

## Inclusive Events and Programming Guide



# Inclusive Events and Programming Guide

*The Inclusive Events and Programming Guide is intended to provide event organizers and campus administrators with the tools necessary to proactively plan events that are inclusive and accessible for all attendees.*

*AUTHORED COLLECTIVELY BY THE UNIVERSITY OF IOWA  
CAMPUS COMMUNITY*



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# Welcome to the University of Iowa's Inclusive Events and Programming Guide!

We invite you to explore this guide as you prepare for your next event or program. The Inclusive Events and Programming Guide is intended to provide event organizers and campus administrators with the tools necessary to proactively plan events that are inclusive and accessible for all attendees.

This Guide is created to:

- Be a living document.
- Reduce need for accommodations by increasing accessibility.
- Be intersectional by including practices that welcome multiple and overlapping identities.
- Build and bolster confidence in creating inclusive events and programming.

## If this is your first time navigating a Pressbook here are a few navigation tips:

- On the bottom of the page there is a left/right bar that allows the reader to flip through the pages.
- The table of contents will appear up on the top left with a drop down arrow to expand the contents.
- The plus (+) sign next to each chapter in the table of contents will expand that area to include all the sections within that chapter.
- The homepage can be found by clicking the book title (Inclusive Events and Programming Guide) at the top center of any page.
- Pressbooks can be navigated on a phone, tablet, and computer.
- The Inclusive Events and Programming Guide is also available to be downloaded from the homepage in several formats for accessibility and reference.

As a living document, this guide will be reviewed and updated each summer and the last update will be visible on the home page.





# PART I

# INTRODUCTION



# 1. Purpose

## **Purpose**

The Inclusive Events and Programming Guide is intended to provide event organizers and campus administrators with the tools necessary to proactively plan events that are inclusive and accessible for all attendees.

This Guide is created to:

- Be a living document.
- Reduce need for accommodations by increasing accessibility.
- Be intersectional by including practices that welcome multiple and overlapping identities.
- Build and bolster confidence in creating inclusive events and programming.

It is suggested that you begin at [Chapter II: Start Here](#) which gives information on the creation of an [inclusive atmosphere](#) from intentional choices in planning to [rights](#) and [University of Iowa campus policies](#).

The subsequent chapters provide [logistics](#), [tools for shared equitable communication](#), [marketing and material suggestions](#), [resources](#), and [acknowledgements](#) to support planning an inclusive event.

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## 2. Methodology

### **Methodology**

The Inclusive Events and Programming Guide is structured with the intent that users can move through the guide as needed to navigate to sections that are most relevant to them at the time. It is not intended to be read cover-to-digital-cover but rather be a self-directed guide.

It is suggested that you begin at [chapter II: Start Here](#) which gives information on the creation of an [inclusive atmosphere](#) from intentional choices in planning to [rights](#) and [Uiowa campus policies](#).

The subsequent chapters provide [logistical](#), [tools for shared equitable communication](#), [marketing and material suggestions, resources](#), and [acknowledgements](#) to support planning an inclusive event.

Each chapter contains four areas:

- A general description and framing of the topic
- Ask Yourself: questions to consider while planning or hosting your event
- Recommended Practices: suggestions on how to implement the topic
- Resources: links to resources that pertain to the section

Our goal is that this Guide provides both recommendations as well as reflection as we acknowledge that systemic inclusion goes beyond a list of tasks to reflection on beliefs and new ways of considering planning events.

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# 3. Navigating Pressbooks

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[For a video on how to navigate Pressbooks visit this YouTube page.](#)

As a living document, the Guide will be reviewed and updated each summer and the last update will be visible on the home page.



PART II  
START HERE





## 4. Creating an Inclusive Atmosphere

One of the primary considerations before drilling down into the details is ensuring you have thought about some of the basic considerations to creating an inclusive atmosphere – be that through your role as an organizer to the amount of funding allocated to accessibility. In this section, we have highlighted some practices to consider for all types of events and programs.

Included in this section: [event organizer responsibilities](#), [representation](#), [funding](#), [inclusive introductions](#), and [full participation](#).

### **Event Organizer Responsibilities**

#### **Ask Yourself**

- *Who is organizing the event and for whom is it for?*
- *Does the representation of the planning committee fit the need of this [event, program, training, etc.]?*
- *How will the focus on Diversity, Equity, and Inclusion be emphasized?*

#### **Recommended Practices**

- Prior to hosting an event, set up a vetting process around the program's purpose and the target audience. Having a diverse group of individuals review the motivation and structure of a program allows for organizers to identify any misguided motivation or unintended messaging.
- Part of this vetting process could mean creating a planning committee that is representative of the audience and stakeholders. If your planning committee does not currently have a wide range of representatives, pause before moving forward and get more voices to the decision table.

### **Representation**

#### **Ask Yourself**

- *Is there diversity (for example racial, gender, age) within my panelists/speaker(s)/presenters/facilitator(s)?*
- *Do the presenters represent diverse thoughts and perspectives?*
- *Does the committee that selects presenters also reflect diverse thoughts and perspectives?*

#### **Recommended Practices**

Diverse speakers can enrich events and lead to more robust conversations. Your planning committee should

determine a selection process for panelists, presenters, and facilitators in order to acknowledge and address any lack of diversity.

The people on your agenda/event/panel/speaker(s)/presenter(s)/facilitator(s) should represent people from/with varying:

- Abilities
- Ages
- Area of Expertise
- Campus status (i.e., faculty, staff, postdoc, professional, graduate, and undergraduate)
- Familial responsibilities
- First languages
- Gender
- [Indigenous](#) communities
- Political viewpoints
- [Racial](#) and [ethnic](#) identities and citizenship statuses
- Religious beliefs
- Regional locations (e.g. provincial, territorial, global)

A selection process for panelist(s), presenter(s), and facilitator(s) should also consider researching speakers, or inviting guests to campus (to understand their particular context and their understanding and appreciation for accessibility)?

If the topic presented may be considered controversial in the current climate, then consideration for speaker and audience safety should be taken into account.

## **Funding**

### **Ask Yourself**

- *Do I have dedicated funds for inclusion and accessibility?*

## **Recommended Practices**

When preparing the event include funding for inclusion and accessibility into the budget. Line items for captioning, language and signed interpretation, print materials, and compensating speakers can all be written proactively into budgets and grants.

## **Content and Materials**

### **Ask Yourself**

- *As a panelist(s)/speaker(s)/presenter(s)/facilitator(s), are we providing our content in accessible ways to*

*ensure we are creating an inclusive environment for everyone to participate?*

## Recommended Practices

- Consider providing a content accessibility or support for panel(s)/speaker(s)/presenter(s)/facilitator(s) that includes the following recommendations for materials and presentations:
  - For attendees who are blind or who have low vision – have large print and Braille materials available.
  - Provide materials on a flash drive so that people needing to download information ahead of time can access materials.
  - For attendees who are D/deaf or Hard of Hearing – make your face available in case they want to read lips.
  - Always use a microphone – you never know when someone is using the hearing loop in your area. See the [Microphone Use](#) section of this guide.
  - Provide content and critical information in alternative languages. Use of the [Language Interpretation and Translation](#) section for this guide for detailed tips.
  - Provide accessible presentation materials and handouts and use the [Event Materials and Digital Materials](#) part of this Guide to facilitate the creation of those guidelines for your event or program.

## Inclusive Introductions

### Ask Yourself

- *How can I create the most open and welcoming environment?*

## Recommended Practices

### Inclusive Introductions

When making personal introductions, consider demonstrating the following:

- Your name
  - When possible, record a soundbite of the moderator/speaker pronouncing their first and last name as preparation for the event. This will help others hear how to correctly say their name.
- Titles (avoid using any acronyms which create insider/outsider norms)
- Your pronouns (as they feel comfortable)
- Your visual description (again as you feel comfortable.)
  - Include race and/or skin-tone (detail and depth dependent on you), gender (i.e. woman, man, person, etc.), hair color/length/style (detail dependent on you), clothing (detail dependent on you), and background (detail dependent on you)
  - Visual Description provide access to information about people who are present in a room means an

equitable experience for everyone. For a visually impaired person who has some level of sight, having descriptions of physical characteristics can help them recall individuals and identify them on a second meeting.

- Example: Hello my name is Superman, I use he/him pronouns. I am a tall white man with short dark hair, green eyes, fair skin, and I am wearing [describe what you are wearing], and describe the setting [zoom – your space as you feel comfortable and/or the physical space the programming is taking place in].
- Request of the moderator/speaker/facilitator any relevant demographic information (e.g., gender pronouns/education level) so that they may be addressed by their appropriate pronouns and titles)

## Name Badges

Offer the option to wear a name tag with preferred names and pronouns (if desired). For communication and/or health comfort, you can consider also using a color system with your badges.

- Example: [Click here for Color Communication Badges Example](#)

## Content Warnings for Sensitive Material, Including Images and Discussion

Prior to hosting an event, showing a film or clip, reading an excerpt, etc., it is good practice to inform the audience members if something sensitive in nature will be discussed or shown. This acknowledgement allows participants to make their own, informed decision about how and in what ways they would like to engage.

- Examples: Violence (individual, institutional, systemic), sexual content, drug and alcohol content, oppressive language, bodily trauma, self-harm, food and eating habits, blood and other bodily fluids, environmental disasters, flashing lights.

## Full Participation

### Ask Yourself

- *How do power dynamics influence individuals' abilities to authentically participate?*
- *How can you apply accessible structures or practices to support a participant's ability to engage fully?*

## Recommended Practices

### Power Dynamics

Ensuring that you know about social dynamics among your participants helps to create a space for participants to fully engage. Consider letting participants know prior to an event that if they do have a power dynamic that

needs to be considered for their full participation that they may notify the event organizer and how that will be setup during event interaction (i.e., breakout rooms or table discussions).

## Universal Design

Accessible event planning and universal design practices include: physical accessibility, sensory accessibility, and cognitive accessibility. Universal Design means people can fully participate within the design of the event or program. Physical accessibility, sensory accessibility, and cognitive accessibility must happen for everyone to be able to fully participate.

- Physical Accessibility: The space has no barriers for wheelchair users and people with vision disabilities.
- Sensory Accessibility: The event has taken into consideration people with sensory sensitivities.
  - Hearing and visual aids are available (sometimes overlaps with cognitive accessibility).
  - Offer low-sensory, [relaxed environments](#), or other spaces that are friendly for those who are nondivergent and indicate these on marketing materials.
  - Considerations for people with chemical, noise, and light allergies and/or sensitivities.
    - Examples of accommodations for chemical and light sensitivities:
      - Fragrance free policies
      - No flash photography policies
      - ASL applause (or “flapplause”) instead of clapping
      - Noise cancelling ear muffs
      - Sensory free rooms
      - Working air conditioning
- Cognitive Accessibility: Give clear information about the event. Strive to provide all material in different formats and plain language. Let people know what to expect in advance. For more information about what to include in Marketing materials review the [Reducing Uncertainty and Sharing What To Expect](#) part of this guide.
  - Examples of accommodations for cognitive accessibility:
    - Detailed schedule of the event provided on the website and/or during the event
    - Information Packets about the event
    - Present sessions in different ways (i.e. written and verbal instructions, visual aids such as photographs, drawings, and charts)
    - Use nametags for everyone
    - Make sure presentations are viewable from different angles
    - Allow people to move around

Everyone who comes to the event knows what to expect. Everyone knows, what the event is about, the schedule, where the event is, and what accommodations are available.

For the University’s official definitions and policies on accessibility, please visit: [Accessibility at Iowa](#)

## **Resources**

- [Click here for Color Communication Badges Example](#)
- [NYU Integrating Diversity, Equity, and Inclusion Principles and Values in Your Event Planning](#)

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# 5. Rights of Persons

Outside of simply wanting to the best thing so that everyone of all abilities is able to participate, there are some requirements and accommodations that all event and program organizers need to be prepared to address and support so that everyone will have access to the event.

Included in this section: [Personal Assistance](#), [Support Animals](#), and [Requests for Reasonable Accommodations](#).

## **Personal Assistance**

### **Ask Yourself**

- *Do you know best practices for working with personal assistants?*

### **Recommended Practices**

A participant with a disability can request to have a personal caregiver or a personal assistant attend the event. A personal assistant is generally permitted if necessary for the participant to fully access the event. Consider whether any reasonable modifications are needed to support this request such as alternate seating arrangements, or free/discounted admission.

If requested, minor assistance may be provided to individuals with disabilities (e.g., assistance with navigation, serving and carrying food, retrieving items, etc.). Designate staff who can provide this assistance, and identify them with plain, and text printed name tags.

For more information on Personal assistants and caregivers visit the [ADA Fact sheet on Caregivers](#).

## **Support Animals**

### **Ask Yourself**

- *Do you know one's rights related to service animals?*

### **Legal Requirement**

Service animals are permitted to accompany their handler into any event space that is open to the participant. The ADA limits service animals only to dogs (in some limited cases a miniature horse) that have been individually trained to do work or perform tasks for an individual with a disability. The task performed by the dog

must be directly related to the individual's disability. Service animals include service animals in training, but do not include therapy animals, emotional support animals, or pets.

The Americans with Disabilities Act requires that the service animal be under control of their handler at all times. The ADA does not require service animals to wear a vest, tag, specific harness, or have any specific certification.

Care of the service animal remains the obligation of the animal's owner and/or handler, including cleaning up after the animal. Event staff are not required to care for the animal's needs.

If questions arise regarding the validity of a service animal the ADA only allows two questions of the handler:

1. Is the dog (or horse) a service animal required of a disability?
2. What work or task is the animal trained to perform?

If the person responds with yes and indicates a task, the animal is a service animal and should be permitted to accompany their handler in the event. If questions arise beyond this point please contact UI ADA Coordinator.

## **Recommended Practices**

Recommended practices for event staff and participants when interacting with service animals:

- Individuals should not touch or pet a service animal without permission from the owner.
- Individuals should not give treats or otherwise feed a service animal without permission from the owner.
- Individuals should not harass, distract, startle, or interfere with a service animal.

If your event is in a campus building, be mindful of the University's animals in buildings policy. (Operations Manual V,-35). In general, if you wish to have an animal other than a service animal be part of your event, advance approval is needed from the appropriate vice president.

## **Requests for Reasonable Accommodations**

It is important to have a clear process for participant to request reasonable accommodations. Make sure this process is shared with participants before and during the event and that there is a point person assigned to respond in a timely manner to the request. If questions about what a reasonable accommodation is for your event arise please contact UI ADA Coordinator.

## **Resources**

- [Frequently Asked Questions about Service Animals and the ADA](#)
- [ADA.gov service animal resource](#)
- [Service Animals and Service Animals In Training — Penalty](#)
- [Learn About Managing Harm and Conflict](#)



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## 6. Statements and Policies

Before making announcement materials or posting about your event, you will need to make sure that you have included any required statements or language on the promotional material. In this section, you will review required and optional statements to consider.

Included in this section: [Nondiscrimination Statement](#), [Access & Accommodation Statement](#), and [Point of Contact and Responding to Accommodations Requests](#).

### **Nondiscrimination Statement**

#### **Ask Yourself**

- *Have we considered if a nondiscrimination statement would be important to have or share as part of our marketing?*

#### **Required Practices**

“The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preferences, or any other classification that deprives the person of consideration as an individual. The university also affirms its commitment to providing equal opportunities and equal access to university facilities. For additional information on nondiscrimination policies, contact the Director, [Office of Institutional Equity \(Links to an external site.\)](#), the University of Iowa, 202 Jessup Hall, Iowa City, IA 52242-1316, 319-335-0705, [oiie-ui@uiowa.edu](mailto:oiie-ui@uiowa.edu).”

- [Nondiscrimination Statement | Operations Manual \(uiowa.edu\) \(Links to an external site.\)](#)

### **Accessibility Statements**

#### **Ask Yourself**

- Have we indicated who to contact if a participant needs accommodation?
- How are you marketing what accommodations have been considered and what accommodations might need to be requested?

## Required Practices

### University of Iowa Operations Manual

In compliance with the University's obligations under applicable federal and state law, all institutional and departmental publications that describe or invite public participation in programs at the University must include the following Accessibility Statement:

"Individuals with disabilities are encouraged to attend all University of Iowa-sponsored events. If you are a person with a disability who requires a reasonable accommodation in order to participate in this program, please contact (insert: the sponsoring department or contact person) in advance at (insert: telephone number)."

[Accessibility Statement | Operations Manual \(uiowa.edu\) \(Links to an external site.\)](#)

The sponsoring department name or contact person and telephone number must be incorporated into the above statement, as it is the responsibility of the sponsoring department which is most familiar with the event to make the necessary reasonable accommodations.

## Point of Contact and Responding to Accommodation Requests

The University of Iowa department or organization sponsoring the event must identify/designate a contact person who is knowledgeable about the event details and will coordinate accommodation requests. The name, phone, and email address for the contact person must be included in the Accessibility Statement for each event.

## Ask Yourself

- *Who is responsible for accommodation requests and implementation of requests at event?*

## Recommended Practices

- We encourage having an individual rather than an office be responsible for addressing requests. This individual should have working knowledge of the entire event or program details as well as experience addressing accommodations.
- When arranging an accommodation, it is good idea to have a direct conversations with the person making the request. The conversation can clarify what a person needs, what is already being provided or could be provided, and any other essential details. It is possible that the request could change after this conversation!
- Some considerations during your conversation could be:
  - Can we do the thing the person is asking for?
  - Ask clarifying questions.
  - Once you have more information, offer other options or ways to help.
  - Remember to focus on the barrier to participation and engagement, do not ask the person to disclose their medical health, disability, or other personal information. If the person chooses to disclose, keep

the information confidential.

Reasonable accommodations are required under federal law. If you have a that request is more complex than anticipated, collaborate with the University's ADA Coordinator.

## **Resources**

- [University of Iowa ADA Coordinator's Office](#)

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# 7. Religious and Commitment Considerations

Often while planning for events, we think about the day of the week, the time of the event, and conflicts with workplace schedules. It is also important to consider if there are religious holidays or commitment-based needs (e.g. religious observation, school breaks, community gatherings, etc) that would prevent someone from engaging in an event.

## **Religious and Commitment Considerations**

### **Ask Yourself**

- *Does your event or program overlap with an important religious or commitment-driven holiday, event, or practice?*

### **Recommended Practices**

- Check the University of Iowa's main calendar, which is arranged by the academic calendar year for the current and next school year,.
- Check out the [BMindful Calendar](#) to consider what other holidays may be the same day as your event.
  - Depending on one's religion or practice, some holidays are based on the lunar calendar, which means that when the holiday occurs can vary from year to year.
- Some dietary needs might also need to be considered:
  - Kosher restrictions apply: Jewish dietary guidelines which apply daily throughout the year. These restrictions include pork, shellfish (fish is allowed) and mixing meat with dairy.
  - Halal restrictions apply: Islamic dietary laws which apply throughout the year. These restrictions include alcohol and pork.
- Occasional dietary restrictions for other religions are listed with the specific event to which they apply.
- Sometimes when someone can eat must also be considered. If participants are unable to partake in food items during the event, be sure to have to-go options so individuals could partake at a different time.

## **Resources**

- [Think Iowa City | BMindful](#)
- [UI Division of Diversity, Equity, and Inclusion | Religious Guidelines](#)
- [University of California – Berkley | 10 Resources to Make Your Events More Inclusive](#)

- [Webster University | Holiday and Observances LibGuide](#)
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PART III

# LOGISTICS





## 8. Event Dates and Times

With many of the logistical plans for an event, when an event is scheduled requires consideration to align with the goal of inclusion. When scheduling an event, the planning team should explore who the intended audience is. Whether that audience is the broader community or a more specific group, it is important to examine how scheduling may influence the intended audience's ability to be in attendance.

### Date/Times/Scheduling

#### Ask Yourself

- Is the event date/time being considered one that makes the event feasible for everyone we hope will attend?
- Think about your audience: If it is for families, what time do most parents get off work? Would a weekday or weekend work better? Is the date being considered coinciding with any religious holidays important to members of our community? Are there any other competing community events? Do I need to consider different Time Zones? Can the event be meaningfully experienced asynchronously as an option for participants unable to attend during the scheduled event, but still have a desire to participate?

#### Recommended Practices

- Use campus and local calendars to understand what is happening outside of your event.
- If the event is scheduled when another community event is happening, consider adding a note of recognition. Double booking was not the intention, but it's not possible to host the event on a different date.
- If you have an overlap with a holiday, be sure to note if there are any specific restrictions for that holiday that need to be considered (e.g., different types of food, to-go food options).

### Resources

- [University of Iowa Academic Calendar](#)
- [University of Iowa Events Calendar](#)
- [Think Iowa City BMindful Initiative](#)

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## 9. In Person Events

When we think about logistics of planning an in-person event, there are many factors that can determine the level of accessibility at an event. This section will provide information related to location, paths of travel, room configuration, refreshments and giveaways, as well as transportation.

Included in this section: [Location](#); [Getting to the in-person event](#); [Room arrangements](#); [Refreshments, Catering, and Giveaways](#).

### Location

#### Ask Yourself

- *Does the location of this event support the access and inclusion needs of the intended audience?*

#### Recommended Practices

- Solicit venues that cater to various accessibility needs, for instance does the location offer the following:
  - Elevator access
  - ADA restrooms
  - Accessible entrances (without stairs/steps)
  - Ramps
  - Accessible seating for wheelchair users, Blind or low vision individuals, and D/deaf or Hard of Hearing persons
  - Hearing loops (T-coils) [Link to Ulowa Hearing Loop System](#)
  - Sharps containers
  - Clear and legible signs and signs in Braille
  - Adequate spaces in between tables/chairs to allow easy access for different body sizes and ambulatory devices
  - Lactation spaces [Link to Ulowa Lactation Room Locations](#)
  - Restrooms that...
    - are gender inclusive [Link to Ulowa Gender Inclusive Restroom locations](#)
    - provide sharps containers
    - have changing stations accessible to parents of all genders as well as knowing about adult changing spaces
  - Quiet spaces and Sensory rooms; these are spaces reserved for quite or events with specific times that are intended to reduce over stimulation such as reducing sound, lights, or interaction. [Visit the section of this Guide on Creating an Inclusive Atmosphere for additional information about participation.](#)
  - Multiple lighting options
  - Microphones
- Include the venue's accessibility features, as well as information on [how to request a reasonable](#) accommodation in your event/programming marketing, invitations, confirmation

communication, and at the event/program.

- Ask venue about the historical background of the venue. Avoid facilities that may leave an unfavorable connotation in participants' minds (e.g., Venue that in the past restricted memberships to a specific race, gender, and/or socioeconomic background).
- Consider venues who engage in ethical practices such as sustainability efforts and providing workers with livable wages.
- Avoid spaces with ongoing construction, new carpeting, newly painted walls, and recently used chemicals for smell-sensitivity.
- If your event is on campus, communicate with Facilities Management or the ADA Coordinator when there are issues so they can be addressed: [Facilities Management](#).
- In the case that events are paid, one should consider whether or not cost of the event is prohibitive to participation and seek community feedback as to whether this is a barrier. If cost is a barrier, considerations should be made for lowered cost plans or alternative scholarship strategies. Know your budget and seek diverse perspectives in how that budget should be used to facilitate the success of the event.

## **Getting to the In-Person Event**

### **Ask Yourself**

- *How easy it for various attendees to get to and from your event?*

### **Recommended Practices**

- Provide transportation information that includes exact street addresses, distances and obstacles (if possible).
- A map and list of the closest parking availability, including cost, accessible spaces, and elevator/ramp access.
  - Example: Iowa Memorial Union (IMU) "The [name of the Parking Structure] is the closest parking structure [# blocks away]; the cost is [\$ or \$/hour] for an employee with a permit. It includes parking spots for individuals with disabilities, elevators, and ramps. The accessible entrance to the IMU is [location] on [street].
- Provide directions for multiple modes of transportation (walking, driving, public transportation).
- Buildings that are utilized should include accessible curb cuts and ramps (accessible route / entrance maps, etc.).
- If your event is on campus, communicate with Facilities Management and the ADA Coordinator so that any accessibility concerns can be addressed proactively: [Facilities Management | \(uiowa.edu\)](#)

### **Path of Travel**

- Ensure there is an accessible route from accessible parking spaces to accessible entrance. Consider the

path with inclement weather, if relevant.

## Accessible Entrance

- If possible, host the event in a building with an accessible entrance in the front of the building or nearest to the event location.
- Have a wide width entrance (at least 32-inch-wide door). Note revolving doors are not accessible.
- Have accessible push-button access.
- If entry is a manual door (instead of power) ensure an individual can open the door using less than 5 pounds of force. If you are concerned about this, facilities can check the weight of the door.
- Have a barrier free access ramp into building.
- If no ramp is present, and you intend to use a temporary ramp, contact facilities management who should assist in identifying an ramp that meets ADA standards.

## Path of Travel Through Event Space

Have a clearly marked barrier free path of travel from the entrance through the building, to the registration/sign in location, and to the event space.

- All events/programs should be in a space that will allow for two-way traffic pathway of at least 64 inches.
- Hallways should be clear of clutter, allowing for clear two-way traffic of 64 inches wide. Have a barrier free path to any additional rooms that are used for the event/program.
- All aisles need to be at a minimum of 36 inches wide to accommodate a wheelchair or scooter.
- Accessible restrooms need a clear, marked path to the restroom. Avoid putting tables, signs, or other markers in front of restrooms.
- Consider the accessibility of the stage. If the event includes invitation of public onto stage, consider proactively ensuring access via ramp or lift.

## Room Arrangements

### Ask Yourself

- *Can all audience members easily move around within the event space?*

## Recommended Practices

### Accessible Doors/Doorways/Aisles/Entranceways/Exits

- Check the entrances to ensure they are accessible for people using mobility devices.
- Door handles should have a “push down handle” to enable people who cannot grip the handle or who are

assisted by service animals to open it.

- Look for angular walls that might be problematic for people using canes.

## Stage or focal points

- When a stage is setup, make sure there is a ramp to get to the stage and that there is a space for someone who is using a mobility device.
- Your emcee, performer, facilitator or presenter may need an accessible podium. Be sure you have checked with them before you book the space to determine if you need one.

## Space for Interpreters

- Have well-lit space for Sign Language interpreters, preferably with a dark, solid colored background, e.g. no bright light behind them or distracting wall decoration.
- Ensure that interpreters have space to rest when not interpreting.
- Ensure unobstructed view of Sign Language interpreters and CART screen/text. Reserve seats directly in front of the Sign Language interpreters and CART screen for individuals using these services. Check the line of sight for accessible seating and for seating that is being provided as a result of a requested accommodations for individuals who need to be close enough to read lips, view Sign Language interpreters, or have other reasons to be in a designated seat.

## Lighting

- Learn in advance how lighting is adjusted in the space.

## Event Kit Suggestions

- Assemble an Event Kit to accompany Event Organizers, so that the items may be used, if necessary.
  - First aid kit with latex-free supplies and earplugs
  - Paper, pens, unscented markers, scissors, tape, duct tape, blank name tags, and clipboards
  - Unscented bathroom and cleaning products
  - Bike tire pump and patch kit for wheelchair tires
  - Juice or regular soda and straws
  - Clean rug or mat
  - Umbrellas and ponchos
  - Water bowl and dog waste bags for service dogs
  - Garbage bags

## Seating

- If possible, do not place all accessible and/or accommodation seating in the same area. For example, integrate accessible seating throughout space, not only front or back of seating options.
- Mark areas designated for accessible seating with reserved signs.
- Plan for wheelchair-accessible seating paths throughout the space. Be conscious that spaces around tables or chairs should be a minimum of 36 inches to enable wheelchairs or strollers to pass through, and plan the layout with this in mind.
- Provide a variety of seating and table options.
  - Chairs with and without arms, and bariatric chairs.
  - Table heights
  - Avoid seats attached to tables.
- If workspaces are an aspect of the event, ask venue if they have accessible desks and/or tables available. Consider measuring the desk and keeping that information handy for anyone who requests accessible desk accommodations.
- Provide appropriate number of accessible seats, please review the chart below. Accessible seating includes seating that individuals with disabilities can use including individual who use wheelchairs or other mobility aides, as well as individuals with service animals.

Total Seating Capacity	Required # of Accessible Spaces
4-25	1
26-50	2
51-300	4
301-500	6
Over 500	6 (plus 1 additional space for each total seating capacity increase of 100)

## Refreshments, Catering, and Giveaways

### Ask Yourself

- *Are there diverse food options available that meet the needs of participants?*

### Recommended Practices

- Gather requests prior to the event.
  - If a change is made due to dietary restrictions, ensure the meal is still balanced.
- Consider [religious and cultural food practices](#) of audience members such as meal preparation and fasting.
- Provide a range of food that includes: vegan/vegetarian, gluten-free, healthy, lactose-free, and Kosher/Halal options.
- Provide water.

- Consider varying drinkware needs such as glasses with handles or straws.
- For allergies consider:
  - Ensuring food options and ingredients that are clearly labeled in large print.
  - Individually packaging or offering in a way that avoids cross-contamination.
  - The top eight allergens: cow's milk, eggs, tree nuts, peanuts, shellfish, fish, soy, wheat.
- Consider your audience, do they need easy to handle food, food that is easy to swallow?
- If alcoholic beverages are a part of the event, serve non-alcoholic beverages in a similar style as alcoholic drinks.

## **Resources**

- [UIOWA Maps](#)
- [Accessibility Features Map](#) A map of UI Campus Building Information: ramps, elevators, entrances, and parking information, etc.
- [Find a Gender-Inclusive Restroom on campus.](#)
- [Parking Map](#)
  - [Accessible Parking](#)
- [University of Iowa Hearing Loops Systems Maps](#)
- [Website for UI Transportation & Parking](#) UI parking structures, public transportation options, etc.
- [UI Bionic Bus](#) For qualifying persons with disabilities, CAMBUS provides complimentary demand-response service called the Bionic Bus. The services are free and available to the general public. [Bionic Bus Passenger Guide | Student Disability Services – The University of Iowa](#)
- [Catering | University Housing and Dining | The University of Iowa](#)
- [2010 ADA Standards for Accessible Design](#)

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# 10. Virtual Events

When planning an event for virtual delivery, it is important to consider if all attendees are going to be participating virtually or if a hybrid model will apply to the event. If a hybrid model is utilized then care should additionally be taken to ensure that the participants who are virtual are engaged to a similar extent as the participants are who are in-person.

\*Remember that not everyone has full access to the internet and may have challenges with connection or be limited in their engagement due to the device from which they are joining.\*

Included in this section: [Virtual Considerations](#), [Zoom Meetings](#), and [Other Helpful Chapters of the Inclusive Events and Programming Guide](#) that apply directly to virtual events.

## Virtual Considerations

### Ask Yourself

- *What is the accessibility of the platform I am using and how will I adjust or create my event to fit a virtual format?*

### Recommendations

- The University of Iowa has Zoom Live Transcript (CC) enabled as an option for Zoom users. It is recommended to use the Zoom Live Transcription feature in all meetings on campus. Auto-captions do not yet meet accommodation levels of accuracy but do assist those in equal participation in meetings and events.
  - [Digital Media Captioning and Description | Digital Accessibility @ Iowa – The University of Iowa](#)
  - The section of this guide on [Zoom Live Transcription \(CC\)](#) and [Live Human Captioning \(CC\) CART](#) both provide suggestions for captioning the event.
- When hosting a virtual event, consider sharing participant expectations regarding camera use. Before asking recipients to turn on their cameras, consider the context and reflect on the potential impact your request may have on participants. Requiring camera use in a virtual setting could cause issues of equity, inclusivity, and access.
  - [Brown University | Student Camera Use During Zoom Class Sessions](#)
- Consider the type of virtual event that is being planned (e.g., Webinar, Virtual Conference, Internal Hybrid Events, External Hybrid Events) and pilot the accessibility of the structure (e.g., live, one-way audio and video) with a diverse team from multiple point-of-views (e.g., host, participant, panelists). Sometimes, offering a recording or having the event pre-recorded allows for increased accessibility as captioning and other needs could be addressed prior to a participant's experience.
- To allow for optimal engagement, consider using multimodal communication strategies, breakout rooms, and other strategies to promote networking and engagement. If the content that is being discussed could be triggering, consider providing a trigger warning associated with specific content to allow participants to decide what they will choose to or choose not to engage in.



- Unfortunately, events that are virtual still take resources to make them successful. The ability of the event to utilize additional features and approaches or the level of marketing may be dependent upon how the event is funded.
- In the case that events are paid, one should consider whether or not cost of the event is prohibitive to participation and seek community feedback as to whether this is a barrier. If cost is a barrier, considerations should be made for lowered cost plans or alternative scholarship strategies. Know your budget and seek diverse perspectives in how that budget should be used to facilitate the success of the event.

## Event Registration

- At the time of registration, ask for preferences be noted and/or individuals' needs in virtual spaces.
- At the time of registration include information about what access and inclusion will be provided. Review our [Reducing Uncertainty and Sharing What to Expect section of the guide](#) to consider what to share at registration.

## Supplemental Materials

- Share any supplemental materials that are necessary to ensure engagement and help in the navigation of this event. When should participants expect to receive this material list or the materials? How will this information be distributed?

## Interactivity

- Live polling: Will polling be used during live events? If so, how will this information be summarized for participants? How will it be recorded or not recorded to maintain confidentiality if there is potential for use in the future?
- Question and answer: Who will monitor the questions during a presentation? Do all participants see the questions or will a moderator be able to pre-screen questions or assist with answering/triage?
- Provide Note taking and favoriting slides for participants proactively so that these needs are already offered.

## Attendee Support

- Moderators:
  - Consider having moderators to facilitate the even and clarify their roles and how many will be needed to support the attendees. Plan training for the moderators around inclusion and accessibility.
- Bandwidth/connectivity concerns:
  - Have a clear plan for what will happen if a participant or presenter loses connection during the event. Clarify who should be contacted and how.
- Assign a point person for access or inclusion needs that can be contacted digitally if there are any issues.

## Selection of Presenters

- Consider the representation of your presenters and the committee that selects the presenters. Refer to the [section on Representation](#) to consider the creation of the event.
- What unique assistance requirements do the presenters have?
  - Do they know how to use the technology? Do they need to have technology checks in advance?
  - Are all of our videos captioned? [For information on Captioning Media visit the Closed Captions and Subtitles on Recorded Materials chapter of this Guide.](#)

## Reminds for Presenters and Notes for Presenter materials

- Speak slowly and clearly.
- Always use a microphone.
- Describe images and explain slide content. Include both text and visual content. They do not have to read the slide exactly as it is; just make sure that you cover the visual information in what you say.
- Use a minimum of 24-28 font on slides.
- Use a [color contrast checker](#) to ensure adequate contrast.
- Check the order of each slide element will be read by a screen reader before sharing with participants.
- Balance text and images on each slide.
- Have a content warning for sensitive material including images and discussion and flashing lights. Visit the [Inclusive introduction](#) section for more detail.

## **Zoom Meetings**

\*These guidelines/recommendations are for online (specifically Zoom) meetings/webinars.

## **Ask Yourself**

- *How can your Zoom meeting be inclusive and accessible to those with a wide variety of needs and identities?*

## **Recommendations**

### Technical Tips for Opening the Meeting

- Instruct participants on how to turn on closed captioning and pin a participant's video. For directions on turning on Zoom's Live Transcript (closed captioning) feature and setting up human captions for CART visit the [Live Human Captioning page of this Guide.](#)
  - The host can also spotlight up to 9 participants.
  - Remember that if a sign interpreter is present they will also need to be spotlight or have the

interpreter in a separate Zoom to allow those who want/need signed interpretation to navigate screen viewing. For information on setting up Language Interpretation (including Signed Languages) visit the section of the guide specifically on [Signed Language Interpretation](#).

- Introduce transcribers/interpreters and tools for communication, including nonverbal feedback and reactions.
- Inform participants that hot keys and keyboard shortcuts are available and how to use them.
- Notify participants if the session will be recorded.
  - The in-meeting chat of any recorded session should also be saved.
  - The host should be aware of the recording layout before starting.
  - Paid subscribers, including Uiowa accounts, can record to the cloud rather than their local machine.
- Inform participants if/when they are muted/unmuted by the host.
- Specify how participants may submit questions (i.e., nonverbal response/reaction; in chat; unmute; Q&A feature if webinar) and when questions will be answered (i.e., as they are submitted; at end).
- Consider having users turn off their video if/when they are not speaking to conserve bandwidth, especially if they are experiencing connectivity issues.
- Review any specific community rules (ex., code of conduct).

## Setting an Inclusive and Welcoming Tone

- [Share inclusive introduction best practices with the entire team](#)
- Speakers should always identify themselves before speaking
- Use headphones whenever possible for the best audio (do not rely on echo cancellation).
- An introduction should include an indigenous land acknowledgement and audio description and can include pronouns.
  - For more information on Indigenous Land Acknowledgements, visit the [Native Governance Center](#), [Native Land Acknowledgments](#), and the [University of Iowa's Acknowledgement of Land and Sovereignty](#).
- Participants can be invited to share their own land acknowledgements in chat.
- Participants can add pronouns in their username in Zoom for easier reference.
- Speech should be clear and not too quick (check captions/interpreter), with only one person speaking at a time with as little background noise as possible (most important to avoid constant noise close to the mic).
- Any misgendering should be identified and corrected by the host.

## Chat

- Questions and pertinent comments in chat should be read aloud.
- Ask questions verbally and in chat.
- When using chat to respond to a question, include a reference to the question if it may be unclear what the response is referring to.
- Send links in chat to material that will be referenced during the session before/as it begins. If additional material comes up, send participants a revised list after the session has concluded.

## Screen Share

- Presenters must provide an audio description of essential content for it to be understood by participants who are blind or low vision, calling in, and/or have a poor Internet connection.
- One workaround is to send in advance any material that will be shared. This allows a screen reader user to follow along using their own device, for example.

## Breakout Rooms

- If a transcriber/interpreter is present as an accommodation, they should be assigned to the same breakout room as the participant receiving the accommodation. To ensure this, the host can pre-assign participants to breakout rooms.
- Consider if breakout rooms need to be recorded and, if so, how that will happen.

## **Other Helpful Chapters of The Inclusive Events and Programming Guide that Apply to Virtual Events**

- [Creating an Inclusive Atmosphere](#)
- [Inclusive Introductions](#)
- [Microphone Use](#)
- [Including alt text on all images](#)

## **Resources**

- For more information on Indigenous Land Acknowledgements, visit the [Native Governance Center](#), [Native Land Acknowledgments](#), and the [University of Iowa's Acknowledgement of Land and Sovereignty](#).
- [Digital Media Captioning and Description | Digital Accessibility @ Iowa – The University of Iowa](#)
- [How to Enable Zoom Closed Captioning \(ASR\)](#)
- [Brown University | Student Camera Use During Zoom Class Sessions](#)
- [Colour Contrast Analyzer](#)
- This content was developed in part from the [Society of American Archivists on Accessibility & Disability Section](#)

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# 11. Assessment

When assessing the effectiveness of an event or programming it is best to be thoughtful about inclusion and accessibility in the assessment design, software, community asked to give feedback, and the questions asked.

## **Assessment**

### **Ask yourself**

- *Is any assessment of the event accessible to the broadest community possible?*

### **Recommended Practices**

It is recommended to make sure all of your assessment design considers the participation of diverse participants.

- Feedback Surveys
  - How will feedback be collected related to the event in a formative and summative manner?
  - Is the method (Qualtrics, Survey Monkey, Forms) an accessible format? Are your questions thoughtfully composed to welcome diverse experiences and perspectives?
- Analysis of event success and reporting requirements:
  - What elements are you required to collect/report to funders/administration? How can you collect or capture this information:
    - # of Registrations
    - Demographic Attendee Information
    - Session Registration
    - Email Open and Click-through Rates
    - Post-Event Survey Results
    - # of Leads
    - Buying Interest
    - Session Ratings
    - Session Feedback
    - Social Media Engagement and Reach
    - Session actual attendance

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# 12. Safety Plans and Considerations

When planning events and programs we often hope for the best and still have a contingency plan for any possible last minute changes or emergencies. Part of that contingency plan should not only be about location and communication, but also about safety for those attending the session.

This section includes [Safety Plans and Considerations](#) and [Additional Safety Considerations](#).

## **Safety Plans and Considerations**

### **Ask Yourself**

- *What is the plan in case of an emergency?*
- *Have you considered the physical and psychological safety of participants?*
- *Have you considered the identities of your participants and what safety might mean for them?*
- *Consider who needs to be present to help create a environment that encourages participants to feel safe?*

### **Recommended Practices**

- Ensure that there are emergency plans that include locations of exits, a protocol for people with limited mobility and other disabilities, and the nearest area of rescue assistance.
- For planning emergency protocols, please contact the [UI Department of Public Safety](#) and plan accordingly.
- For information on Active Shooter and [Community Training Programs](#) visit UI Department of Public Safety.
- For risk management contact Uiowa [Risk Management, Insurance, and Loss Prevention](#).
- Make sure that your communication plan includes Signed Language, Language interpretation, and captioning of any emergency notification.
- Ensure staff and volunteers are easily identifiable consider having them wear the same t-shirts, or name badges with the word STAFF or VOLUNTEER in large font so that if someone needs help they can find someone with ease.

## **Additional Safety Considerations**

- Clearly mark access to any first aid resources.
- Have a first aid kit and AED available at the event.
- Event organizers should be aware of contact information for:
  - Pharmacy – nearest and 24-hour
  - Urgent Care, Emergency Room, and Crisis Hotlines

## **Resources**

- [Threat Assessment Program UIowa](#)
- [Demonstration Support Team](#)
- [Risk Management, Insurance, and Loss Prevention](#)
- [CommUnity Crisis Services](#)
- [University of Michigan | Accessible & Inclusive Events Resource Guide](#)

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PART IV

# TOOLS FOR SHARED EQUITABLE COMMUNICATION



# 13. Microphone Use

It is best practice for everyone to use a microphone even if they think they speak loud enough. Microphone use is not only about volume, but is also about clarity.

## Microphone Use

### Ask Yourself

- *Does your space have microphones for both presenters and participants and are you aware of who to call if they do not work?*

### Recommended Practices

Encourage everyone to use a microphone and include that goal in any orientation given to presenters.

- Avoid asking if people can hear you because some might not want to “out” themselves by having to ask for the microphone to be used.
- Ensure that there are plenty of microphones and that the style (handheld, standing, wireless, lapel, podium) work well for the event and the users.
- If someone asks a question without a microphone, have the moderator or access point person repeat the question into the microphone.
- Using microphones can help many in the audience but it also helps captioners', interpreters, remote participants and other access providers get clear language.

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# 14. Assistive Listening Devices (ALDs)

Assistive Listening Devices are various forms of technology that support communication access. They range from amplification devices, hearing aids and FM systems, to alerting devices, which use visual or alternative auditory signals. In many cases the ALDs can connect to smartphones or separate devices.

## Assistive Listening Devices (ALDs)

### Ask Yourself

- *Have you explored the existing options for hearing systems in the space such as Hearing Loops and FM Systems?*

### Recommended Practices

Often these devices are personal devices that an individual wears but they can also connect or work in collaboration with university wide Assistive Listening Devices systems such as FM Systems and Hearing Loops.

Check-in with audio technologists or facilities to ensure these systems are working.

### FM Systems

Some buildings and rooms at the University of Iowa provide FM Systems. These systems use FM radio signals to amplify the sound from the transmitter to the receiver. The user typically wears headphones, an ear bud, or connects the receiver to their hearing aids.

### Hearing Loops

A hearing loop (sometimes called an audio induction loop) is a special type of sound system for use by some people with hearing aids. The hearing loop provides a magnetic, wireless signal that is picked up by the hearing aid when it is set to 'T' (Telecoil) setting.

The blue ear sign lets you know that a venue has assistive listening services available. It's a sign that's recognized and used globally. If the sign has a 'T' next to the ear it indicates that a hearing loop is installed.



hearing loop image

## **Resources**

- [Assistive Listening Systems](#)
- [Assistive Listening Systems University Classroom Resources \(UCR\) Location Information](#)
- [Hearing Loops Systems List of Building Locations](#)

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# 15. Language Interpretation and Translation

It is important to provide materials in the language used by your participants or offer a live human language translator so that they may fully experience the event or program.

## **Language Interpretation and Translation**

### **Ask Yourself**

- *Do you have multiple languages represented throughout your event?*

### **Recommended Practices**

#### Live Human Language Translator/Interpreter

Offer a live human to translate in the language used by our participants and the community. The University of Iowa has used [Hands Up Communication](#) out of Cedar Rapids for translation services.

#### Materials Provided in the Language Used by Your Participants

Be sure you have created multilingual signage for services provided at your event – university rooms, breastfeeding, child minding, Sign Language, captioning, interpreters, caterings, language translation, etc.

#### Zoom Language Interpretation Set up

The Language interpretation feature on Zoom allows the interpreters to provide their own audio channels for the language they are translating to and for Sign Language an separate window so the participate can see both the interpreter and the Zoom meeting session. Attendees can then select the audio channel to hear the translated audio in their language of choice, as well as the option to mute the original audio instead of hearing it at a lower volume in their chosen language.

[Zoom's guide to using language interpretation](#)

## Microsoft Word Language Translation

- [Translate text into a different language \(microsoft.com\)](#)
  - [Language support – Translator – Azure Cognitive Services | Microsoft Docs](#)
  - [Check spelling and grammar in a different language \(microsoft.com\)](#)
- 

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# 16. Sign Language Interpretation

Ensuring everyone at your event or programming has access to language is a fundamental component to access and inclusion.

## **Sign Language Interpretation**

### **Ask Yourself**

- *Do you include signed languages in your language access?*

### **Recommended Practices**

There are several different forms of Sign Language, including American Sign Language, Black American Sign Language, and Signed English. Signed Languages are their own language and are not equivalent to captioning. It is recommended to offer both captioning such as CART and a Signed Language.

### **Scheduling a Sign Language Interpreter**

For events, the individual department/unit/organization is responsible for procuring the interpreter. To schedule reach out to a University vendor and provide:

- Onsite contact name and contact information
- Date, start and end time of the event
- Location: either Zoom event link or room and address of the location on campus
- Invoice information such as an P-card number or PO number
- Any information regarding the event that might help the captionist/interpreter prepare including names, technical terminology, and slides of presentations if available. These materials can be provided closer to the event start date.

University Vendors:

1. [Hands Up Communications \(Links to an external site.\)](#), [scheduling@handsupcommunications.com](mailto:scheduling@handsupcommunications.com)

### **Zoom Set up for Interpretation**

The Language interpretation feature on Zoom allows the interpreters to provide their own audio channels for the language they are translating to and for Sign Language an separate window so the participate can see both the interpreter and the Zoom meeting session.

[Zoom's guide to using language interpretation](#)



To learn more about best practices for working with a Sign Language Interpreter visit this PDF. [Best practices ASL.pdf](#)

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# 17. Live Human Captioning (CC) CART

Live Human Captioning provides real-time captioning of live speech and is another essential component of communication at your event or programming.

## Live Human Captioning (CC)

### Ask Yourself

- *How are you providing access to verbal communication for those who may be D/deaf or Hard of Hearing , or who might process better by being able to read material?*

### Recommended Practices

All university web resources are required to follow the IT accessibility policy. Visit Information Technology Services' IT accessibility page to learn more about captioning and other topics related to IT accessibility.

There are typically three types of Live Human Captioning:

1. CART (Communication Access Realtime Translation) (verbatim)
2. C-Print® (meaning-for-meaning)
3. TypeWell (meaning-for-meaning)

Typically in higher education one will request CART because it is verbatim captioning. Do expect that the captions will have a small lag (3-5 seconds) behind the speaker.

### Scheduling a Captionist

For events the individual department/unit/organization is responsible for procuring the captionist; reach out to our University vendors and provide:

- Onsite contact name and contact information
- Date, start and end time of the event
- Location: either Zoom event link or room and address of the location on campus
- Invoice information such as an P-card number or PO number
- Any information regarding the event that might help the captionist/interpreter prepare including names, technical terminology, and slides of presentations if available. These materials can be provided closer to the event start date.

The University has two vendors who can provide live human captioning content for Zoom, Webinars, Live streaming events, and for events and classes big or small.

1. [2020 Captioning](#), Chris Hopkins, [2020office@2020captioning.com](mailto:2020office@2020captioning.com)
2. [Verbit](#), Daniel Cruz, [daniel.cruz@verbit.ai](mailto:daniel.cruz@verbit.ai)

## **Resources**

- [The Office of Strategic Communications' full statement on closed captioning](#)
- [IT Accessibility guidelines on captioning visit](#)
- [IT Accessibility guidelines on campus capturing priorities](#)
- [ADA Effective Communication information](#)

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# 18. Zoom Live Caption (CC) Automatic Speech Recognition Feature

Zoom at the University of Iowa has a feature that provides automatic speech recognition in real time which allows those who are assisted by being able to read information better access.

## **Zoom Live Captions**

### **Ask yourself**

- *How are you providing access to verbal communication for those who may be Deaf, Hard of Hearing, or who might process better by being able to read material?*
- *When deciding between Human Captioning/CART and Automatic Speech Recognition consider the value of having accurate access to material especially when that material is highly technical in nature, the inclusion of presenters with accents/speech differences, and the impact of having materials inaccurately captioned.*

### **Recommended Practices**

It is recommended that for large public and high impact gatherings [Live Human Captioning \(CC\) CART](#) and [Sign Language Interpretation](#) be provided for access and inclusion.

[To enable Zoom Live Transcription visit this Information Technology Services Guide.](#)

### **Automatic Speech Recognition (ASR) Captions**

Please note that auto-generated captions are not always accurate enough for higher education accessibility standards. Our requirement is to provide effective communication which is often determined by the person making the request. For more information about [effective communication from the Americans' with Disability Act \(ADA\)](#) please visit [this website with more information](#).

For more information on Automatic Speech Recognition (ASR) captions see the [Virtual Events Captioning section of this guide](#).

## **Resources**

- [The Office of Strategic Communications' full statement on closed captioning.](#)
- [IT Accessibility guidelines on captioning visit.](#)
- [IT Accessibility guidelines on campus capturing priorities.](#)

- [ADA Effective Communication information](#)
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# 19. Closed Captions on Recorded Materials

Closed captioning provides access and inclusion for digital media shared with your participants.

## Closed Captions on Recorded Materials

### Ask Yourself

- *Do all your videos, podcasts, or YouTube clips have captions that have high accuracy?*
- *Are any post event or programming recordings also captioned?*
- *Does your advertising and any website or social media contain captions?*

### Recommended Practices

It is best practice to only share only materials that have been already captioned, and to turn the such captions on prior to sharing the materials. If the event is recorded and then posted or shared widely, be sure the recording is captioned before sharing.

All public-facing videos or live streams (including Facebook Live events) must be closed captioned. The University of Iowa has policies including the [Digital Media policy](#) and guidelines from the [The Office of Strategic Communications' full statement on closed captioning](#), which provide details on the importance of closed captioning and how to caption web video and pre-recorded content.

For professional closed captioning the University works with [Rev.com](#) who will add captions to pre-recorded content. To learn how to caption content independently visit the links below.

## Resources

- [How to add ASR \(Automatic Speech Recognition\) Captions into a Video on UI Capture \(Panopto\)](#)
- [How to edit or delete captions in UI Capture \(Panopto\)](#)
- [Web Accessibility In Mind \(WebAIM\)](#)
- [How to Add Closed Captions & Subtitles to Facebook Videos](#)
- [Subtitles and Closed Captions in YouTube](#)
- [Closed Captions or Subtitles to Media in PowerPoint](#)

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PART V

# MARKETING AND MATERIALS



# 20. Event Materials and Digital Materials

Ensure event promotion language and visuals, and event materials – hard copy and virtual – are inclusive for target audiences.

## **Event Materials and Digital Materials**

### **Ask Yourself**

- *When developing materials for your audience, consider: how you can make those materials accessible?*
- *Who is portrayed in the pictures? Do the pictures unintentionally invite a specific group of people and not others?*
- *Does your marketing material use gender inclusive language?*
- *Have you checked your marketing materials with a “test audience” to see if you are sending an accurate message?*

### **Recommended Practices**

Consult [The University of Iowa Diversity, Equity, and Inclusion Style Guide](#) for messaging and guidance on inclusive language.

When developing supporting or supplementary materials for your audience, consider how you can make those materials accessible. For example, many people find value in printed handouts, but these are inherently inaccessible to participants with print disabilities. Similarly, videos and other multimedia content may present barriers for participants who cannot hear or otherwise perceive the audio or video track.

Review event materials for any discriminatory or exclusionary language.

- For print materials, ensure that all fonts are at least 12 point text and provide a large print copy at 18 point font.
- For digital and presentation materials, ensure that titles are unique (have each slide have its own specific title for example “Accessible Practices One”) and 40-44 point all text is at least 24-28 point.
- For your headings, either include a colon : or not – just be consistent.
- Consider having an overview of the project at the beginning.
- Consider a table of contents for ease of review and navigation.
- Ensure that all handouts and advertising materials are in accessible formats including adequate color contrast, varying font size, and languages.
- Avoid using acronyms which create insider/outsider language barriers.
- Add Quick Response (QR) codes, symbols that bring your phone to a website to help people quickly navigate to a website or accessible format document on their phone. This can be especially helpful for those who need to enlarge or change the format of a document.

## Format

- Consider producing handouts in an accessible electronic format such as Microsoft Word, HTML, or accessible PDF. Accessible documents are easily adaptable for screen reader use, Braille output, high contrast, large print, and other inclusive formats.
- For pre-recorded audio and visual media, remember to include captions, transcripts, audio descriptions, and other content so that all participants receive the full message. Consider making transcripts of recorded media available to participants along with other handouts.
- Make handouts available on a USB drive in case a participant cannot access your network.
- It is recommended that presenters leave space for captioning on a shared screen when designing slides.

## **Resources**

- [Create and verify PDF accessibility, Acrobat Pro \(adobe.com\).](#)
- [Make your content accessible to everyone with the Accessibility Checker.](#)
- [WebAIM: PDF Accessibility – Defining PDF Accessibility.](#)
- [Creating Accessible PowerPoint Presentations – YouTube.](#)

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# 21. Social Media Best Practices

There are so many ways to communicate about your events and programs. One of the most popular ways is through social media channels. Although these platforms can seem simple and accessible, we have included a couple of additional considerations for you before you hit “post!”.

## **Social Media Best Practices**

### **Ask Yourself**

- *Are your social media platforms and posts accessible?*

### **Recommended Practices**

Social media guidelines overlap across the Inclusive Events and Programming Guide, here are a few best practices to explore when your using social media to share your event.

- Use subtitles on all videos and provide transcripts for any podcasts. Visit the [Closed Captions on Recorded Materials](#) of this guide for more information.
- Insert helpful alternative (alt) text for images for more information visit the [Alternative Text and Captions for Images](#) section of this guide.
- Shorten your URLs as they are read letter by letter and avoid saying “click here” rather use descriptive language such as “visit the conference website” for URLs.
- Avoid acronyms which can create insider/outsider language.
- Consider using content warnings depending on the material you will be sharing. [For more information visit the Inclusive Introduction section of this Guide that discusses Content Warnings.](#)
- Use CamelCase for your hashtags, by capitalizing the first letter of each word: #GoHawks
- Be aware of color contrast and use a [color contrast analyzer tool](#) to help make sure your contrast is accessible.

## **Resources**

- [Subtitles and Closed Captions in YouTube](#)
- [How to Add Closed Captions & Subtitles to Facebook Videos](#)

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# 22. Alternative Text and Captions for Images

Alternative text is a textual substitute for non-text content in web pages. This article is focused on [images](#), but its principles also apply to multimedia and other non-text content.

## Alternative Text and Captions for Images

### Ask Yourself

- Have I described in text what each image does and what each image is?

### Recommended Practices

Alternative text serves several functions:

- Screen readers announce alternative text in place of images, helping users with visual or certain cognitive disabilities perceive the content and function of the images.
- Many programs, such as Microsoft and Portable Document Format (PDF) have tools to check for accessibility errors.
- If an image fails to load or the user has blocked images, the browser will present the alternative text visually in place of the image.
- Search engines use alternative text and factor it into their assessment of the page purpose and content.
- Consider integrating requests for Alt text, captions, and image descriptions into any presenter biography requests. Feel free to adapt the below request for your uses:

*To increase accessibility, we will be adding alternative text, captions, and potentially describing images out loud when giving presentations. These text descriptions of the images help many people including those with low vision to access the images. We want to make sure you're comfortable with how we describe you. If you would like to describe yourself we will gladly use that description.*

Caption text serves several functions:

- A caption refers to a short piece of text placed under/ beside a picture in a social media post, magazine, book, or newspaper that describes that specific picture or explains what is happening in the picture.
- It is a written description or explanation of a photo in order to provide more context.

## **Resources**

- [Cooper Hewitt Guidelines for Image Descriptions](#)
- [WebAIM.org](#)

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# 23. Reducing Uncertainty and Sharing What To Expect

The marketing materials for an event can set the framework for who feels included as the accessible design integrated into the event. This allows individuals to assess for themselves what their needs will be and anticipate any requests to the event planners.

## **Reducing Uncertainty and Sharing What to Expect**

### **Ask Yourself**

- *What do you already know about your event that you're able to share?*
- *How do your marketing materials illustrate inclusion from language, access needs, to the images and representations?*

### **Recommended Practices**

- Share what language the event will be held in such as Spanish translation or [Signed Language](#) interpretation. Inform participants of other communication tools or devices that will be available such as closed captioning, CART, hearing loops, etc. To read more about [language interpretation](#) and [closed captioning](#) visit these areas of the Guide.
- All University of Iowa events are open to everyone, and messaging for events should reinforce the inclusion of all UI community members. This is an important consideration while also considering terms intentionally to indicate who the intended audience is.
- Offer what food or beverages might be available including if there are various dietary options.
- Consider offering low-sensory, [relaxed environments](#), or other spaces that are friendly for those who are nondivergent and indicate these on marketing materials.
- When possible, share an agenda including any breaks, amount of time for lunch, etc. By providing this information, attendees can plan for any rest or health care needs during these breaks.
- Remember to add a primary point of contact for accommodation requests in case accommodations are needed beyond the integrated design the attendee can easily connect with the appropriate person to make a request.

### **Resources**

- [Relaxed environment information from the Battersea Art Center](#)

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## PART VI

# RESOURCES



# 24. Operations Manual

The *Operations Manual* is the most current statement of University of Iowa policy.

## **Operations Manual**

### **Ask Yourself**

- *Have you reviewed the Operations Manual to ensure that you are following all University Policies and standards?*

### **Recommended Practices**

Events must comply with university policies. The most utilized event related policies are listed below, but your event may have unique considerations. Therefore, review the Operations Manual to ensure your event and programming is meeting the requirements set forth by the University :

- [Access and Accommodation Statement](#)
- [Digital Expectations](#)
- [Nondiscrimination Statement](#)
- [Conditions of Use of University Facilities and Outdoor Spaces](#)
- [University Programs with Minors](#)
- [Conflicts of Commitment and Interest](#)
- [Prohibition on Giving and Receiving Gifts](#)

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# 25. UI Indigenous Land Acknowledgement

The University of Iowa acknowledges the land that we reside on in UI Indigenous Land Acknowledgements.

## UI Indigenous Land Acknowledgement

### Ask Yourself

- Are you aware of the tribal land on which you are hosting an event or program?
- Should you include a land acknowledgment in your materials and/or at the event?

### Recommended Practices

#### What is a Land Acknowledgement and why do we recognize land?

A land acknowledgment is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationships that exists between Indigenous Peoples and their traditional territories. To recognize the land as an expression of gratitude and appreciation to those whose territory you reside on, and a way of honoring the Indigenous People who have been living and working on the land from time immemorial. It is important to understand the long-standing history that has brought you reside on this land and to seek to understand your place within that history. However, a land acknowledgment is only the first step in raising awareness, as well as educating yourself in regard to Native Nations and should act like the first step in a journey to a better understanding of the Native Nations and Indigenous Peoples whose land on which you reside.

Watch a video about “What is a Land Acknowledgement and why is it important?” [video](#).



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.uiowa.edu/inclusive-events-and-programming-guide/?p=84#oembed-1>

#### How does one use a Land Acknowledgement?

Land Acknowledgments should be used at the beginning of presentations, important gatherings, and other

such events of importance. They can also be used in the introductory portion of a course, for example at the beginning of a semester on the first day of class or in the syllabus. A land acknowledgment can be as simple as declaring at the beginning of a presentation or event that you and your guests are on the ancestral homelands and traditional territory of whichever Native Nations had a historical presence in the area or continue to have a presence in the area today. You may go so far as to mention applicable treaties or historical events, and even to explain the purpose and intent behind your acknowledgment of the land.

## UI Indigenous Land Acknowledgement

The University of Iowa is located on the homelands of the Ojibwe/Anishinaabe (Chippewa), Báxoje (Iowa), Kiikaapoi (Kickapoo), Omāēqnomenēwak (Menominee), Myaamiaki (Miami), Nutatchi (Missouri), Umoño (Omaha), Wahzhazhe (Osage), Jiwere (Otoe), Odawaa (Ottawa), Pónka (Ponca), Bodéwadmi/Neshnabé (Potawatomi), Meskwaki/Nemahahaki/Sakiwaki (Sac and Fox), Dakota/Lakota/Nakoda, Sahnish/Nuxbaaga/Nuweta (Three Affiliated Tribes) and Ho-Chunk (Winnebago) Nations. The following tribal nations, Umoño (Omaha Tribe of Nebraska and Iowa), Pónka (Ponca Tribe of Nebraska), Meskwaki (Sac and Fox of the Mississippi in Iowa), and Ho-Chunk (Winnebago Tribe of Nebraska) Nations continue to thrive in the State of Iowa and we continue to acknowledge them. As an academic institution, it is our responsibility to acknowledge the sovereignty and the traditional territories of these tribal nations, and the treaties that were used to remove these tribal nations, and the histories of dispossession that have allowed for the growth of this institution since 1847. Consistent with the University's commitment to Diversity, Equity and Inclusion, understanding the historical and current experiences of Native peoples will help inform the work we do; collectively as a university to engage in building relationships through academic scholarship, collaborative partnerships, community service, enrollment and retention efforts acknowledging our past, our present and future Native Nations. **Native American Council | REVISED 03-05-2021**

*Thank you to the Native American Council for developing this statement and who continue to work with tribal nations on this statement.*

[Native American Council | The University of Iowa \(uiowa.edu\)](https://uiowa.edu/native-american-council).

## Resources

- The Native American Council provides the following resources:
  - Website: [Native American Council | The University of Iowa \(uiowa.edu\)](https://uiowa.edu/native-american-council) (Links to an external site.)
  - UI Indigenous Land Acknowledgement: [webpage](#) (Links to an external site.)
  - Hear the pronunciation and UI Indigenous Land Acknowledgement by watching the: [video](#) (Links to an external site.)



starting at 1:48.

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## 26. UI Student Handbook(s)

The UI Student Handbooks have expectations around policies and procedures that are helpful to review when planning events and programming.

### UI Student Handbook

#### Ask Yourself

- *Do you know the relevant policies and procedures that might pertain to your event or programming?*

#### Recommended Practices

Students are expected to know the policies and procedures in the UI Student Handbook and the policies and procedures pertinent to the college in which they are enrolled.

[Student Handbook – MyUI.](#)

- [The College of Liberal Arts and Sciences–Academic Handbook](#)
- [The Tippie College of Business–Policies and Procedures](#)
- [University College Academic Policies Manual](#)
- [College of Engineering Undergraduate Academic Rules and Procedures](#)
- [College of Education Admission and Licensure Policies and Procedures](#)
- [College of Nursing — Handbook](#)

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# 27. University Resources

## Available Accessibility Trainings at Iowa

- [Digital Accessibility Training and Resources](#)
- [Accessibility 101](#)
- [Training and Consultation with Student Disability Services](#)

## UI DEI Across Campus

- [DEI Across Campus | Diversity, Equity, and Inclusion](#)
- [UI Division of Diversity, Equity, and Inclusion](#)
- [Diversity Resources](#)

## Diversity Councils

- [African American Council](#)
- [Council on Disability Awareness](#)
- [Council on the Status of Women](#)
- [LGBTQ+ Council](#)
- [Native American Council](#)
- [PAN Asian Council](#)
- [Latinx Council](#)

## DEI College Units

- [Carver College of Medicine](#)
- [College of Dentistry](#)
- [College of Dentistry](#)
- [College of Education](#)
- [College of Engineering](#)
- [College of Law](#)
- [College of Liberal Arts and Sciences](#)
- [College of Nursing](#)
- [College of Pharmacy](#)
- [College of Public Health](#)
- [Graduate College](#)
- [Tippie College of Business](#)
- [University College](#)

## DEI Units and Departments

- [Division of Student Life](#)
- [International Programs](#)
- [Obermann Center for Advanced Studies](#)
- [Athletics](#)
- [Libraries](#)
- [Human Resources](#)

## UI Safety Resources

- [UI Department of Public Safety Campus Emergency Plans](#)
- [Threat Assessment Program](#)
- [Demonstration Support Team](#)

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# 28. Citations

## External Accessibility Guides

Numerous Accessibility Guides exist and have been referenced. Our Guide was created by observing and studying best practices used from these resources, among others.

- [American Anthropological Association | Virtual Presentation Accessibility Guidelines](#)
- [American Meetings, Inc. | 4-Part Checklist to Foster Diversity and Inclusion at Your Next Event](#)
- [Columbia Business School | Diversity, Equity, and Inclusion Event Planning Checklist](#)
- [Emory University | Accessibility Guidelines for Planning Events](#)
- [Kansas University | Best Practices Guidelines for Planning an Accessible Event](#)
- [New York University | Integrating Diversity, Equity, and Inclusion Principles and Values in Your Event Planning](#)
- [Oregon State University | Accessible Event Planning Guidelines](#)
- [Rutgers University | Creative Accessible and Inclusive Meetings or Events](#)
- [Rutgers University | Guidelines for Hosting Accessible Events, Programs, or Activities](#)
- [Syracuse University | Event Guide](#)
- [University of Arizona | A Guide to Planning Accessible and Inclusive Events](#)
- [University of California- Berkeley | Planning Accessible Events](#)
- [University of Michigan | Accessible and Inclusive Events Resource Guide](#)
- [University of Wisconsin- Madison | Make it Accessible](#)

## Resources

- [The Business Case for Digital Accessibility](#)
- [A Complete Guide to Virtual Events in 2022](#)
- [DEI Event Toolkit](#)
- [Transitioning to Virtual Events](#)
- [Let's get practical: A checklist for virtual meetings and events](#)
- [The Definitive Virtual Event Planning Check List](#)

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# Acknowledgements

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This Guide was created by the Division of Diversity, Equity and Inclusion (DDEI) in partnership with collaborators and supporters from individuals, offices, pilot partners, advisory boards, and councils across campus that included: Academic Advising Center; Associated Residence Halls; Center for Advancement; Center for Teaching; Council on Disability Awareness; Center for Diversity Enrichment; DDEI Communications; Diversity Resources; Division of Student Life Leadership, Service, and Civic Engagement; Division of Student Life Sorority and Fraternity Life; ITS; IT Accessibility, Office of Institutional Equity; School of Law; Student Disability Services; UI College of Pharmacology; and University Museum to provide a helpful resource for planning accessible and inclusive events and meetings at the University of Iowa.

For historical purposes, here are some of the people, committees, colleges, or units we consulted with to ensure that this Guide was inclusive of current resources and tools:

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**Linda Varvel**, Medical Scientist Training Program  
**Margaret Fuller**, Medical Scientist Training Program  
**Sara Sullivan**, Registrar's Office  
**Kate Sojka**, UI Center for Advancement

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**Charlie Taylor**, Division of Diversity, Equity, and Inclusion  
**Dr. Liz Tovar**, Associate Vice President Division of Diversity, Equity, and Inclusion  
**Council on Disability Awareness**  
**Diversity Councils**  
**Diversity, Equity, and Inclusion Advisory Board**  
**Diversity, Equity, and Inclusion Success Collaborative (DEISC)**  
**Division of Student Life**  
**Office of Teaching, Learning & Technology**  
**2021-2022 Student Disability Services Student Advisory Board**

- **Leandra Jenkins**, University Housing and Dining
- **Crystal Lewis**, Academic Advising Center
- **Elizabeth Wallace**, Stanley Museum of Art
- **Dr. Anastasia Williams**, Center for Teaching
- **Victoria Maloy**, Office of Teaching, Learning & Technology
- **Nicole Villanueva**, Office of Teaching, Learning & Technology
- **Adriana Ojeda**, Distance and Online Education

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