

**DIVERSITY AND  
INCLUSION**

***ROADMAP***

# 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.

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## QUESTIONS

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Why are safe spaces necessary?

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What is a safe space (to you)?

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

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How do we turn this into a pillar?

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- 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.

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## QUESTIONS

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What does it mean to be truly inclusive?

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How do we create an inclusive curriculum?

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

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How does representation play a role?

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- 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.

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## QUESTIONS

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

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

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Is my vocabulary inclusive and non-triggering?

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How can we implement a 'Code of Practice'?

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- 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.

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## QUESTIONS

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

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How can I turn criticism into an educational moment?

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What steps do I take when receiving an official complaint?

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

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- 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.

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## 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?

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- 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.



# DIVERSITY AND INCLUSION ROADMAP

## PHASE 1

SET-UP



2020

## PHASE 2

FRAMING & BUY-IN



JAN-FEB

## PHASE 3

ACTIVATE



FEB-JUNE

## PHASE 4

REFLECT



JULY

## PHASE 5

ACTIVATE/REFLECT



FUTURE

# PHASES

- Our approach is personal, activating and focused on institutional change. Diversity policy is not an end in itself, but a means to achieve a more equal society.
- We would like to contribute to a sustainable change in the long term.
- This requires not only expertises but also to create a bottom-up grassroots movement of D&I "change agents" within the organisation.
- To create this, each phase will be co-designed with the Taskforce Team and the MT.

## STEPS

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Where do we stand right now? What do we need to work on?

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Create urgency with coalition of Taskforce and MT.

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Expedition through a department: What are we talking about? What are the priorities?

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Inspiration from outside: Connect with different worlds. Session with MT and ECHO/ Tina Rahimy to define the aim of the workshops.

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## GOALS

- Educational training opportunities to increase AMFI's understanding of the principles of D&I.
- Create a platform for communicating about the TF action plans / food for thought.
- Secure safety and well-being of staff / students by organising an open dialogue continues .
- Work with new narratives involving current issues by collaborating with researchers, activists and artists.
- Set up a Code of Practice.

STEPS (PAGE 1 OF 2)

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ECHO training / Mary Tupan-Wenno & Josefien van Marlen.\*

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Analysis, support, training and practice. Following an approach based on three pillars:

1. Concepts & Frameworks - Getting comfortable with the uncomfortable.
2. Policy & Practice - Color blind vs Color.
3. Network & Community - Exchanging experiences

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**Workshops + Mirror Conversations / Tina Rahimy.\***

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Broader spectrum: Work on the the lack of awareness, knowledge and understanding of social classes-backgrounds-learning and teaching types and styles etc.

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This can be is also of influence in misunderstanding and miscommunication between teachers and students.

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Challenging participants to identify and examine such values and their styles of communication within their organization.

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Create a transparent platform with all taskforce information and progress.

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This will start as a website and extend into this different platforms.

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Involving more students and professionals outside of AMFI that have new narratives and input towards our goals.

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\* SEE PROPOSAL FOR DETAILS

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STEPS (PAGE 2 OF 2)

We will form a core team of 4 members who will focus on the main tasks and will participate in all weekly meetings.

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Next to this core team we will have members that give valuable input on plans and topics specifically assigned and/or chosen by them.

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Depending on the meeting's agenda these members will join the weekly scheduled meetings. (see planning)

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## CORE TEAM + COORDINATORS

<b>Karime Salame</b>	Lecturer design, Coordinator Taskforce
<b>Isabella Doelwijt</b>	Coach Conceptual Design Year 4, Lecturer Year 1, Coordinator Taskforce
<b>Arletta Kaper</b>	Lecturer visualisation, MY GEN Coach, Taskforce Member
<b>Rubia Heyer</b>	Communication Manager & Freelance Creative

## INPUT TEAM

<b>OC</b>	Student Committee
<b>Natalie Koop-Kammeron</b>	MY GEN coach, Quality Control AMFI
<b>Natalie Brandt</b>	Global Mobility Advisor
<b>Serkan Kose</b>	Lecturer Branding
<b>Luka Tapken</b>	Student
<b>Marvin Stanley</b>	Student
<b>Yophi Ignacia</b>	Lecturer, Programme Development, B&D Coach, Taskforce D&I

## GUIDANCE + APPROVALS

<b>Dirk Reynders</b>	Director
<b>Peter Leferink</b>	Head of Fashion & Design
<b>Zinzi de Brouwer</b>	Head of Society & Context
<b>Aliya Celik</b>	HvA Programme Manager Diversity & Inclusion
<b>Astrid Elburg</b>	Organization Consultant & Manager
<b>Saskia van der Lee</b>	HvA HR advisor

# PHASE 2

# PLANNING

WEEKLY	WHO	Core Members	WHAT	<b>Core Meetings</b> Working towards our goals in the most efficient way possible. Duration: 1-2hrs in which we will create space to work directly on the plans. Depending on the meeting's agenda the input members will join these meetings.
		Coordinators		
MONTHLY	WHO	Core Members	WHAT	<b>Team Meetings</b> To inform the whole team on the task force progress. Members are able to give input and reflect on the current plans.
		Coordinators		
		Input Members		
MONTHLY	WHO	MT	WHAT	<b>MT Meetings</b> To inform the whole team on the task force progress. Members are able to give input and reflect on the current plans.
		Dirk Reynders		
		Zinzi de Brouwer		
BI-ANNUALY	WHO	All TF Members	WHAT	<b>Evaluation Talk</b> These talks will be scheduled individually to reflect on the work/team and allows each member to talk about their expectations. The meetings will be scheduled at the beginning and end of each year. We will give a summary of these meetings to Dirk and discuss a follow-up plan accordingly to the given feedback.
		All TF Coordinators		

# PHASE 3

# ACTIVATION

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STEPS

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## **Leading coalition per department (staff and students).**

Go through the same process and take same steps for/with each individual institute/department.

Deliverables: Clear understanding and scope of each department with the information provided by ECHO and Tina Rahimy.

Necessary input to start making the necessary changes.

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## **Scale-up.**

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## **Design team of students and staff (faculty wide).**

Deliverables: A digital and physical platform to get the whole faculty on board with the culture shift and supporting movement in an easy accessible way. To make it personal, to be challenged, to understand

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# PHASE 3

# REFLECTION

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STEPS

Design approach to keep the conversation going, to implement new creative interventions, mobilise everyone who wants to be involved.

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# WHO DO WE NEED?

Other institutions  
working on the  
same goal

External  
Organisations  
(Experts)

Designing  
TeamStaff  
Teachers

Input Team  
Students  
Taskforce

Leading Coalition  
MT  
Taskforce

Digital Platforms  
Physical Space

Communication  
External & Internal

Research  
Facts & Figures

Students  
(Soundboard/  
Advice/ Research)