



ADM-004G

Guideline for Planning EDI Events

1.00 PURPOSE

- 1.1 The purpose of this guideline is to present suggestions for hosting events at Coast Mountain College (the College; CMTN) that foster a community of collaboration, belonging, and appropriate representation.

2.00 DEFINITIONS

- 2.1 **EDI:** The acronym for equity, diversity, and inclusion.
- 2.2 **The College:** Coast Mountain College (CMTN).

3.00 SCOPE

- 3.1 The information that follows is a thorough list of actions to be considered and taken when planning College events, including those that are held virtually (indicated by a V).
 - a. Depending on the event, some points will be more applicable than others, but overall they can easily be adapted to a checklist that is event-specific.
- 3.2 Adapted from Simon Fraser University's *EDI Checklist for Events*, these guidelines help planners to be mindful of considering equity, diversity, and inclusion when planning events.

4.00 INCLUSIVITY PLANNING

- 4.1 Relationship-building can go a long way toward hosting a successful event.
 - a. Consider partnering and building meaningful and ongoing relationships with diverse communities who can speak to the needs and interests of the various EDI groups.
 - b. Find ways to involve diverse groups in the event-planning process—this can include community members.
 - c. Co-plan events with these groups.
- 4.2 Reflect and continue asking questions about how events can be more accessible and inclusive for all.

5.00 WASHROOMS

- 5.1 Find out if universal washrooms are available. Universal means that the room can be accessed by people of every gender and with a full range of identities, abilities, and social positions.

- 5.2 If universal washrooms aren't available, request a single-stall washroom to be dedicated as a universal washroom for the event, and post the appropriate signage.
- 5.3 If a single-stall washroom isn't available, consider posting "Inclusive Men's Washroom" and "Inclusive Women's Washroom" signage to be displayed during the event.
- 5.4 If possible, ensure that washrooms are equipped for baby-changing, breastfeeding, and safe needle disposal, and that menstruation hygiene supplies are also available.

6.00 COMFORT

- 6.1 Consider all five senses (sight, hearing, taste, touch, smell) when planning an event. Sensory overload can be highly uncomfortable and anxiety-inducing.
 - a. If the event is likely to be loud, colourful, and visually stimulating, let people know in advance.
- 6.2 Provide an event overview and/or timeline in the invitations, printed posters, and other forms of communication, such as social media.
- 6.3 Provide information to participants regarding health and safety protocols that are in place.
- 6.4 Provide drinking water.
- 6.5 Confirm that speakers and presenters have:
 - a. received presenter instructions
 - b. been briefed on best practices
 - c. attended a dress rehearsal either on site at the venue before the participants arrive or virtually if possible. (V)

7.00 ACTIVITY AND EVENT REGISTRATION AND/OR SIGN-UP

- 7.1 Consider which personal information is essential to collect and why. For example, a transgendered person may not want to list their full legal name or gender as issued on government identification.
- 7.2 Provide multiple options for people to register (e.g., Eventbrite, email, phone).
- 7.3 Include an optional pronoun field (e.g., he/she/they/ze/name only). Incorporating name pronoun widgets can also be useful.
- 7.4 Include:
 - a. a field for accessibility requests (e.g., Please share with us any accessibility- related measures you require to be able to participate in this event.)
 - b. a field for dietary requests
 - c. event planners' contact information for those who have questions or concerns.
- 7.5 If legal names are required, provide a space for the preferred name (e.g., for nametag).
- 7.6 If printing nametags, use preferred name and include pronouns (e.g., Please provide your pronouns as or if you would like them to appear on your nametag).
- 7.7 Consider extending the registration time limit for those who use assistive devices to register (e.g., 10 minutes).

- 7.8 If a participant requires a personal care attendant, ensure that the helper is not charged for registration.
 - 7.9 If identification is required on-site, address this during registration. Ensure staff are aware that some IDs may not match their registration information.
 - 7.10 Communicate the ways in which participants' privacy will be respected (or who their personal information will be shared with).
- 8.00 ROOM/AREA SET-UP AND UTILIZATION
- 8.1 Signs and instructions should be easy to read, in large print, using common words and short sentences. They can be multilingual (if possible) and include American sign language (ASL) supports.
 - 8.2 Ensure that:
 - a. aisles and space around tables are at least one metre wide for people using mobility aids
 - b. cables, cords, and tripping hazards are taped down
 - c. accessible routes are clearly marked (e.g., ramps, elevators)
 - d. registration tables have seating available for those who need it and enough space to accommodate a mobility aid
 - e. volunteers are available to support anyone needing assistance.
 - 8.3 Provide seating options at all events. If available, provide chairs both with and without arm rests and an option of chairs without wheels.
 - 8.4 Reserve seating for people with disabilities around the room, but make sure they feel included (e.g., a person with impaired hearing might be seated closer to the stage, and a person with mobility issues may need to be seated near an aisle or an exit).
 - 8.5 Consider the time it will take someone with mobility issues to get from one session to another. Plan breaks so participants will not be late due to their accessible route.
 - 8.6 Ensure that the stage and/or podium (or other areas of activity) are accessible for those with mobility aids.
 - 8.7 For seated events, ensure that spaces are ready for wheelchairs or mobility aids. Try to make those individuals feel included in their placement.
 - 8.8 For stand-up events, provide a variety of cocktail table heights (e.g., low tables for those using a wheelchair, high tables for those who prefer to stand).
- 9.00 Food and Refreshments
- 9.1 Consider your menu's diversity and whether it is inclusive for various cultures.
 - 9.2 Meet with the caterer or food providers in advance to discuss popular dietary requests (e.g., vegetarian, vegan, gluten-free, celiac, halal) and to confirm whether it's possible to accommodate them.
 - 9.3 Consider having:
 - a. all food clearly labelled for dietary restrictions, intolerances, and preferences (e.g., vegan, gluten-free, nut-free)

- b. servers who are well-educated about allergens in the food that is being served (e.g., the most common are milk and dairy, eggs, peanuts, soy, wheat, tree nuts, fish, and shellfish)
 - c. food, drinks, and utensils that are easy to reach for someone in a wheelchair.
- 9.4 Provide bendy straws (sustainable, if possible) for those who need them.
- 9.5 Assign a server to each buffet-style food station to provide assistance.
- 9.6 Ensure that participants with special requests get their meal at the same time as others (not early or late).

10.00 SPEECHES, PRESENTATIONS, AND FORMAL PROGRAMMING

- 10.1 Open with a meaningful acknowledgement of the land and, when appropriate, personal stories and history of Indigenous people in our country.
- 10.2 Use gender inclusive language when addressing the group (e.g., avoid saying “ladies and gentlemen”).
 - a. Ask speakers and participants to be mindful of gendered language (e.g., “You guys”).
- 10.3 If music is played during the event, ensure that it is appropriate for the audience.
- 10.4 Where possible, ensure that:
 - a. ASL interpretation is available and offered
 - b. image descriptions are available (V)
 - c. visuals are clear on different screen sizes – whether in-person or virtually (V)
 - d. accessibility options for PowerPoint presentations are included
 - e. closed captioning and/or transcripts are offered if available (V):
 - i. If your event is recorded and made available on demand afterward, where possible edit the closed captioning transcript for accuracy.
 - ii. For in-person events, ensure the closed captioning is legible and screen content is clear.
- 10.5 Include options for people to express themselves (e.g., reactions, chat). (V)
- 10.6 Arrange for the event to be delivered in multiple formats (e.g., video, audio, script). (V)
- 10.7 Encourage participants to make the necessary adjustments to their environment and engage in the way they feel most comfortable (e.g., camera on or off). (V)
- 10.8 Include pronouns in presenters’ names (V), introductions and/or the title slide.
- 10.9 Encourage and show participants how to add their pronouns to their names or rename themselves. (V)
- 10.10 Build in moments dedicated to encouraging participation, so everyone feels welcome, seen, and heard.
- 10.11 When appropriate, ensure that Indigenous protocols are followed, inviting Elders and/or Knowledge Keepers to open and participate, and provide honoraria and/or gifts. Refer to Policy IDG-001, [Respectful Engagement with First Peoples Elders and Cultural Knowledge Holder Policy](#).

- 10.12 If the event's content might be difficult or upsetting, ensure that professional support is available (information and contacts shared) and attendees know how to access that support and provide warnings before the presentation.

11.00 PARTICIPATION

- 11.1 Welcome and provide the space and opportunity for a variety of types of participation from participants, as time permits.
- 11.2 Accommodate a variety of skill levels and abilities.
- 11.3 Encourage facilitators to be observant of the participants and to help everyone feel comfortable.
- 11.4 Ensure that directions, instructions, questions, and feedback are given to the individuals themselves, and not to the personal care attendant who may be accompanying them.
- 11.5 Allow participants to decline if discussion, comments, or physical activity and contact are part of the event or activity.
- 11.6 Address inappropriate behaviour and actions immediately and tactfully, with respect and dignity to all involved.
- 11.7 Attendees should not be touched without permission.

12.00 ASSESSMENT AND MODERATION

- 12.1 Designate a person or facilitator to assess the event, to moderate harmful behaviours and/or conflicts, and to collect accommodation requests.
- 12.2 Designate a person for vetting and reading questions.
- 12.3 Ask participants if they can see the text and images clearly on the screen when screen-sharing. (V)

13.00 POST-EVENT FEEDBACK

- 13.1 If possible, ensure that the facilitator provides space for reflection and feedback.
 - a. The feedback method should be accessible, in relevant audience languages, if possible, and allow for being completed anonymously.
 - b. The feedback should assess EDI integration.
- 13.2 Ask participants about the quality of services, such as:
 - a. food and catering
 - b. responses to accommodation requests
 - c. translation services
 - d. ASL and communication access realtime translation (CART)
 - e. the registration processes
 - f. support provided by staff and/or volunteers.
- 13.3 In post-event surveys, ask open-ended questions such as:
 - a. Did you find it easy to participate in this event? Why or why not?
 - b. What could we have done to make you more comfortable participating?

- 13.4 Follow up with volunteers, staff, service providers, emcees, facilitators, speakers/presenters, and performers about:
 - a. their experience working with you to create an inclusive event
 - b. whether or not they felt supported
 - c. if they noticed any barriers to inclusion
 - d. their ideas on how to make the event more inclusive next time.
- 13.5 Ensure that:
 - a. feedback is circulated to relevant parties
 - b. feedback and lessons learned are included in the debriefing and incorporated into future events
 - c. you are curious and willing to learn and grow
 - d. the team brainstorms and collaborates to own, acknowledge, and fix mistakes.

14.00 ACCESSIBILITY

- 14.1 Make slides and/or a recording available for those who were unable to attend or wish to re-watch the event. (V)

15.00 CONCLUSION

- 15.1 These guidelines serve as an adaptive document and are currently a draft. Our intention is to create a document of guidelines to be used for a variety of events and activities, and which can be adapted and modified to reflect the nature of the event and the participants.
- 15.2 This document also contains guidelines that can be adapted with reflection and feedback. The intent of these guidelines is to do more to promote equity, diversity, and inclusion at CMTN events, being mindful that limitations do exist due to the availability of resources, infrastructure, location, and other factors.

16.00 FOR FURTHER ASSISTANCE

- 16.1 For feedback or help on how to adapt this guideline, please contact Manager of Community & Inclusion at accessibility@coastmountaincollege.ca.

17.00 RELATED POLICIES, PROCEDURES, AND GUIDELINES

- 17.1 *IDG-001, Respectful Engagement with First Peoples Elders and Cultural Knowledge Holder Policy*

18.00 OTHER SUPPORTING DOCUMENTS

- 18.1 [Deep Diversity: A compassionate, scientific approach to achieving racial justice, by S. Choudhury](#) (2021) From Greystone Books
- 18.2 [EDI Checklist –Ceremonies and Events](#), Simon Fraser University (sfu.ca)
- 18.3 [Facilitating exchanges between scholars and communities](#) | Research and innovation (uottawa.ca)
- 18.4 [NAIS - Helping International Students Through the Lens of Diversity, Equity, and Inclusion](#)

19.00 HISTORY

19.1 Recommended revision date – 2028.

Created/Revised/ Reviewed	Date	Author’s Role
Created	December 2023	Manager, Community and Inclusion