

**DIVERSITY AND
INCLUSION**

GUIDE LINES

MISSION

AMFI embraces diversity and inclusiveness. Our aim is to provide a respectful environment for all our students; this lies within our ambition and vision to educate a diverse community of game changers. AMFI is an institution in a society in which diversity is a reality. In order to host and educate a diverse community of change-makers, we strive to be a safe space for all students and team members. A safe space can only be created when all individuals in it actively participate in upholding its standards.

APPROACH

As Diversity & Inclusion taskforce we created guidelines for our AMFI community, taking into account the voices of students and events of the past. These guidelines can be divided in five major themes; safe space, inclusion, communication, feedback, education.

QUESTIONS

Why are safe spaces necessary?

What is a safe space (to you)?

How can we generate discussions where we receive feedback from students and staff?

How do we turn this into a pillar?

- As educators it is our responsibility to guarantee all students feel seen, heard, and welcomed.
- Together, we create a non-judgmental environment in which we value and see differences and acknowledge (our own) privileges.

QUESTIONS

What does it mean to be truly inclusive?

How do we create an inclusive curriculum?

What can I do or learn to make sure all students feel included in my classroom?

How does representation play a role?

- We welcome an international student body and make all our education available, therefore we speak and write in English when necessary.
- We are inclusive in our curriculum as well as our classroom.
- We aim to take knowledge, inspiration and input from outside of our own lives, experience and position.
- We include a non-Western perspective of education.
- We want to expand the term D&I to touch all grounds within the institution.

QUESTIONS

How do I listen to the boundaries and needs of my students?

How do I lead a discussion without letting my emotions get the best of me?

Is my vocabulary inclusive and non-triggering?

How can we implement a 'Code of Practice'?

- In order to drive change, we need to get comfortable with having uncomfortable conversations.
- We communicate with mutual respect and an open mind, open dialogue and we learn from other perspectives.
- We realise that listening is the key to learning from each other.
- We realise language is powerful and impactful, we shall update our vocabulary when necessary.

QUESTIONS

How does critique affect me, what is the best way for me to deal with it?

How can I turn criticism into an educational moment?

What steps do I take when receiving an official complaint?

How can AMFI / the MT / a counsellor help me in that?

- At AMFI we strive for zero tolerance for racism, sexism, discrimination, social class, disabilities, bullying or sexual harassment.
- We take complaints and incidents seriously and follow them up in a careful and confidential manner.
- Constructive feedback and apologies should be normalised within the team and classroom.
- Criticism and complaints lead to reflection, embracing mistakes and turning them into educational moments.

QUESTIONS

Which topics make me feel like I have to walk on eggshells?

What / How can I learn on those topics to feel more confident on how to deal with those topics?

Which complaints or feedback from students I do not understand, how can I understand it better?

How can we include D&I in the actual curriculum, create secure place in it? How can we broaden it?

For example in topics like AI?

- The taskforce will provide tools but it is also our responsibility to educate ourselves on the topics we feel uncomfortable about, or where we lack knowledge.