TPS Fest DEIA Toolkit
A guide to creating inclusive sessions online
SECTION 1: TPS Community Values, Doing Positionality Statements & Community Agreements

Please review the TPS Fest Code of Conduct (https://bit.ly/TPSFestCOC) and TPS Community Values before attending and/or presenting at TPS Fest. TPS Community Values can be added to a slide and presented at the beginning of each TPS Fest session or TPS event.

TPS Community Values

The TPS Community has generated these values collectively to guide our practice. As a dynamic community, we acknowledge these values may evolve over time.

- We will nurture and create a community that is inclusive of all regardless of race, ethnicity, gender identity, age, sexual orientation, or stage of professional development. We achieve this goal through our choices in language, tone, and general demeanor.
- We will respect the variety of perspectives in our workspace, understanding that everyone brings unique experience that is valuable.
- We will be mindful of the privacy of others when sharing back information we take from this group and will understand when colleagues in this workspace are limited in the information they can share.
- We will actively listen to fellow members and engage thoughtfully with one another.
- We will be sensitive to the anxieties and concerns of our colleagues and offer solidarity and support wherever it is sought.
- We understand that this group is meant to be enriching both professionally and socially, and we will maintain space for both fun and work.

Positionality Statements

Positionality can be defined as describing “[...] an individual’s worldview and the position they adopt about a research task and its social and political context” (Holmes 2020). The goal of a positionality statement is to contextualize the ways in which personal and cultural identities, academic and professional backgrounds, and experiences shape the results and interpretations of a given research output or presentation. Positionality statements increase transparency and provide context for your work, and they acknowledge the influence that socio-cultural, political, economic, and educational identities influence how we view the world. They also encourage you to consider whether the design or framing of your product reinforces negative stereotypes about any marginalized populations (such as racialized, ethnocultural, disabled, etc. individuals or groups).

Examples of positionality statements can be found below (all resources are hyperlinked; click on each one to read):

TPS Collective  https://tpscollective.org/
- Hiring Librarians, “Researcher’s Corner: Power, positionality, and privilege: a study of academic librarian job postings.”

Community Agreements

Community agreements share the expectations that facilitators and participants have about the ways in which a session, its activities, and its conversations will run. The main purpose of community agreements is to make sessions as inclusive as possible, reducing harm for participants and explaining the role the facilitator(s) has/have during the session.

For more information on creating community agreements and examples of common agreements, see the AORTA Anti-Oppressive Facilitation For Democratic Process facilitation guide.

Other Resources

- Tracy Peña and Jessica O’ Brien. “Five reasons to include positionality statements in your writing” Inside Higher Ed.
- UCLA Library. Positionality & Research: How our Identities Shape Inquiry.
- Sherry Hamby. Know Thyself: How to Write a Reflexivity Statement.

SECTION 2: Making discussions accessible: Content warnings, trigger warnings, and Q&A sessions

Content and Trigger Warnings

Content warnings are verbal and/or written notices introduced before potentially triggering or sensitive material is shown to an audience. These warnings are not meant to prevent discussion or censor material; on the contrary, they are added to empower audiences to decide how and if to engage with certain content.

Trigger warnings are a subset of content warnings that warns audiences of content that can trigger intense symptoms in individuals with anxiety disorders and/or post-traumatic stress symptom (PTSD). Research on the effectiveness of trigger warnings has shown they can be
either detrimental to those experiencing psychological distress or disorders or negligible in their positive impact.

Content and trigger warnings can be included in a few ways, as either a blanket warning during a presentation, an individual warning preceding specific material in the presentation, or as a separate document during presentations or activities. Examples of content and trigger warnings and more information can be found in An Introduction to Content Warnings and Trigger Warnings by the University of Michigan’s Inclusive Teaching.

**Moderating Q&A Sessions**

Before the Q&A session, presenters should explain the way the Q&A will be conducted. These instructions should include how questions will be taken from the audience, the formats in which questions can be asked (verbally or in the chat), and who will moderate the Q&A. Other recommendations are:

- Designate a moderator for the Q&A. This person can also serve as session notetaker helping include important information and transcriptions in the chat.
- Transcribe any questions asked verbally in the Zoom chat. Answers can also be summarized in the chat.

**SECTION 3: Making presentations accessible**

**Creating accessible files**

You can create accessible files in multiple formats, remembering that accessibility takes several forms that extend beyond file extensions and format. Refer to the list below to learn more about how to create files that are accessible.

**Best Practices for Creating Accessible Presentation Documents**

If you are including materials to be used during your presentation (e.g., activity instructions, worksheets, handouts), consider following this guidance:

- Provide files in several formats (e.g. PDF, Word, Google Docs, webpage, slides) to participants.
- If you’re able, you can have any files available beforehand for participants to get familiarized with them ahead of the presentation.
- Check the accessibility settings of files using the accessibility features available in the software you’re using. Check for the following, specifically:
  - Reading order [Crucial for participants using screen readers]
○ Alt-texts and/or image descriptions for all images and graphs. [Crucial for participants using screen readers] (Resource: Writing Effective Alternative Text)
○ Titles and headings for text and tables [Crucial for participants using screen readers].
○ Use of fonts and colors, including color contrast: Sans-serif fonts like Arial and Helvetica in a size 12 or more are best for accessibility. (Resources: Accessible Color Contrast, Summer Short Webinar: Font Attributes, and Neurodiversity Design System)
○ Descriptive hyperlinks included in documents (Resource: Descriptive Hyperlinks by Case Western Reserve University)

Best Practices for Slide Presentations

In addition to the guidelines above, keep in mind the following best practices to make your presentation slides accessible to people with low or no vision, color blindness, and deaf or hard of hearing.

For people with low vision and/or colorblindness:

● Observe at least a 3:1 color contrast ratio for large text and a 4.5:1 color contrast ratio for smaller text in slides.
● Use manual tools like Color Contrast Analyzer to examine images and graphics that can’t be assessed by Microsoft’s accessibility checker.
● Use a color blindness simulator such as Microsoft’s Color Filters (found under Accessibility tools) to assess the contrast in your slides.
● Do not use color alone to convey data in graphics: Include patterns such as lines or chevrons to identify different data in your graphs.

For people with very low or no vision:

● Add a unique and meaningful title to each slide. All titles and headings should appear in your presentation’s navigation pane.
● Check the reading order of the text in your slides using the Reading Order pane in PowerPoint. For images:
   ○ Group objects together if appropriate, and then describe those grouped objects using alt text (a brief description of that object and its purpose).

For people who are deaf or hard of hearing:

● Add captions and/or subtitles to all media.
   ○ If you are using closed captions, insert the text associated with a particular video. See the Described and Captioned Media Program for more information.

TPS Collective https://tpscollective.org/
Best Practices for Presentation Delivery

Follow these guidelines to make your presentation delivery inclusive and accessible.

1. Test all audiovisual components (microphone, camera, videos, etc.) ahead of the presentation.
2. Open your presentation by introducing yourself and including your pronouns and institution. When presenting via Zoom, include your pronouns as part of your displayed name.
   a. To learn how to change your display name in Zoom, refer to the Changing your name on Zoom webpage.
   b. Presenters can describe their appearance for those audience members with low vision.
3. Use a headset and/or microphone when presenting: Headsets and microphones can help reduce background noise during the presentation.
4. Enable the captions for participants to use.
5. Speak clearly: Do not rush your presentation by speaking too fast, avoid the heavy use of jargon and acronyms, and pause between topics to allow participants to process the information.
6. Avoid forcing participants to leave their cameras on: Participants could have good reason to turn off their cameras, such as accessing sessions using a smartphone or from locations with less privacy.
7. Use gender-inclusive language. Instead of “ladies and gentlemen”, for example, use “everyone” or “folks”. The use of “he or she” can be substituted for “they” singular, a perfectly acceptable alternative in the English language. (Resource: Words Matter: Guidelines on using inclusive language in the workplace, British Columbia Public Service)
8. Avoid generalizations and stereotypes in your presentation, activities, and examples.
9. If including a land acknowledgement, make sure it acknowledges only the Native American tribe, peoples, or nation in your location and consider including a goal for the acknowledgement. Use the Native-Land.ca website to find the Native American/First Nations/Indigenous in your area.

Accessibility Checkers

Many accessibility checkers are available as add-ins and websites that are easy to use and applicable to many file formats. Options include:
Microsoft Office 365 accessibility checker: Available as part of the Microsoft Office 365 suite and included Microsoft software. In Word, PowerPoint, or Excel, click on Check Accessibility under the Review tab or pane. Tick the “Keep accessibility checker running while I work” checkbox.

GrackleDocs accessibility checker: Available online as a Google add-in extension that can be used on Google Docs, Slides, or Sheets.

Adobe Pro DC accessibility checker: Designed for Adobe PDF, the Adobe accessibility checker is a powerful tool to create accessible PDFs.

Al can be used to create prompts to build accessibility into your work.

Other resources

Berkeley Digital Accessibility, “Accessible Presentations.”
Case Western Reserve University Digital Accessibility website
Center for Teaching Innovation, Cornell University, “AI & Accessibility.”
Code4Lib, “Accessibility.”
Diablo Valley College, “PowerPoint Accessibility: Checking Color Contrast.”
Microsoft, “Making Your PowerPoint Presentations Accessible.”
Microsoft, “Add Closed Captions or Subtitles to Media in PowerPoint.”
UNC Greensboro, “Making Presentations and Forms Accessible.”
W3C, “Making Events Accessible: Checklist for meetings, conferences, training, and presentations that are remote/virtual, in-person, or hybrid.”
WebAIM Contrast Checker
CHECKLIST

Section 1: TPS Community Values, Doing Positionality Statements & Community Agreements

☐ Include TPS Community Values in a presentation slide.
☐ Consider including a positionality statement in your presentation (whether in a slide or read out loud).
☐ Consider including a community agreement in your presentation based on the TPS Fest Code of Conduct and the TPS Community Values.

Section 2: Making discussions accessible: Content warnings, Q&A sessions, etc.

☐ Include content warnings and/or trigger warnings when presenting sensitive materials.

Section 3: Making presentations accessible

☐ Provide session materials (handouts, slides, instructions, etc.) before the session.
☐ Create and provide session materials in more than one accessible format, such as PDF, Microsoft Word, Google Docs, HTML, slides, etc.
☐ Check that presentation slides and any session materials are accessible. Include:
  ☐ A slide with the agenda or outline for the presentation
  ☐ Alt-text for images and graphs
  ☐ Correct reading order
  ☐ Unique and meaningful slide title in a large-sized font, such as Arial or Helvetica size 12 or larger.
  ☐ Use sans serif fonts, preferably, in a contrasting color combination.
  ☐ Unique and meaningful titles for all slides and headings for all sections
  ☐ Use header rows for tables.
  ☐ Descriptive text to hyperlinked text in session materials.
  ☐ Closed caption or subtitles for any audiovisual media.
☐ Presentation delivery best practices:
  ☐ Test all audiovisual components before presenting.
  ☐ Designate a session notetaker in charge of both notes and chat who will include all links and files and transcribe questions.
  ☐ Include your pronouns in the Zoom display name when presenting online.
☐ Use a headset or microphone during the presentation to reduce any background noise or poor audio quality.

☐ Briefly describe how you look. Include details of your appearance that can help low-vision and no-vision participants know how you look.

☐ Give participants the option of turning off their cameras if they need to.

☐ Enable captions or subtitles at the beginning of the session.