A GUIDE TO ORGANIZING AND HOSTING INCLUSIVE EVENTS
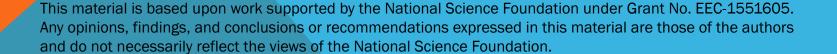
JULIE P. MARTIN

SHANNON K. STEFL

AMY SLATON

ASEE MIND / WEPAN
webinar
April 11, 2017

1

ASEE MIND / WEPAN WEBINAR SERIES

Host

Shawna Fletcher

Director, Women in Engineering Program Texas A&M
ASEE MIND Member at Large

Moderator

Dr. Darryl Williams

Research Associate Professor, CHBE
Associate Dean for Undergraduate Education
Director, Center for STEM Diversity Tufts University
ASEE MIND President

About WEPAN www.wepan.org

Core Values: Knowledge, Collaboration, Inclusion and Leadership

1000 members from 200 engineering schools, corporations, government, non-profits

WEPAN Knowledge Center

WEBINAR GENERAL INFO AND Q&A

Webinar uses Voice Over Internet

If sound quality not good, teleconference line available:

Phone: +1 (562) 247 – 8422

Access Code: 906 – 117 – 444

Audio Pin: Check your screen after dial in

**phone and access code information is on your calendar

- Participant microphones are muted for quality
- Stay with us if we are temporarily disconnected

4

WEBINAR GENERAL INFO AND Q&A

Please post your questions during the webinar

Undock / expand "Questions" pane in control panel

We will stop for questions at the end of the webinar.

Presenter(s) will stay on the line for up to 10 minutes after webinar ends

Download PowerPoint and link to recorded webinar at www.wepan.org > Webinars

Written transcript also available, upon request

A GUIDE TO ORGANIZING AND HOSTING INCLUSIVE EVENTS

DR. JULIE P. MARTIN

ASSOCIATE PROFESSOR ENGINEERING & SCIENCE EDUCATION, CLEMSON

SHANNON K. STEFL

PHD CANDIDATE ENGINEERING & SCIENCE EDUCATION, CLEMSON

DR. AMY SLATON

PROFESSOR OF HISTORY DREXEL UNIVERSITY, PHILADELPHIA, PA

WEBINAR GOALS

- Share what we learned in planning a NSF-sponsored working conference; give specific examples that are transferrable to other meeting settings

- Challenge the engineering community to establish a new accountability for hosting inclusive **events**

WEBINAR OVERVIEW

- About our event

- Disrupting academic hierarchy and traditional meeting norms (Julie)

- Designing for inclusivity rather than around accommodations (Shannon)

- Critical lessons and challenges (Amy)

WHO'S NOT AT THE TABLE? BUILDING RESEARCH CAPACITY FOR UNDERSERVED COMMUNITIES IN ENGINEERING

- Working conference for 65 participants

- Overarching (longer- term) goals:

  - Develop a research agenda for broadening participation by people having disabilities, veterans, low income/first-generation persons, persons of LGBTQ+ identity

  - Write a white paper that summarizes the collective insights on conference themes from participants

WHO'S NOT AT THE TABLE?: RESEARCH PRODUCTS

- Publishing the [process](#) we created for developing research agenda at ASEE 2017 (Developing a National Research Agenda: A Data Collection and Community Engagement Model)

- Writing a "[beginner's guide](#)" to hosting inclusive events (starting with this webinar)

DISRUPTING ACADEMIC HIERARCHY & TRADITIONAL MEETING NORMS

- Incorporated Ph.D. student researcher as full member of team

- Started the event with meeting norms

- Purposely disrupted expectations of who holds expertise
  - Treated everyone as a learner & an expert, starting with pre-conference communications
  - Did not talk "at" participants

GIVING EVERYONE EQUAL VOICE

- Before the event we used Slack.com platform with discussion threads monitored by advisory board members

- We started event with advisory board members summarizing the Slack discussions in a panel format, then each guided a breakout discussion

- Asked participants to create a non-traditional poster; hosted a session on 1st day

- We put microphones in participants' hands
  - The conversation was not a person asking an expert speaker; the conversation was taking place *between* participants
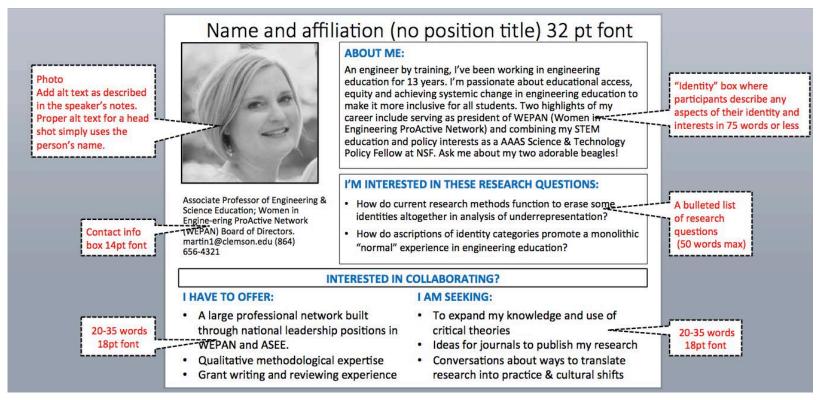
Conference Norms

- Let's agree to treat each other (and our ideas, experiences, backgrounds) with respect. That includes not making assumptions, giving others the benefit of the doubt and being open to considering alternative thoughts, ideas, opinions and behaviors.

- Let's embrace being comfortable with hearing multiple ideas and waiting to make definitive statements.

- Let's be inclusive of all modes and styles of communication, and ensure that everyone has a voice here. Some of our participants communicate primarily through American Sign Language.

- To make sure that everyone can understand you, and addresses you by your preferred pronoun—before you speak please wait for a microphone.

- Additionally, please state your first name and your preferred pronouns before you speak so that all of us know who is speaking and how you want the group to refer to you. This will also help the ASL interpreters and participants with visual impairments.

13

Built-in Time For Networking

- Recognized the best conversations always happen in the hallways between sessions at traditional meetings.

- Made networking an explicit part of the event
  - Poster session, meals, breaks
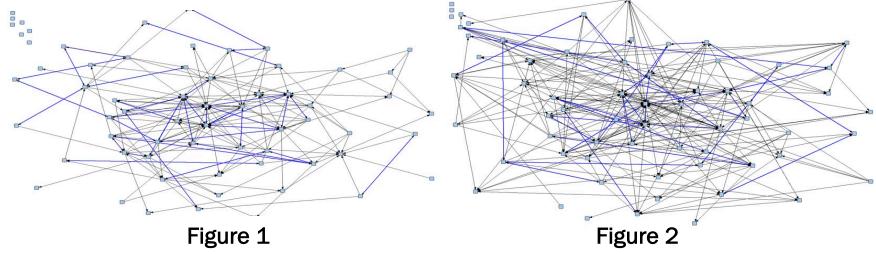 - Evaluated the outcome

MINI-POSTER SESSION

- Evaluator did a social networking analysis as part of the assessment

THE INTENTIONAL NETWORKING WORKED

- Figures 1 and 2 show pre and post directional connections with reciprocated ties marked in blue and non-reciprocated ties marked in black.

Figure 1

Figure 2

- Comparing Figure 1 to Figure 2, the number of reciprocated connections among participants increased significantly post-conference.

Woodruff, S. B., & Li, Y. (2017). Evaluation findings: Social network analysis, Who's Not at the Table? Building Research Capacity for Underserved Communities in Engineering. Oxford, OH: Miami University, Discovery Center for Evaluation, Research, and Professional Learning.

DESIGNING VS. ACCOMMODATING

- The approach that ultimately guided our planning and organizing of this event was the idea of <u>DESIGNING</u> versus accommodating:

  - Thinking about the needs of persons of differing physical ability, gender identity, and other marginalized identities - how they may interact with each other, the materials, and physical spaces

  - DESIGNING the materials/interactions/venue space to incorporate different modes of interaction PROACTIVELY rather than reactively trying to "make it work" when problems arose to accommodate a participant

DESIGNING ACCESSIBLE SPACES BENEFITS EVERYONE

17

WHO TO TURN TO?

- Adopting perspectives that were foreign to us as White, cisgender female, able-bodied organizers required us to educate ourselves

  - **Consulting** with our university's Office of Access and Equity
  - **Seeking advice** from experts and those who have hosted events
  - **Asking** for detailed accessibility considerations from <u>all</u> participants
  - **Following up** with anyone who expresses specific needs so that they may fully participate

COMMUNICATION BEFORE THE EVENT

- **Open application** - accessibility considerations were not factored into acceptance decisions

- **Detailed registration** - included questions detailing requests for accommodation
  - Dietary restrictions, accessibility, travel/lodging accommodations, preferred pronoun to be displayed on name tag

- **Ongoing and open contact with participants -** email/phone calls allowed us to be poised to hear what people needed as the event developed

- **Met with Office of Access and Equity** on campus for help arranging support
  - hiring American Sign Language (ASL) interpreters, identifying wheelchair accessible transportation from airport

- **Coordinate with hotel and venue** to design all spaces to be accessible
  - wheelchair accessible meeting rooms, spatial orientation tour for visually impaired participant, negotiating for a gender-neutral public bathroom, and inquiring about emergency procedures

DESIGNING THE VENUE SPACE

- Microphones for all sessions (hearing accessibility) to make sure everyone could hear and <u>be heard</u>
  - Asked everyone to identify themselves before they spoke for ASL interpreters (hearing accessibility) and asked everyone to share their preferred pronouns (gender inclusion)

    Shannon Stefl, Clemson University, she/her/hers …

- Geographical considerations
  - Height of posters
  - Position of ASL interpreters, location of microphones, round tables
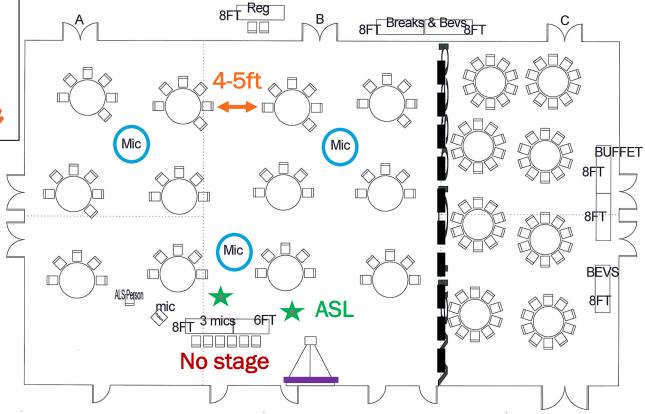 - Wheelchair accessible floor plan

ACCESSIBLE FLOOR PLAN AND MAP

Unexpected Challenges and Using Privilege For Advocacy

- Insufficient number of wheelchair accessible hotel rooms; "accessible" rooms were ADA compliant however they <u>did not meet the needs</u> of our participants

Throughout our event we consistently found ourselves using our positions of privilege to push the boundary between following the the spirit of inclusion versus "letter of the law"

FLEXIBLE BUDGET

Budgeting for:

- ASL interpreters

- Accessible rooms/transportation

- Larger rooms to allow for all spaces to be wheelchair accessible (including meals)

- Audio/visual costs and technological management during the event

Things we wish we had better designed for:

- Restrooms not wheelchair accessible from the inside (automatic push pads only on outside and doors were too heavy)

- Room for nursing mothers (Lactation room also marked on venue map)

23

CRITICAL LESSONS AND CHALLENGES

CRITICAL LESSONS AND CHALLENGES

…the possibility of drawing on and contributing to larger conversations about identity, equity and the cultural reproduction of privilege

CRITICAL LESSONS AND CHALLENGES

- Reflexivity throughout….who are we, what experiences are informing our judgments?

CRITICAL LESSONS AND CHALLENGES

- Reflexivity throughout….who are we, what experiences are informing our judgments?

- Lessons of intersectionality...

CRITICAL LESSONS AND CHALLENGES

- Reflexivity throughout….who are we, what experiences are informing our judgments?

- Lessons of intersectionality...
    - single-axis explanations [race, gender, ability] mislead and exclude
    - indeterminacy is to be welcomed

CRITICAL LESSONS AND CHALLENGES

- Reflexivity throughout….who are we, what experiences are informing our judgments?

- Lessons of intersectionality...

- The content AND form of our exchanges must take up those challenges (inseparable!)

CRITICAL LESSONS AND CHALLENGES

- Reflexivity throughout….who are we, what experiences are informing our judgments?

- Lessons of intersectionality...

- The content AND form of our exchanges must take up those challenges (inseparable!)
  - Form = Space, programming, format

CRITICAL LESSONS AND CHALLENGES

- Reflexivity throughout….who are we, what experiences are informing our judgments?

- Lessons of intersectionality...

- The content AND form of our exchanges must take up those challenges (inseparable!)
  - Form = Space, programming, format
  - Form = RESOURCES and LABOR

CRITICAL... ...NCES

- ...
- ...
- ...
  mus...
  (inseparable...)
  - Form = Space, prog... ...ming, format
  - Form = RESOURCES and LABOR

Acknowledge, sustain, and remain flexible on both...

-
-
-
muss
(insepar...
- Form = Space, prog... ming, format
- Form = RESOURCES and LABOR

Acknowledge, sustain, and remain flexible on both…*The new accountability!!*

CRITICAL LESSONS AND CHALLENGES

- Reflexivity throughout….who are we, what experiences are informing our judgments?

- Lessons of intersectionality...

- The content AND form of our exchanges must take up those challenges (inseparable!)

- We are *always* in and of ENGINEERING, which itself enacts identity and access

Privilege, Penalty and Event Dynamics

- "*How can we intervene in moments of inappropriate or disrespectful conduct*?"

Privilege, Penalty and Event Dynamics

- "*How can we intervene in moments of inappropriate or disrespectful conduct*?"
  - Set ground rules, including script for intervention ("We are interrupting because…")

36

PRIVILEGE, PENALTY AND EVENT DYNAMICS

- "*How can we intervene in moments of inappropriate or disrespectful conduct*?"
  - Set ground rules, including script for intervention ("We are interrupting because…")
  - *Build new practices into content and form of event....*

PRIVILEGE, PENALTY AND EVENT DYNAMICS

- "*How can we intervene in moments of inappropriate or disrespectful conduct*?"
  - Set ground rules, including script for intervention ("We are interrupting because…")
  - *Build new practices into content and form of event….AND into its outcomes*

PRIVILEGE, PENALTY AND EVENT DYNAMICS

- "*How* _____ *in moments of* _____ *conduct*?"
  - _____ script for _____ rrupting
  - *Build new practices into content and form of event....AND into its outcomes*

This, too, is the new accountability!

THANK YOU

We would like to extend our sincere appreciation to everyone who helped to make our event possible. Thank you to our advisory board members, collaborators, and everyone who shared guidance and advice with us on this journey.

QUESTIONS AND DISCUSSION

Moderator

Dr. Darryl Williams
Research Associate Professor, CHBE
Associate Dean for Undergraduate Education
Director, Center for STEM Diversity, Tufts University
ASEE MIND President

Participant microphones are muted for webinar quality

Undock and expand the "Questions" pane in the webinar control panel

A GUIDE TO ORGANIZING AND HOSTING INCLUSIVE EVENTS

DR. JULIE P. MARTIN

ASSOCIATE PROFESSOR ENGINEERING & SCIENCE EDUCATION, CLEMSON

SHANNON K. STEFL

PHD CANDIDATE ENGINEERING & SCIENCE EDUCATION, CLEMSON

DR. AMY SLATON

PROFESSOR OF HISTORY DREXEL UNIVERSITY, PHILADELPHIA, PA

ASEE MIND / WEPAN WEBINAR SERIES

THANK YOU FOR ATTENDING.
WE HOPE YOU ENJOYED THE WEBINAR!

Links to PowerPoint and recorded webinar posted at www.wepan.org – please share

Survey following the webinar – please respond!
*written transcript available upon request

Thank you WEPAN!

Thank you speakers – Dr. Amy Slaton, Shannon Stefl, Dr. Julie Martin

Thank you for attending today!