



ASTRO 3D Guide for Inclusive Meetings

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OVERVIEW

This Guide is intended to provide recommendations for how to incorporate inclusion and equality into ASTRO 3D conferences and meetings. It is designed to help build a structure for inclusion.

In this Guide, “Meetings” refer to workshops, symposia, colloquia, seminars, conferences, retreats, busy weeks, and any other type of meeting that brings people together.

PLANNING A MEETING

1. Set goals for equity and inclusion, for example:
 - a. Representation of different identities, career stages, or institutional affiliations in different sessions
 - b. Quality and quantity of interactions in sessions
2. Choose a diverse/representative organising committee:
 - a. The representativeness of the organizing committee is important for the representativeness of who speaks.
 - b. Make the organizing committee representative along dimensions including career stage, race, gender, and other axes of identity.
 - c. Celebrate and provide credit and visibility to the organisers - organising is work!
3. Funding – ensure that ASTRO 3D or external funding is sought to ensure we can support people to participate (e.g.: carer’s funding, workshop/conference funding):
 - a. Childcare costs – all ASTRO 3D organised meetings have childcare arranged or paid for
 - b. Making meeting accessible
 - c. Support people without other travel funds (especially students and ECRs)
4. Promotion of the event:
 - a. Encourage the participation of people who are historically excluded in meetings (women, carers, young members)
 - b. Use inclusive images and specific language in promotion materials, stating that representatives from diverse backgrounds and expertise are encouraged to apply and attend
 - c. Clearly state if funding support is available on a needs basis
 - d. State if special inclusion services are provided (e.g., childcare, interpreters, accessibility of venue etc.)
5. Registration process:
 - a. Ask participants if they need specialist assistance (which could include sign interpreters, attendant carers, note takers, hearing loop, dietary requirements)
 - b. Consider requiring all participants to indicate their pronouns (e.g. she/her/hers, they/them/theirs) at registration and add them to name tags or provide stickers.

- c. Provide options for participants to correct the spelling of their names, or to indicate their preferred name, including the placement of diacritical markers (like accents and tildes) that are not necessarily in the English alphabet
6. Selecting presenters and participants:
 - a. Make a proactive commitment to find and review as diverse a group of potential speakers as possible. Invite people outside your own network.
 - b. Recommend that SOC members lead discussion sessions instead of giving invited talks.
 - c. Make a plan for determining who is invited to speak or present, and who is invited to attend. Develop evaluation criteria before evaluating abstracts. The criteria should be transparent and available to applicants.
 - i. Make the criteria clear and low workload
 - ii. Whenever possible, application information should be removed from abstracts and anonymous assessment should be used to select contributed talks, followed by an assessment of the resulting diversity and modifying as needed.
 - d. Recognise it will take effort to create an equitable agenda – for instance, women are more likely to decline invitations for reasons such as increased demands on their time, limited funding and support for travel, and family responsibilities.
 7. Scheduling:
 - a. Avoid scheduling on cultural or religious holidays, on weekends, and outside standard work hours. See e.g. <https://www.australia.gov.au/about-australia/special-dates-and-events> for relevant cultural and religious observances.
 - b. Design agendas to include regular breaks (approximately 20-30 minutes health break and a 90-minute lunch break)
 8. Meeting location:
 - a. Is the space physically accessible?
 - b. Are microphones and speakers available to make sure voices can be heard by everyone (including remote attendees if needed)?
 - c. Are the meeting rooms set up so that visual representations are accessible by all?
 - d. Are there or can there be gender inclusive restrooms?
 - e. If appropriate, is there a private space with cold storage facilities for nursing mothers?
 - f. Whenever possible, identify a quiet meditation/prayer room.
 - g. Consider making virtual attendance possible and record as many talks as possible

DURING THE MEETING – CREATING AN INCLUSIVE SPACE

1. Welcoming talk/introduction:
 - a. Welcome/acknowledgement of Country
 - b. Make a simple statement that inclusion is important
 - c. Verbally acknowledge and draw attention to the Code of Conduct
 - d. Describe how moderation will happen and clearly identify the moderator
 - e. Note time constraints and stick to them

- f. Remind presenters to use microphones
- g. Ask presenters to identify themselves before speaking throughout the meeting for the benefit of participants who are visually impaired
- h. Encourage clear speech at a moderate pace by all attendees to help communicate with persons who are deaf or hearing impaired
2. Moderate Q&A session with an awareness of inclusion:
 - a. Be mindful of who is chosen to ask the first question – consider offering early career scientists the first opportunity to ask questions and try to balance representation across the attendees during the Q&A.
3. Ensure every presenter has an audience – particularly for posters
 - a. Remind/encourage attendees to view poster sessions during breaks.
 - b. If possible, include flash talks for the poster presenters
4. Physical environment
 - a. Prepare event signage using large print and contrasting colours (e.g.: directions to meeting rooms and restrooms, emergency exits, name tags)
 - b. For hearing-impaired attendees, provide signing interpreters whenever possible.
 - c. Find participants to volunteer to help persons with disabilities who require assistance in the event of an emergency evacuation
 - d. Prepare presentations using at least 18-point font with high-contrast backgrounds
5. Collect Feedback from participants on inclusion and consider collecting data on participation
6. When appropriate, plan activities to help participants connect
 - a. Put thought into activities for participants to introduce themselves
7. If there is a deliverable from the meeting or workshop, develop clear guidelines for authorship, roles and responsibilities
8. Encourage participants to explore opportunities for post-workshop mentorships
9. Consider posting the following information in the venue and/or circulating beforehand:

How can participants contribute to an inclusive atmosphere?

- Practice respectful communication
- Counter your affinity bias – leave your comfort zone and reach out to people
- Alternate using your voice and making space for other voices
- Give credit appropriately
- Criticise respectfully and constructively
- Use pronouns proactively
- If you have concerns, talk to the organisers

AFTER THE MEETING – ASSESSMENT

- Which goals were met? Which were not?

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- What worked well from the organisers perspective? What fell short?
- What worked and did not work from participant perspectives? What did we find out from the post-event survey?
- Share this assessment publicly if possible

AUTHORS: The Task Force for developing the ASTRO 3D Inclusive Guidelines for Meetings is led by Ingrid McCarthy with Adam Watts, Jesse van de Sande, Phil Taylor, Vy Tran, and Dan Zucker. EDI committee members also contributed feedback and revisions to the Guidelines.