NYSAR³ INCLUSIVE CONFERENCE, WEBINAR, AND MEETING PRESENTATIONS GUIDELINES

NYSAR³ aspires to conduct inclusive events where all attendees are provided an opportunity for meaningful and full participation. Therefore, presenters are encouraged to utilize the following guidelines around cultural and linguistic communication and accessibility when designing and presenting at any NYSAR³ conference, webinar or meeting.

STATEMENT OF GRATITUDE:

NYSAR³'s DE&I committee would like to express our sincere gratitude and appreciation for the knowledge and work of those who created resources to provide to speakers, attendees, and other individuals in order to highlight opportunities for inclusivity and organizational growth. Their wisdom and experience have made our own efforts possible. The guidelines and recommendations these groups were utilized to create the foundation and standard of our own. Thank you to the National Association for Campus Activities (NACA) and the Columbia Business School for creating resources other organizations and individuals may refer to.

USE OF RESPECTFUL AND INCLUSIVE LANGUAGE

NYSAR³ requires that all presenters use respectful and inclusive language at all times during their presentation. Marketing Partners defines inclusive language as, "Inclusive Language reflects a broad range of identities and perspectives that does not stereotype or demean people based on implicit bias and perceptions of personal characteristics or cultural background."

A separate handout with examples of inclusive language will be provided.

CREATING CULTURALLY AND LINGUISTICALLY COMPETENT PRESENTATIONS

The American Psychological Association defines cultural competency as, "the ability to understand, appreciate and interact with people from cultures or belief systems different from one's own." Ask yourself these questions and make these considerations as you prepare your presentation:

- How will the set-up of your presentation space impact the interaction and engagement with your audience? Example: horseshoe shaped, rows, etc.

- How can session moderators be an ally to attendees who may not feel comfortable asking questions (raising a hand, submitting written questions anonymously, submitting questions online, opportunities to submit questions in advance, etc.) (Columbia Business School).
- What is the relationship between your presentation's subject and cultural understanding?
- How does your audience's background, including preferred language (spoken and signed) impact your presentation?
- Does your presentation recognize the wide range of professional and experiential literacy levels of your audience?
- Any resources used, including case studies, scenarios, and vignettes, should include examples of diverse cultural experiences.
- Using data from a range of geographic locations (urban, suburban, rural, tribal communities and U.S. territories) provides a comprehensive, representative context.
- Any statistics cited must be representative of racial, ethnic, and linguistic groups
- Do your visual aids, images, and graphics represent a diverse range of individuals and groups?
- Are the resources in your presentation available for individuals who need translations (National Association for Campus Activities)?

ACCESSIBILITY: SPOKEN OR AUDIO PRESENTATIONS

"Individuals who are blind, deaf, have low vision, or hard of hearing may be present in your audience. Follow the guidelines below to ensure everyone can follow your presentation.

- If interpreters are present, provide a copy of your presentation to them before starting.
- When using visual aids, graphics, or images, speakers should describe them before moving on. Examples: "This image highlights..."
- Use specific language to refer to items. Example: "This map shows..., These results indicate..." rather than "This shows..." People who can't see you pointing to a slide don't know that "this" used alone means.
- Presenters should speak directly into the microphone. Do not cover your mouth when speaking
- Measure your pace as you present to allow time for interpreters and members of the audience to process the information.
- All videos must have closed captions" (AUCD).

ACCESSIBILITY: HANDOUTS

"Individuals who are blind or have low vision may not be able to read standard sized print on your handouts. Be sure to bring appropriate numbers of your handouts in one or more of the following formats to ensure full participation in your session. Anyone presenting who does not have appropriately accessible handout formats available will be asked not to reference the materials in their presentation.

- **Large Print**
  - Large print should be printed on single-sided 8.5" by 11" paper and stapled at the top left corner

- Use letter orientation, unless a visual element requires landscape orientation, to achieve maximum visibility
- Left justify all paragraphs and do not use columns
- Keep a one-inch margin on all sides
- Use 18-point font for all text, including body text, footers, page numbers, references, disclaimers, and labels on charts and graphs. Larger fonts may be used for headings. Individual users may request fonts larger than 18-point as an accommodation
- Use a bold serif font (such as Times New Roman) for body text and a bold simple sans-serif font (such as Arial) for headings and other information that is set apart from body text. Do not use any compressed fonts. Make lines heavy/thick in charts and graphs
- Use a minimum of 1.5 line spacing; use double spacing when possible
- Do not use small caps, italics, or all caps for text. Use initial caps and lower case for titles and text
- Use underlining for emphasis instead of italics
- Delete decorative graphics that do not contribute to the meaning of the information being presented

- **Flash Drive**
  - Meeting participants who are blind or have low vision may prefer to copy text files of your presentations and have their screen readers or other computer software convert the materials
  - Computer files in Rich Text or ASCII: "Rich Text Format" (RTF) is a standard formalized by Microsoft Corporation for specifying formatting of documents. RTF files are actually ASCII files with special commands to indicate formatting information, such as fonts and margins

- **Braille**
  - The National Library Service Resource Directories list sources of Brailed materials. For more information, visit the Library of Congress' website. Registered Coleman Conference attendees needing Brailed materials must indicate the requirement on their conference registration form; presenters should check with Coleman Conference staff to determine if meeting attendees have indicated a need for Brailed materials" (AUCD).

ACCESSIBILITY: POWERPOINT PRESENTATIONS

"PowerPoint presentations are commonly used among session presenters as an effective way to display ideas and data. Because PowerPoint is a visual media, presenters should be sure to make presentations accessible to all audience members. For more information on creating accessible PowerPoint presentations, including an accessible template, download the pdf of this PowerPoint presentation. [📊, 84KB]

- **Text content**
  - Title fonts should be 44 pt. or greater. Text fonts should be 36 pt. or greater
  - Don't try to cram too many slides into your presentation. Allow your audience time to read slides.
  - Place no more than 6 lines of text on a slide (excluding columns).

- o Many people with disabilities use text-based screen reading software and computer devices.
  - o Note that graphics often cannot be read with screen readers and other text-based devices.
- **Graphic content**
  - o Replace graphics with text whenever possible.
  - o If graphics are used, include a detailed explanation of the meaning of that charts or graphic in a descriptive text-only slide included immediately after the graphic slide. Note that the meaning of the graphic is needed, not a description. For example:
    - No: "Chart with blue and red bars."
    - Yes: "Data from this chart illustrates that people with disabilities report spending more time in the emergency room than people without disabilities."
    - **Avoid:**
      - Slide transitions
      - Busy slide backgrounds
      - Chart filler patterns
      - Overcrowding text
      - Color schemes providing low contrast
      - Charts without text descriptions
      - Videos that are not captioned" (AUCD).

ACCESSIBILITY: POSTERS

"Poster presenters should consider all possible audience participants when creating the poster, including those who are blind or have low vision, those who are deaf or hard of hearing, and those with mobility or physical challenges.

- Keep tacks and push pins off the floor; they can puncture wheelchair and scooter tires
- Make sure an A/V professional or organization member has taped all cords/wires down to prevent tripping hazards.
- Bring a CD or flash drive file of your poster in text or descriptive PowerPoint format for attendees who are blind or have low vision
- Offer to describe your poster to attendees who are blind or have low vision
- If you have access to a laptop computer with voice output software, prepare a brief description of your poster for listeners who are blind or have low vision
- Consider modifying your poster font and layout to make it accessible to attendees with low vision. Read "Guidelines for Creating Accessible Printed Posters" [📄, 935KB] for information on modification techniques.
- If your poster includes video of any kind, you must have captions available for that video" (AUCD).

Works Cited:

AUCD. "Presentation Accessibility." *AUCD,* 2012,

www.aucd.org/conference/template/page.cfm?id=50061, accessed 7 June 2022.

DeAngelis, Tori. "In Search of Cultural Competence." *American Psychological Association,* 2015,

www.apa.org/monitor/2015/03/cultural-

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