TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO

Office of Inclusion & Diversity

INCLUSIVE EDUCATIONAL EVENTS

Planning Guide

LAND ACKNOWLEDGEMENT

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

To learn about U of T's 34 calls to action in response to the National Truth and Reconciliation Commission, read Calls to Action.

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TABLE OF CONTENTS

INTRODUCTION **4**

COLLABORATIONS **6**

Developing an Event Planning Committee *6*

Appropriately Leveraging Partnerships *7*

Selecting Diverse and Thoughtful Speakers *7*

Avoiding Tokenism *9*

ACCESSIBILITY & DISABILITY INCLUSION **10**

Virtual and Hybrid Event Considerations *11*

In-person Event Considerations *11*

SOCIAL SAFETY **12**

Event Facilitation *12*

Dealing with Disruptions *13*

Cultivating Cultural Safety and Awareness *14*

Delivering Meaningful Land Acknowledgments *15*

EVENT LOGISTICS **17**

Timing *17*

Hospitality *17*

Promotions and Marketing *18*

AFTER THE EVENT **19**

Receiving Meaningful Post-Event Feedback *19*

Event Planning Committee Debrief *21*

CONCLUSION **22**

APPENDIX: KEY CONCEPTS **23**

INTRODUCTION

This guide intends to support faculty, staff and learners at Temerty Faculty of Medicine and its affiliated partners in creating inclusive educational events that centre a sense of belonging and respect for all. It serves as a practical tool to support Temerty Medicine's Academic Strategic Plan pillar of *Excellence through Equity*, which highlights inclusion as essential in defining and fostering excellence in scholarship, practice and health outcomes.

This guide defines inclusion as *the creation of an equitable learning community that is welcoming, respectful, participatory and protects the human rights of its members*. It considers how race, ability, gender, language, religion, socio-economic status and additional social identities impact inclusion in event planning and delivery.

When we design inclusive and accessible learning environments with intention, we empower event organizers, speakers and attendees to safely share the diversity of their viewpoints, leverage and promote global community perspectives, and effect positive change.

This guide is designed for the initial conception of an event but can also support in later planning stages. Unless otherwise stated, the guide is applicable for in-person, virtual or hybrid events. We recognize that there are a variety of educational events with differing levels of content and learning objectives held at Temerty Medicine, and we encourage you to consider which sections of this guide are applicable for your events. This is a non-exhaustive guide that suggests wise practices and includes further resources when available. Please refer to the Department of Medicine web page for a Glossary of Terms related to Equity, Diversity and Inclusion.

This guide's considerations and resources are shaped by the following principles. We value:

- ♥ **STRENGTHS-BASED STRATEGIES** for event organizers and speakers to build on their existing expertise, toward collective growth in inclusive practices.

- ♥ **CULTURALLY SAFE APPROACHES** to support audiences with differing positive and negative experiences that may impact their engagement with educational information.

- ♥ **SOCIAL ACCOUNTABILITY** at the core of inclusive planning to recognize and work against multiple forms of community harm (including but not limited to anti-Black racism, anti-Indigenous racism, Islamophobia, antisemitism, ableism, xenophobia, cissexism, heterosexism and sexism).

- ♥ INTERSECTIONALITY to understand how different social identities can overlap and connect in systems of advantage and discrimination to impact event planning and decision making.

- ♥ **RELEVANCE & FLEXIBILITY** to acknowledge there is no one-size-fits-all approach to inclusive event planning, and that readers will draw what they need from this guide to adapt for their own planning process.

- ♥ **EVIDENCE-BASED DIVERSE KNOWLEDGES** to strengthen equity-focused education with quantitative and qualitative knowledge bases from relevant communities.

- ♥ **PROCESS-ORIENTED MINDSET** to recognize the value of learning and change that occurs within the planning process, instead of placing all value on the event delivery and outcomes.

- ♥ **REFLEXIVITY** to allow for thoughtful action, self-illumination and critical reflection of our biases and assumptions.

- ♥ **RIGHTS-BASED PERSPECTIVES** to connect these practices to policy and legislation, including but not limited to University of Toronto Employee Policies and Guidelines, University of Toronto Student Rights & Responsibilities, Ontario Human Rights Code and Accessibility for Ontarians with Disabilities Act (AODA). We acknowledge Section 35 of The Constitution Act, 1982 that recognizes and affirms existing Aboriginal and treaty rights.

COLLABORATIONS

Developing an Event Planning Committee

An event planning committee sets the theme and tone of the event, which can include not only the content of the event but also how the event can come together in a way that honours the principles of inclusion. Consider the following when bringing people together to join an event planning committee:

- ✓ Why are you organizing this event? Understand and articulate the underlying goals and learning objectives. If you are delivering an accredited event, be mindful of accreditation standards and conflict of interest disclosures with your planning committee.
- ✓ What impact does this event or topic have on relevant communities? Are those communities represented in the organization of the event in terms of both topic expertise and range of experiences?
- ✓ Consider who is excluded or missing from planning spaces and how to mitigate barriers to participation. At the same time, be mindful of the overreliance of the same underrepresented community members as event organizers or speakers, as this can place a 'minority tax' on their capacity. Consider including leadership from your department/institution as event sponsors/advocates in the planning committee.
- ✓ How can you ensure diverse representation while avoiding tokenism? Event planning committees can hold multiple perspectives from communities and value each organizer's expertise, while being mindful of interrogating their own biases in who can 'speak on behalf' of a community (see more in the "Avoiding Tokenism" section).
- ✓ What networks can you use to invite members to your event planning committee? Consider forms of recognition that honour the time spent by event planning committee members (e.g., honoraria, thank you letters.)

Related Resources

"Inclusive Event Planning" from Women and Gender Equality Canada.
"Addressing disparities in academic medicine: what of the minority tax?" by J.E. Rodríguez, K.M Campbell, L.H. Pololi.
"Accreditation" from Continuing Professional Development at Temerty Faculty of Medicine.

Appropriately Leveraging Partnerships

As you think about the purpose, goals and direction of your event, you may realize that they already align with the work of existing community groups. Instead of duplicating (or involuntarily co-opting) efforts, consider if developing a collaboration is an appropriate way forward:

- ✓ Who is already doing this work? Can existing education efforts about the topic be amplified? Investigate potential partnerships as you plan your event, while being mindful of how potential partners may or may not align with the prevailing perspectives in their community (see more in the "Avoiding Tokenism" section).
- ✓ Can you reach out to community groups to explore collaboration? Build in sufficient time for outreach and relationship building to ensure partnerships are meaningful and reciprocal. Clearly communicate expectations and available resources in order to ensure that all parties are on the same page.
- ✓ Do you already have connections to explore partnerships with? Consult colleagues and networks to expand collaborative efforts.
- ✓ Ensure appropriate recognition for any partner community groups involved with the event, e.g., through event promotions and compensation.

Related Resources

"Move Your Way Community Playbook – Tips for Working with Community-Based Organizations" from the United States Office of Disease Prevention and Health Promotion.
"Payments to Indigenous Payees Guidelines" from U of T Financial Services Division.

Selecting Diverse and Thoughtful Speakers

Diverse speakers enrich discourse and provide attendees with a multifaceted understanding of educational topics. Thoughtful speakers discuss issues with depth and sensitivity and encourage critical thinking among attendees.

Inclusive speaker selection increases representation across culture, gender, age, profession and perspective. This allows the event to be more relatable and engaging to a wider audience.

Speakers from diverse backgrounds can also serve as powerful role models, particularly for members of underrepresented groups. Consider the following when selecting event speakers:

- ✓ Who is often missing from typical event panels or other public discourse on your topic? Consider members of the community who can provide knowledge of their lived experience (e.g., patients, multi-generational voices) or first-time/early-career speakers who may not usually be given speaking opportunities.
- ✓ How will you consider intersectionality in speaker selection? Consider speakers with diverse identities among their communities who can speak to experiences of different forms of privilege and exclusion, and how these intersect to form their perspectives on the topic.
- ✓ Is your method of outreach to identify speakers accessible and well promoted? Are you casting a broad net? Is it appealing to members from diverse communities (e.g., compensation for their time)? Consider identifying speakers both within and outside of planning committee networks. See Related Resources for a variety of speakers bureaus and lists.
- ✓ How will the speakers align with your event goals? Review previous works by potential speakers to be confident in their ability to present material guided by culturally sensitive and evidence-based principles.
- ✓ How can you ensure equitable compensation and accommodations for speakers? Treat speakers who share lived experience and community knowledge perspectives in the same way as any other 'expert' invited. When in doubt, ask speakers how they would like to be compensated. Also ensure you inquire about any necessary accommodations and hospitality preferences (e.g., dietary requirements) for any invited speakers.
- ✓ Do you have speaker permission to record their part of the event or share their materials (e.g., slides, articles) with organizers or attendees? Some content may only be held by the speaker, including Sacred Knowledge or culturally specific teachings. These preferences should be respected in supporting cultural safety, and event needs should be considered in advance before reaching out to possible speakers.

Related Resources

"Improving Conference Speaker Diversity Through Inclusive Strategies" by P. Perry.
"Find Experts" from Informed Opinions.
"Campus and University Speakers" from Speakers Bureau of Canada.
National Speakers Bureau.

Avoiding Tokenism

Tokenism is defined as "the practice of making only a perfunctory or symbolic effort to do a particular thing, such as by recruiting a person from an underrepresented group only to prevent criticism and give the appearance that people are being included or treated fairly" (Rodríguez et al, 2022).

Avoiding tokenism in selecting planning committee members, speakers and others involved in event planning supports genuine representation and event credibility. Moving beyond superficial inclusion builds trust among participants who may be from communities that are often tokenized in inclusion initiatives.

- ✓ Do attempts at being inclusive inadvertently stereotype a particular group of people? How can you mitigate stereotype threat, which risks confirming negative stereotypes about a group as a self-characteristic?
- ✓ Is there an overrepresentation of one perspective in the event planning, regardless of diversity? How can you create space for underrepresented voices to contribute?
- ✓ How might event organizer perspectives and biases contribute to tokenism? For example, research prevailing community perspectives when identifying individuals to speak on a community-specific topic. Avoid only selecting speakers who align with the perspectives of the planning committee, especially if those speakers' views do not align with their wider community. Speakers should also not identify or be positioned as spokespeople for their communities unless they are elected or identified as such.

Related Resources

"Towards a common lexicon for equity, diversity, and inclusion work in academic medicine" by J.E. Rodríguez, E. Figueroa, K.M. Campbell, et al.
"Understanding Stereotype Threat" from UC Berkeley.
"Dilemmas of Representation: Patient Engagement in Health Professions Education" by P. Rowland and A. Kumagai
"Framework for Integrating Structural Competency into Physician Leadership Curricula" from CAMH.

ACCESSIBILITY & DISABILITY INCLUSION

A key element of hosting inclusive events for participants of all abilities involves incorporating concepts from the five AODA standards, including:

- Info & Communications
- Employment
- Transportation
- Customer Service
- Design of Public Spaces

In addressing these standards, event organizers can create an environment where all participants, regardless of physical or sensory abilities, feel welcomed, valued, represented and able to fully engage with the event's content and activities. The following accessibility considerations apply to **all** events:

✓ How can you design an accessible event registration process? Consider creating an online guide or instructional video to support attendees with registration. On the registration form, include a question where attendees can request specific accommodations and establish a clear deadline to facilitate timely and effective provision of requested supports.

✓ How can you promote an event with accessibility considerations in mind? Offer print or digital materials in accessible formats and colours, with accessible graphic design principles. Ensure any websites or online platforms associated with the event are user-friendly and provide alternative text for images where possible.

✓ How can you support wellness during the event, particularly for people with disabilities and neurodiversity? Offer at least one wellness break (longer than 5 minutes) and the use of a quiet space, if in-person.

✓ What kinds of accessibility supports can you offer for the event? Consider various supports such as American Sign Language (ASL) interpretation to support participation of Deaf community members and pre-recorded content for neurodiverse community members.

✓ As you are deciding on the format of your event (i.e., virtual, hybrid or in-person), consider how each format may have different limitations that could result in exclusion of attendees based on geographic location, finances, disability, neurodiversity, etc.

Virtual and Hybrid Event Considerations

- ✓ How can you make the event accessible and user-friendly for online attendees? Provide instructions on how to use the event platform in advance and at the start of the event. Utilize built-in closed captioning and audio transcriptions and share any tips about how to adjust these captions as needed (e.g., size, contrast) based on the specific platform.
    - Note that for certain platforms, built-in closed-captioning services may not provide accurate captioning. Consider exploring captioning services that provide third-party captioning. For example, the University of Toronto's Anti-Racism and Cultural Diversity Office has contracted Captioning Services — AI-Media — for past captioning support.
- ✓ For hybrid events, confirm that both in-person and online attendees can view and/or hear the speakers. Test all equipment and have a tech rehearsal (e.g., multiple camera angles, multiple speakers, microphones, projector screens). Have organizers available in-person and online to address issues and answer questions in both settings.

In-person Event Considerations

- ✓ How can you consider disability inclusion in the physical building/room? Features of accessible venues include accessible entrances (e.g., button to open doors), ramps, access to presenter spaces for mobility-aid users and ensuring enough space for mobility between furniture in the room (e.g., desk configurations, podiums). Consider hearing and vision aids in the event room through the use of microphones and speakers, and accommodations for service animals (e.g., access to water bowls).
- ✓ To support participant comfort and safety, consider use of infection prevention measures such as ventilation and masking, and ask people to stay home if they are sick.
- ✓ How can you provide accessibility information in advance? Share information about the closest accessible public transit stop/station and closest accessible parking lot on event registration forms and/or confirmation messages.
- ✓ How can you clearly direct attendees during the event? Ensure that event day signage is visually accessible (e.g., large format, accessible font) and consider having volunteers available to guide attendees. Provide signage and ensure event volunteers are aware of key locations such as emergency exits and accessible/all-gender bathrooms.

Related Resources

"Materials for Accessible Communication" from U of T Division of People Strategy, Equity and Culture (PSEC).
"Creating Inclusive Events and Experiences" from UTM AccessAbility Resource Centre.
"Inclusive Virtual Event Planning" from UTM Equity, Diversity and Inclusion Office.
"Alternative Text (Alt Text) Best Practices Guide" from U of T PSEC.
"Inclusive Event Planning Guide" from Syracuse University Disability Cultural Center.
Accessibility for Ontarians with Disabilities Act (AODA).

SOCIAL SAFETY

Event Facilitation

Strong and consistent event facilitation is essential to fostering respect and safety for all participants. This includes guiding overall program flow and tone, navigating conflict that may arise and providing support in real-time.

- ✓ Who will be the facilitator, host or emcee to move attendees through the event? The event planning committee should select a facilitator well in advance so they have enough time to prepare and can directly support the development of the event. Ideally, an educational event facilitator may have training or knowledge of social inclusion, cultural safety practices and/or experience in creating respectful environments where diverse perspectives and constructive dialogue are valued.

- ✓ What are the specific roles and responsibilities of the facilitator? Let them know of their tasks (e.g., introducing speakers, managing Q & A), and all other relevant event information. Where possible, the facilitator can consult with speakers to determine their preferences, (e.g., introductions, Q & A process)

- ✓ How can your event facilitation approach support both academic freedom and social safety of diverse attendees with different lived experiences and backgrounds? Consider establishing or even co-creating ground rules that are communicated to all attendees in the event registration process and/or at the start of the event. For example, attendees can be asked to agree to ground rules as a question within registration. Below is an example from the University of Toronto's Anti-Racism and Cultural Diversity Office:

Community Guidelines: This space was created to increase dialogue and understanding of racial equity, diversity, and inclusion in institutional spaces. By registering, I agree to respect the intent of this space. Please type "I agree" below.

- ✓ How can you incorporate a culturally safe approach to facilitation? Are there potential triggers within your event? Consider using trigger warnings for distressing or heavy content. Have digital or physical supports available, such as an Elder, advisor or counsellor, or post a contact number or QR code for support resources in the space.
- ✓ How can your facilitator collect feedback from attendees during the event? Consider using beginning, midpoint and/or end-of-event check-ins to hear how people may be experiencing the event from different perspectives and adjust the event accordingly if needed.

Dealing with Disruptions

How will you address real-time disruptions or interruptions during the event? Establish a conflict navigation approach in advance with the event facilitator that reflects any ground rules or guidelines for engagement for your event and considers the University of Toronto's definition of civil discourse. Consider the following in real-time conflict navigation:

- ✓ Is the conflict violating the ground rules for respectful engagement? The facilitator can reiterate the ground rules and request any attendees who continuously violate the ground rules to leave.
- ✓ If the conflict is not violating the ground rules for respectful engagement, evaluate its nature and intent. Sometimes dissenting opinions can cause debate or discomfort but may just require clarification to enrich the discussion, especially if they reflect the perspectives of attendees with lived experience of the event topic. At the same time, if the discussion is going off course, remind participants of the focus and objectives of the event and suggest returning to the agenda.
- ✓ When in doubt, take a break. The facilitator can announce a brief pause in the event to regroup if discussion is becoming too difficult to navigate constructively.
- ✓ Consider additional disruption safety supports for hybrid and virtual events:
    - How can you mitigate 'Zoom bombing'? Consider a registration process that includes identity verification for attendees to gain access to an online link (e.g., use of an institutional email address).

- Establish procedures in advance in the event of Zoom bombing. Some options include ending the event immediately and sending a message to registered participants with a new link, ending the event and sending a message to reschedule the event, and/or immediately removing the offender and taking a short break before resuming the event.
- Consider designating one of the event committee members to monitor the online chat. Organizers can also adjust chat settings to meet event needs (e.g., include an option to send a private message to the host, disable options for attendees to message the entire group or individual attendees).
- If the event includes virtual breakout sessions, ensure that there is an event organizer at each breakout session to facilitate small group discussions, support attendees and deal with any disruptions or concerns.

Related Resources

"Working Group on Civil Discourse" from U of T Division of the Vice President & Provost.
"Teaching During Global and Geopolitical Crisis" document, by E. Igobwa and M. Penney.
"The 6 Pillars of a Brave Space" document, by V.D. Stubbs.
"Guidelines for Inclusivity" document, from Temerty Medicine Interest Group in Social Advocacy, Internal Medicine Program.
"Guidance to prevent Zoom bombing" article, from U of T Security Matters
"Health Equity and Inclusion Framework for Education and Training" document, by CAMH
"Policy on the Disruption of Meetings" from U of T Office of the Governing Council.

Cultivating Cultural Safety and Awareness

An inclusive event respects and upholds the diversity of its participants using culturally safe and relevant processes. Cultural safety is distinct from cultural competency; the goal is to foster awareness and respectful engagement with all cultural perspectives, not necessarily to claim expertise in them.

✓ What kinds of cultural safety practices can you consider incorporating into your event that are relevant to the topic and the participants? Some examples include:

- Incorporating a land acknowledgement (see the "Delivering Meaningful Land Acknowledgements" section)
- An Elder opening/closing (e.g., ceremonial practice, prayer, smudging, song)
- Reserving seating for Elders or other guests of honour

- Incorporating culturally relevant food, music or art
- Multi-language translation and/or interpretation
- Inclusion of pronouns in introductions and/or participant name tags

✓ How can you solicit ideas for cultural safety using the registration process? Consider incorporating a question such as "Are there any cultural practices that can help you feel safe and included at this event?" in the event registration form.

✓ How can you introduce the concept of cultural safety at the beginning of the event for participants' awareness? Consider drafting an opening statement that outlines the event's purpose, including commitments to equity, diversity, inclusion and reconciliation. This can set the tone of the event and communicate the importance of culturally safe and respectful approaches.

Related Resources

"Creating a Culture of Safety in Event Management" by R. Kirk.
"Indigenous Cultural Safety: Resources" from Department of Medicine at Temerty Faculty of Medicine.
"Cultural Safety Exploring the Applicability of the Concept of Cultural Safety to Aboriginal Health and Community Wellness" by S. Brascoupé & C. Waters.
"All about Pronouns" from U of T Sexual and Gender Diversity Office.

Delivering Meaningful Land Acknowledgements

A land acknowledgement is a formal statement recognizing the unique relationships between First Nations, Métis and Inuit peoples and their traditional territories. Land acknowledgements support participants in all event formats (in-person, virtual and hybrid) in recognizing the importance of Indigenous ways of knowing and being that have endured over thousands of years, despite historic and ongoing colonialism. They are intended to cultivate gratitude, reflection and respect for the rich and complex stories rooted in First Nations, Métis and Inuit history, culture and intergenerational wisdom on these lands.

✓ Decide in advance on a non-Indigenous event organizer or speaker to develop and deliver the land acknowledgement. While land acknowledgements are not usually delivered by Indigenous people, some Indigenous speakers may choose to acknowledge different territories and relations if they are visitors to an area.

- ✓ An opening by an Indigenous Elder or Knowledge Keeper may be separately considered, depending on the event topic(s). Consult with participating Indigenous community members, Elders and/or Knowledge Keepers on when they would prefer the land acknowledgement to be delivered (e.g., before or after their openings).

- ✓ Practise cultural humility by confirming and practising the proper pronunciation of the First Nations, Métis and Inuit peoples that are mentioned in your land acknowledgment.

- ✓ A land acknowledgement should not merely be a formality or performative repetition. Consider the following guide to developing a land acknowledgment for a University of Toronto event, while keeping in mind the key principles of relevance, reflexivity and humility:

    - The University of Toronto Land Acknowledgement Statement can be used as the foundation of your land acknowledgement. However, if possible, go deeper to understand the local Indigenous history of the treaty territory and share what you have learned.
    - What is your relationship to this territory, and how did you come to be here? Describe your own relationship and perspectives of the land. Reflect on and share your personal journey and connection to this land.
    - Share any commitments or actions toward Indigenous allyship that you have taken in your personal or professional life. You may want to share how you are working toward or contributing to one or more of the Calls to Action of the Truth and Reconciliation Commission of Canada. Understand and articulate the connection between the event and the Calls to Action, where possible.

Related Resources

"4 Steps to a Better Land Acknowledgement" by A. Hibbert & R. Shortt.
"Land Acknowledgement" from U of T Office of Indigenous Initiatives.
"Land Acknowledgement" from Legal Aid Ontario.
"Whose Land" and "Native Land" from Native Land Digital.
"Treaties" from Ontario Ministry of Indigenous Affairs.
"Guidance for Honouring the Land and Ancestors Through Land Acknowledgements" from CAMH.

EVENT LOGISTICS

Timing

Carefully consider the most suitable timing of the event to maximize engagement and demonstrate respect for participants:

- ✓ When is it appropriate to hold this event? Consider the overall timing in the context of the event topic/tone and ongoing cultural, social and political landscapes.
- ✓ Are there any holidays or commemorative days to be aware of? Avoid scheduling your event on or near a religious/cultural holiday when participants may not be able to attend. Alternatively, consider how the event might be scheduled to coincide around a relevant date or within a month of recognition, depending on the topic. The University of Toronto provides an institutional list of dates of recognition, observance and celebration for reference.
- ✓ Select a date and time that prioritizes the intended audience, considering factors such as work schedules, commutes and public transportation, caregiving responsibilities, regular religious observance times (e.g., daily Islamic prayers, Shabbat from sundown Friday to sundown Saturday), etc.
- ✓ Provide ample notice of the event to ensure that potential attendees have sufficient time to adjust their schedules and make necessary arrangements to attend the event.

Hospitality

Hospitality considerations, such as catering and on-site assistance, can directly impact attendee perceptions of an event's inclusivity, whereby every attendee feels acknowledged and included. Providing hospitality services at an educational event can foster a sense of community and belonging, which encourages open dialogue and deeper engagement with event themes and objectives.

- ✓ Are there any religious or other dietary restrictions? Include a question about meal options and requirements in the event registration (e.g., halal, kosher, vegetarian and/or vegan, food allergies or sensitivities). Be mindful about (and in many circumstances, avoid) offering alcohol, as some communities abstain from alcohol and would not consider its presence to be inclusive.

- ✓ How can your event support community-owned small businesses? Consider partnering with caterers that offer cultural or traditional foods that are relevant to the event theme and participants.
- ✓ Is your event able to provide hospitality services to support the attendance of diverse and underserved participants, such as public transportation subsidies or on-site childcare? If Indigenous Elders are attending your event, consider offering a "helper" if they do not already have one, to ensure the Elder is cared for appropriately and respectfully.

Related Resources

"Alcohol Policy" from U of T Office of the Governing Council.
"Dates of Recognition, Observance and Celebration" from U of T People Strategy, Equity and Culture Division.

Promotions and Marketing

Thoughtful promotional strategies can ensure broad outreach and accessibility for your educational event that will enhance the experience of inclusion for your event participants (see the "Accessibility & Disability Inclusion" section for more tips).

- ✓ In alignment with your target audience, how will you promote the event to the broadest group of people? Consider leveraging community relationships and using multiple, community-specific platforms (both online and print). Ensure the text describing the event and speakers is written in plain language.
- ✓ For online promotional materials, are social media graphics readable by screen readers? Do images have descriptions via captions, alternative text or meta-data?
- ✓ If applicable, do your materials include icons or messaging that indicate the presence of certain supports (e.g., ASL interpretation) or inclusive spaces (e.g., mobility device accessible, 2SLGBTQIA+ friendly)?
- ✓ Schedule event reminders after participants have registered and allow participants to update any accommodation or hospitality needs through the reminders.

AFTER THE EVENT

Receiving Meaningful Post-Event Feedback

Receiving feedback from event participants is crucial in assessing the success and impact of the event and identifying any gaps that can be addressed in future event planning. Moreover, soliciting feedback is a way to ensure that attendees' perspectives on the event are included and heard in the overall narrative of the event.

- ✓ What method of feedback collection will you use? Review available methods (e.g., paper forms, email, online survey tool) for accessibility for event attendees and ease of use for event organizers who will analyze the feedback afterwards.
- ✓ Do you plan to gather voluntary socio-demographic information as part of the feedback survey (e.g., gender identity, ethnocultural background)? Ensure that you clearly communicate your rationale for collecting sociodemographic information in the feedback collection process (e.g., "This data will be used to understand community-specific perspectives and experiences of the event.") and consider any institutional, departmental and community guidelines related to data governance, access and security (see Related Resources).
- ✓ How will you aim to receive both a high quantity and quality of feedback? Consider these guidelines:
    - Collect feedback with transparency, clearly communicating the purpose, usage and storage of data. While anonymous feedback processes are standard and may result in a higher amount of feedback, consider an option for attendees to provide their name/contact information if they wish to receive follow-up from the event planning committee.
    - If developing a feedback survey, aim for no more than 5-10 questions and indicate the time needed to complete the survey at its beginning (ideally no more than 10 minutes).
    - Use a mix of quantitative and qualitative questions (e.g., agree/disagree questions followed by optional text explanation related to perspectives on the event).

- Optimally time the request for feedback (e.g., within a day of the event) to allow attendees to provide their insights while the experience is still fresh in their minds. Other suggestions include allocating a specific time at the end of the event for participants to provide feedback or offering incentives for feedback (e.g., a raffle).
- Consider communicating the impact of attendee feedback by outlining next steps in the use of the feedback as applicable (e.g., transparent report-back).

✓ How will you analyze the data in a manner that avoids bias? Avoid dismissing negative feedback quickly, particularly if it conflicts with your worldview. Instead, adopt a growth mindset and be open to new areas of improvement. Consider and assess if there are any patterns of feedback that resonate across different participant perspectives and identities that would be helpful to support future inclusive event planning.

Related Resources

"The First Nations Principles of OCAP®" from First Nations Information Governance Centre.
"Engagement, Governance, Access and Protection (EGAP): A Data Governance Framework for Health Data Collected from Black Communities in Ontario" from Black Health Equity Working Group.
"*Inuit Quajimajatuqangit*: The Role of Indigenous Knowledge in Supporting Wellness in Inuit Communities in Nunavut" from National Collaborating Centre for Aboriginal Health.
"Socio-demographic Data Guide for Program Evaluation" from U of T Centre for Research and Innovation.

Event Planning Committee Debrief

For event planning committee members, planning the event vs. actually attending and experiencing the event can be an enlightening process. A post-event debrief is valuable in reviewing the event's successes and areas for improvement.

- ✓ When will you schedule your event debrief and who will attend? Consider scheduling about a week after the event so there is enough time to receive and analyze participant feedback, while ensuring that the event planning committee members also have a fresh memory of the event. Along with the event planning committee, considering inviting speakers, facilitators, Elders and any other key participants of the event.
- ✓ How will the event debrief be facilitated and what will be discussed? Consider appointing a facilitator for the debrief and providing discussion questions in advance for consideration, along with event attendee feedback. For example: Did the event meet its objectives? Did the event reach its target audience? How did the logistics of the event play out?
- ✓ Encourage event debrief participants to share their own personal feedback about the event as well as the overall planning process. Consider ways in which to incorporate key feedback into future planning of events on similar topics.

CONCLUSION

This guide is meant to be utilized as a resource for faculty, staff and learners at Temerty Medicine and its partners, providing practical strategies to foster inclusive educational events that emphasize belonging and respect for all participants. See the appendix for a short overview of key concepts and considerations covered in this guide.

For further support on planning inclusive educational events, the Office of Inclusion and Diversity (OID) at Temerty Medicine is available to provide consultation and guidance, including advising on event planning and direction, reviewing event materials and presentations, and connecting event organizers with Temerty Medicine or central University of Toronto personnel or offices for further assistance. The OID web page also contains further educational resources on topics covered in this guide.

uoft.me/oid
medicine.oid@utoronto.ca

APPENDIX: KEY CONCEPTS

Developing an Event Planning Committee

	Learning goals and objectives for the event have been developed and clearly communicated.
	The event planning committee has appropriate representation from relevant communities and ensures all committee member perspectives are valued.

Appropriately Leveraging Partnerships

	The event planning committee has considered any potential community partnerships or collaborations relevant to the event.
	Forms of recognition/appreciation for any community partners for the event have been considered.

Selecting Diverse and Thoughtful Speakers

	Considerations such as lived experience, intersectionality and avoiding bias/tokenism have been used to identify event speakers.
	Event speakers are aligned with event objectives and consider aspects such as cultural safety and evidence-based diverse knowledges in presenting their content, as applicable.
	Event speakers have been supported with appropriate compensation and accommodations as needed.

Accessibility and Disability Inclusion

	The event registration and promotion processes consider and incorporate accessibility and accommodation needs.
	Wellness and accessibility supports are considered and offered where possible at the event, including digital supports for online/hybrid events.
	In-person events consider accessibility of the physical space and incorporate supports and signage as needed.

Event Facilitation

	Event facilitator(s) has been identified and are aware of their roles and responsibilities in advance of the event.
	Ground rules for engagement and protocols for disruptions have been considered and implemented, as applicable.

Cultivating Cultural Safety and Awareness

	Cultural safety practices relevant to the event topic and the participants have been considered and incorporated into the event (e.g., development of meaningful land acknowledgement).

Event Logistics

	Timing of the event considers the topic/tone of the event in broader contexts and includes consideration of religious/cultural holidays and attendees' schedules.
	Dietary restrictions and hospitality supports are taken into consideration at the event, as applicable.
	The event is promoted in advance to intended audiences leveraging community relationships and a variety of platforms.

Post-Event

	Post-event feedback is collected in a transparent and safe manner to understand event strengths and areas for improvement.
	A post-event debrief is held for the event planning committee and other key participants to share personal feedback on the event and the overall event planning process.