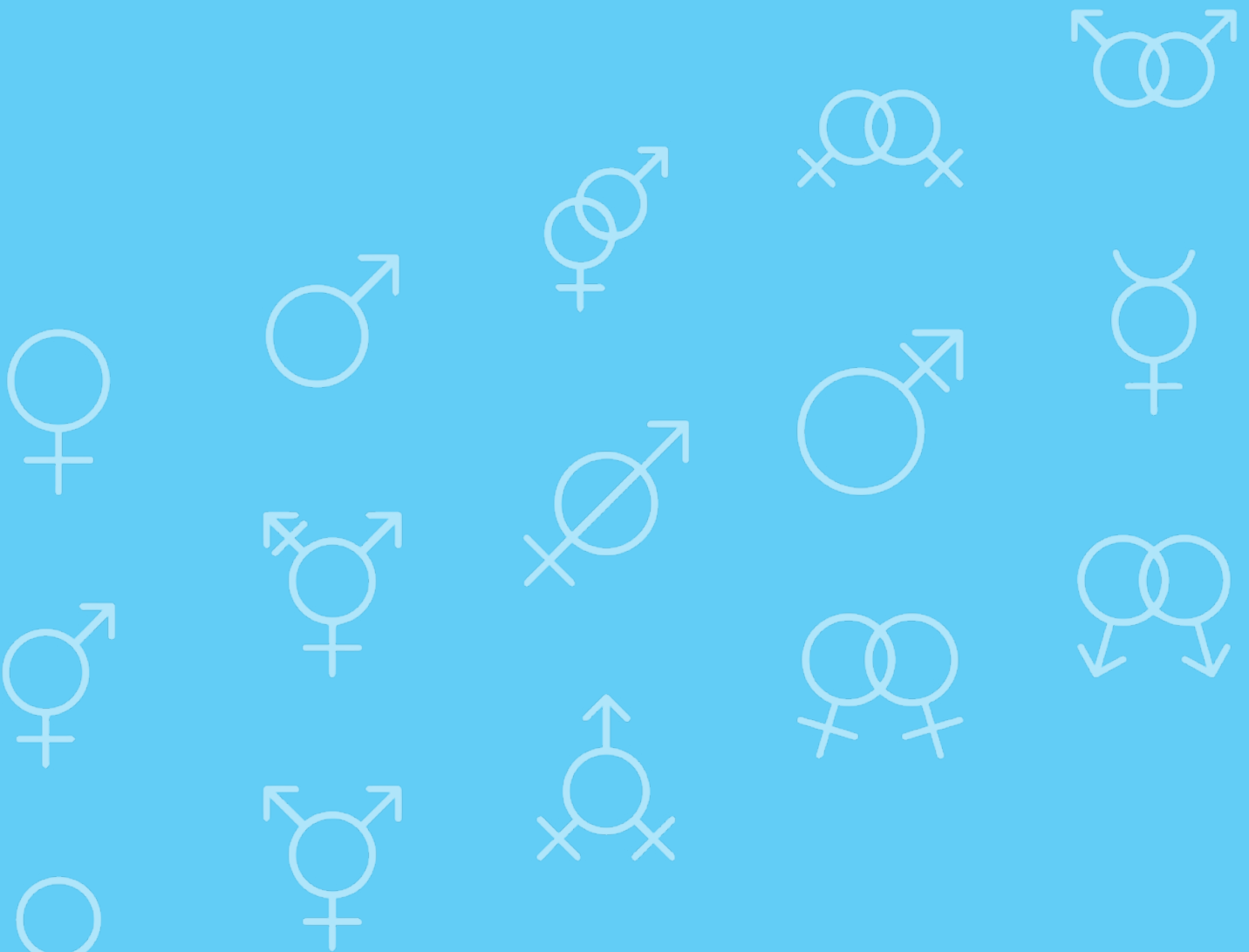
The UTQ course has a big reach, but only in a very specific target group: teachers. This way you miss out on the people who make policies, students, and researchers. The classroom does not provide a great scenario for emotional connection, but this depends on the way the course will be given and the people within the group participating. As mentioned before, implementation has both pros and drawbacks. On the one hand, there is an existing structure in which the design can be placed. On the other hand, it is a big task to create a lesson plan that will fit the course and be accepted by all universities. Overall, a course would be very efficient but the and the UTQ could be a great place to start. However, it would be best to also educate higher management and students. Creating and implementing three different programmes could be an expensive and cumbersome task.

Even though the VR experience scores well on most criteria, some points can be improved. Most importantly, reach is diverse but limited. This is because only one person can use a headset at a time. Also, only implementing it during the D&I week reaches a limited number of people. Lastly, ease of production is low as VR experiences are complicated to set up. The TU Delft has a special centre devoted to VR called the XR lab, located in the University Library. They might play a part in helping keep production costs low. VR especially excels at evoking emotions which can help to convince people to change their behaviour. The visual format is also a great medium for people to learn.

Taking the discussions above into consideration, the VR experience will be developed further. In the next chapter, I make the design more concrete by expanding on the experience. Furthermore, I will look closer into implementation and improve on the weak spots.

Part F

FROM IDEAS TO A FINAL CONCEPT



F1. Literature and existing VR experiences

I looked into literature on empathy games and VR experiences. Furthermore, I found multiple relevant VR experiences such as the diversity training by Mursion, BodyOfMine, INTO D'MENTIA, and the bully & discrimination training by Enliven. In this chapter I look closer into the two examples; the training created by Equal reality and a VR experience called Bubble games. Besides that, I looked into a previous project of the D&I team which generated backlash.

F1.1 Literature research

Empathy can be split into two levels: cognitive and emotional (Shamay-Tsoory, 2010). Cognitive empathy includes understanding someone's perspective whereas emotional empathy is about sensing another's feelings. This experience should focus on triggering the emotional empathy as most people within the TUD are sensitized to queer perspectives.

"If you've played a 10-minute game about being a transwoman don't pat yourself on the back for feeling like you understand a marginalized experience" - Anna Anthropy

Empathy games are a popular approach to trigger emotional empathy, however, there is also criticism (D'Anasatio, 2015). It's important to note that while empathy games can be a valuable tool for fostering understanding and empathy, they do not replicate experiences of minorities. Empathy games can be a starting point for raising awareness and promoting empathy, but true understanding and support for minority communities also require real-life engagement, active listening, and education.

Kroupie and Sleeswijk Visser (2009) created a framework for empathic design. Even though the framework is meant for designers, in my opinion it can also be translated to other users as well. First, I'll explain the model and then I'll explain how it could fit this project.

Four phases are defined (figure 36, next page). In the first phase the designers interest gets sparked to someone with a different experience. Following, they immerse themselves in this new context. From this, they learn how it is to stand in the others person shoes. Finally, you can detach and use the acquired knowledge to create a fitting design for the target group.

In this project, the designer will be replaced by the VR user. The target group will be trans or non-binary people. The first phase happens before someone puts on the headset. The immersion and connection happen during the experience. Detachment happens once the user finished the scenario. Instead of designing a product or service, the user will 'design'

their behaviour to be inclusive towards genderqueer people. In chapter F3.3, I'll explain how the detachment process can be guided to make sure the user leaves the experience with the right tools to increase inclusivity.

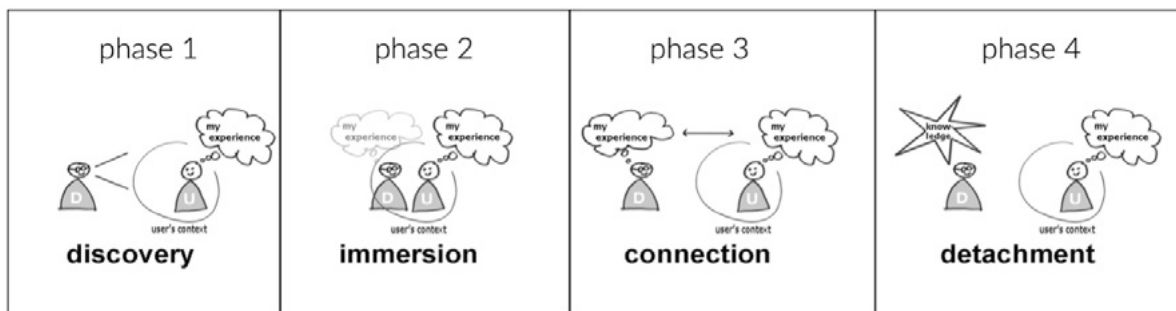


Figure 36: A framework for empathy in design (Koupric & Sleeswijk Visser, 2009)

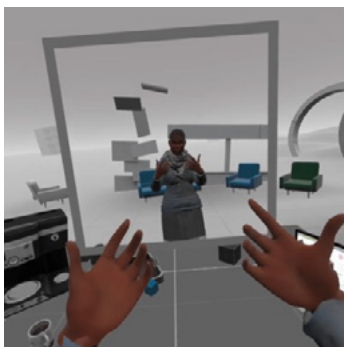


Figure 37: a screenshot from the VR game Everyday Inclusion where you watch "yourself" in the mirror.

F1.2 Equal reality

First, Equal Reality (2022) created a game called Everyday Inclusion for Cornell University (figure 37). It was fully 3D-modulated. This added a nice dimension as you move your physical body and the character would move with you. You could look at yourself in the mirror and get into character. The negative side to this is that feels distant from reality. The character design is a bit off, and you feel like playing a game instead of having a real-life experience.

I tried two scenarios. First, you would overhear a conversation between colleagues who were talking about 'diversity hire' and responded negatively to positive discrimination. As the user you could pick multiple options to interfere. The availability of options gave feeling of really being included in the scenario instead of just watching it. It also made me reflect on what behaviour would lead to the most positive (inclusive) outcome.

During the experience you could press a button when you spotted triggering behaviour from other characters. After, the 'presenter' of the game showed what behaviour they found triggering and compared it to you experience. It was a nice way to start reflecting on what you noticed in the game. In my opinion the game mainly focusses on cognitive empathy as there are few emotional triggers.

Their experiences can be purchased as a subscription for 12,500 AUD for 6 months. You receive 50 licences and get access to their full library of existing scenarios such as Gender & Disability, Everyday Inclusion and Finding Common Ground. EqualReality also offers custom made apps which can co-designed to fit your own goal. I've reached out to them, and they are very willing to collaborate on this project in the future.



Figure 38: A screenshot from the trailer of Bubble Games showing a person in front of their house.

F1.3 Bubble games

The second example I found was a VR experience regarding empathy called Bubble games (TU Delft, 2022) created by Froukje Sleeswijk Visser (TUD researcher) and Jeroen van Erp (Fabrique). They worked together with VR Gorilla to capture the different experiences of people in the same neighbourhood. This experience is movie based, and thus captures the real world. The perspective is more static as the point of view is floating in space (figure 38). Its aim is interesting as it tries to bring people together with opposite understandings. In the case of my project I will be reaching out to people who are inherently interested in the design.

I reached out to Sleeswijk Visser to ask her what made the experience successful and what tip she could give me. She found the most important thing was the 'spark' of the experience and guiding the reflecting after. She was positive about an early prototype I showed her.

F1.4 AutismeBelevingsCircuit

As a D&I event during the diversity week in 2022 they launched an Autism experience circuit. The way this was communicated led to a lot of critique on Instagram (TU_Delta, 2022). Furthermore, there was critique on the guest speakers. Even though the overall live-up was diverse, the fact that Joris Luyendijk spoke was not appreciated by the commenters.

Overall, the comments spoke negatively that too few minorities seemed to be involved in the creation of the Autism experience circuit. Moreover, the experience was seen as turning the harsh experiences of neurodivergent people into entertainment for others. Instead, it should have been a learning experience. Lastly, the name struck a wrong chord. The name of the design should clearly reflect the goal of the design.

Below some reaction from the Instagram post can be read.

Hi, I'm an autistic Black DEI expert. Have a Ted Talk on autism and am a well known speaker on privilege, anti racism and DEI. Just so you know you don't have to hire the privileged and inexperienced people to tell you about the lived experiences of others. - Chanel Matil Lodik

@tudelft Did you even consult the people you're talking about?! People with autism, people who aren't safe in this society, people who don't have all the privileges Luyendijk has? I can't imagine you did because the way this sounds this will be talking about them, and not with them. And pat yourself on the back about how inclusive you are. No, you're just keeping everything the same (unaccessible), while ticking your "social" boxes; this reeks like social washing. - Van die vegans

perfect example on how not to be inclusive. Use neurodiverse people as a way to entertain neurotypical people, because that's what a circuit feels to me. The only tag that is firing is privilege. Because at the end of the day you can do as many circuits you like, but you still don't know what it's really like. - plantpowered_layla

What is an "autism experience circuit"? Whom was it created by? How will it serve the purpose of making allistic people better understand autistic people's lived experiences? - Stephanie Eveline

F1.5 Conclusion

People say they want to be inclusive because their cognitive empathy is triggered. They understand how being a minority leads to unpleasant experiences. However, people are not acting on their beliefs. To change this their emotional empathy needs to be triggered by letting them feel from the perspective of the minority.

This feeling should be evoked in a serious manner that is not too game-like. Moreover, it should be stressed that the experience focuses on viewing the effect of their own behaviour on their surroundings instead of living the life of a transgender person. This is an experience that cannot be replicated in such a short timeframe.

When designing and communicating the design it is important to emphasise that genderqueer people have been involved in this project from the start. It is also important that an evaluation with transgender people gets done before the VR experience gets launched. Lastly, the experience should not be seen or promoted as a fun game benefiting from the marginalised.

There are two options to work out the scenarios in the experience: film-based or 3D modules. Rendered worlds have more degrees of freedom and allow for a more immersive experience. However, it is also a costly enterprise and poor character design can break the fantasy. In making the first prototype, I will use video as it is quick and accessible to work with. Once the design is tested and iterated upon it is possible to move to a 3D-moduled alternative.

F2. Name and goal

To communicate what the design is, a fitting name is important. The name should convey three key elements: topic, goal & type of activity. Lastly, the name should not be too long or complicated.

I chose “**Transgender Inclusion Experience**”. It refrains from claiming it simulates how it is to be trans and focuses on the interaction of cis-gender people including transgender people.



Figure 39: The Ally flag
(Wikipedia, 2023)

The goal of the entire experience is to “mobilise allies”. “Ally” is a term used for a person who is not part of the LGBTQ community but still supports queer rights. Usually, they do so in an active manner. A famous example is the Parents, Families and Friends of Lesbians and Gays (PFLAG) organisation. In true queer fashion, they also have their own flag (figure 39). Through educating others, they create a more accepting world for the people they care about. Allies are very valuable as they can extend the voice of queer minorities (National Institute of Health, 2018). Research by Rostosky et al. (2015) found that besides their added value to the queer community, allies also find they improve themselves through this. The research team interviewed 292 straight allies and found there are many positive aspects to being an ally. By increasing their awareness and knowledge of queer issues, allies grow as a person as a whole.

“I think that being an ally helps with perspective-taking and empathy. I have always felt that I supported individuals to be confident in their sexuality, regardless of orientation, and I have always advocated for equal rights. But having friends who identify as LGBT has raised my awareness of some of the challenges they encounter, and thus has made me think more critically about politics and culture.”

It helped them better understand their own sexuality and privilege. They enjoy being a role model and educating others.

“I believe the positive thing about being an ally is ... it teaches our children that people are people and you treat them how you would like to be treated, no matter who they are, what they look like.”

Finally, taking a stand and speaking up for others increased their own confidence.

“When a college student, particularly a white male like myself, sees me stand up and question his language or actions, then the message is sent very clearly that that is not to be tolerated. Hopefully, if my actions as an ally change the actions of those who are not supportive of the lifestyle, even one person, then I will have made the world a better place for my LGBT brothers and sisters. They should be afforded the same privileges that I have.”

To get people to be allies they will be guided through 3 steps in VR:

1. **Inform yourself** - General introduction into queer theory.
2. **Immerse yourself** - Real life examples set in a TU Delft context showing trans struggles.
3. **Improve yourself** - Hands-on tips how to improve behaviour to be more inclusive.

F3. Structure of the design

To get people to be allies they will be guided through 3 steps in VR.

1. Inform yourself - General introduction into queer theory.
2. Immerse yourself - Real life examples set in a TU Delft context showing trans struggles.
3. Improve yourself - Hands-on tips how to improve your behaviour to be more inclusive.

F3.1 General introduction into queer theory

The first part of the VR experience is about educating the viewer. Without the proper knowledge, they might miss what the following scenario is about. The genderbread person is the best format to explain this. However, reading the information is not making the most of the tools provided by VR.

An interactive version of the genderbread person would be a nice way to divide the information into little chunks.

The video should include both cis and transgender. This reduces the idea that cisgender is 'normal' and transgender is 'other'. Furthermore, it should explain the difference between medical and social transition.

F3.2. Real life examples showing trans struggles

In the second step, people step out of their bodies and into the perspective of a transgender person. The scenarios show different uncomfortable experiences and give a frame for the user to reflect on.

Based on the interviews and further research I've come up with 6 scenarios. These were first introduced in chapter E3.1. I've taken out the prior scenario of "respecting trans experiences" as this is an overall topic. The goal behind that is when queer people talk about what they've been through or how they perceive certain topics. So more generally my goal was to make sure trans people are taken more seriously. This on its own can be a new scenario, as (trans) women are often ignored in conversations. It is already incorporated in the persona of the "Closeted Queer" person, but it's a topic that deserves more attention.

- Gender-neutral bathrooms
- Pronouns
- Visibility
- Jokes
- Faulty assumptions
- Taking queer peers seriously

Creating all these scenarios in VR was not possible due to time issues. However, I created a high-fidelity prototype for 1 scenario. In appendix I a low-fi prototype of the first scenario can be found. It shows the general vibe of the design without it being immersive or dynamic. It was used to communicate the design with the D&I to get their approval on a more extensive prototype.

F3.3 Hands-on tips how to improve your behaviour

To help the user take the first steps towards improving themselves they need to know what to do. In the final step, they can look back at the reflections from the second step. Below the tips and tricks are mentioned.

- 1. Avoid gendered phrases such as “Hey boys and girls” or “Good morning guys”. Instead, try using “Hey everyone” and “Good morning class”*
- 2. Include your pronouns when you introduce yourself. This can be done both online and offline. In real life, you can state your name followed by your pronouns (e.g., she/her, he/him, they/them). Online you can add your pronouns to your bio or put it in your mail signature.*
- 3. Don't be afraid to make mistakes. Most trans people don't mind as long as you have the right intention and you're willing to learn.*
- 4. Point out to people if they make offensive remarks. It's easier for you as an outsider to step up for a minority than for them to speak up for themselves.*
- 5. Try practising with pronouns in your head. When talking about a gender-neutral person use phrases like:
“Do you know where Ravi is?”
“I saw them this morning. I think they are working in the lab”*
- 6. Keep an open attitude and talk to people with different perspectives or experiences.*
- 7. Before you ask someone a question, think to yourself whether it's appropriate. Showing interest in people is good but refrain from questions about their body. It's better to talk about gender in general than ask for personal experiences.*
- 8. Find resources to educate yourself on sites such as [TNN](#), [Transgenderinfo.nl](#)*

F4. Strategy for the implementation of the concept

It is important to consider how the design will be used. To start, the design will be used during an event at the D&I week. In October, the D&I office hosts multiple events such as lectures and workshops to increase visibility and stimulate change. The D&I team is very enthusiastic to use the demo experience then.

Even though the VR experience could stand alone, it would be better to present it in a more context that provides a broader knowledge. It would be best to create a set-up in a public place since it attracts more people. VR has a natural appeal as people are drawn to innovations.

On entering the space, it would be good to be greeted by a member of the D&I team. The member can introduce the attendee to the event. When the member introduces themselves, it's important that they state their own pronouns. After, they can ask the attendee how they would like to be referred to, making them aware of their own pronouns. Next, they will be guided to the persona posters. This allows gives them a feeling for the topic we're talking about. It will help them to get more easily into 'character' for the immersion (step 2) during the VR experience.

There needs to be supervision with the VR glasses. One person can be approximately help 3 people. The full experience takes about 2 minutes of introduction and has a running time of 8 minutes. The content of the prototype will be shown in chapter F5.

After they finish the VR experience, they can look at materials to further expand their knowledge. A poster of the genderbread person should be available. Flyers could be very effective in handing people information, but it is not a very environmentally friendly option. Moreover, flyers are often discarded. That's why it would be better to have people sign up for a one-time email giving details on where to get information and a revision of the takeaways from the experience.

Preferably there would be a place to discuss the topic more with fellow participants or experts. Currently, most Faculty Diversity Officers are not yet ready to take on such a role. The D&I office should provide training for them to become experts so they can transfer that knowledge.

F5. VR Prototype

Together with the XR lab, located at the university library, a prototype was created using their camera (Insta360 Pro) and software license (3D Vista Virtual Tour Pro).

The prototype was created to serve three goals. Firstly, to test with transgender people to review whether the experience portrayed was life-like and relevant to them. Secondly, testing it with cisgender people to see if the experience was informational enough and stimulated behavioural change. Lastly, to show the design to the D&I team to get their feedback and as a first step towards further development.

Keep in mind that the non-immersive experience differs from the one perceived through VR glasses. Furthermore, the flat version is best experienced wearing headphones.

Below an overview of the content of the VR experience can be found. Alternatively, it can be played on a desktop which can be found at the TU Delft Repository.

F5.1 Introduction

The experience is introduced by a voice-over explaining the goal of the experience; to become more inclusive towards transgender people by Informing (step 1), Immersing (step 2) and improving (step 3) yourself. The main menu is a white void where the three steps can be seen by looking around. After the voice-over, the user can click on the video below step one, which immediately starts playing.

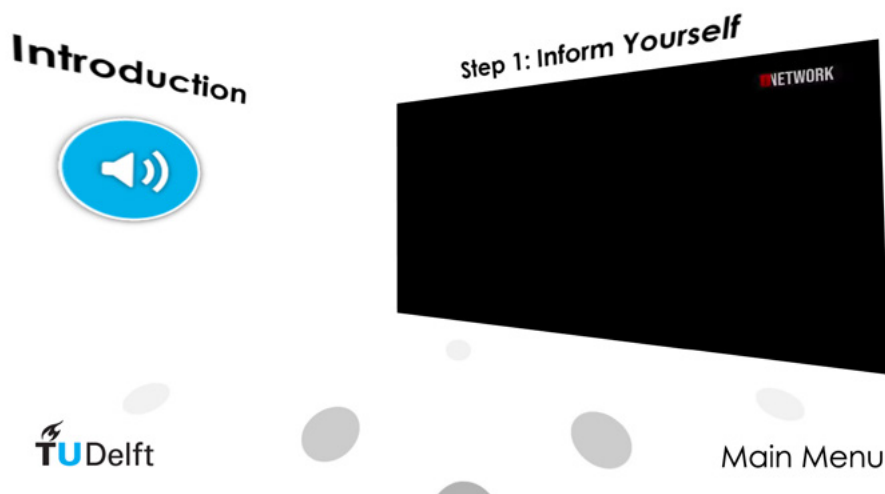


Figure 40: A screenshot from the VR demo showing the introduction button and video from the main menu.

Legally, YouTube videos such as this one cannot be downloaded and shown outside the platform in educational settings. Furthermore, there is the risk that the video gets deleted, and the experience misses a proper introduction. For the final design, an own video must be made or a middle option is to create an animated video instead of an interactive model.

The bathroom scenario was chosen to be worked out first as it does not only come with emotional risks but also physical ones. During the research phase, trans participants said they, or their friends, sometimes refrain from using the toilets at the university because they feel uncomfortable. They change their plans to leave university early, drink less water, or even refrain from going altogether. This final option can lead to medical issues such as cystitis or urinary tract infection.

F5.2 Inform yourself

Creating a fully interactive version of the genderbread model as described in F3.1 was not within reach. Therefore, I chose to put in an existing video.

Ideally, the experience would be introduced by an animation of the genderbread model. However, since this is not available, I chose a different explainer. Australian news site 11 Network created a short video which I modified to fit this project. The original video can be found here (11 Network Australia, 2021). It explains the concepts of being non-binary and introduces everyone's responsibility to educate themselves. As there is a big overlap with binary transgender a lot of issues are discussed. It talked about the history of non-binary people, medical change, pronouns, respect, and the importance of talking to transgender people to learn about their experiences.

F5.3 Immerse yourself

Once the video is done, the user turns to the right to select a scenario. In this prototype, only one scenario is available: using the bathroom. Upon clicking on the information button, they will find an explanation that the VR experience is still under development and more scenarios will be added later.

When entering the bathroom scenario, a voice-over starts explaining the user is placed in the shoes of a transgender man. They are currently transitioning from female to male and the user is asked to choose a bathroom. They can pick a disabled toilet, the men's bathroom, or walk to a gender-neutral toilet. The user can decide which 'path' to take (figure 41).

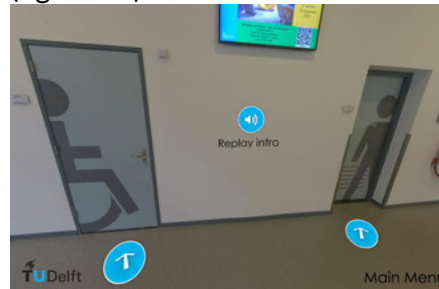


Figure 41: Screenshot showing the main hall where the user can choose between the men and disabled bathroom



Figure 42: Screenshot showing the inside of the disabled toilet

Upon entering the disabled toilet, nothing happens. The user can look around they will see alarm wires, support rods and a very low sink (figure 42). When they leave the bathroom, they are confronted by a passer-by who tells them that they should use that bathroom as it is only for disabled people.

A reflection follows where the user is made aware that a disabled

bathroom is often the only gender-neutral option.

The second option presented is the male bathroom. Upon entering you see two people (figure 43). One guy tells you "I think you're in the wrong bathroom". He then continues to say it's the MENS bathroom and you don't belong here. A heartbeat, heavy breathing, and a red glow kick in (figure 44). The second guy in the room awkwardly shuffles in between you two to leave the bathroom. Finally, the first guy tells you to leave the bathroom. The screen cuts to black and an empty bathroom is



Figure 43: Screenshot showing the mens bathroom. The user is spoken to. In the back you see a bystander who does not interrupt the situation.



Figure 44: Screenshot showing visual effect used to make the experience more intense. Besides the red glow, breathing and a heartbeat is added.

presented.

The user gets two options. First is to use the urinal, which gives a pop-up saying that you can't use this as you are still transitioning. Alternatively, the user can pick a stall. Here they see some jokes and drawings that used to be in university toilets. It includes the phrase "Homos of the TU". Even though it is a neutral phrase it still holds some negative energy. When viewing it a pop-up comes up saying "You've got to be kidding



Figure 45: A screenshot of the mens stall. The drawing are created in photoshop but based on real drawing in university stalls

me...” (figure 45).

The reflection says that going to the bathroom can be uncomfortable for people in transition. This feeling of discomfort is permanent for non-binary people as they don't fit gender stereotypes. The user is asked how they feel and whether they expected to be called out. Questions follow on the role of the bystander and how the user would have acted in that situation. Finally, the tip is given to stand up for trans people as it is easier to intervene as an outsider.

The third option is to go to a gender-neutral toilet. This button is not located next to a door but floating in space. Upon clicking a pop-up window states there is no gender-neutral toilet at this faculty and the closest option is a 5-minute walk away. An internal monologue replies they don't want to spend 15 minutes on their break.

F5.4 Improve yourself

The final part of the experience is focussed on tips for the user to improve themselves. When opening the third step, a recap of prior scenarios opens. After, the user is told it is okay to make mistakes. It also tries to give a new perspective on correcting others. When doing so, you're helping people improve instead of judging them.

It then dives into using pronouns both offline and online, giving an example of pronouns in an email signature. Finally, the user is urged to keep educating themselves.

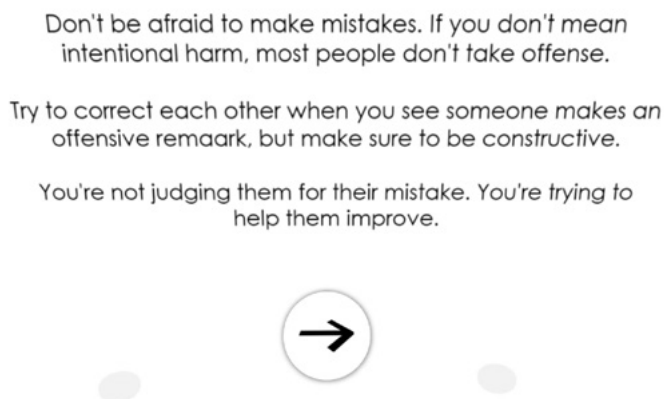


Figure 46: Screenshot from the third step: Improve yourself. The text gives you a new perspective on correcting people.

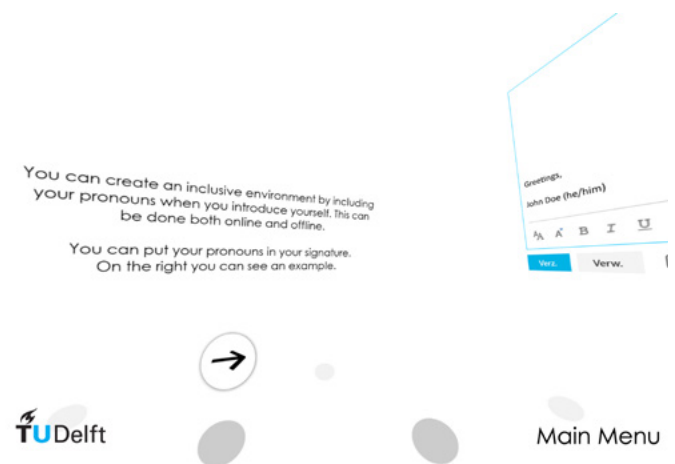


Figure 47: Screenshot from the third step: Improve yourself. The text gives you a new perspective on correcting people.

Part G

EVALUATION OF THE DESIGN



G1. Evaluation with stakeholders

I tested the prototype with both trans and cisgender people to gain feedback on strength and weaknesses of the design that could be further developed on. The goal was not to validate the design as this cannot be done with a small test pool. Furthermore, the prototype is not close enough to a final product to be tested that extensively.

Users took around 8 to 10 minutes to finish the full experience with most of them trying out all the three routes in step two: bathroom. The most overlooked route was the gender-neutral bathroom.

G1.1 Feedback from transgender users

Three of the previous transgender participants tried out the prototype. The first impression was positive, although it felt a bit incomplete. The introduction video assumed the viewer had more prior knowledge than they expected in real life. As expected, the explanation of cis- and transgender, and the distinction between social and medical transitioning was missing. Also, the tone of the video is very subjective and goal-oriented. They suggested keeping the video informative and leaving the behavioural change for the final step.

Furthermore, the video shows some transgender and non-binary people. One person said: "It's like queer people through the lens of straight people. We don't all have purple hair". "All these happy-go-lucky videos are almost pinkwashing. As if a company want to show how inclusive they are." By only showing these examples certain stereotypes are enforced that not all transgender people may relate to. The same could be said for the entire video. One person said that the video missed a personal perspective. Everyone has their own experience. This could be highlighted.

They thought the scenario in step 2 was powerful. They liked how long the situation lingered. The effects in the video were a nice addition. However, the ending felt a bit abrupt as the situation was not resolved. They felt it could do with some cursing after which the cisgender man leaves.

The scenario felt life-like but one participant said they more often encounter this behaviour in the women's bathroom. They blame this on the fact that women feel more easily threatened by a non-binary person than men. As this is often brought up in conversation that women feel uncomfortable when a man enters their bathroom it is important this point is also addressed. The participant said: "If someone doesn't enter with a hostile attitude, don't attack them right away out of fair. Judge

the situation more sensitively. If the person in question starts behaving offensively, you can still react and express your opinion then.”

They also liked that the user is given choices that all end in negative situations. It feels life-like that you can never get it right. For the last step, they felt like the recap of the reflections was a step back. “You say, I’m ready to improve, and then you don’t get the tips but start reflecting again.” Furthermore, it could be very powerful if the tips would be made interactive. Not like a quiz, but more showing how different scenarios would look. For instance, how does the change from no pronouns to pronouns in the mail look?

Finally, they thought it was important to show where you can learn more. One person even said to limit the information given within the experience as reading the text can be hard. They suggested it would be best to stick to key information and focus on getting the user to educate themselves outside the VR surroundings.

G1.2 Feedback from cisgender users

I asked 6 cisgender people at the university to test the concept. Four of them were male, two of which were older than 40. Overall, the usability of the design was perceived as good. Small suggestions were made, which got adjusted in the final prototype. This text will therefore focus on the Perception (How did it feel?) and the Effect (Does it evoke change?).

Perception

One participant reacted to the urinal scenario: “Why can’t I pee? How do I pee then? Oh, I just sit.” This shows that this person did think beyond what was shown.

Someone else said: “oh, someone’s coming towards me! [...] I can’t slap in this game.” This response shows a level of immersion, but also a lack of interaction possibilities. Not that it is wanted to resort to fighting, but it could have been good to include more options. This is harder to include in a video-based experience. He also corrected himself after a few seconds, questioning whether it was actually a game. This shows that even though the experience has game like elements, this person did not necessarily see it as such.

Furthermore, he said that he thinks the experience works better for women as he felt less of a shock going into the men’s bathroom. He suggested it would be nice to state your gender up front and get a tailored experience. This is also easier to incorporate in a 3d modulated world than in 360 videos. It also begs the question, should the design target men, women of both? Even though research showed that men are less accepting of trans people than women (Chapter A2), they didn’t take this into account. The bathroom scenario follows the realism as there is a higher likelihood a man acts transphobic than a woman. According to this participant the design would be best fit for women. It is a question of whether this is true in general. Further research must be

done on the perception of the experience by man and women.

One participant thought it was nice that both routes had the same actors. Another participant said, “Wat a terribly annoying guy”. The personification a bad guy strengthened the need to speak up. Furthermore, it enhanced the feeling like there was not good choice to be made.

One person explicitly said how bad she felt for being ignored by the third person in the men’s bathroom. “You already feel like you shouldn’t be here and then where your entire existence doesn’t get acknowledged... It’s just extra rough on top.”

The gentle music was appreciated, especially since it worked well due to the high contrast with the uncomfortable scenarios. The audio of the breath and heartbeat also enhanced the tension for participants. One participant didn’t notice those but did think the experience was highly immersive and effective.

Effect

One participant mentioned they liked the tip about correcting others to help them instead of judging them. However, a different participant wanted to get more practical tips on how to do this.

It is always tricky to ask people about future behaviour. For instance, on the form I gave the participants, they rated their willingness to change their behaviour high, but when asked about which steps they were going to take they backed down. Everyone said they would stand up for transgender people if they noticed offensive remarks. And most people would stand up in situations as presented in the scenario in step two. Saying they would not follow all the tips given was surprisingly candid. Being so truthful about what they would not do increases the likelihood they are going to follow up on the other tips.

One of the tips most of them didn’t want to do was adding their pronouns to their email signature. One participant blamed this on the fact that the given scenario in step 2 does not revolve around pronouns. The prototype included only one of six possible scenarios. This scenario on bathrooms and being a bystander did trigger people to intervene when seeing discriminatory behaviour.

G1.3 Feedback from D&I office

The D&I office was very enthusiastic about the prototype. Even though one of them was sceptical about the use of VR before, they said this prototype changed their mind. They consider real-life interactions to be important but add that such experiences can contribute to educating and changing people’s minds.

Apart from an institutional perspective, they also had remarks of their own such as that the camera shows quite a high perspective which felt as if “standing on a table”. This increased unnecessary anxiety when

looking down, for instance when looking for buttons. They added that the experience is also not very suited for people in a wheelchair as the perspective will be off even more. Finally, they were curious about how the disabled bathroom scenario is perceived by disabled people. Overall, they were impressed by the prototype, and they are happy to show it during the upcoming D&I visibility week.

G2. Recommended design changes for development

The tests were positive overall and even though the sample is too small to make real conclusions, I believe it's worth to further develop the design.

I recommend two possible options: Developing inhouse with the XR zone at the University library or with Equal Reality. Costs of working with a commercial company are higher, but they bring a lot of expertise to the table, where the XR zone mainly has technical competencies. A switch from 360 video to 3d modulated spaces can enrich the experience. Test users asked for more interaction opportunities. Switching to a modulated setting means the experience can be better tailored to the user. Their gender, height and function can more easily be incorporated in the gameplay without having to reshoot entire scenarios. Furthermore, during the project I've learned about the use of AI in VR. This would allow a user to chat with a transgender person without the danger of exposing a real-life person to harmful behaviour. The user is free to make mistakes and learn from them in a safe environment. The video in step 1 should be revised to better include all important information and avoid legal conflict. The video should include the genderbread person, important lingo such as cis and trans, the difference between medical and social transitioning and a more extensive explanation of pronouns. The bathroom scenario could be enhanced by the feedback given in G1. Further scenarios must be created to encapsulate a truer width of trans experiences. Besides the priorly mentioned scenarios (Pronouns, Visibility, Jokes, Faulty assumptions and Taking queer peers seriously), a locker-room scenario could be added to incorporate the sport facilities of X into the TU delft Realm. Finally, in the third step can be adjusted the most. It should be less text based and be presented in more of a tutorial style. Moreover, sources for further education should be integrated within the experience. Currently this is done within the setting by leaving your email at the organiser of the event, it would be more effective if it could be filled in within the experience.

Most importantly, it is essential, to keep transgender people involved during the development of the experience.

G3. Further implementation

Apart from showcasing the design at the annual D&I visibility week the design can be used in more cases.

A desktop version should be available on the D&I site. This was discussed with the team, and they will work on finding a way to present this and other designs they've worked on.

The experience can be used when starting the conversation on transgender rights with new stakeholders. This will help to get all parties mobilised to reach the common goal of making the university more inclusive towards transgender people. These stakeholders can be deans, professors, the executive Board, student council representatives or even FDO's.

Moreover, it can be used to educate new teachers through the UTQ. For more information on the UTQ see chapter E3.2.

Personal reflection

When I picked this topic, I thought no one was ever going to pay for such issues. Queer rights are more a case within the public domain than it is within companies. I'm happy to see I was wrong about that. I learned about the broad role design can play in various fields and how to adjust a process to fit your stakeholders.

I specifically chose a human-centred project as this is something that I found sometimes lacking in my regular curriculum. I loved getting to know the university and the people in it. Even though I probably only scraped the surface of the facility as a whole, I did manage to get a good view of the culture around transgender issues. I loved speaking to the different stakeholders and turning it into a clear design narrative.

As expected, working on my own was quite a struggle. I chose two critical supervisors to push me forward, but sometimes it left me scared of critiques. In poor choice I avoided them in times I needed them the most. In the second part of the project, I managed to deal with this better and strengthened my relationship with my supervisors. They helped me push my project to higher grounds.

I also foresaw I would struggle during the ideation since this was never my strong suit. Therefore, one of my learning goals was to practice my creative facilitation skills. I'm very happy to have been able to set this up and I was pleased by how it went. I feel like I guided the group through a difficult topic in a short time. Their responses were very positive.

I wanted to learn to how "direct" myself, by forcing myself to make decisions and sticking to deadlines. I still have a long way to go with this. I lingered too long on the research part. At every turn, I kept finding new information that I wanted to dive into. I have to grow an intuition about when it is time to move on to a new design phase. Until I'm there I have to increase my discipline and force myself to synthesise my findings and use the conclusion to take the next step.

Another learning goal was to bring empathy into my research by elaborating on my previous Context Mapping skills, using interviews, quotes, and a narrative way of showing insights. This project showed this more than any project I have done before. I'm especially proud of using VR as a tool to engage the user and the way I used a POV setting to tell the story. I had no prior experience with VR and learned this skill in a short period. I'm looking forward to building on this in the future. Creating a visual presentation was also a goal of mine. I've surpassed this as my final design itself is visual.

Overall, even though the process was hard. I'm very proud of what I achieved. I've reached a lot of people and my clients are happy with my work. I'm proud the design I finished my master's with already led to some change. Now let's keep it going.

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Appendix A: Project brief

DESIGN
FOR our
future

TU Delft

IDE Master Graduation

Project team, Procedural checks and personal Project brief

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

- The student defines the team, what he/she is going to do/deliver and how that will come about.
- SSC E&SA (Shared Service Center, Education & Student Affairs) reports on the student's registration and study progress.
- IDE's Board of Examiners confirms if the student is allowed to start the Graduation Project.

! USE ADOBE ACROBAT READER TO OPEN, EDIT AND SAVE THIS DOCUMENT

Download again and reopen in case you tried other software, such as Preview (Mac) or a webbrowser.

STUDENT DATA & MASTER PROGRAMME

Save this form according to the format "IDE Master Graduation Project Brief_familyname_firstname_studentnumber_dd-mm-yyyy". Complete all blue parts of the form and include the approved Project Brief in your Graduation Report as Appendix 1 !

family name Jaarsma
initials I.S.T. given name Tjerk
student number 4677099
street & no. _____
zipcode & city _____
country _____
phone _____
email _____

Your master programme (only select the options that apply to you):

IDE master(s): IPD Dfl SPD

2nd non-IDE master: _____

individual programme: - - (give date of approval)

honours programme: Honours Programme Master

specialisation / annotation: Medisign

Tech. in Sustainable Design

Entrepreneurship

SUPERVISORY TEAM **

Fill in the required data for the supervisory team members. Please check the instructions on the right !

** chair Annemiek van Boeijen dept. / section: HCD

** mentor Ellis van den Hende dept. / section: DOS

2nd mentor David Keyson

organisation: D&I office TU Delft

city: Delft country: The Netherlands

comments
(optional)

⋮

Chair should request the IDE Board of Examiners for approval of a non-IDE mentor, including a motivation letter and c.v..



Second mentor only applies in case the assignment is hosted by an external organisation.



Ensure a heterogeneous team. In case you wish to include two team members from the same section, please explain why.

Procedural Checks - IDE Master Graduation

APPROVAL PROJECT BRIEF

To be filled in by the chair of the supervisory team.

chair Annemiek van Boeijen date 13 - 04 - 2023 signature _____

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CHECK STUDY PROGRESS

To be filled in by the SSC E&SA (Shared Service Center, 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 the conditional requirements into account, can be part of the exam programme _____ EC

List of electives obtained before the third semester without approval of the BoE

YES all 1st year master courses passed

NO missing 1st year master courses are:

name _____ date ____ - ____ - ____ signature _____

FORMAL APPROVAL GRADUATION PROJECT

To be filled in by the Board of Examiners of IDE TU Delft. Please check the supervisory team and study the parts of the brief marked **. Next, please assess, (dis)approve and sign this Project Brief, by using the criteria below.

- Does the project fit within the (MSc)-programme of the student (taking into account, if described, the activities done next to the obligatory MSc specific courses)?
- Is the level of the project challenging enough for a MSc IDE graduating student?
- Is the project expected to be doable within 100 working days/20 weeks ?
- Does the composition of the supervisory team comply with the regulations and fit the assignment ?

Content: APPROVED NOT APPROVED

Procedure: APPROVED NOT APPROVED

comments

name _____ date ____ - ____ - ____ signature _____

Creating a healthy work environment for transgender people at the TUD project title

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

start date 10 - 03 - 2023 17 - 08 - 2023 end date

INTRODUCTION **

Please describe, the context of your project, and address the main stakeholders (interests) within this context in a concise yet complete manner. Who are involved, what do they value and how do they currently operate within the given context? What are the main opportunities and limitations you are currently aware of (cultural- and social norms, resources (time, money,...), technology, ...).

In the past decade, the queer rights discussion has entered a new domain, acceptance in schools and on the work floor. The Dutch government acknowledges that there is much to gain in this respect. Since 2021, all middle and high schools in the Netherlands are required to create a safe and accepting environment for LGBTQIA+ youth (VWS, 2022). Research by Kuyper (2018) shows that 1 in 7 people would rather not be around people of who they cannot determine whether they are a man or woman.

Figure 1 shows the different aspects of gender and sexuality. Being trans or non-binary has to do with one's gender identity, how people experience themselves. This is shown to the outside through their gender expression by for instance their clothing or mannerisms.

American research shows transgender and non-binary youth suffer more from mental illness than hetero-cisgender (cis) teens (Price-Feeney et al., 2020). One of the reasons is they fall subject to discrimination. They are not allowed to be the person they wish to be, their authentic selves. This is a result of misunderstanding as people find it hard to relate to these 'labels'.

The role of languages is very important in showing acceptance. People are starting to share their pronouns both in real life, as in social media profiles and below emails. Apart from the well-known he/him and she/her, there is now also a more inclusive term for non-binary people; they/them. By labelling people correctly (the way they want), people can show tolerance.

The acceptance of trans and non-binary people is also a topic of discussion at the Delft University of Technology (TU). The TU has a Diversity and Inclusion office (D&I) devoted to creating a better work climate for everyone. This also includes queer people, both students and faculty members. D&I will be the client for this project. I will be working closely with the chief diversity officer prof. dr. David Keyson, as he will be the client mentor of the project. His knowledge of how the university operates will help create a feasible and effective end result.

Trans and non-binary people hold different values regarding gender than some cisgender people. Therefore, their views can clash. One of the key elements of enhancing this situation is improving the communication among straight and queer people. This is a good starting point for creating a better understanding or mutual respect. In this project the focus will be on the teaching staff. They are central figures as there is a co-dependent relationship with both students and non-teaching staff.

Besides the D&I office and the TU Delft as a whole, more stakeholders are identified. True U is TU Delft's queer network for employees at TU Delft. Delft also has a general association to increase queer rights, called DWH (Delfste Werkgroep Homobelangen). They also have a sub-department just for students and young people, called Outsite. These associations both can be valuable sources of insights into the needs of queer people in general and students in particular at the TU Delft.

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introduction (continued): space for images

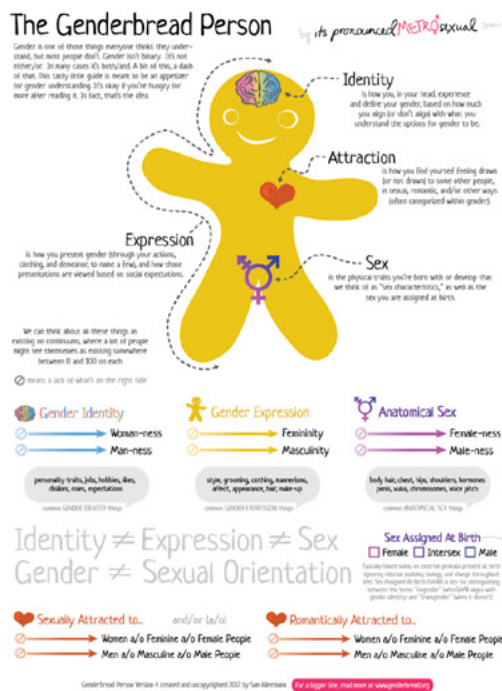


image / figure 1: Figure 1: the Genderbread person v4.0 poster by its pronounced Metrosexual (2017), An overview of

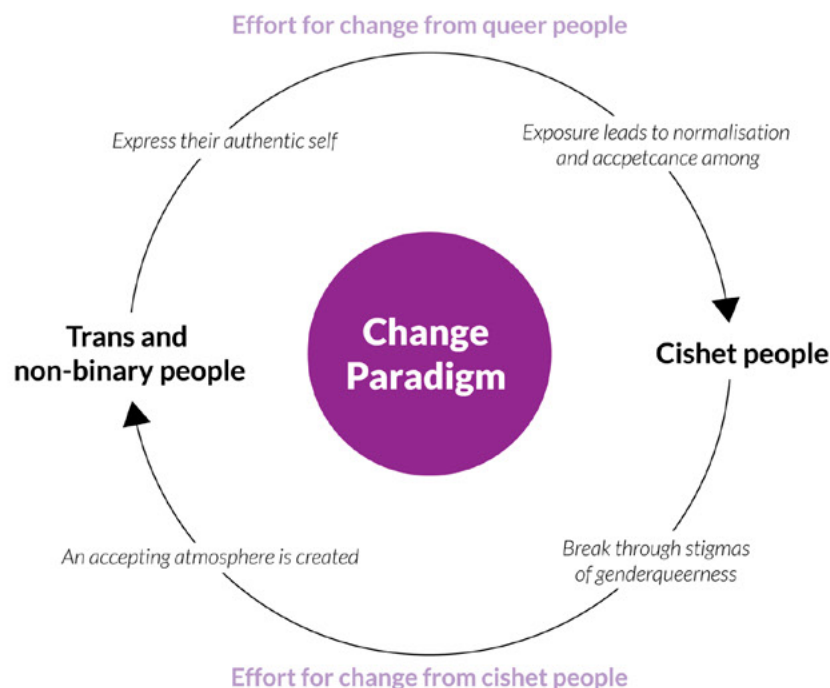


image / figure 2: Figure 2: A visualisation of the paradigm of change

PROBLEM DEFINITION **

Limit and define the scope and solution space of your project to one that is manageable within one Master Graduation Project of 30 EC (= 20 full time weeks or 100 working days) and clearly indicate what issue(s) should be addressed in this project.

The D&I office is looking for an improvement of queer and cis-het interaction to eradicate feelings of discomfort.

When trans and non-binary people commit to being themselves by linking their gender identity to their gender expression, this can have a polarising effect on cis-het people as they experience fear of the unfamiliar (Ozamiz-Etxebarria et al., 2020).

At the Delft University of Technology, this same problem occurs. Trans and non-binary employees feel less comfortable being their authentic selves than other employees at the university. Moreover, they feel a less strong feeling of belonging to the TU Delft community than their colleagues. A recent survey by the D&I office picked up on this. However, the quantitative survey does not provide insights into the root of the problem. Nor does it offer any solution to improve the work atmosphere. An investigation into the students' experiences is still pending.

In summary, as visualised in figure 2, change can either come from trans and non-binary persons, or from cis-het people. Queer students and staff can express themselves more openly, an action that might lead to resistance at first but normalises the situation over time. Or cis-het teachers can challenge their own beliefs and break the stigma on genderqueerness, creating an atmosphere in which queer people feel safer to express themselves. Both actions require a lot of effort and are not likely to happen spontaneously.

ASSIGNMENT **

State in 2 or 3 sentences what you are going to research, design, create and / or generate, that will solve (part of) the issue(s) pointed out in "problem definition". Then illustrate this assignment by indicating what kind of solution you expect and / or aim to deliver, for instance: a product, a product-service combination, a strategy illustrated through product or product-service combination ideas, In case of a Specialisation and/or Annotation, make sure the assignment reflects this/these.

I will develop an emphatic design and implementation strategy for TU Delft D&I office that creates a comfortable work environment for trans/non-binary students and employees in the interaction with teaching staff.

Through context mapping (sensitizing, interviews, and data analysis) (TU Delft, 2017) and cultural frameworks (Van Boeijen, 2020), I want to gain insight into the current environment. Through this, I will reframe the problem to find why queer people are feeling a weaker motion of belonging to the TU community and thus experience a lack of freedom. This will find its origin in their straight colleagues' belief system, and thus their actions. I want to research the role of gender in interaction.

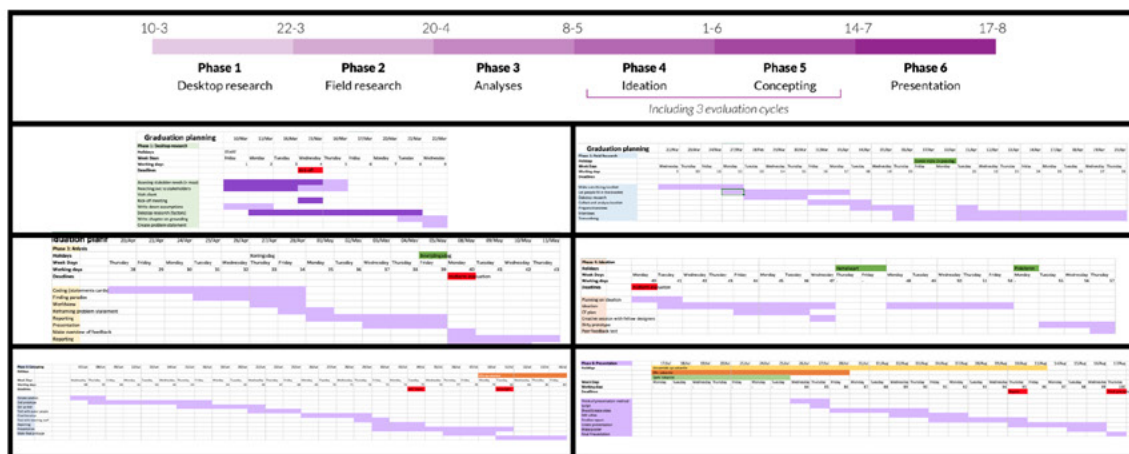
D&I should use the design to enable teaching staff to become aware of stereotypical thinking and potentially harmful behaviour. This process should be made as comfortable as possible as it is a sensitive topic people are scared to tackle. People should be aided in using the proper languages to have a safe and fruitful conversation. A more informed view would lead to a healthier interaction between cis-hetero and trans/non-binary people. At the same time, it creates a safe workspace for both parties; where everyone can express themselves in a way that will not offend their colleagues. The goal is to reach people from all over campus, not just the IDE faculty. By doing this, the design will fit a broader target group.

To make sure the design will be implemented, it is important to get a grip in how the university operates. What is the exact role of D&I and what channels do they use to accomplish change within the TU? Their interaction with colleagues, deans, the executive board and other relevant stakeholders need to be mapped and a roll-out plan has to be developed.

PLANNING AND APPROACH **

Include a Gantt Chart (replace the example below - more examples can be found in Manual 2) that shows the different phases of your project, deliverables you have in mind, meetings, and how you plan to spend your time. Please note that all activities should fit within the given net time of 30 EC = 20 full time weeks or 100 working days, and your planning should include a kick-off meeting, mid-term meeting, green light meeting and graduation ceremony. Illustrate your Gantt Chart by, for instance, explaining your approach, and 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 activities.

start date 10 - 3 - 2023 17 - 8 - 2023 end date



I've split my project into 6 phases. In phase 1 I will conduct desktop and expert research to get a grip on the matter at hand. This will lead to a more educated field research. In phase 2 approximately 15 people will be interviewed. These include cis/het teachers (n=6), queer staff (n=5) and queer students (n=4). The data will be analysed to create emphatic insights in phase 3.

To kick off the synthesis, phase 4, I will organise a creative facilitation session based on learning from Heijne & Van Der Meer (2019). I will reiterate on the ideas coming out of the session with tools provided in the Delft Design Guide (Van Boeijen et al., 2014). I especially like working with Analogies & Metaphors. For evaluation methods, I plan to use Weighted Objectives.

The actual designing will take place in phase 5, where I design individually, bringing in stakeholders at different times to evaluate my concepts.

To convince the D&I office and the TU Delft as a whole, the presentation is very important. That is why phase 6 is solely dedicated to making sure the design is conveyed in the best way possible.

MOTIVATION AND PERSONAL AMBITIONS

Explain why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSc programme, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed. Optionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in depth knowledge a on specific subject, broadening your competences or experimenting with a specific tool and/or methodology, Stick to no more than five ambitions.

I find it daunting to do this project on my own as I prefer to work in teams. Usually, I am good at keeping an overview and critical mind on the general design direction. Before my studies at IDE, I applied for Theatre Director. I still see myself as a director. This half-year is going to be a challenge of discipline for me. I can manage teams, but I also need to be able to manage my own workflow.

- I want to learn to how "direct" myself, by forcing myself to make decisions and sticking to deadlines.
- I want to bring empathy into my research by elaborating on my previous Context Mapping skills, using interviews, quotes, and a narrative way of showing insights.
- I want to practice my Creative facilitation skills acquired at the CF elective during the concept generation phase.
- I want to train how I bring across an idea through visual media in a professional way. eg. a video at the end of the project)
- I want to experiment with cultural-sensitive frameworks, as this is new to me.

Most of all, I see my graduation as a test of competence, more than an opportunity to further explore myself. I want to fine-tune my current skills while exploring enough new tools to keep the project interesting.

FINAL COMMENTS

In case your project brief needs final comments, please add any information you think is relevant.

The format did not allow me to include a reference list. However, all APA references are known to the author, Tjerk Jaarsma.

Appendix B: Factors and Clusters

Principles (N=6)

- People are frightened by change
- A men and women can make a child together
- Being different you can make new rules (open relationship, different make-up style)
- Gender is visible (clothing)
- Gender is invisible (behaviour)
- Gender identity can be shown though gender expression

States (N=12)

- Repetition of *balansout* towards gay people as to genderqueer people (Duyvendak, 2023)
- Male wording are often standard in language. (eg. policeman)
- Boys should be though
- Gender is very polarised
- Boys should be soft (Close)
- Women are paid less than men.
- 1/2000 is intersex (Van Lisdonk, 2014)
- The Netherlands used to be a frontrunner on queer rights, but not anymore. "wel van de reemende voorgrond"
- Transgender youth are more likely to suffer from mental illness
- Men are less accepting to trans people (Kanamori & Cornelius-White, 2016)
- "balans" kan naar school, kan het werk, naar de sportclub of de markt, ongeacht de marktsituatie, ongeacht de jongen bent, man of vrouw" (Duyvendak, 2023)
- As gender is defined by culture. Pronouns differ per country

Trends (N=38)

- health is designed for men by men, discriminating women.
- Make-up for men helps acknowledge it can be worn by men.
- Not only Cross gender but also unisex items
- Queer communities use lingo that is hard to understand for cisgender people
- Mainstream media are showing diverse representation (eg. Anne+, How to build a sex room)
- Famous cis gender men are 'cross dressing'
- Many products are target towards sexes (eg. skincare, perfume)
- Companies practise rainbow capitalism to make money of minorities
- Queerbaiting is unfair to queer communities (eg. Luca)
- People are making fun of pronouns
- There is talk of *post-genderism* (Mollard, 2022)
- Er wordt teruggeblekt op *fouten* in queer rights (Zurhake, 2023)
- Explicit pronouns are becoming for common
- Biology (sex) is still leading in determining ones gender
- vrouwen zijn immers massaal gaan deelnemen aan de arbeidsmarkt en voor weinig functies is gender nog bepalend
- People fear drag as it falls in the 'tuncanny valley' (Miranda, 2021)
- A youth who is gender-fluid may also face discrimination from some people in the transgender community who view them as 'not really transgender' (Stale Wit, 2020)
- Gender fluid self expression is supported by designer fashion (Mollard, 2022)
- People are starting to wear clothes of the opposite gender
- My mother in law cried about that I wore dresses, she thinks of me less now. She feels like shock value is counter intuitive.
- People are trying to create change by shocking (Lil Nas X)
- Discussion are devicive
- Men and women are becoming more equal. This leads to gender being less important (Duyvendak, 2023)
- Term indicating style of opposite gender are often used derogatory (eg. Sissy/butch)
- Queer displays are (anonymously) vandalised
- Hate crimes towards queer community still occurs.
- Gender boundaries are being defended (Jordan Peterson)
- Gen Zers and millennials challenge society's imposed boundaries
- Communities are Reappropriating slurs (eg. Queer, Faggot, Dyke, Nigger)
- Queerbaiting puts people in boxes and forces them to make their identities explicit. (Spoor, 2022)
- GenZ is active on TikTok, where they are candid about their identity
- A youth who is gender fluid may also face discrimination from some people in the transgender community who view them as 'not really transgender' (Stale Wit, 2020)
- Make-up for men enforces that products need to be gendered instead of based on use.
- Language is an obstacle to self expression
- People *resist* the existence of non-binary people (Duyvendak, 2023)
- Versnippering van politieke partijen (many opinions)
- Drag has shifted from out to mainstream due to popular media, eg. RuPauls Drag Race. (MasterClass, 2020)

Developments (N=5)

- Female boss quota is received poorly
- Gender neutral toilets pop up in public places
- Gender neutral pasport are becoming available
- Trans women in sports are not perceived as real women since they have unfair advantages.
- Gender neutral pasports

Duyvendak, J. W. (2023, March 2). Verwijten aan het adres van non-binairen hoorden homoseksuelen vroeger ook. *NRC*. <https://www.nrc.nl/nieuws/2023/03/01/verwijten-aan-het-adres-van-non-binairen-hoorden-homoseksuelen-vroeger-ook-a4158390>

Kanamori, Y., & Cornelius-White, J. H. D. (2016). Big changes, but are they big enough? Healthcare professionals' attitudes toward transgender persons. *International Journal of Transgenderism*, 17(3-4), 165-175. <https://doi.org/10.1080/15532739.2016.1232628>

Katz-Wise, S. L., PhD. (2020). Gender fluidity: What it means and why support matters. *Harvard Health*. <https://www.health.harvard.edu/blog/gender-fluidity-what-it-means-and-why-support-matters-2020120321544#:~:text=Gender%20fluidity%20refers%20to%20change.and%20identity%20might%20change%20together.>

MasterClass. (2020, November 8). *What is Drag? A primer on drag queens in popular Culture - 2023 - Masterclass*. <https://www.masterclass.com/articles/a-primer-on-drag-queens-in-popular-culture>

Miranda, G. (2021). *Why are some people afraid of drag queens?* Quora. <https://www.quora.com/Why-are-some-people-afraid-of-drag-queens>

Mollard, M. (2022, October 26). *Gender fluidity in fashion: Where it began and where we are in 2022-23*. Heuritech. <https://www.heuritech.com/articles/gender-fluidity-fashion-history-trends-2022-2023/#:~:text=Gender%20fluid%20fashion%20has%20always,of%20fashion's%20most%20influential%20groups.>

Spoor, P. (2022, November 6). Kit Connors gedwongen coming-out is het perfecte voorbeeld van alles dat mis is met "queerbaiting." *ELLE*. <https://www.elle.com/nl/lifestyle/a41844327/queerbaiting-kit-connor/>

Van Lisdonk, J. (2014, June 18). *Leven met intersekse/DSD*. <https://repository.scp.nl/handle/publications/567>

Zurhake, S. (2023, March 30). Psychiaters betuigen spijt voor gruwelijke behandelingen van lhbt'ers in het verleden. *NOS*. <https://nos.nl/artikel/2469499-psychiaters-betuigen-spijt-voor-gruwelijke-behandelingen-van-lhbt-ers-in-het-verleden>

Women are paid less than men.

Patriarchy is strong

Female boss quota is received poorly

Many products are target towards sexes (eg. skincare, perfume)

Society is binary

A men and women can make a child together

Mainstream media are showing diverse representation (eg. Anner, How to build a sex room)

Famous cis gender men are 'cross dressing'

Rise in queer visibility

Drag has shifted from cult to mainstream due to popular media. eg RuPauls Drag Race.

Explicit pronouns are becoming more common

Make-up for men helps acknowledge it can be worn by men.

Battle off the shelves

Companies practise rainbow capitalism to make money of minorities

Biology (sex) is still leading in determining ones gender

People do what they know

Male pronouns are often standard in language. (eg. policeman)

People fear drag as it falls in the "uncanny valley"

Gender fluidness challenges nuclear families (This makes conservative protest)

People are frightened by change

Cis feel attacked

My mother in law cried about that I wore dresses, she thinks of me less now. She feels like shock value is counter intuitive.

It's hard to empathise with unknowns

The Netherlands used be a frontrunner on queer rights, but not anymore. "het san de remmende voorsprong"

Gender boundaries are being defended (Jordan Peterson)

Change is hampered

Queer displays are (anonymously) vandalised

Queer communities use lingo that is hard to understand for cisgender people

queer people are misunderstood

People are making fun of pronouns

GenZ is active on TikTok, where they are candid about they identity

Young people use a new voice

Communities are Reappropriating slurs (eg. Queer, Faggot, Dyke, Nigger)

Gender is expressed though identity

Authenticity get questioned

A youth who is gender fluid may also face discrimination from some people in the transgender community who view them as "not really transgender."

Stepping into the unknowns

Gender neutral pasport are becoming available

Language is an obstacle to self expression

Being different you can make new rules

Appendix C: Interview questions (dutch)

Achtergrond informatie

Hoelang ben je nu bij de D&I.

Kan je me in jouw woorden de rol van D&I uitleggen?

Welke taken heb je als D&I?

Welke projecten die je hebt gedaan ben je trots op?

Waarom ben je bij D&I gegaan?

Hoeveel tijd kan je aan je functie besteden?

Kennis en Taal

Vind je zelf dat je genoeg kennis hebt om een rol voor trans mensen te vervullen?

Genderbread person.

Hoeveel waarde hecht jij aan correcte voornaamwoorden?

- Herken je dat mensen op de hoogte zijn van voornaamwoorden?

Architectuur

Vind je dat de gebouwen comfortabel ingericht zijn voor genderdiversiteit.

Ben je betrokken in het herzien van de WC's?

Zichtbaarheid

Heb je zicht op hoeveel queer mensen zijn er op de uni?

Wat wordt er nu gedaan voor trans studenten?

Hiërarchie

Bij wie geef je advies?

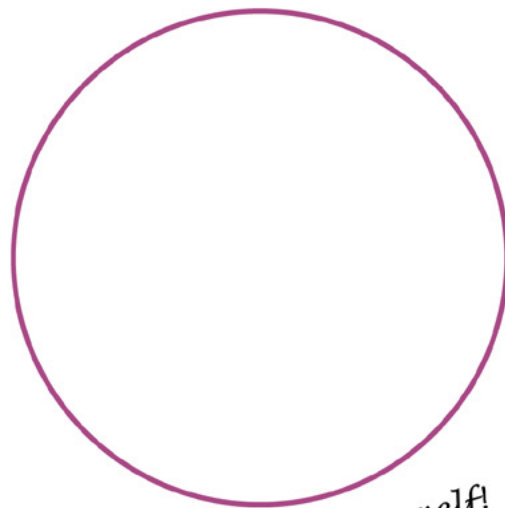
Oplossingen? (optioneel)

Wat denk jij dat de TU kan gebruiken om te groeien?

Appendix D: Sensiting booklet

Transgender and non-
binary people at
the TU Delft

My name is



Draw yourself!

A sensitising booklet for queer students

Introduction

Dear Student,

Thank you so much for participating in my research. Soon we will be meeting each other for a conversation on the transgender and non-binary people within the university. But, what does that all mean?

I've created this booklet so we can dive into the topic beforehand. This way, you can start thinking about it and I'll get to know you a little bit. It's very important to understand that this is not a test. It's just a tool for you to get into the right mindset for our chat.

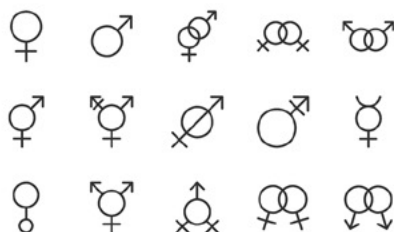
The booklet consists of 4 days worth of pages. Please try to fill them in over the course of the next few days. There is no right or wrong, just have fun with it. If you don't know what to fill in, try to still jot some things down. Text, drawings, Dutch, English, Spanish, Valerian... Anything goes!

For questions or remarks feel free to reach out to me at.

████████████████████ (email)

or

████████████████████ (WhatsApp)



Day 1

About me

My age is

My pronouns are

I identify as (eg. cis, trans, queer)

I study at

I'm in my bachelor / master / PhD / other

I've been at the TU for years

My hobbies are

When I think of queerness, the following comes to mind

Day 1

The Genderbread person

On the right, you find a picture called 'the genderbread person'. This was designed to help people explore how they feel. It's not meant for diagnosing other people. Just for you. If you want you can fill it in or leave it blank. But please look at it, give it some thought and answers the questions below.

I know this image Yes
 No

Do you feel like you can express yourself in this model?

I feel comfortable about sharing this with my teachers?

- Gender Identity Anatomic Sex
 Gender expression Attraction

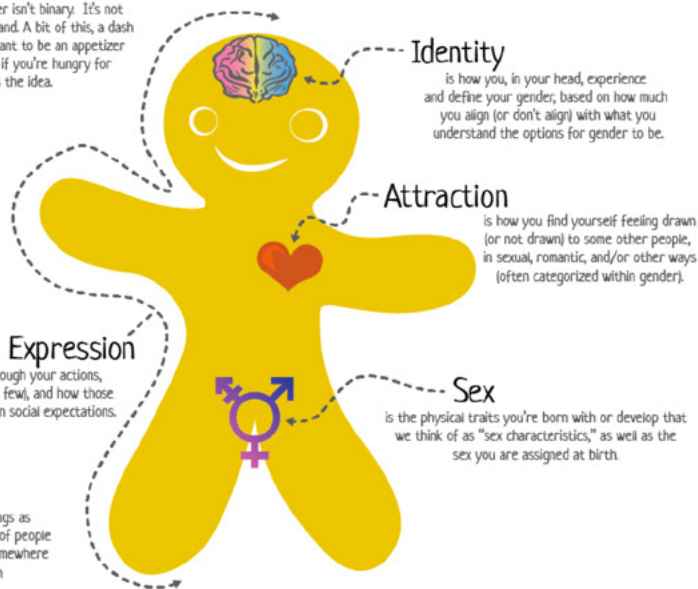
I think it is (not) necessary for them to know this about me because

Day 2

The Genderbread Person

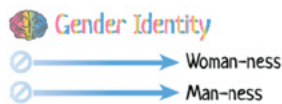
by its pronounced **METROsexual** .com

Gender is one of those things everyone thinks they understand, but most people don't. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more after reading it. In fact, that's the idea.



We can think about all these things as existing on continuums, where a lot of people might see themselves as existing somewhere between 0 and 100 on each

⊖ means a lack of what's on the right side



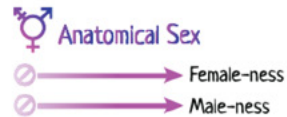
personality traits, jobs, hobbies, likes, dislikes, roles, expectations

common GENDER IDENTITY things



style, grooming, clothing, mannerisms, affect, appearance, hair, make-up

common GENDER EXPRESSION things



body hair, chest, hips, shoulders, hormones, penis, vulva, chromosomes, voice pitch

common ANATOMICAL SEX things

Identity ≠ Expression ≠ Sex
Gender ≠ Sexual Orientation

Sex Assigned At Birth
 Female Intersex Male

Typically based solely on external genitalia present at birth ignoring internal anatomy, biology, and change throughout life! Sex Assigned At Birth (SAAB) is key for distinguishing between the terms "cisgender" (when SAAB aligns with gender identity) and "transgender" (when it doesn't).



Genderbread Person Version 4 created and uncopyrighted 2017 by Sam Killeman

For a bigger bite, read more at www.genderbread.org

Day 2

The toilets

I feel comfortable in the toilets we have at the TU Delft

Draw a dot on how you feel

Uncomfortable ————— Comfortable

Look at the images on the right page.

People are trying to design different toilet signs.

Imagine you have to pee and there are 9 doors in front of you.

Which one would you rather go to?

Pick a top 3 (1 being the best)

I would go to these because

Day 3



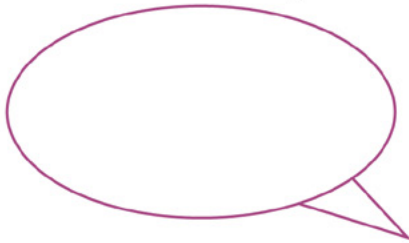
Day 3

Lectures and meetings

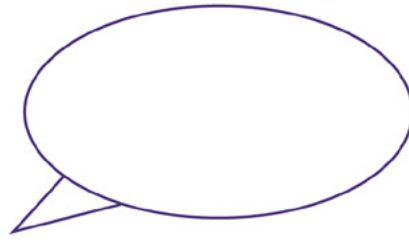
Imagine you're in a lecture. The lecturer starts off by greeting the class.

Fill in the bubbles below (multiple answers possible)

I think they'll say



I want them to say



The most inappropriate thing a lecturer has ever said to me is

The best thing a lecturer ever did to make me feel welcome is

Day 4



Do you think all lecturers should share their pronouns at their introduction? Why (not)?

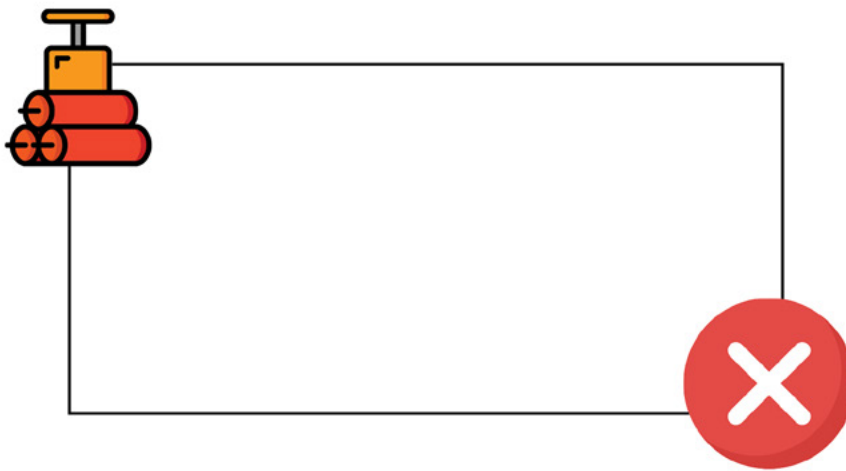
Who is the highest placed openly queer person you know?
What position do they operate in?

	<i>Name (optional)</i>	<i>Function</i>
<i>Lesbian/Gay</i>	<input type="text"/>	<input type="text"/>
<i>Transgender</i>	<input type="text"/>	<input type="text"/>
<i>Non-binary</i>	<input type="text"/>	<input type="text"/>

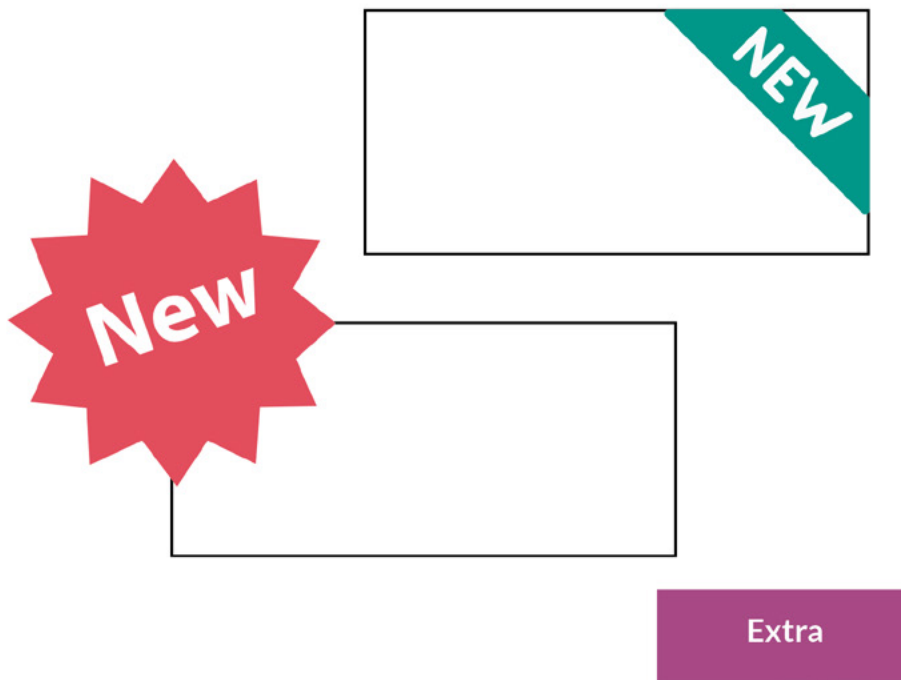
Day 4

Improvements

I think this should be changed at the TU Delft:



I think this should be introduced at the TU Delft



The taboo's and stigma's

In my opinion, this is something that not talked about often enough:





Extra

Thoughts?

Please use this page if you want to drop any thoughts. Or use it as a doodle page while you are thinking ;)

Extra

Appendix E: Interview structure queer participants (Dutch)

Achtergrond informatie

Wanneer ben je in transitie gegaan (voor of op de uni)?

- Hoe was het om dit functioneel te regelen?
- Kreeg je vrij voor nodige dokters afspraken?
- Hoe reageerde docenten op het proces?

Hoe voel je je erbij dat ik jou nu over dit onderwerp interview?

Communicatie studenten

Ben je open over dat je trans bent?

Hoe gaan mede studenten om met dat je trans bent?

Welke vooroordelen kom je vaak tegen?

Wat zijn de vervelendste interacties?

Communicatie docent

Is er verschil tussen communicatie met mede studenten/docenten?

Je noemde in het boekje dat het onderwerp weleens 'op komt' hoe gebeurd dat dan?

Heeft er ooit een docent gevraagd of je trans bent?

Hebben docenten goede kennis over wat trans inhoud.

Taal

Hoeveel waarde hecht jij aan correcte voornaamwoorden?

- Herken je dat mensen op de hoogte zijn van voornaamwoorden?

Kennen mensen op de TU jouw Dead name?

- Leidt dit tot problemen?

Architectuur

Vind je dat de gebouwen comfortabel ingericht zijn rondom je sekse?

Zichtbaarheid

Vind je het belangrijk om trans rolmodellen te hebben op de uni?

Queer vlag.

Vind je jezelf een rolmodel?

Welke situaties ben je er stiller over?

Weet je waar je heen zou kunnen als je problemen rondom je sekse tegenkomt?

Wist je dat we een diversity and inclusion office is op de tu?

Oplossingen? (optioneel)

Wat denk jij dat de TU kan gebruiken om te groeien?

Appendix F: Original Quotes

D1.1 visibility

Nou vind ik zichtbaarheid wel belangrijk. Nou, daarom zit ik hier ook omdat het voorbij kwam en ik belangrijk vind dat je eraan deelneemt en dat laat zien. – Trans

Outsite is ook best wel eens best wel bezig met coming out day en paarse vrijdag hier [op de TU]. Ze hebben die vlag gehesen. Al was dat echt, zeg Maar het minimale wat je kan doen op een paarse vrijdag, maar oke. – Non-binary

[over de vlag]. Het is een soort van bare minimum. Maar tegelijkertijd op veel plekken zouden de bare minimum weigeren. – Trans

Ik heb daarin zelf ook mee gestruggeld. [...] Maar ik vond het niet logisch om nou tegen iedereen te gaan vertellen. Joh trouwens, Ik ben transgender, want het heeft nul invloed op mijn functioneren en hoe Ik ben.- Trans

[on being over about being trans] Ik heb bijvoorbeeld het gevoel dat ik niet de optie heb om het gesloten te houden. – Trans

Ja, heel vervelend, Ik heb gewoon niet... Dat geeft heel sterk het gevoel van; Daar is een reden voor. Het geeft mij heel sterk het idee dat het heel zwaar moet zijn, en dat er daarom niemand is. [...] Dat zou dan betekenen dat als ik dat wel doe dat ik heel zichtbaar word. – Trans

D1.2 Assumptions

Mensen verwachten dat ze het hadden moeten kunnen zien ofzo. Of dat ze... “dat had ik nooit gedacht van jou” of dat soort reacties. – Trans

Ik denk dat heel veel mensen gewoon naar me kijken en denken dat ik lesbisch ben. – Non binary

Als ik nu make up en vrouwelijke kleding draag dan is er bij niemand meer een soort van twijfel over wat voor gender ik heb. Dan denkt iedereen vrouw en dat wil ik niet. – non binary

D1.3 Lack of knowledge

[about a offensive meme/trend]

Zelf gewoon van Van joh, je weet niet waar je het over hebt. Je doet het gewoon omdat het nu een hip is, maar eigenlijk is het hartstikke offensive. – Trans

Dus medische transitie. Daarvoor sta ik nog op een wachtrij, al een jaar, en het duurt waarschijnlijk nog twee of 3. Ja, die zijn echt belachelijk en niemand weet dat eigenlijk behalve andere transmensen- Non binary

Ze weten, gewoon heel weinig, dus ze gaan met wat ze een keer hebben gehoord, wat logisch is. En wat ze zelf hebben bedacht, hoe het dan zou werken. – Non binary

D1.4 Willingness to explain

Ik heb ook geen zin om elk groepje waar ik in zit te beginnen met, zeg maar, een lecture over hoe ze zich wel en niet om mij heen moeten gedragen. – Non-binary

[About family] Ik moet er nog heel lang mee dealen, dus dan heb ik liever dat ze nu zo snel mogelijk er meteen aan wennen. Geen gezeik, geen smoesjes. Doe je zo lullig. – Non binary

Ik had geen zin om aan mensen van het Corps of van Virgiel te moeten gaan uitleggen wat pronouns zijn. - Non binary

D1.5 Relationship

[About students] en met dit soort mensen, ik ga hem toch niet meer zien daarna en het is 8 uurtjes per week.- Non binary

In dit geval werkte ik er elke dag mee Samen. Vond ik het belangrijk dat er meer achter zat. Om meer begrip te hebben voor het feit dat ik zo lang er niet zou zijn. Terwijl dat voor een prof meet gewoon weten. Oké, er loopt iets medisch. Je bent niet aan het verzaken. – Trans

Mensen waar ik niet nauw mee samenwerk denk ik niet dat ik daar echt mee... Dat het onderwerp echt naar voren komt. Waar ik wel nauw mee samenwerkt komen wel eens vragen over... Dan komt het gesprek ineens naar voren of zo dan wordt het er ineens in gewerkt. Ik weet niet. Bij de koffie of zo. – Trans

D1.6 Confusion for cishet people

[Story from a workshop] Dat is dus een transman. En die vertelde dus dat hij een vriend had, en toen was iemand zo van "oh ja, maar dan is het toch een hetero relatie?" en toen was het zo van "nee, want Het is het zijn twee mannen in een relatie" en het was van "ja, maar... De seks dan" En toen was het zo van. Ja, nee, maar er zijn nog steeds twee mannen die seks hebben. – Non binary

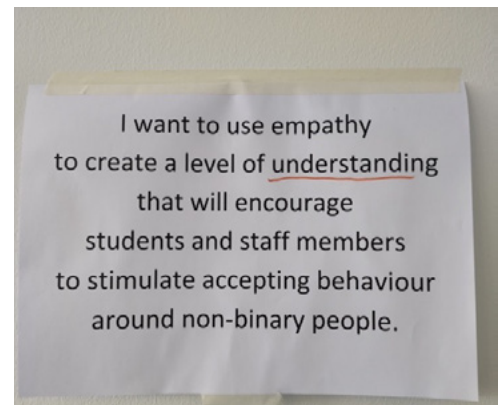
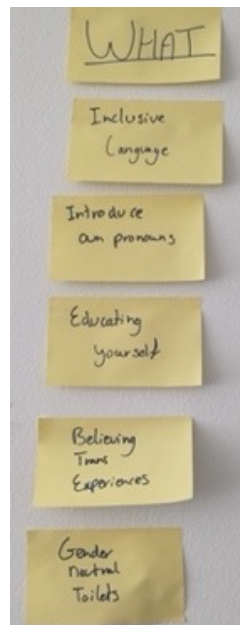
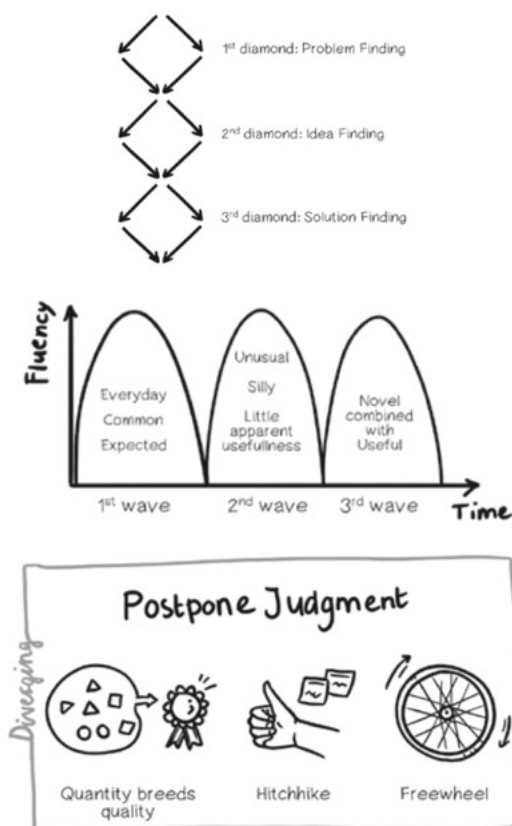
[about gender neutral toilets] Die dan bang zijn van, Ik wil niet nu per ongeluk de mannen of vrouwen WC inlopen, maar dan kunnen ze het daar zelf nog een beetje conclusie uit trekken. – Non binary

Appendix G: Creative facilitation

Initially I created a setup for 1,5 hours, however it was hard to find people who wanted to commit this long. Therefore, I readjusted my plan and into a 45-minute session where I guided them through a creative process, stimulating novel ideas.

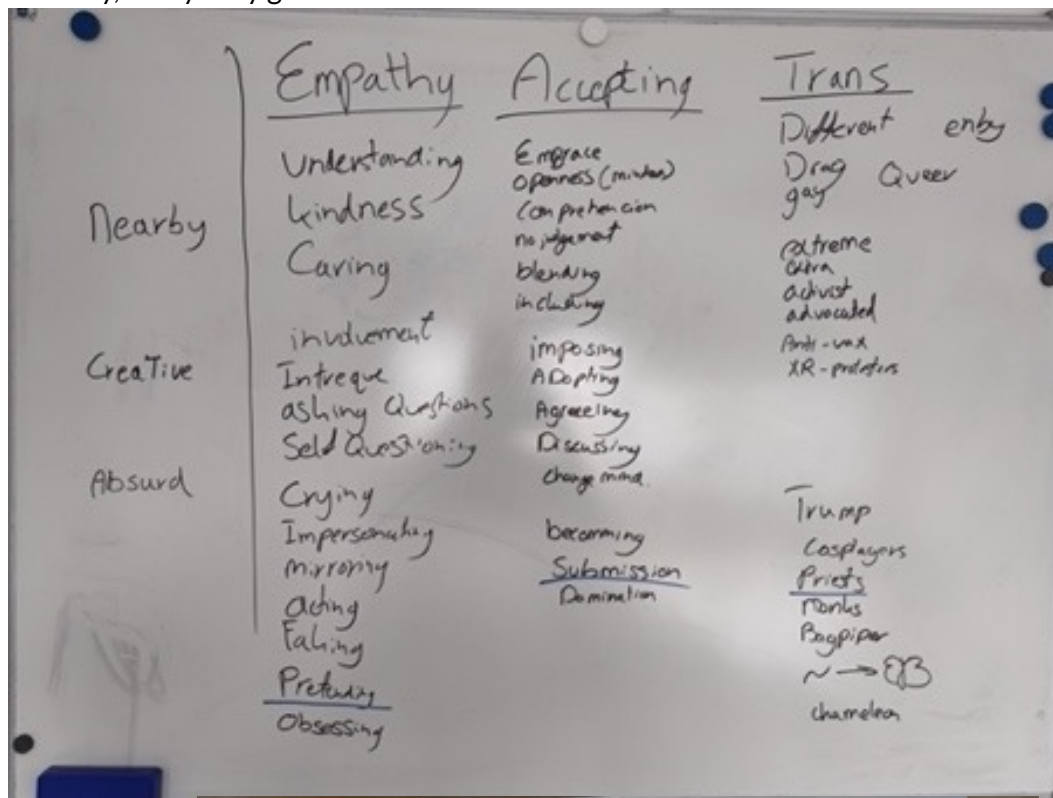
Process

First, I introduced some general knowledge about what transgender is and means, leaving room for questions. The Research Group showed to be knowledgeable. I continued explaining I had already finished the 'problem finding' phase, and thus de the aim of the session was to generate ideas to fit the design goal. The design goal was hung up on the wall for everyone to see. We talked about the meaning of the statement and once everyone understood it was time for the first design step.



To quickly get rid of the most basic idea's the RG was asked to purge, using brainwriting. People wrote their initial ideas on separate sticky notes placing them on a big flip over sheet, reading them out loud. This way other could be inspired by the ideas and hitchhike and freewheel on excising ideas. Once the flow started to lessen, I introduced an 'excursion'. The methods used is called MATEC. MATEC uses associations to let loose of the original context, creating new perspectives. The new problem statement was 'to pretend to submit to a priest'. This sparked a new rush of ideas such as wearing a cross necklace.

Next, the RG was asked to force fit the solutions to fit the original statement. For example, the RG turned the Christian necklace into a pronoun pin where people, both cis and trans, openly communicated their preferred pronouns. Finally, everybody got 3 stickers to dot-vote on their favourite idea.



Appendix H: Idea on visibility

I spy, with my little eye... Something beginning with P (visibility of pronouns)

Firstly, people need to be triggered to think about the topic of trans inclusiveness. This can be done through evocative visibility. One of the key struggles trans people encounter on a daily basis is the incorrect use of personal pronouns. Below I show 3 tools that can help create awareness on this topic.

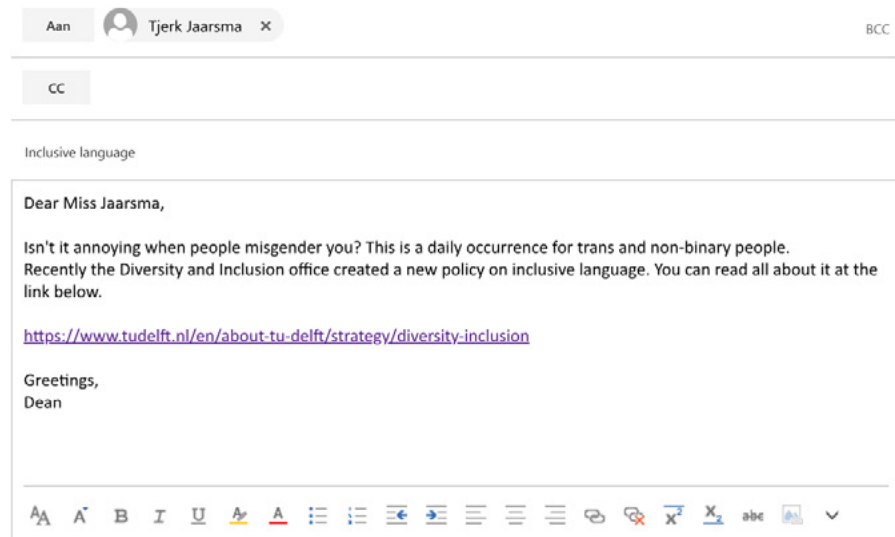
Who

This design targets all employees at the TU Delft. As costs would be too high to hand out pins to all students. Currently, policy prohibits supporting staff from wearing pins. So, this implementation must be paired with renewed policy allowing people to communicate their preferred pronouns via pins.

Concept

Step 1 – Informing

The first action is to inform everyone what inclusive language is and why pronouns are important. The D&I office already has a document on this. Furthermore, official policies are in the making. This could be communicated by sending an email. To trigger the reader, opposite gendered terms can be used. In that case, I, Tjerk, would be addressed by miss instead of Mr.



Step 2 – Triggering conversations

The next step into creating awareness and spreading the information is to trigger conversation. This could be done at the coffee machines by introducing a new cup design. Here people can discuss the implementation of pronouns and talk about the value of it for them.



Step 3 – Stimulating change.

Finally, to take things home, pronoun pins can be handed out. This would encourage people to be more open about their preferred form of address.



USP

By repeating the same message in different ways people are more likely to remember the importance of pronouns.

Implementation

For the first step, the TUD official email list can be used. Secondly, the cups have to be redesigned in collaboration with the communication department. The flow of coffee cups is something I would have to look further into.

Appendix I: Low-fi prototype

Based in the interviews and further research I've come up with 6 scenarios. These were introduced in chapter E3.1.

I've taken out the prior scenario of "respecting trans experiences" as this is an overall topic. The goal behind that when queer people talk about what they've been through or how they perceive certain topics. So more generally my goal was to make sure trans people are taken more seriously. This on its own can be a new scenario, as (trans) (women), are often ignored in conversations. It is already incorporated in the persona of the "Closeted Queer" person, but it's a topic that deserves more attention.

- Gender-neutral bathrooms
- Pronouns
- Visibility
- Jokes
- Faulty assumptions
- Taking queer peers seriously

Creating all these scenarios in VR is not possible due to time issues. However, I will create a high-fidelity prototype for (1 or 2) scenarios. Below a low-fi prototype of the first scenario can be found. It shows the general vibe of the design without it being immersive or dynamic. It was used to communicate the design with the D&I to get their approval on a more extensive prototype.

In this scenario, the user steps into the role of a trans man who is currently transitioning. It starts by explaining their role and offering the user a choice; use the disabled or the men's bathroom.

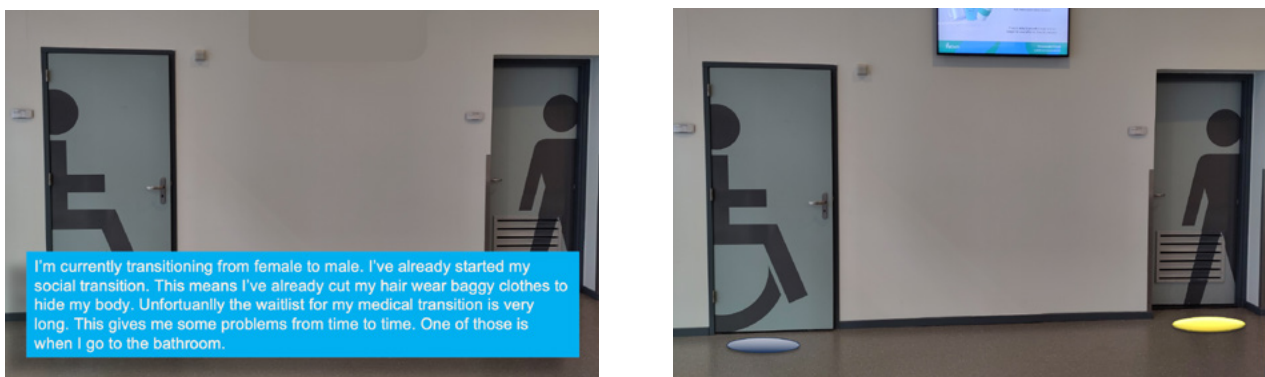


Figure I: The first two steps in the VR experience low-fi prototype

Upon entering they experience a negative interaction with a fellow student. Once located safely within the cubicle. A voiceover reflects on the experience.

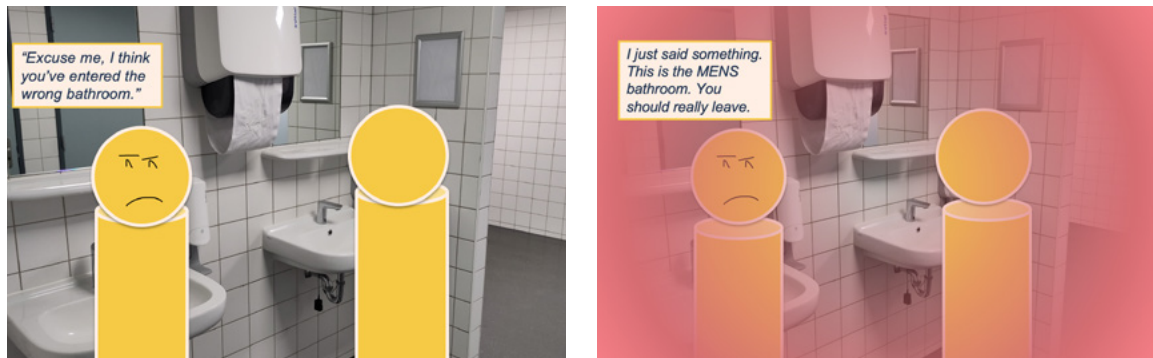


Figure II: The 3rd and 4th steps in the VR experience low-fi prototype

To get a better overview of the paths a user might choose I created the following flowchart. It will be the guide for the script when filming the high-fi prototype.

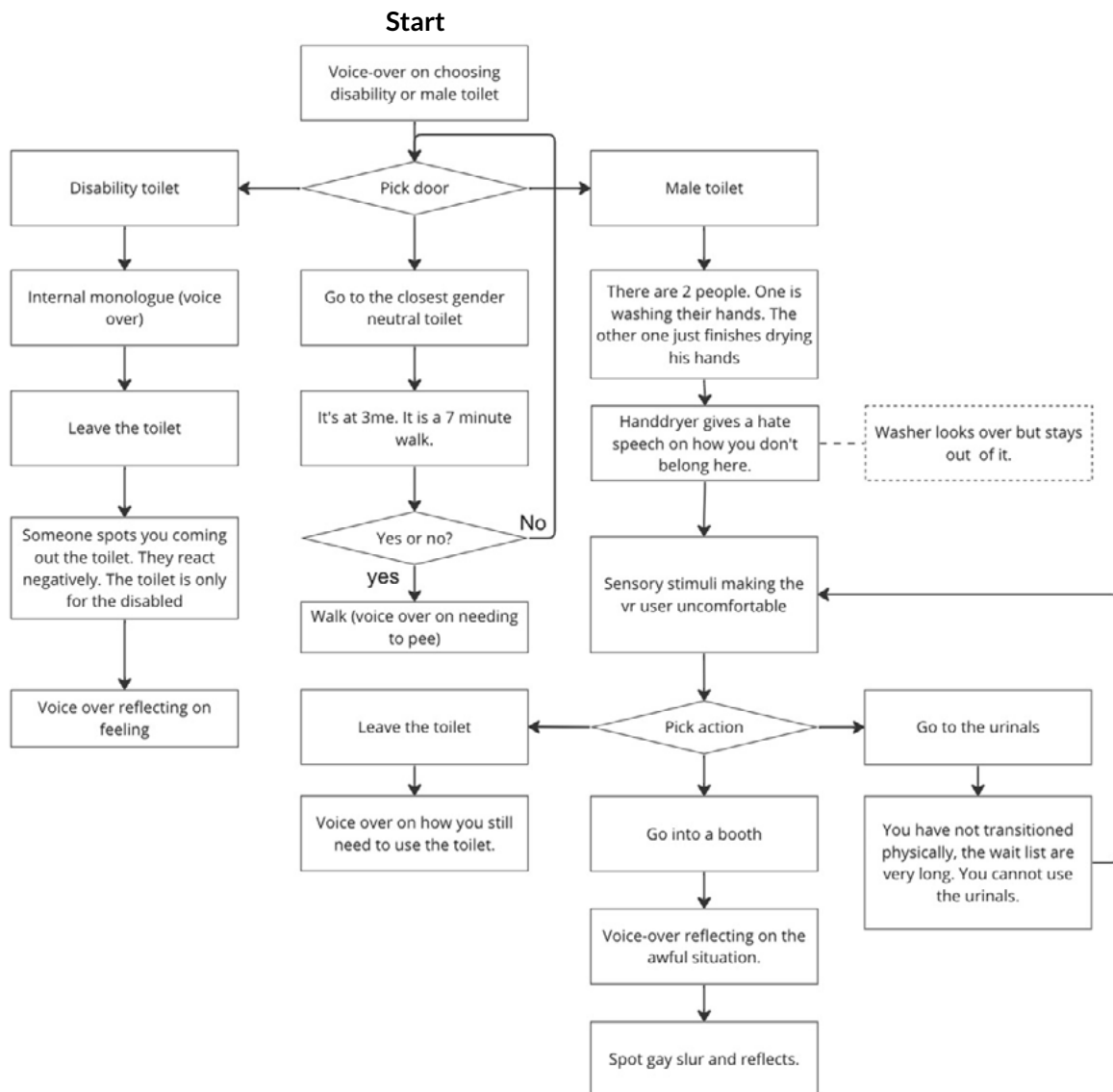


Figure III: A flowchart of the different options in the first VR scenario