AATE PROGRAMMING
Equity, Diversity, Inclusion, & Access Packet

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EVENT PROGRAMMING

Inclusive Committees

In alignment with AATE's core values & diversity statement, please ensure planning committees for events represent the diversity of your community and AATE's membership. [KS1] AATE membership includes, teachers, teaching artists, Arts Administrator, etc. AATE is an intentionally welcoming and inclusive space for individuals of all identity groups.   AATE ensures spaces are equitably shared and all voices are heard by setting agreements among committee members. Extend this consideration to the selection of your presenters, facilitators, and keynote speakers as well.

Self-education & Research

Part of the planning and preparation process for hosting an inclusive event should include a bit of research. Educate yourself on current inclusive language and practices. Below are a few resources as well as a few terms and definitions. You might consider sharing these definitions with your attendees or creating your own that's tailored to your event.

Resources:
Disability Language Style Guide: https://ncdj.org/style-guide/

Gender pronouns FAQ: https://uwm.edu/lgbtrc/support/gender-pronouns/ [KS2]

Planning Accessible Meetings & Events: https://www.uwyo.edu/union/reservations/accessible_meetings_toolkit.authcheckdam.pdf

The 7 principals of Universal Design-http://universaldesign.ie/What-is-Universal-Design/The-7-Principles/

Center For Applied Special Technology-http://www.cast.org/our-work/about-udl.html#.Xe7EJ-hKjIU

Terms & Definitions

Affinity Groups: Affinity spaces are for people who self-identity as part of a particular group to discuss their collective experiences. Because members of oppressed groups are often asked to educate and protect the comfort of those with privilege, affinity groups are necessary in equity-based work to provide space for the conversations that cannot occur in the presence of those power dynamics.

Allyship Groups: In order to dismantle racism, heterosexism, ableism, and other forms of oppression, the active allyship of those benefiting from those systems is required. Allyship Groups welcome all attendees, regardless of how they identity, to mobilize toward shared equity, diversity, and inclusion-related goals.

Disability: While definitions of disability vary widely, we work with the concept of disability from the perspective of the *social* model rather than the traditional, antiquated *medical* model, which emphasizes impairments and limitations, and puts the onus on disabled people to be "fixed" or adapt to societal barriers. Developed by disabled people, the social model regards disability as a socially constructed experience that identifies systemic barriers, negative attitudes, and exclusion by society (purposely or inadvertently) as contributory factors in disabling people. The social model promotes the notion that while mobility, sensory, intellectual, or psychological variations may cause individual functional limitation or impairments, these lead to disability only if society fails to take account of and include people regardless of their individual differences. The social model further recognizes disability as a community and a culture.

Deaf culture describes the social beliefs, behaviors, art, literary traditions, history, values, and shared institutions of communities that are affected by deafness and which use sign languages as the main means of communication. Some people are born deaf, while others lose their hearing later in life because of illness or injury. People who have been deaf their whole lives and are actively involved with the Deaf community consider deafness a difference in experience rather than a disability. Big "D" Deaf refers to a person who is culturally Deaf and a member of the Deaf community and uses American Sign Language (ASL). Little "d" deaf refers to a person who has a hearing loss.

Gender identity: the internal reality of one's gender, and how they label themselves, based on how much they align or don't align with what they understand their options for gender to be. Common identity labels include man, woman, genderqueer, trans, and more. Often confused with biological sex, or sex assigned at birth.

Gender expression: the external display of one's gender, through a combination of dress, demeanor, social behavior, and other factors, generally made sense of on scales of masculinity and femininity. Also referred to as "gender presentation."

Gender binary : the idea that there are only two genders and that every person is only one of those two.

Gender nonconforming: 1) a gender expression descriptor that indicates a nontraditional gender presentation (masculine woman or feminine man) 2) a gender identity label that indicates a person who identifies outside of the gender binary. Often abbreviated as "GNC."

Transgender : A person whose gender identity doesn't match the gender they were assigned at birth.

Cisgender: A person whose gender identity does match the gender they were assigned at birth.

Cissexism: behavior that grants preferential treatment to cisgender people, reinforces the idea that being cisgender is somehow better or more "right" than being transgender, and/or makes other genders invisible.

Intersectionality: In *Demarginalizing the Intersection of Race and Sex* , Kimberlé Crenshaw builds on a long history of Black feminist thought to critique how antiracist and feminist movements had marginalized Black women through a "singleaxis" analysis of race and gender, writing:
"Imagine a basement which contains all people who are disadvantaged on the basis of race, sex, class, sexual preference, age and/or physical ability. These people are stacked feet standing on shoulders with those on the bottom being disadvantaged by the full array of factors, up to the very top, where the heads of all those disadvantaged by a singular factor brush up against the ceiling. Their ceiling is actually the floor above which only those who are not disadvantaged in any way reside. In efforts to correct some aspects of domination, those above the ceiling admit from the basement only those who can say that 'but for' the ceiling, they too would be in the upper room. A hatch is developed through which those placed immediately below can crawl. Yet this hatch is generally available only to those who, due to the singularity of their burden and their otherwise privileged position relative to those below, are in the position to crawl through. Those who are multiply burdened are generally left below..."

While intersectionality centers the experiences of "those who are multiply burdened," Crenshaw has stressed that it is *not* a theory of identity, but rather a systemic analysis of how oppression operates.

National Identity--Citizenship, Colonial/Imperial Status, Immigration Status, Refugee Status, and **Sovereignty:** National identity refers to if and where one holds citizenship status, and the privileges, rights, and responsibilities granted by that status. Citizenship is complicated by one's immigration and refugee status, as well as the nation's relationship to colonialism and imperialism. Sovereignty refers to the unique citizenship status of indigenous peoples enrolled in federally recognized tribes, as well as citizens of U.S. territories, such as Puerto Rico and Guam. These various aspects of national identity have a significant impact on an individual's access to resources, civil rights, land rights, and equal protection under the law.

Privilege operates on personal, interpersonal, cultural, and institutional levels and gives advantages, access, favors, and benefits to members of dominant groups at the expense of members of marginalized groups. In the U.S., privilege is granted to people who have membership in one or more of these social identity groups: white people, nondisabled people, heterosexuals, cisgender men, Christians, middle or owning class people, middle-aged people, U.S. citizens without a felony record, and English-speaking people. Privilege is commonly invisible to or taken for granted by people who have it. People in dominant groups often believe that they have earned the privileges that they enjoy or that everyone could have access to these privileges if only they worked to earn them. In fact, privileges are unearned and they are granted to people in the dominant groups, whether they want those privileges or not and regardless of their stated intent.

Race & Ethnicity:
· We consider **race** as both a social construct used to oppress and exploit people based on artificial groupings, and a meaningful individual and cultural identity formed in part by the shared experiences of that oppression.
· **Ethnicity** refers to communities whose cultural identities emerge from shared geographic origins.

Sexual Orientation: An individual's physical and/or emotional attraction to another individual. A person's sexual orientation is sometimes distinct from a person's gender identity and expression. For many, sexual orientation is also a communal and cultural identity.

EVENT PREPARATION

Venue Selection

At minimum, ensure that the venue you select for your event is ADA compliant. Inquire with the venue for their access plan or list of available services/accommodations. If there are any potential access barriers, be sure to communicate them in detail to all attendees.

When arranging a room for a keynote or similar event, consider the following:[KS3]
- · Maintain barrier-free paths to and inside the room (including cables and cords).
- · Ensure aisles are 38" or wider and meeting room tables are 36" or higher.
- · Provide a ramp to the dias/podium if presenter uses an assistive mobility device.
- · Leave space near the speaking area for sign language interpreters.
- · Remove chairs from various locations to create space for attendees who use wheelchairs or scooters.
- · Provide space and water for guide dogs.

Access Needs

Prior to your event, gather access needs from your participants. Below are suggested questions to include in your registration:
- · What access features can we provide for you (Audio Description, Sign Interpreters, Elevator access, large print materials etc.)?
- · Ensure that presentations (PPT and handouts) are familiar with how to make PowerPoint presentations ADA compliant.
https://www.section508.gov/create/presentations
- · What else can we do to make your experience at the event a comfortable one?

Services you may need to provide include (but are not limited to):
- · Sign Language Interpretation: hire a local, certified interpreter. If your event is longer than 60 minutes, you may need to hire two interpreters.
- · Captioning/CART: hire a local CART provider and arrange the necessary technology to provide captions for deaf/hard of hearing participants.
- · Audio description: add audio description to all presentations by describing images and action.
- · Seating: adjust seating to accommodate wheelchair users, guides, dogs, etc.
- · Quiet room: provide a low-sensory break room for participants to use to decompress
- · Fidgets: provide small items participants can manipulate for tactile input.

Need help finding a provider? Contact AATE for assistance.

Bathrooms

Ensure your selected venue has bathrooms that offer participants the opportunity to use the bathroom that best fits their identity. This means there needs to be a single-stall all-gender bathroom in each location of your event. If your selected venue does not have up-to-date signage, request to print your own. Ensure participants know where all the bathrooms are in each of your locations.

Why All-Gender Bathrooms?

- **Safety:** Transgender and gender nonconforming (TGNC) people face a uniquely high rate of harassment in public places.
- **Health:** As a result, TGNC people will delay going to the bathroom and/or limit their liquid intake, both of which are hazardous to health.
- **Dignity:** It is dehumanizing to force TGNC people into a binary choice that doesn't affirm their identities. Gendered bathrooms also reinforce the damaging cultural norm that there are only two genders.
- **Visibility:** We use "allgender" rather than "gender-neutral," because gender isn't neutral. We want to welcome gender difference, not pretend it doesn't exist.
- **Inclusion** : Allgender bathrooms are safer and more accommodating for *everyone,* not just TGNC people. Allgender bathrooms often feature lockable singlestall units that have better accessibility for people with disabilities, including those who require help from an assistant or family members who is not of the same gender.

Nametags and Pronouns

With the goal of not assuming another person's gender and unlearning past societal norms about gender binary, please provide space on event nametags for attendees to include their pronouns. If this is a practice new to your community, consider providing context for the practice in your pre-event communications.

EVENT MANAGEMENT

Conference Agreements

To create an inclusive environment, consider beginning your event by generating agreements for the day. These could be brainstormed as a group at the beginning of the event, or curated from submissions prior to the event. For example, the below agreements were generated by membership prior to the 2019 annual conference:

- **Listen more than you speak:** be aware of your power and privilege and how to use it
- **Enter as the learner:** lead with inquiry and phrase thoughts as questions as opposed to judgments; focus on action rather than adjectives
- **Speak from your own experience:** don't assume identity and do not ask individuals to speak for their (perceived) social group
- **Assume good will, but remember intent does not equal impact:** be accountable to
  how your words/actions are received; you're encouraged to find satisfaction in the takeaways of each conference session
- **Practice self care & community care:** a successful conference looks different for everyone.

Land Acknowledgment

Beginning an event, meeting, or gathering with a land acknowledgment is an important step in honoring the traditional inhabitants of the places in which we work. It offers recognition and respect, and creates a broader public awareness of the history that has led to this moment, as well as begins to repair relationships with Native communities and the land. Additionally, land acknowledgment practices counter the "doctrine of discovery" with the *true* story of the people who were already here, and remind people that colonization is an ongoing process, with Native lands still occupied due to deceptive and broken treaties and practices of eminent domain and other mechanisms intended to benefit government or corporate America. The land acknowledgment, practiced by nonnative/nonindigenous people, takes a cue from Indigenous protocols, opening up spaces with reverence and respect.

How does it work? An example of a land acknowledgment offered in Manhattan might be: "We acknowledge that we meet in Manhattan, the name given these lands by the Lenape People who have stewarded it for generations. We also acknowledge that these lands are unceded and occupied after being taken and kept by force." [KS4]

Pronoun Share

AATE strives to create an inclusive environment and participants being asked and allowed to share their preferred pronoun is an important part of that process. However it is important not to make anyone feel uncomfortable or put on the spot. We recommend at the beginning of your event or whenever facilitating introductions, invite participants to include their pronouns if they'd like to. A sample introduction would include: Please say your name, where you work and your role there, your preferred gender pronoun and maybe a final fact as relevant to the session. Examples can include, but are not limited to: "they/them/theirs," "she/her/hers," "he/him/his," or simply the person's name in place of where you'd use a pronoun. It is important however not to put anyone on the spot or uncomfortable.

Access Check-Ins

At the beginning of your event, encourage participants to take care of their minds and bodies and doing whatever they need to be safe, comfortable, and successful. You can provide examples such as: feel free to get up and move, sit on the floor, doodle, etc.

Offer an opportunity for participants to share access needs with the facilitators or with the room if that will help them feel most successful. You can provide examples such as: "I need to sit near the front of the room", or "I need you to repeat your name each time you speak".

Accessible Presentations

Below are a few examples for how to make presentations/workshops accessible for all participants. As you gather access needs from participants, make any additional adjustments as needed.

- Share clear expectations for the session and provide a visual agenda
- Give clear descriptions of visual materials
- Limit background noises as much as possible
- Provide multiple options for engagement (asking questions in writing, electronically, verbally, etc.)
- Accommodate seating needs for participants who need additional space or to be near the front and center
- Speak clearly, loudly, and at a moderate rate. Use pauses to allow for processing time.
- Use the devices provide (microphones etc..) to ensure that everyone in the space can be heard.
- If a participant uses an interpreter, speak to the participant, not the interpreter.
- Indicate who is speaking by gesturing or indicating an item of clothing (rather than making assumptions on gender)
- Provide large print handouts for participants who request it
- Ensure that presentations (PPT and handouts) are familiar with how to make PowerPoint presentations ADA compliant.
https://www.section508.gov/create/presentations