TUgether ohne Barrieren

A Physics-Informed Approach to Inclusive Academic Environments with a Focus on Twiceexceptional Individuals

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WHY THIS MATTERS

Equal opportunities in physics require more than formal access. Structural, organizational and pedagogical barriers can affect participation, performance and creativity.

Physics lens

The university can be viewed as a complex system with constraints, boundary conditions, hidden variables and non-linear responses. Inclusion becomes a system-optimization problem.

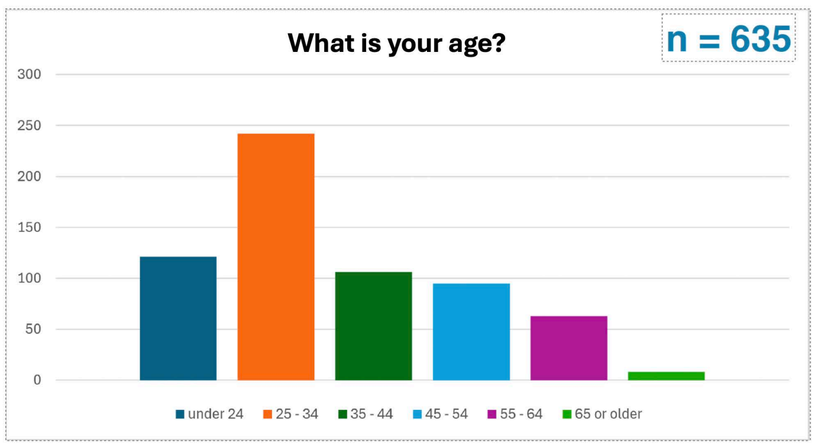
Twiceexceptional (2e)

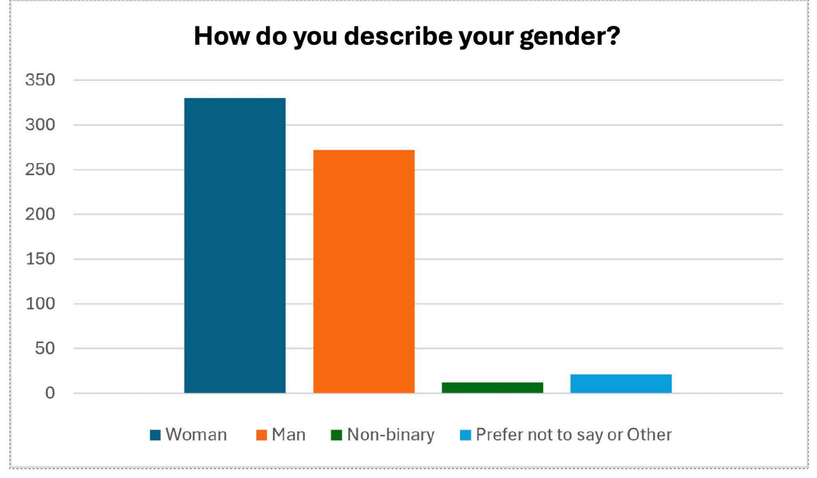
High cognitive or creative abilities can coexist with disability or neurodivergence. Valuable strengths may coincide with disproportionate structural obstacles.

METHOD

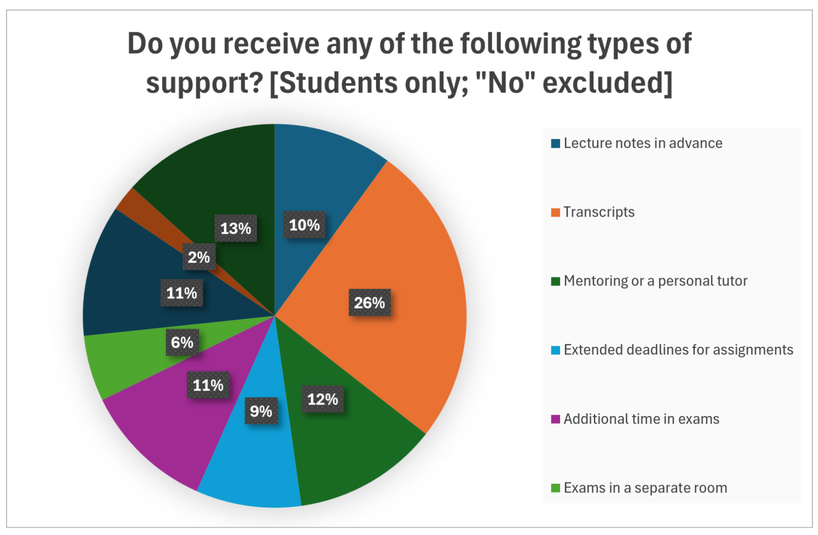
Anonymous TU Wien online LimeSurvey, developed interdisciplinarily and refined after Ethics Board feedback. All students and staff were invited.

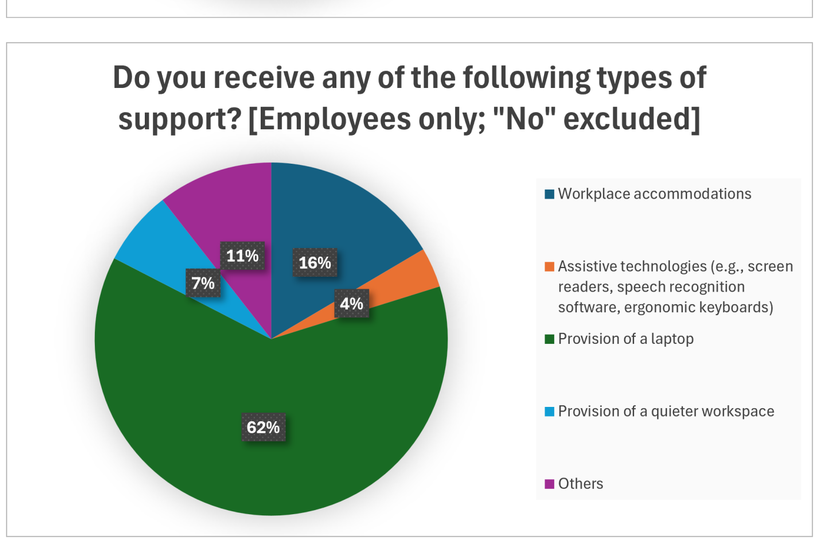
WHO RESPONDED?



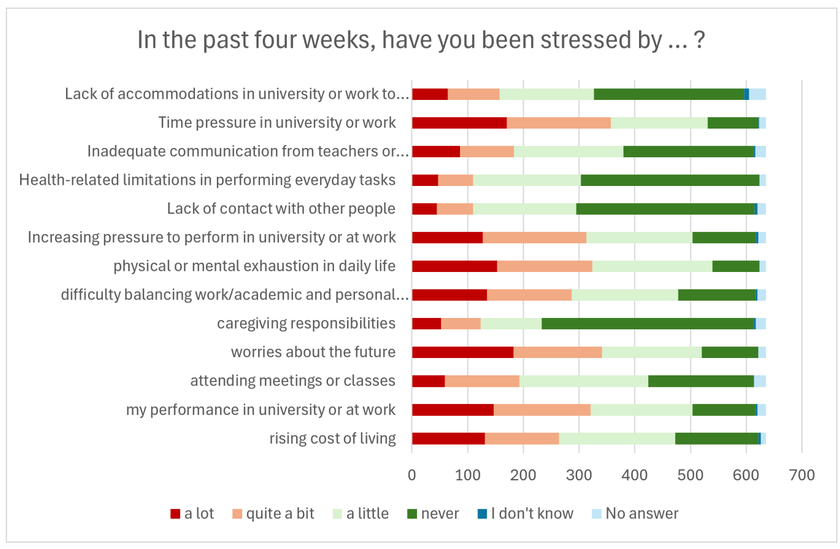


SUPPORT ACTUALLY RECEIVED

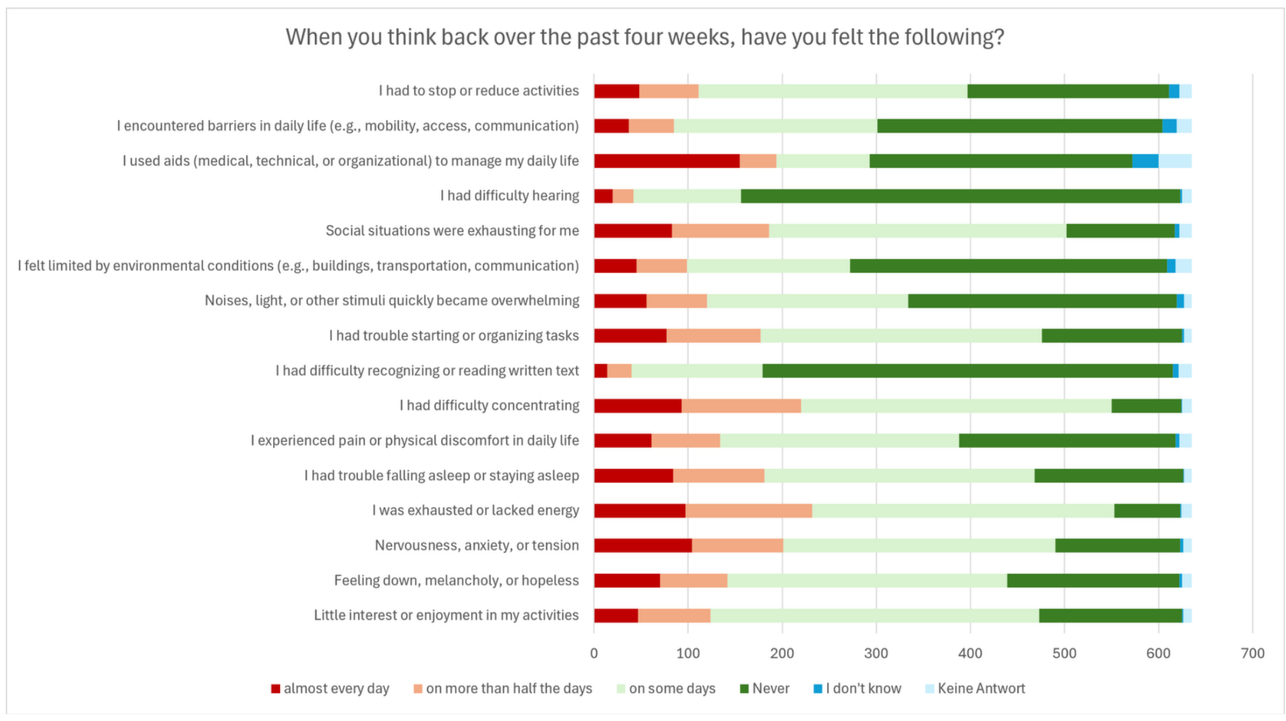




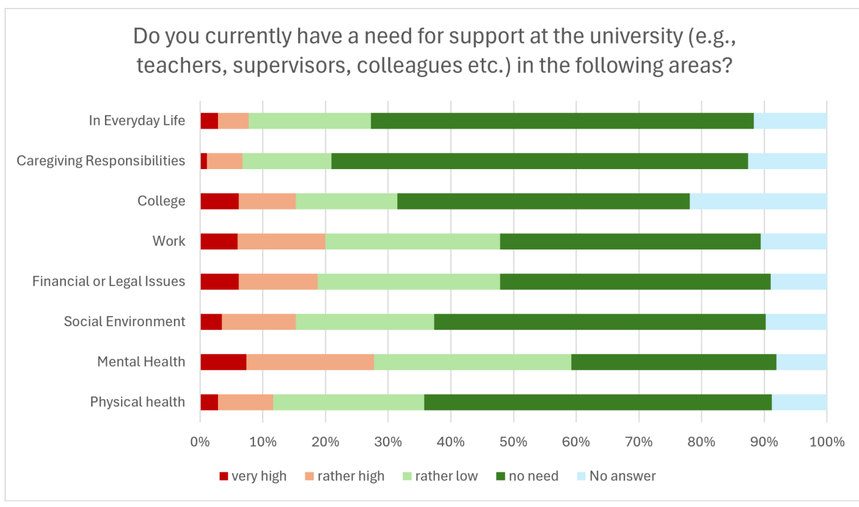
EVERYDAY BURDENS



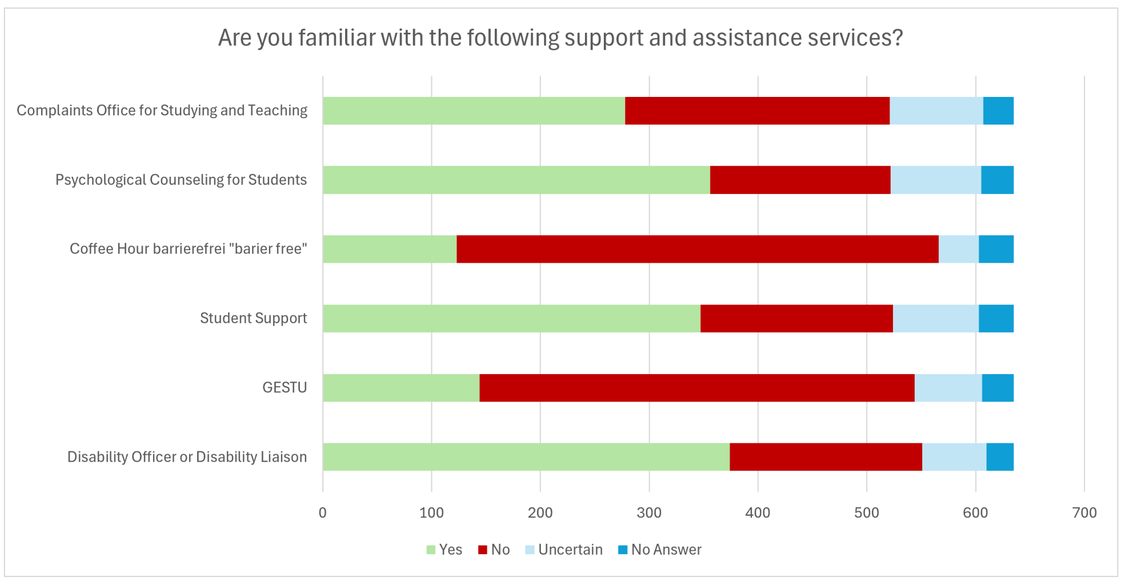
BARRIERS & WELL-BEING



CURRENT SUPPORT NEEDS



AWARENESS OF SERVICES



TAKE-HOME MESSAGE

Barriers extend beyond physical accessibility. Workload, performance expectations, well-being and awareness of support services are central system variables. Evidence-based interventions can reduce constraints while enabling diverse strengths.

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