

**Part III - Better Practices for an Inclusive Conference: An Equity, Diversity, Inclusion, and  
Decolonization Guide**

## Acknowledgements

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# **Better Practices for an Inclusive Conference: An Equity, Diversity, Inclusion, and Decolonization Guide**

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### Considerations

The research for this EDID ***Better Practices for an Inclusive Conference Guide*** was conducted between December 23, 2020 and January 20, 2021. All consulted resources are open-access. Canadian content was prioritized in the elaboration of this report. However, sources from other English-speaking countries (United States, United Kingdom, Australia and New Zealand) were also consulted. The search terms and perspectives included in this review of better practices are: anti-Black racism, decolonization; First Nations, Métis, and Inuit; women, visible/racialized

minorities; persons with disabilities; and sexual orientation, gender identity, and gender expression. While many conference guides are characterized as inclusive, few, if any, incorporate the five equity-deserving groups, reconciliation and Indigenization, as well as bilingualism and Indigenous languages. Few include the second “D” – decolonization – that was fundamental to the work of the Congress Advisory Committee on Equity, Diversity, Inclusion, and Decolonization.

Most resources on better practices for conference development and delivery are produced by universities, academic associations, government organizations, and interest groups. Due to the COVID-19 pandemic and the need to shift to virtual events, this report also incorporates relevant practices suggested and implemented by consulting businesses, professional associations and organizations, digital publications, and tech platforms and organizations. Relevant findings from websites and blogs from members of underrepresented and equity-seeking groups were also consulted and incorporated into the content of this report.

Better practices in conference development and delivery are constantly evolving. This report should be considered a living document to be regularly reviewed and updated. This is also a fluid and interconnected document. The first four sections respectively describe:

1. Better practices for inclusive conferences generally
2. Better practices for inclusive face-to-face conferences
3. Better practices for inclusive virtual conferences
4. Better practices for hybrid conferences

It is recommended that independently of the conference format, the better practices outlined in section 1 should always be incorporated. For hybrid conferences, better practices for conferences generally, face-to-face, and virtual ones should be taken into account. Section 5 presents the findings and general inclusion tips and inclusive language guidelines specific to Indigenous populations, women, visible/racialized minorities, LGBTQ2S+, and persons with disabilities.

Throughout the document, hyperlinks have been added in cases where resources are relevant to acquire a deeper understanding of certain issues, or when the hyperlinked source could be useful for the Federation. The last section of Part IV rates the outlined better practices according to expected impact, level of effort, resources required, and priority status.

## **Section 1. Better Practices for Inclusive Conferences Generally**

### **1. Pre-Conference Logistics**

#### **1.1. Indigenous ceremony and land acknowledgement**

Organizers should be guided by Indigenous members of the region hosting the conference to ensure opportunities for full participation in the meeting and to ensure appropriate respect for the land where the conference is being held (Barrows et. al., 2021; [Joseph, 2018](#)). Consider also involving Indigenous participants in decisions about the conference, including which ceremonial activities should be built into the schedule, if any (e.g. sunrise ceremonies, drumming, dancing, singing, prayers). Please refer to section 5, sub-sections 1.3, 1.4., and 1.5 of this Inclusive Conference Guide.

Start conferences and events by acknowledging the traditional territory on which the event is taking place. Take the time to learn how to properly pronounce Indigenous names, and do the acknowledgement in a meaningful and not tokenistic way. In recent years, land acknowledgements have become common practice in some sectors in Canada. However, it is important to be aware that they have also been criticized by some Indigenous voices. To avoid making a meaningless gesture, see [some critiques](#) to [territorial acknowledgements](#).

To find out on which traditional territory you are on, visit [Native Land](#) . Another resource on this topic is the [Guide to Acknowledging First Peoples and Traditional Territory](#) developed by the Canadian Association of University Teachers (CAUT).

#### **1.2. Date and time**

When planning conferences, avoid dates that overlap with national holidays and important [religious celebrations](#). Consider choosing times that will allow participants with caring responsibilities, or those that rely on support workers to attend.

Once you have decided dates and times, announce them as early as possible to allow participants to plan accordingly.

#### **1.3. Venue and facilities**

When selecting a venue, take into account considerations around safety, technology (e.g., allow for live streaming and video recording), and accessibility. Some locations might not be equally safe and/or accessible to certain groups of attendees. Information on venue accessibility must be provided before people make travel arrangements. Ensure the venue is located close to public transit routes and has available parking for participants. Ideally, an expert on accessibility should create a variety of pathways to the conference, spaces for accommodation, accessible cabs and buses, and the like.

##### **1.3.1. Accessibility**

The best practice is to plan for accessibility in addition to accommodating requests, since this approach protects participants' privacy and creates a normalized inclusive environment. If the organizing committee is not aware or familiar of inclusive design principles, it is encouraged for them to approach experts in this field (Barrows et. al., 2021).

Organizers should publicly share steps that have been taken to ensure accessibility and inclusion (Trewin et al., 2019). Organizers should also provide mechanisms for additional accommodation requests to be made if needed. Furthermore, conference organizers must invite participants to declare their accommodation requests to ensure these needs are met. Having one point of contact for these requests, and ensuring confidentiality, are key. Conference organizers should be aware of the various requests for accommodation in advance of the conference and ensure they follow up with the participants who requested these before and at the beginning of the conference (Barrows et. al., 2021; Lassonde School of Engineering, 2013).

Asking the venues for their level of accessibility can be done by considering issues including, but not limited to, sufficient accessible parking spots; accessible washrooms; all-gender washrooms; working accessible doors; if any of the event sessions are not on the ground level, the venue should have working elevators with visual and audio signals; accessible transportation options should be available for participants to get to the conference venues, for example from recommended hotels to conference venues and gathering locations (Barrows et. al., 2021; Lassonde School of Engineering, 2013; Trewin et al., 2019). When planning sessions, ensure that there is ample time for participants with mobility challenges to move between talks and venues.

Ensure that rooms where the conference is taking place are accessible and large enough to allow for mobility of all participants. Aisles should be clear at all times and a sound system should be available and functioning in large rooms (Tips for inclusive audio [can be found here](#)).

Consider having reserved seating spaces for participants who use wheelchairs, use sign language interpreters, lip read or use electronic hearing aids. One approach is to designate the Chair of the session or the accommodations contact person to take responsibility for ensuring the seat(s) is marked as reserved and is available to resolve any dispute that may arise. Another approach is to identify and designate particular seats as "accessible" to be left for those who need them.

Make sure the conference has clear, visible, and appropriate signage. This should include every room used for sessions, as well as washrooms and elevators. Consider providing attendees with internal maps of the venue.

Even if the venue is accessible, this can always change, particularly, with conferences organized in the winter months in Canada. Have a contingency plan in case issues arise, such as a



snowstorm or out of service elevators, accessible doors, or accessible washrooms (Barrows et. al., 2021).

#### 1.3.2. Accessible and gender-neutral washrooms

Accessible washrooms should be available and each venue should have (at least one) gender-neutral washrooms. Take into account the proximity of these facilities. Ideally, gender-neutral washrooms would be easily accessible and not in a different location. If the venue does not have a gender-neutral washroom, consider temporary redesignation for the duration of the conference.

#### 1.3.3. Additional rooms (prayer facilities, quiet spaces and lactation room)

Some attendees will need to have access to a prayer space throughout the day. Ask about specific requirements and ensure you know how to properly equip these rooms (e.g., providing prayer mats or indicating the direction of prayer; or ventilation for smudging).

Some participants might need to take breaks from the stimulation of the conference environment. Designate quiet spaces, and ensure there is good sitting and low lighting.

Conferences need a scent-free policy.

Consider designating a lactation room for breastfeeding parents and their babies. This is particularly important for those who might need a private space to pump and/or breastfeed. Make sure the lactation room has an electrical outlet and comfortable spaces to sit.

#### 1.3.4. Child care

If possible, consider offering child care options to allow participants with children to attend and/or speak at the conference. This can be implemented in many ways, depending on available resources. For instance, connecting parents with local child care providers, having child care volunteers at the conference, or hiring professional providers and setting up a dedicated child care space in the conference venue.

Note that when hiring child care providers or providing childcare on-site, there are specific local laws and regulations. An interesting resource on child care and academic conferences can be found [here](#).

### 1.4. Registration form

#### 1.4.1. Specific needs and accommodations.

The registration form is an important tool to actively encourage attendees to state specific needs they might have to be able to fully participate in the conference (e.g., learning disabilities, dietary or caring needs). It is important to highlight during the registration process the desire to welcome all participants and, where appropriate, support specific needs. Ensure the registration form clearly states a deadline for accommodations and includes contact details of a designated accommodations contact person for the conference.

#### 1.4.2. Planning and committing to create access.

The registration form can be a place where all attendees can be asked to commit to making their presentations and materials accessible, with links to better practices for doing so. At the point of registration, each attendee can be engaged to make a commitment and a plan to create access, building on commitments and plans made in the proposal stage (see section 2.2 below).

#### 1.4.3. Preferred identification

Registration forms should also provide attendees with the opportunity to decide and share how they wish to be identified (name, pronouns and title) at the conference. The use of open options, rather than drop-down boxes, might be the best way to do this. If open options are not possible, make sure to include a gender-neutral title option (e.g., Mx), as well as gender-neutral pronouns (e.g., they/them).

Providing an opportunity for attendees to state their preferred identification is not only important in the registration form but should also be used for conference badges, seating plans, email correspondence, conference schedule, etc.

Informal interactions during conference events can be challenging for some participants. Some associations have started incorporating colour-coded or shaped badges or stickers to allow participants to indicate their interaction preferences (e.g., an established colour or shape that indicates “do not initiate interaction,” or “please initiate interaction”). Visually impaired participants may not be able to make use of this; consider suggesting to non-visually impaired participants to explain their interaction preference if necessary.

### 1.5. Conference ticket price

Consider offering different ticket prices for students/junior/senior staff, and distinguishing between institutional and individual rates.

Some associations offer a conference scholarship with a reduced price or free ticket. Other associations recruit volunteers to support the conference’s logistics in exchange for free access. It is a better practice to consider unbundling the ticket price to allow participants to opt out of some aspects of the conference (e.g., food, entertainment, etc.). For multi-day conferences, consider allowing participants to pay for day passes.

Some participants may need to attend with their own support workers to facilitate their participation in the conference. Think carefully about ensuring provisions are made to facilitate their participation (e.g., providing extra seating or allowing booking of extra overnight accommodation). Consider offering a complimentary ticket to attendees who might need to be accompanied by a support worker.

### 1.6. Targeted financial support

Plan in advance for an amount of targeted financial support when securing funding for the conference and setting the budget. Provision of support targeted to specific populations by

waiver of fees, contribution to travelling expenses, childcare expenses, etc., may make attendance of some participants possible. If targeted financial support is offered, ensure it is clear to would-be applicants who is eligible and how the support will be allocated.

### **1.7. Budget for inclusion**

Planning and budgeting for the costs associated with inclusion are essential to deliver an inclusive conference. These include, but are not limited to, fees for sign language interpreters, teletypewriter, real-time captioning, real-time translators, Braille transcription, Intervenor services, oral interpreters, note takers, and dietary restrictions (Barrows et. al., 2021; [Council of Ontario Universities, 2016](#); [CNIB, 2020](#)). In addition, consider that travel and registration costs for conferences are significant barriers, and thus an accessibility issue for trainees, students, and participants of low income. Similarly, consider childcare needs, which often impact marginalized and equity-deserving groups disproportionately ([Langin 2018](#)), and plan accordingly (Barrows et. al., 2021).

### **1.8 Inclusive website design**

Ensure the conference's website is accessible, easy to navigate, and contains all critical information needed by participants. Web content accessibility guidelines can be found [here](#) .

Some key considerations for inclusive design:

- Typography and readability
- Constructing accessible headlines
- Content layout, colours, and images
- Incorporating accessible video content
- Ensuring keyboard accessibility
- Creating accessible documents
- Designing accessible forms

Some critical information that should be easily accessed:

- Information about the conference
- Information about the venue
- How to register for the event and ticketing
- How to submit proposals
- Key dates: deadlines (e.g., buying tickets, submitting proposals, requesting accommodations, etc.)
- Conference schedule
- Code of conduct

## **2. Program Development, Content and Speakers**

### **2.1. Conference planning committee**

The planning of any conference or event should be undertaken by a diverse committee. Avoid tokenism by recognizing that while representation matters, significant diversity and intersectionality exists within the experiences of underrepresented and equity-seeking groups.

Make sure to have a well-articulated EDID vision that is explicit, intentional, and specific through an outlined strategy, goals, policies and principles. Establish an EDID team to regularly review the Federation's practices and effectively address any EDID issues that may arise at conferences and/or events.

Evidence shows that a direct correlation exists between diverse organizing committees and higher diverse representation in conference speakers (Barrows et. al., 2021; Casadevall and Handelsman, 2014; Martin, 2014; Bouvy and Mujoomdar, 2019). Organizers should be intentional about ensuring representation of members as defined by the federal government and the Tri-Council: which include, but are not limited to, women, persons with disabilities, Indigenous Peoples, and members of visible minorities (Government of Canada, 2007). However, it is important that organizers consider members of other equity-deserving groups, such as the LGBTQ2S+ community, and consider other relevant demographics, such as age, early-career researchers, and trainees. Similarly, invitations for keynote speakers should follow the same principles and ensure that members are invited for their expertise and avoid tokenism (Barrows et. al., 2021).

If each session during the conference is organized by a separate committee, ensure that diversity guidelines and targets are communicated and enforced.

### **2.2. Call for papers (CFP)**

Draft your CFP carefully as it may not have the same appeal to different demographics of potential participants (e.g., underrepresented groups, language groups, career stages, etc.). Involving a diverse and wide range of people in drafting the CFP is a good way to minimize the risk of deterring potentially valuable participants.

Make sure to complement the CFP with an intentional and targeted approach to seek out submissions by underrepresented groups. Establishing as a goal of the panel selection process the identification of new and diverse voices could be a good way to increase submissions by participants from underrepresented groups. Some associations have started asking applicants to include the word "priority" in the title of their submission in cases where they identify with an underrepresented group or have never presented at a conference before.

For conferences where it is anticipated that only a few submitted papers or presentations will be selected, consider a selection process based on anonymous abstracts (similar to anonymous peer review of articles submitted to journals).

The CFP can also ask those who submit proposals to commit to creating accessible content. Again, signaling the importance of accessibility should happen as early as possible, and all attendees should be compelled to make a plan to contribute to the accessibility of the conference. Accessibility should be an evaluation criteria for proposals. The proposal process should include links to resources and better practices for accessibility.

### **2.3. Program content**

Reflect carefully on the conference structure and format to ensure members of underrepresented groups are able to present and promote their work and have access to opportunities for professional development, mentorship, and advancement.

Ensure issues related to equity, diversity, inclusion, and decolonization are carefully curated in all topic tracks. It is important to incorporate sessions on equity matter into regular programming, not only as add-ons or separate, optional, noncore events. If keynote speakers or field experts are being invited, particularly in areas that are not core to the conference, such as equity, diversity, inclusion, decolonization, anti-racism, professional development, and science communication, ensure honoraria, travel, and accommodation costs are covered (Barrows et. al. 2021).

### **2.4. Bilingualism**

Ensure the conference is an event that equally appeals to and provides a platform for Canada's English- and French-speaking communities. This should include not only program development, content, and speakers, but also conference communication. A guide to a successful bilingual event created by the Office of the Commissioner of Official Languages can be consulted [here](#) .

### **2.5. Speakers**

Ensure diversity is spread among all speaking roles during the conference (e.g., key notes, session chairs, panellists, parallel session speakers, and poster presentations). Co-chairing and use of panels can be a good way to increase diversity. Allowing for remote speakers can also increase the likelihood of a diverse speaking line-up. Whenever possible, avoid all-male panels.

Brief all speakers on the conference's commitment to EDID and encourage them to reflect on how their sessions can add to this commitment. Some better practices on this include: developing speakers' guidelines to encourage awareness of the limitations of previous research; biases in the range of citations and references being used; recognition of international context, and, specifically, acknowledgement of Black, Indigenous, and People of Colour (BIPOC) authors and researchers working in the field.

Speakers should also be aware of the importance of using non-binary gender terminology and gender-neutral language when possible.

Ensure all speakers of the conference incorporate accessibility considerations in their visual presentations. For instance, using a recommended accessible font (not below 18 points),

avoiding glaring white backgrounds, and limiting the amount of text on a slide. Remind speakers that not everyone will be able to make use of visual images, or might not be able to hear the sound of a video clip, and they should be prepared to verbally explain these materials to some participants. Speakers should follow the guidelines on disability accessibility for presentation provided in the “Better Practices” section below (Item 2.4, p. 18).

Prior to introducing speakers, make sure the Chair of the session asks them about their preferred name and correct pronunciation, as well as their preferred pronouns. If there is a speaking stage, ensure the stage is accessible to all speakers.

Ideally, conferences would have the budget to pay all speakers. Speaking for free is not always an option, particularly for those who have been historically disadvantaged by the racial wealth gap, and for and other marginalized people facing systemic economic barriers. If the conference does not have the budget to pay for speakers, try (at least) to compensate for expenses (e.g., travel and lodging), or offer an honorarium. Most importantly, make sure that not only some speakers receive compensation, while others do not.

### **3. Promoting Inclusive Participation**

#### **3.1. Inclusivity policy**

Consider writing up an explicit inclusivity policy stating the community standards that everyone involved in the conference is expected to uphold. In addition to stating inappropriate behaviours, some associations have started providing active suggestions for how organizers, staff, vendors, speakers, and attendees can contribute to building a welcoming space.

Some examples of inclusivity policies are the [Queerness and Games Conference](#) and the [Different Games Conference](#).

#### **3.2. Accessibility**

Promoting inclusive participation requires ensuring the conference is able to offer what is needed to increase the likelihood of a positive experience and full participation of all attendees. It is not possible to anticipate everyone’s needs and this is one of the reasons why it is important early in the registration process to encourage participants to declare any specific needs or accommodations they might need. However, there are certain accessibility practices that are now expected and provided in many conferences and events.

Some key considerations for accessible and inclusive participation are:

- Always use microphones and hearing loops
- Encourage speakers to think about accessibility in their slides
- Hire professional ASL (American Sign Language) translators
- Consider hiring a stenographer to provide real-time captioning

### **3.3. Panel discussions and plenaries**

Chairs of panel discussions and plenaries should be carefully selected and receive in advance diversity and inclusion guidelines for their sessions. These guidelines should include: giving all panel members an equal opportunity to speak, skillfully stopping panelists who monopolize the discussion or exceed their allotted speaking times, and creating spaces for less vocal speakers to share their research and views.

It is recommended that Chairs have a good understanding of the expertise, research, field and backgrounds of presenters and ask relevant and appropriate questions. In panels where there is only one or a few members of underrepresented groups (women, BIPOC, panelists with disabilities or early career stage) it is important to ensure they are not consistently the last to speak.

Some associations have started offering less-experienced speakers mentoring, free training, and guidelines on how to effectively present their work at conferences.

If requested and available, consider offering translation options to panelists and speakers who will not be presenting in their native language.

### **3.4. Q&A sessions**

Consider taking a few questions at a time to ensure there are questions from a diverse group of participants. If only one question is taken at a time, better practices highlight the importance of starting with the question of a woman, BIPOC attendee, early career professional, or members of other underrepresented groups.

Some participants are reluctant to speak in front of the room to ask a question. Consider providing other ways to raise questions (anonymously or not). Software such as *Slido* or *Mentimeter* can facilitate this. Other participants will prefer to contact speakers outside of session to ask questions. If possible, make sure attendees know how to reach out to speakers.

### **3.5. Networking opportunities**

Networking opportunities are one of the most valued components of conferences. However, when these opportunities are unstructured, they can also be intimidating for some attendees. Some associations are offering different formats for networking (e.g., as part of a poster session, a 'world café,' or an informal 'ask the expert' session). Another option is to offer participants the opportunity to see the list of delegates prior to the event and pre-book short networking meetings to take place during the conference. Event organizers should ensure all networking events are accessible for Deaf and participants (i.e., ASL translators, accessible spaces, access to gender-neutral washrooms, etc.).

Consider sharing guidelines or suggestions on how to make the most of networking opportunities. Early career academics might also benefit from having more established academics act as mentors for the duration of the conference. Another option is to consider incorporating an advice forum specifically targeted to PhD students, as well as a career fair.

When planning social, networking and other informal events, ensure not all events are centered around alcohol, as this would effectively exclude some participants from taking part in them for reasons of personal beliefs, religion, or addiction. If parallel non-alcohol events are being offered, make sure to give them equal weight.

Organize networking opportunities at different times, instead of at the end of the day. This will allow participants with caring responsibilities to take part in some of these opportunities.

#### **4. Communicating EDID**

##### **4.1. EDID conference statement**

Create a clear statement of the conference commitment to EDID. Ensure this statement is communicated consistently and regularly during the conference and is accessible on the Federation's website and promoted through social media accounts.

##### **4.2. Website**

Ensure the conference's website is accessible, easy to navigate, and contains all critical information needed by participants (please refer to section 1, sub-section 1.7).

##### **4.3. Social media**

Ensure social media messaging is aligned with the conference's EDID statement and commitment. Make sure all communication materials give (at least) equal visibility to members of underrepresented groups.

Inclusive design tips for social media can be found [here](#).

##### **4.4. Marketing materials**

Marketing materials should also incorporate an EDID lens. Language needs to be checked for understanding and potential connotations by a range of potential attendees. Abbreviations and acronyms should be double-checked to ensure their appropriateness. This also applies to use of humour and cartoons in marketing materials.

Promotion of the conference should be as wide as possible by using all networks and contacts available to the Federation. If there is a commitment to increase the diversity of attendees, ensure there is targeted and intentional outreach to encourage participants from underrepresented groups.

Visual materials should incorporate and reflect the diversity of the community. Avoid tokenism and images that could end up perpetuating stereotypes and harmful narratives of underrepresented groups.



#### **4.5. Film and photography**

Filming and/or photographing is a great tactic for marketing, funding reports, and future event planning. However, not everyone is equally comfortable being filmed and/or photographed. Make clear to all attendees, speakers, and staff whether the event will be filmed and/or photographed, and provide a way for people to opt out. This might entail bringing stickers for people to wear, providing different colored name tag lanyards, or setting aside a physical space in the event rooms that will not be filmed or photographed.

If speakers are being filmed, notify them before the event and give them the option to decline. Also, tell them what you will do with that footage and provide the option to opt out of certain uses of their images. Make sure they know they are able to request their footage be taken down for any reason in the future.

#### **4.6. Communicating EDID before, during and after the conference**

It is important to consistently incorporate EDID messaging to the conference's communications plan. This can include communicating the Federation's commitment to EDID, the EDID conference statement, as well as more practical information and tips to make the conference experience more inclusive and accessible to all attendees.

Prior to the conference, ensure that everyone involved is aware of the Federation's EDID commitment, the inclusivity policy, the code of conduct and the existent harassment, discrimination, and bullying policies.

During the conference, it is important to open the event by clearly making a statement about the Federation's efforts and commitment to EDID, and give ideas to attendees on actions they can take to support these efforts. Make sure everyone knows how to report any incidents and encourage attendees to provide feedback during and after the conference.

After the conference, make sure to collect feedback from participants regarding the inclusivity of the conference and publicize the findings. Ensure follow-up with all attendees who requested specific accommodations, as well as with any negative comments that might have come up.

#### **4.7. Inclusive language**

Language matters and so the Federation should pay attention and regularly review its guidelines for the use of inclusive language. The American Psychological Association has created a useful resource on bias-free language. For general guidelines focused on underrepresented groups (Indigenous Peoples, visible/racialized populations, women, LGBTQ2S+, and people with disabilities) refer to section 5 of this Inclusive Conference Guide.

## **5. Preventing and Combatting Discrimination, Bullying and Harassment**

### **5.1. Code of Conduct**

A code of conduct should be established for conferences and clearly and consistently communicated to attendees through the conference's website, social media, emails, participants' booklets, etc. Codes of conduct should explicitly state what behaviour is expected, how to report any incidents that could arise, and how the Federation will deal with complaints. Other elements to consider including in the code of conduct are disciplinary actions for code violations and protection against retaliation. Existing policies on discrimination, bullying, and harassment are the best foundation for the code of conduct.

It is considered a better practice to create different ways for participants to report any incidents (e.g., online form, email, anonymously, or in person). The conference organizing committee should designate and train at least one person to effectively respond to any incidents of discrimination, bullying, and harassment. An example of a code of conduct developed by an academic conference can be found at [REACH, University of Oxford](#). Other examples of codes of conduct can be found [here](#).

The code of conduct should be signed by everyone involved in the event and by all participants when they register to the conference.

### **5.2. Discrimination, Bullying, and Harassment Policies**

Policies on discrimination, bullying, and harassment should form the basis to effectively prevent and deal with any incidents that might arise before, during, and after the conference. These policies should also form the foundation of the conference's code of conduct (please see section 1, sub-section 5 – 5.1 of this Guide).

Geek Feminism Wiki has developed many useful resources regarding the importance of anti-harassment policies for conferences. These resources can be consulted [here](#).

### **5.3. Bystander Intervention**

Incidents related to discrimination, bullying, and harassment can occur at any time. The Federation should ensure that conference organizers are familiar with bystander intervention strategies and feel equipped and confident to intervene when witnessing any incident. Some resources on bystander intervention training can be found [here](#).

Groups such as [Astronomy Allies](#) and [Ento-Allies](#) have created networks of allies to promote the creation of safe spaces at scientific meetings and events.

### **5.4. Responding to Incidents of Discrimination, Bullying and Harassment**

If an incident happens, ensure the established protocols in policies and code of conduct are strictly followed at all times. Ideally, more than one member of the organizing committee would have been designated and properly trained on how to effectively respond to incidents of discrimination, bullying, and harassment.

Duty Officers should be available at all times (including after-hours networking opportunities or social events), be familiar with policies and code of conduct, and prepared to receive initial reports of incidents. Duty officers should have emergency contact numbers to immediately reach out to designated members of the organizing committee once a discrimination, bullying, or harassment incident has been reported.

Once an incident has been reported, an investigation that strictly follows the code of conduct and policies guidelines needs to take place. Findings of the investigation and potential sanctions should be timely and clearly communicated to all parties involved.

The American College Personnel Association has developed a Bias Incidents Prevention and Response Policy and Protocol.<sup>78</sup>

## **Section 2. Better Practices for Inclusive Face-to-Face Conferences**

### **1. Venue**

Please refer to section 1, sub-section 1.3 of this Inclusive Conference Guide.

### **2. Food and drink**

If food and drinks are being provided at the conference, ensure that information is collected early regarding attendees' dietary requirements and preferences. Make sure there are enough options suitable to different types of diets (vegetarian, vegan, dairy-free, gluten-free, nut-free, halal, and kosher).

If a buffet is being offered, ensure all ingredients (or at least allergens) are clearly labelled. Consider that some participants with mobility, sight impairments, or other disabilities might require support during eating times.

If the conference is taking place during Ramadan, find ways to make sure observant attendees have access to food and drinks at alternative times. Another option is to offer discounted tickets for participants to make their own eating arrangements.

It is important to make sure not all social events at the conference are centered around alcohol, as this would exclude some participants due to personal or religious beliefs. Ensure there are non-alcoholic, low-caffeine, and low-sugar drinks available at all times.

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<sup>78</sup> Bias Incidents Prevention and Response Policy and Protocol

<https://www.myacpa.org/sites/default/files/Bias%20Incident%20Prevention%20and%20Response%20Protocol%20-%20final%20approved%202-14-14.pdf>

### **3. Venue information**

Gather information about the venue and close-by facilities, and make sure all participants receive this information prior to the conference (e.g., accommodation, public transit, restaurants, taxi services, childcare facilities, physical access guide, etc.).

### **4. Presentations**

Presentation set-up such as stage and podiums should also be accessible. There may also be attendees who need assistance with visual presentations and/or hearing. Organizers should provide accessible seating arrangements for persons with mobility devices, interpreters, and/or hearing systems, and their party. Additional microphones should be available for Question and Answer sessions, and organizers should ensure facilitation of them and promote that they are always used. Additionally, cards can be used as an aid for written questions to be carried to the front as an accommodation for those who feel uncomfortable speaking in front of a group.

Additionally, all presentations should follow the Web Content Accessibility Guidelines (Government of Ontario, 2014), and all printed media should follow Clear Print guidelines (CNIB, 2018). It should be required that all presenters strive to deliver accessible presentations. As a conference organizer, this may include providing recommendations or requirements to make text and important visuals large enough to be read from a distance and the appropriate use of sufficient colour contrast between text and background (Henry and Abou-Zahra, 2010). Furthermore, ensure presentations with embedded audio or video are captioned; best practice includes having sign language interpreters or live speech to text transcription (CART – Communication Access Realtime Translation) in every session. An alternative economical option is to add live captioning to all presentation decks.

At the conference itself there should be an access table, staffed at all times. Here, people can help attendees who need barriers removed or addressed, and presenters can be given assistance making their presentations accessible. Technology should be available here to create things like large-print handouts, to create access copies of talks and slides, and so on. The table is also a place to visibly advocate for accessibility, and so it should be centrally located, with materials and signage that promote accessibility.

Training should be offered before the conference and during the conference on best practices for accessible presentation and facilitation of presentations and events. Presenters, panelists, facilitators, and panel chairs should understand what they need to do to create accessible presentations, q-and-as, and so on before the conference. Their completion of training, their agreement to uphold best practices, etc. should be a prerequisite for participation. Adjudication of proposals should incorporate criteria for accessibility.

## **5. Inclusive events checklist**

Better practices in conference development and delivery are constantly evolving. The Equity, Diversity and Inclusion Initiative at Simon Fraser University has developed a useful [inclusive event checklist](#) that might also be relevant for the Federation.

## **Section 3. Better Practices for Inclusive Virtual Conferences**

### **1. Intentional event set-up**

#### **1.1. Privacy, safety and security**

Privacy, safety, and security should be prioritized in virtual settings. Attendees' privacy can be secured by using a platform that protects any and all data gathered during registration and participation in the conference. Make sure to clearly communicate to attendees how information gathered during the event will be used.

Make sure proprietary work is protected when disseminating shareable resources (e.g., presentation recordings, slides, etc.) to attendees. Security can be achieved through hosting platforms which feature end-to-end encryption.

#### **1.2. Marketing**

Make sure all digital promotional material is accessible (website banners, emails, social media graphics, etc.). If images include important information, make this information available in text format as well.

#### **1.3. Registration Process**

Registration process should be accessible and functional on different devices and screen readers. Make sure to provide space in the registration form to encourage attendees to express any specific needs they might have to be able to fully participate in the conference.

#### **1.4. Content development**

Content development should be designed taking into account the virtual setting of the conference and the potential interruption the event could have on a typical workday. Have clearly defined session times and speakers, and ensure attendees are able to have easy access to the schedule and any other resources they might need to participate in the event.

### **2. Building an inclusive environment**

#### **2.1. Inclusive platform and interface**

Use an inclusive and accessible digital platform with built-in features for live captioning, real-time language translation, live support, recording, etc. If sessions and presentations are being recorded for future use, ensure videos are captioned and transcripts are available.

The interface should be visually appealing and easily accessed from any device. Some platforms offer an artificial-intelligence-enabled chat within the conference's interface that makes it easy for participants to ask questions, receive support, and find what they need.

Prior to the conference, consider sending attendees a tutorial link to become familiar with the features of the online platform.

## 2.2. Protocols and guidelines

Make sure all participants in the conference are familiar with the code of conduct and/or community agreements. Just as in a physical space, ensure everyone knows what the conference considers appropriate and inappropriate behaviours, as well as how breaches to safety and security will be handled.

## 2.3. Leverage video

Consider creating a variety of virtual backgrounds that attendees can use while participating in the conference. Don't push participants to have their videos on, and if you are recording, filming and/or photographing, make sure everyone is aware of this. If some participants are not comfortable, encourage them to join and participate while having their videos off.

## 2.4. Accessible sessions and presentations

Moderators and facilitators should make sure to review any accessibility features available and let participants know when video recordings and presentations will be available. They should also repeat questions asked both in verbal and written form, and in both official languages.

Prior to the conference, ensure speakers receive guidelines on accessibility considerations for their presentations. A summary of guidelines for virtual presentations can be found [here](#).

# 3. Enabling continuous interaction

Allowing for continuous interaction is particularly important in a virtual setting. Prior to the conference, ensure speakers and presenters are aware of the platform's interactive features.

Some of the most common ways to interact with participants during virtual sessions is by making use of polls and the chat box. Ensure that any interactive features are available right within the video window.

### 3.1. Annotation

Annotation is a tool that can effectively engage virtual participants and provide them with an opportunity to enter text through a presentation. This can be implemented by creating a blank slide or whiteboard, and asking participants to share their ideas anonymously.

### 3.2. Early Dialogue

Encourage speakers and presenters to consider providing opportunities for connection and engagement early on in the session. Most platforms allow for the use of breakout rooms for participants to directly engage and talk to each other in a small-group setting.

### 3.3. Support real time Q&A

Ensure all sessions in the conference support real-time questions from participants, with a third-party discussant who can monitor timing and help the speaker(s) with difficult interactions. Most platforms allow for enabling a live Q&A box. Make sure speakers and presenters pay attention to it, and if possible, respond to all questions submitted this way.

### 3.4. Participants' feedback

After each session, ensure all participants are able to provide feedback. A better practice is to explicitly ask for three tips on how to improve their virtual experience, and make an effort to implement them.

## Section 4. Better Practices for Inclusive Hybrid Conferences

### 1. Inclusive participation on- and off-site

Consider different ways to build off-site virtual participation in the conference (e.g., virtual stream for papers that could be delivered through teleconferencing, or posting papers to a chat room for asynchronous discussion), and provide continuous opportunities for engagement (e.g., polling, chat box, etc.).

Ensure that off-site participation is an option not only for the audience, but for speakers as well. Make sure technology is working well and is tested between sessions. Have staff ready to troubleshoot and resolve any issues with limited disruption to off-site participants.

Using software such as Slido will facilitate off-site participation in Q&A sessions.

### 2. Live-streaming and recording considerations

If recording, filming and/or photographing is taking place during the hybrid conference, ensure all attendees, speakers, and staff are well aware of this and are provided an

opportunity to explicitly consent to or opt out of being recorded, filmed and/or photographed. If some virtual participants do not want their image to be filmed and/or photographed, encourage them to join in and participate without having their videos on.

## **Section 5. Specific Findings – Underrepresented Groups**

### **1. First Nations, Métis and Inuit**

#### **1.1. Reconciliation and Indigenization**

Consult with, and establish relationships with, various Indigenous leaders, groups, and communities regarding how best the Federation may play a role in reconciliation and indigenization efforts in higher education generally, and the social sciences and the humanities specifically. Ensure the conference offers a meaningful platform to reflect on these issues. Part II of the 2020-21 Congress Advisory Committee on Equity, Diversity, Inclusion, and Decolonization's Final Report and Recommendations includes a substantive engagement with "Decolonization: Principles, Guidelines, and Promising Practices."

#### **1.2. Conference content**

Consider how you address Indigenous knowledges, experiences, challenges and realities during the conference and other events. For instance, Treaty relationships, the history of colonization in Canada, land use and development, Indigenous sovereignty, residential school histories, historical and intergenerational trauma, missing and murdered Indigenous women, the Truth and Reconciliation Commission, and other matters.

#### **1.3. Smudging and other ceremonial use of smoke**

Smudging involves the burning of substances such as sweet grass, cedar and sage during Indigenous events. This practice is based on traditional beliefs that the smoke produced is a means of purification and creates a positive mindset for those involved in the activities.

Consider having a designated space outside, in case an Indigenous representative and/or participant may wish to perform a smudge. Make sure the space is properly signalled and respected by non-Indigenous participants.

#### **1.4. Payments to Indigenous Payees**

Make sure you properly remunerate and credit Indigenous people for their knowledge and time. Ensure that payments made to Indigenous payees are completed in a culturally sensitive way.

#### **1.5. Inclusion Tips**



- Involve Indigenous participants in decisions about the event, including which ceremonial activities should be built into the schedule, if any (e.g., sunrise ceremonies, drumming, dancing, singing, prayers).
- Acknowledge traditional territory at the event opening (see section 1, sub-section 1.1 of this Inclusive Conference Guide)
- Consider inviting a representative from the local Indigenous community/nation (usually a Chief, Elder, or other community leader) to attend to offer an opening prayer and set good intentions for the event.
- Provide access to an Elder for counseling and guidance, especially for longer events or those that address intense topics. Be aware that some best practices reflect specific communities.
- An Indigenous representative may wish to perform a smudge, as in the First Nation tradition. These events should always be optional, as some individuals may not feel comfortable participating in the ceremonies of another culture. In addition, smudging should always take place outside to avoid setting off fire alarms and to avoid triggering allergies to the substances being burned.
- If an Indigenous representative or Elder participates, be sure to identify appropriate protocols for thanking them. The National Aboriginal Health Organization recommends tobacco (a sacred plant) for First Nation and Métis Elders and small gifts for Inuit Elders. If offering other gifts, like blanket or feather, know what is the appropriate protocol for offering them.

Indigenous people may not always want these accommodations. Please respect their wishes.

Canadian Indigenous Organizations:

- The Assembly of First Nations [[www.afn.ca](http://www.afn.ca)]
- Native Women's Association of Canada [[www.nwac.ca](http://www.nwac.ca)]
- Inuit Tapiriit Kanatami [[www.itk.ca](http://www.itk.ca)]
- Pauktuutit Inuit Women of Canada [[www.pauktuutit.ca](http://www.pauktuutit.ca)]
- Métis National Council [[www.metisnation.ca](http://www.metisnation.ca)]
- Congress of Aboriginal Peoples [[www.abo-peoples.org](http://www.abo-peoples.org)]

**Source:** Diversity through Inclusive Practice – A Toolkit for Creating Inclusive Processes, Spaces & Events.

## 1.6. Inclusive language

Whenever possible, be specific about the group, people, community, or nation you are referring to and always defer to the community or individual(s)' preferences on how they wish to be identified. Avoid saying 'Canada's Indigenous Peoples', 'Indigenous Canadians' or 'Native Canadians'. Learn how to properly pronounce Indigenous names, words and phrases.

For more guidelines on the use of language, follow the [Style Guide for Reporting on Indigenous People created by Journalists for Human Rights](#).

#### 1.7 Publications involving Indigenous content

Publications are not neutral in their language and style and every writer and editor should create works about Indigenous Peoples according to the proper style for culturally appropriate publishing practices. For information on these styles, including issues of Indigenous style principles, terminology, use of traditional knowledge, and appropriation, follow *Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples* by Gregory Younging (Brush, 2018).

## 2. Women

### 2.1. Inclusion tips

- Avoid all-male (manel) panels.
- Aim for equal representation in all sessions of the conference.
- Ensure all attendees are familiar with the code of conduct and policies on harassment, bullying and discrimination.
- Beware of providing platforms that perpetuate and promote problematic approaches (e.g., essentialism, framing as 'women's issues', lack of consideration to intersectionality, etc.)
- Promote the use of non-gendered and non-binary language.
- Actively support those with caring responsibilities.

### 2.2. Inclusive language

Don't say	Do say
• Man	• Person, individual
• Man hours	• Person hours, engineer hours

• Mankind	• People, human beings, humanity
• He/him/his	• They/them/their
• Freshman	• First-year student
• Man-made	• Machine-made, synthetic, artificial
• The common man	• The average person, folks
• Chairman	• Chair, chairperson, coordinator, head
• Mailman	• Mail carrier, letter carrier, postal worker
• Policeman	• Police officer
• Females	• To many English speakers, “females” sounds like a scientific designation one would use for animals or plants. Say “women” instead.
<b>Source:</b> <u>Diversity and Inclusion in the Workplace, Writer.</u>	

### 2.3. Supporting caring responsibilities

Caring responsibilities have a disproportionate effect on women, and if not adequately supported, they can effectively impact the participation of women in the conference. Some aspects to consider when supporting care responsibilities are:

- Consider offering childcare options for the duration of the conference.
- Ensure reliable Wi-Fi is available, to help attendees keep in touch with family at home.
- Consider offering care bursaries to cover extra-care expenses incurred by conference participants. Ensure the registration form provides a space for people to specify any care-related requests.
- Consider welcoming older children to attend the conference.

## 3. Visible/Racialized minority communities

### 3.5. Inclusion Tips

- Include representatives of various ethno-cultural racial groups in the planning process of the conference, and ensure racial diversity amongst speakers.
- Promote the conference through community groups and organizations that work with and support the various communities you seek to engage.
- Make sure the diversity of your audience is reflected in the images and language of promotional materials.
- Be conscious of the religious or spiritual dietary observances of the communities you seek to invite.

- Avoid “token” representation if possible. Seek to actively reflect the diversity of racial, cultural, national, and Indigenous communities in your region.
- Make sure your dress code respects cultural modes of dress.
- Encourage participants from diverse ethno-cultural racial communities to communicate their needs to you throughout the event, as well as to discuss any situations that make them feel uncomfortable. Be prepared to respond to situations of racism.
- As with disability, do not overstate or assume accommodation needs for participants of ethno-cultural racial communities. Recognize that you may make mistakes in attempting to accommodate them, but this is part of the learning process and a simple apology or request for clarification of the appropriate response options goes a long way.

**Source:** Diversity through Inclusive Practice – A Toolkit for Creating Inclusive Processes, Spaces & Events.

### 3.6. Inclusive language

Don't say	Do say
<ul style="list-style-type: none"> <li>• Geographic descriptors interchangeably with religious or other terms to describe specific groups of people. For example, Muslim is not synonymous with Arab.</li> </ul>	<ul style="list-style-type: none"> <li>• With regards to nationality, avoid using citizen as a generic term for people who live in a given country.</li> </ul>
<ul style="list-style-type: none"> <li>• Indian (by a non-Indigenous person), savage, half breed, red skins, squaw</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous, Aboriginal, First Nations, Métis, Inuit. Be as specific as possible about the Nation you are referring to, and use the term they use to self-identify.</li> </ul>
<ul style="list-style-type: none"> <li>• Eskimo</li> </ul>	<ul style="list-style-type: none"> <li>• Inuk (singular), Inuit (plural)</li> </ul>
<ul style="list-style-type: none"> <li>• Oriental, yellow, jap, paki, flip</li> </ul>	<ul style="list-style-type: none"> <li>• Asian, South Asian (India, Pakistan, etc.), East Asian (China, Japan, etc.), Southeast Asian (Indonesia, Philippines, etc.), demonym (a word used for people or the inhabitants of a place) can be joined with Canada (e.g., Asian Canadian or Indian Canadian)</li> </ul>
<ul style="list-style-type: none"> <li>• Negro, Coloured, n----- (this word should never be spelled out by a non-Black person, even when quoting someone)</li> </ul>	<ul style="list-style-type: none"> <li>• Black, Black Canadian, Canadians of African descent.</li> </ul>
<ul style="list-style-type: none"> <li>• Blacklist</li> </ul>	<ul style="list-style-type: none"> <li>• Denylist</li> </ul>

<ul style="list-style-type: none"> <li>Spanish (for people not from Spain)</li> </ul>	<ul style="list-style-type: none"> <li>Latino/Latina/Latinx, Hispanic, Latin American, demonym (e.g., Mexican, Chilean)</li> </ul>
<ul style="list-style-type: none"> <li>Middle Eastern, Muslim (in reference to a geographic area)</li> </ul>	<ul style="list-style-type: none"> <li>Given the size and diversity of the Middle Eastern region, there is not an accepted encompassing racial or ethnic term. Some more accurate localized terms include: Arab (referring to an Arabic-speaking country), Persian (referring to Farsi speakers, North African, as well as many more country and region-specific designations).</li> </ul>
<ul style="list-style-type: none"> <li>WASP, redneck</li> </ul>	<ul style="list-style-type: none"> <li>White</li> </ul>
<ul style="list-style-type: none"> <li>Whitelist</li> </ul>	<ul style="list-style-type: none"> <li>Allowlist</li> </ul>
<ul style="list-style-type: none"> <li>Non-white</li> </ul>	<ul style="list-style-type: none"> <li>People, person of colour</li> </ul>
<ul style="list-style-type: none"> <li>Mulatto</li> </ul>	<ul style="list-style-type: none"> <li>Multiracial, biracial, mixed race</li> </ul>
<ul style="list-style-type: none"> <li>Alien</li> </ul>	<ul style="list-style-type: none"> <li>Immigrant, newcomers, new Canadians</li> </ul>
<b>Source:</b> Adapted from <u>Diversity and Inclusion in the Workplace, Writer.</u>	

## 4. LGBTQ2S+

### 4.5. Inclusion Tips

<ul style="list-style-type: none"> <li>Ensure your organization has a policy regarding discrimination and harassment and place. Share this policy with everyone who will be present at your event and make sure it is enforced at all times.</li> <li>Know each individual's chosen gender identity and preferred names and pronouns (e.g., he/ she, his/hers, they/their). Be respectful and use these chosen names and pronouns. Apologize if you use the wrong pronoun or name. To continue using pronouns or names with which the person does not identify (even if using a legal name or prior name) is to be deliberately disrespectful. Transgender people can understand and sympathize with some confusion, so long as there is continuous, good-faith progress in using the proper name and pronouns.</li> <li>Make sure that the dress code for your event (if any) respects LGBTQ2S+ rights to dress in conformance with their gender identity.</li> <li>If possible, designate gender-neutral restrooms (toilet facilities that anyone may use, irrespective of gender identity or sexual expression). This amenity is also deeply appreciated by straight people with disabilities whose helper is of a different gender or</li> </ul>
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for parents caring for children of a different gender who are still too young to use the washroom themselves.

- Never, under any circumstances, should a participant or contributor to your event be forced to reveal information about their gender identity, or sexual orientation. All individuals representing your organization, outside contractors, and participants should understand and respect this policy.

**Source:** Diversity through Inclusive Practice – A Toolkit for Creating Inclusive Processes, Spaces & Events.

#### 4.6. Inclusive Language

Don't say	Do say
<ul style="list-style-type: none"> <li>• Homosexual, gay (n.) (as in He is a gay), homo, sodomite</li> </ul>	<ul style="list-style-type: none"> <li>• Gay (adj.), lesbian (n. or adj.), bisexual, bi (adj.), queer (adj.)</li> </ul>
<ul style="list-style-type: none"> <li>• Homosexuality, lesbianism, gay (as a pejorative)</li> </ul>	<ul style="list-style-type: none"> <li>• Being gay/lesbian/bisexual/queer</li> </ul>
<ul style="list-style-type: none"> <li>• Sexual preference, same-sex attractions, sexual identity</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual orientation, orientation</li> </ul>
<ul style="list-style-type: none"> <li>• Gay/lesbian/bisexual lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• LGBTQ2S+ people and their lives</li> </ul>
<ul style="list-style-type: none"> <li>• Normal</li> </ul>	<ul style="list-style-type: none"> <li>• People who are not gay/lesbian/bisexual, heterosexual, heteronormative (to describe norms that shut out LGBTQ2S+ people)</li> </ul>
<ul style="list-style-type: none"> <li>• Admitted homosexual, avowed homosexual, openly gay</li> </ul>	<ul style="list-style-type: none"> <li>• Out, out gay man, out lesbian, out queer person</li> </ul>
<ul style="list-style-type: none"> <li>• Transgendered, a transgender (n), transgenders, transvestite, tranny, she-male, he/she, it, shim</li> </ul>	<ul style="list-style-type: none"> <li>• Transgender (adj.), trans</li> </ul>
<ul style="list-style-type: none"> <li>• Transgenderism</li> </ul>	<ul style="list-style-type: none"> <li>• Being transgender</li> </ul>
<ul style="list-style-type: none"> <li>• Gender identity disorder</li> </ul>	<ul style="list-style-type: none"> <li>• Gender dysphoria</li> </ul>
<ul style="list-style-type: none"> <li>• Biologically male/female, genetically male/female, born a man/woman</li> </ul>	<ul style="list-style-type: none"> <li>• Assigned male/female at birth, designated male/female at birth</li> </ul>
<ul style="list-style-type: none"> <li>• Sex change, sex reassignment, sex-change operation, pre-operative, post-operative</li> </ul>	<ul style="list-style-type: none"> <li>• Transition, gender affirmation</li> </ul>
<ul style="list-style-type: none"> <li>• Hermaphrodite</li> </ul>	<ul style="list-style-type: none"> <li>• Intersex</li> </ul>
<ul style="list-style-type: none"> <li>• Normal</li> </ul>	<ul style="list-style-type: none"> <li>• Non-transgender people, cisgender</li> </ul>
<ul style="list-style-type: none"> <li>• Opposite sex</li> </ul>	<ul style="list-style-type: none"> <li>• Different sex, LGBTQ2S+ community</li> </ul>
<ul style="list-style-type: none"> <li>• Special rights</li> </ul>	<ul style="list-style-type: none"> <li>• Equal rights, equal protection</li> </ul>

<ul style="list-style-type: none"> <li>• Passing, stealth, deceptive, fooling, pretending, posing, trap, masquerading</li> </ul>	<ul style="list-style-type: none"> <li>• These terms should not be used because they promote the harmful idea that transgender people are being deceitful in their gender expression.</li> </ul>
<b>Source:</b> <u>Diversity and Inclusion in the Workplace, Writer.</u>	

## 5. Persons with disabilities

### 5.5. Inclusion Tips

<p>Treat everyone as you would like to be treated. Remember that people with disabilities are not victims. Avoid demonstrating pity or acting patronizing toward them.</p> <ul style="list-style-type: none"> <li>• Never be afraid to approach an individual with a disability to engage in conversation. Remember to talk directly to the individual, even if they have a companion, attendant, aide or interpreter with them. If unsure about how the person prefers to communicate, ask them. Allow individuals time to respond and avoid completing their sentences for them.</li> <li>• Always ask the person if they would like assistance first before actually giving any assistance. The person may not want or need help. Listen to what the person is saying and do your best to provide what is requested, not what you think.</li> <li>• Use “People First” language.</li> <li>• Do not distract or assume you can pet an individual’s service animal. These animals are on-the-job and need to be focused to assist their owner.</li> </ul>
<b>Source:</b> <u>Diversity through Inclusive Practice – A Toolkit for Creating Inclusive Processes, Spaces &amp; Events.</u>

### 5.6. Inclusive language

Don’t say	Do say
<ul style="list-style-type: none"> <li>• The handicapped, the , the differently abled</li> </ul>	<ul style="list-style-type: none"> <li>• people, people with disabilities</li> </ul>
<ul style="list-style-type: none"> <li>• Normal, healthy, whole people</li> </ul>	<ul style="list-style-type: none"> <li>• People without disabilities, neurotypical (when referring to cognitive ability), temporarily non-</li> </ul>
<ul style="list-style-type: none"> <li>• community, sport</li> </ul>	<ul style="list-style-type: none"> <li>• Disability community, sport for people or for athletes with a disability</li> </ul>
<ul style="list-style-type: none"> <li>• Person with a birth defect</li> </ul>	<ul style="list-style-type: none"> <li>• Person who has a congenital disability</li> </ul>

<ul style="list-style-type: none"> <li>● Person afflicted with, suffers from, is stricken with, a victim of...</li> </ul>	<ul style="list-style-type: none"> <li>● Person who has, person who has been diagnosed with, or defer to how the individual defines themselves</li> </ul>
<ul style="list-style-type: none"> <li>● Downs person, mongoloid, mongol</li> </ul>	<ul style="list-style-type: none"> <li>● Person living with Down syndrome</li> </ul>
<ul style="list-style-type: none"> <li>● The autistic</li> </ul>	<ul style="list-style-type: none"> <li>● Autistic person, person who has (or has been diagnosed with) autism, person on the autism spectrum, on the spectrum, or defer to how the individual defines themselves</li> </ul>
<ul style="list-style-type: none"> <li>● A quadriplegic, a paraplegic</li> </ul>	<ul style="list-style-type: none"> <li>● Person with quadriplegia, person with paraplegia, person diagnosed with a physical disability, or just disabled person</li> </ul>
<ul style="list-style-type: none"> <li>● A cripple</li> </ul>	<ul style="list-style-type: none"> <li>● Person with a physical disability, person with a mobility impairment, person who uses a wheelchair, person who walks with crutches, person who uses a walker, or just disabled person</li> </ul>
<ul style="list-style-type: none"> <li>● A dwarf, a midget</li> </ul>	<ul style="list-style-type: none"> <li>● Person of short stature, little person</li> </ul>
<ul style="list-style-type: none"> <li>● Dumb, mute, non-verbal</li> </ul>	<ul style="list-style-type: none"> <li>● Person who is unable to speak, person who uses a communication device, communicates without using words</li> </ul>
<ul style="list-style-type: none"> <li>● Dummy value</li> </ul>	<ul style="list-style-type: none"> <li>● Placeholder value, sample value</li> </ul>
<ul style="list-style-type: none"> <li>● Hearing impaired, the deaf</li> </ul>	<ul style="list-style-type: none"> <li>● Deaf person, person who is deaf (little to no functional hearing, often communicates through sign language), person who is hard of hearing (mild to moderate hearing loss, may or may not use sign language)</li> </ul>
<ul style="list-style-type: none"> <li>● The blind</li> </ul>	<ul style="list-style-type: none"> <li>● Blind people, people who are blind, people who are visually impaired, people who have low vision</li> </ul>
<ul style="list-style-type: none"> <li>● Attack, spell, fit</li> </ul>	<ul style="list-style-type: none"> <li>● Seizure</li> </ul>
<ul style="list-style-type: none"> <li>● Learning disabled</li> </ul>	<ul style="list-style-type: none"> <li>● Person with a learning disability</li> </ul>



<ul style="list-style-type: none"> <li>Brain damaged</li> </ul>	<ul style="list-style-type: none"> <li>Person with a brain injury, person who has sustained a brain injury</li> </ul>
<ul style="list-style-type: none"> <li>Crazy, insane, psycho, mentally ill, emotionally disturbed, demented, nuts</li> </ul>	<ul style="list-style-type: none"> <li>Person diagnosed with a mental health condition, person with a psychiatric disability, or defer to how the person refers to themselves</li> </ul>
<ul style="list-style-type: none"> <li>Sanity check</li> </ul>	<ul style="list-style-type: none"> <li>Quick check, confidence check, coherence check</li> </ul>
<ul style="list-style-type: none"> <li>Special ed student, special education student</li> </ul>	<ul style="list-style-type: none"> <li>Student who receives special education services</li> </ul>
<ul style="list-style-type: none"> <li>Confined/tied to a wheelchair, wheelchair bound</li> </ul>	<ul style="list-style-type: none"> <li>Person who uses a wheelchair or a mobility chair, or just disabled person</li> </ul>
<ul style="list-style-type: none"> <li>Handicapped parking, handicapped bathrooms, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Accessible parking, accessible washrooms, etc.</li> </ul>
<ul style="list-style-type: none"> <li>Special needs</li> </ul>	<ul style="list-style-type: none"> <li>Reasonable accommodation, requiring accommodation</li> </ul>
<ul style="list-style-type: none"> <li>Special, courageous, heroic, inspiring, brave</li> </ul>	<ul style="list-style-type: none"> <li>People who adapt to their disability do not necessarily acquire these traits – consider whether the individual or situation merits these terms <i>beyond</i> disability.</li> </ul>
<b>Source:</b> <u>Diversity and Inclusion in the Workplace, Writer.</u>	

## Section 6. Rating of Better Practices

Rating of identified better practices was carried out by considering expected impact, level of effort and required resources. Each of these elements was rated high (\*\*\*), medium (\*\*) or low (\*). Expected impact is associated with a numerical consideration related to the number of participants likely to benefit and/or appreciate the implementation of this practice. Expected impact also considered better practices that are now fully expected from an EDID lens in conference development and delivery. Priority status was determined by assigning more value to impact over effort and resources. Priority status is also rated as high (\*\*\*), medium (\*\*) or low (\*).

Practice	Impact	Level of Effort	Resources Required	Priority Status
<b>Section 1. Better Practices for Inclusive Conferences Generally</b>				
<b>1. Pre-conference logistics</b>				

Indigenous ceremony and land acknowledgements	***	*	*	***
Date and time	**	*	*	**
Accessible rooms	***	**	**	***
Inclusive audio	***	**	**	***
Reserved seating space	***	*	*	***
Signage	***	**	**	***
Internal venue's maps	***	**	**	***
Accessible washrooms	***	*	*	***
Gender-neutral washroom	***	*	*	***
Prayer room	***	*	*	***
Quiet room	***	*	*	***
Lactation room	***	*	*	***
Childcare	***	***	***	**
Specific needs and accommodations (registration form)	***	*	**	***
Preferred identification – names, pronouns, titles, informal interaction (registration form)	***	*	*	***
Ticket price rates	***	*	*	***
Reduced tickets	***	*	*	***
Complimentary tickets support workers	**	*	*	**
Targeted financial support	***	**	**	**

Inclusive website design	***	**	**	***
<b>2. Conference development, content and speakers</b>				
Diverse planning committee	***	**	**	***
EDID vision and strategy	***	*	*	***
EDID team to review conference practices	***	**	**	***
Sessions diversity guidelines	***	**	*	***
CFP diverse group draft	***	**	**	***
CFP targeted outreach	**	**	**	**
Anonymous abstract – paper selection process	**	**	**	**
EDID in all topic tracks	***	**	**	***
Bilingual content	**	***	***	**
Speakers' diversity	***	**	**	***
Speakers' EDID brief	**	*	*	**
Speakers' EDID guidelines	***	**	*	**
Speakers' accessible visual presentations	***	*	*	***
Speakers' compensation	**	**	**	**
<b>3. Promoting Inclusive Participation</b>				
Inclusivity policy	**	*	*	**
Microphones and hearing loops	***	**	**	***
ASL translators	**	***	***	**
Stenographer for real-time captioning	**	***	***	**

Chairs D&I guidelines	***	*	*	***
Training to first time conference speakers	**	***	***	**
Language translation	*	**	**	*
Varied and more structured networking opportunities	***	**	**	***
Guidelines effective networking	***	**	*	***
Non-alcohol networking opportunities	***	*	*	***
<b>4. Communicating EDID</b>				
EDID conference statement	***	*	*	***
Inclusive social media	***	*	*	***
Inclusive marketing materials	***	**	**	***
Filming / Photographing	**	**	**	**
EDID Feedback	***	*	*	***
Use of inclusive language	***	*	*	***
<b>5. Preventing and Dealing with Harassment, Bullying and Discrimination</b>				
Code of Conduct	***	*	*	***
Discrimination, Bullying and Harassment Policies	***	*	*	***
Bystander Intervention training	**	**	**	**
<b>Section 2. Better Practices for Inclusive Physical Conferences</b>				

Varied food options	***	*	*	***
Non-alcoholic drinks	***	*	*	***
Creating venue guides	**	**	**	**
Inclusive event checklist	***	*	*	***
<b>Section 3. Better Practices for Virtual Conferences</b>				
Privacy, safety and security considerations	***	*	*	***
Accessible marketing materials	***	**	**	***
Accessible registration process	***	**	**	***
Inclusive content development	***	**	**	***
Inclusive platform and interface	***	**	**	***
Tutorial link to platform use	***	**	**	***
Virtual protocols and guidelines	***	*	*	***
Virtual conference background	**	*	*	**
Accessibility guidelines for presentations	***	***	***	***
Speakers' guidelines interactive features	***	*	*	***
Soliciting participants' feedback	***	**	**	***
<b>Section 4. Better Practices for Hybrid Conferences</b>				
Ensuring inclusive	***	**	**	***

participation on- and off-site				
Live-streaming and recording considerations	***	**	**	***

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