



Adapted from various resources from the Association of University Centers on Disabilities (2018).

Inclusive Presenter Guidelines

The National Association for Campus Activities strives to provide inclusive learning and development opportunities, where the conference experience for attendees are both meaningful and allow for full participation. To this end, we ask presents to consider the following guidelines around the accessibility of their presentation.

Cultural Considerations

Person First and Identity First Language

Words have power. Negative language leads to harmful action, discrimination, abuse, negative stereotypes, disenfranchisement, and violence; this is true along racial, gender, sexual orientation, and disability lines, and more. "Retard" and "retarded" are derogatory and dehumanizing terms -- on par with the N-word used to describe African Americans, and various hateful terms used to describe members of the Jewish, gay and lesbian, and other minority communities. In addition, words and labels can cause others to think that people with intellectual and developmental disabilities are not able to achieve the things that others can achieve.

The advocacy movement led by people with intellectual and developmental disabilities ("self-advocacy") continues to work to eliminate the use of the term 'mental retardation' or derivative terminology due to its harmful impact on their lives.

Culturally and Linguistically Appropriate Presentations

- Think about how culture relates to your presentation subject.
- Know the background of your audience: What is their preferred language (consider both spoken and signed)? At what literacy level do they best communicate?
- If you use case studies, scenarios and vignettes, provide examples that reflect diverse cultural perspectives.
- When giving examples of your work, consider including examples from different cultural and ethnic backgrounds.
- When possible and appropriate, include examples from urban, suburban, and rural frontier populations, as well as examples from U.S. territories and tribal communities.
- Make sure that statistics, demographic data or trends presented include information about racially, ethnically, and linguistically diverse groups when appropriate.
- To the extent possible include images, graphics and visual aids that both incorporate people with disabilities and display reflection of culturally and ethnically diverse groups and the communities in which they live.
- Indicate whether the resources highlighted in your presentation are available in different languages.
- Slow down when you speak. Allow those who don't have the same native language as you the time to interpret what you are saying.
- Speak clearly and concisely. Make eye contact and enunciate plainly. Avoid using ambiguous or dual-meaning words. One of the problems non-native-English-speaking cultures have with the English language is misunderstanding the many meanings one word can have.
- Keep it simple. Think in terms of your audience, and speak to their understanding. Don't make long speeches that lose your group. Allow listeners the time to soak in what you have said. Pay attention to your audience and be an active speaker and listener. You can ascertain a group's grasp of your communication by their response to your words.

- Maintain respect and courtesy for people who come from different cultures. When you respect the people you communicate with, this helps reduce the stress they feel when trying to understand what you are saying. Doing basic research on specific ways to interact with the cultures you will be coming into contact with is a great way to show your multi-cultural group that you respect them.
- Smile and be open. Your body language communicates your acceptance -- or non-acceptance -- and respect, as it helps put listeners at ease. Your body language conveys unspoken communication. Avoid large gestures with your hands, as this can be intimidating to people who might misunderstand your meaning. Keeping your arms crossed often makes people think you are not open to what they have to say.
- Avoid slang. Slang words are unique to individual cultures and not always interpreted correctly.

To ensure effective cross-cultural communication, don't use slang words others might not know.

- Adopt a formal communication approach until you develop a rapport with your group. A casual, informal approach can be upsetting to people from different cultures, especially when you have just met them. Use a respectful and formal mode of speech until you have developed a relationship with your cross-cultural group.
- Stay away from using negative questions or answers. Double negatives are confusing enough to those with English as their native language. In a cross-cultural situation, double negatives are easily misunderstood. Keep questions and answers simple so everyone understands.
- Ask for feedback. Request members of the cross-cultural group to speak up and provide interaction or ask questions. When you permit two-way communication, this helps prevent misunderstandings and clears up questions people might have.
- Summarize what you have said. Don't assume that just because you said it everyone understands. Repeat what you have said in a different way, summarize it and allow people the time to grasp what you have said. By summarizing what you have said, you can verify that everyone is on the same page.

Accessibility Considerations

SPOKEN OR AUDIBLE PRESENTATIONS

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

- If present, make sure that sign language interpreters have a copy of your presentation before you begin.
- Presenters should describe slides and graphics briefly. For example: "This slide covers these three key points..." "This graph illustrates these key points."
- Avoid referring to items using words like "this, that, these, and those", unless you indicate what "this" means. For example: "This map shows..., These results indicate..." rather than "This shows..." People who can't see you pointing to a slide don't know that "this" used alone means.
- Presenters should speak directly into the microphone. Do not cover your mouth when speaking.
- Presenters should speak clearly at a moderate pace. This practice promotes understanding in the audience and allows sign language interpreters or CART transcribers time to translate what you are saying
- If a presentation includes a video, that video MUST be captioned

HANDOUTS

Individuals who are blind or have low vision may not be able to read standard sized print on your handouts. Be sure to bring appropriate numbers of your handouts in one or more of the following formats to ensure full participation in your session.

LARGE PRINT

- Large print should be printed on single-sided 8.5" by 11" paper and stapled at the top left corner
- Use letter orientation, unless a visual element requires landscape orientation, to achieve maximum visibility
- Left justify all paragraphs and do not use columns
- Keep a one-inch margin on all sides

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

FLASH DRIVE

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

POWERPOINT SLIDES

PowerPoint is a visual media, presenters should be sure to make presentations accessible to all audience members.

Text content

- Title fonts should be 44 pt. or greater. Text fonts should be 36 pt. or greater
- Don’t try to cram too many slides into your presentation. Allow your audience time to read slides.
- Place no more than 6 lines of text on a slide (excluding columns).
- Many people with disabilities use text-based screen reading software and computer devices.
- Note that graphics often cannot be read with screen readers and other text-based devices.

Graphic content

Replace graphics with text whenever possible.

If graphics are used, include a detailed explanation of the meaning of that charts or graphic in a descriptive text-only slide included immediately after the graphic slide. Note that the meaning of the graphic is needed, not a description. For example:

- No: “Chart with blue and red bars.”
- Yes: “Data from this chart illustrates that people with disabilities report spending more time in the emergency room than people without disabilities.”

Avoid:

- Slide transitions
- Busy slide backgrounds
- Chart filler patterns
- Over-crowding text
- Color schemes providing low contrast
- Charts without text descriptions
- Videos that are not captioned

General Presentation Considerations

Effective Presentations

- Define your purpose – why are you making this presentation?
- Define your goals – what do you want the audience to take away?
- Know your audience – what is the background of the audience? Their preferred language? At what literacy level do they best communicate? How much content knowledge do they have about your topic?
- Understand the context – is this a formal or informal presentation? How much time do you have? What are the expectations of you by the organizers?
- Structure your content – outline your presentation. Be clear in your delivery and summarize major points at the end. Is there time for questions and feedback at the end?
- Deliver clearly – ask if attendees can see and hear you. Introduce yourself. Avoid slang and idioms as best you can. Define acronyms both on screen and in your delivery. Limit the amount of information conveyed in one sentence. Use appropriate graphics in your presentations; don't over-use graphics in your presentations.
 - Note: see “accessibility considerations: PowerPoints” for additional information on the use of accessible graphics
- Pay attention to the audience – take note of body language during the presentation and adapt.
- Think about the space – is there room in the aisle for someone with a mobility challenge to navigate the space, can they access space in the front? How can you augment the room to be more accessible?

Gender Inclusivity and Use Pronouns

- When introducing yourself, please offer what pronouns or no pronouns you use. This lessens gender assumptions and increases self-determination and identification. People can write them on their name badge. For example, “Hello, my name is Beth and I use pronouns they/them/theirs and she/her/hers.”
- When fielding questions from the audience, don't assume one's gender. Instead, you could say, “Yes, the person in the red sweater.”
- When thinking also about diversity with communities, be conscious of those who identify as lesbian, gay, bisexual, transgender, queer, and genderqueer. Acknowledge your cisgender (non-transgender) privilege.

