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**Promoting a Culture of Equity and Inclusion
at the National Academies of Science, Engineering, and Medicine (NASEM) through
the Design and Delivery of Accessible Events**

Brianna Blaser and Scott Bellman
University of Washington

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Introduction

Everyone involved in event planning (at any point in the process) should seek to create accessible and inclusive events that will benefit all participants and moves beyond legal requirements. Legislation mandates that individuals with disabilities are not excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity. Examples of such legislation include Section 504 of the Rehabilitation Act of 1973¹, which was one of the first granting non-discrimination rights and protections to people with disabilities; the Americans with Disabilities Act (ADA) of 1990², which prohibited discrimination against people with disabilities in a wide-range of areas, including government programs and services; and the Americans with Disabilities Act Amendments Act of 2008³, which served to broaden the definition of disability. Despite over 50 years of existing legislation, disabled individuals—many of whom also belong to other historically marginalized groups such as women and racial/ethnic minorities—report that events and related components (e.g., facilities, products, information technology) are often not accessible to them.

To embrace the talent of people with disabilities and enhance diverse approaches to solving problems, organizations must not only *comply* with legal obligations, but they must also listen carefully to disabled individuals and embrace a “beyond compliance” mentality. Such an

¹ For additional information about section 504 of the Rehabilitation Act of 1973, please see <https://www.dol.gov/agencies/oasam/centers-offices/civil-rights-center/statutes/section-504-rehabilitation-act-of-1973>

² For additional information about the Americans with Disabilities Act (ADA) of 1990, please see <https://www.dol.gov/general/topic/disability/ada#:~:text=The%20Americans%20with%20Disabilities%20Act,local%20government%20programs%20and%20services>

³ For additional information about the Americans with Disabilities Act (ADA) of 1990, please see <https://www.eeoc.gov/statutes/americans-disabilities-act-amendments-act-2008>

approach will contribute to an impactful culture of inclusion, enhancing work to help shape sound policies, inform public opinion, and advance the pursuit of science, engineering, and medicine. This paper discusses the efforts of The National Academies of Sciences, Engineering, and Medicine in this endeavor. As the nation's pre-eminent source of high-quality, objective advice on science, engineering, and health matters, National Academies' experts participate in projects, activities, and studies to examine and assemble evidence-based findings to address some of society's greatest challenges. The National Academies value diversity in its staff, members, and volunteers and strive for a culture of equity and inclusion in their activities and products. Participants at events hosted by the National Academies learn how to improve the efficacy and impact of their work, while contributing further knowledge and expertise.

Promoting a culture of equity and inclusion at the National Academies requires that everyone—from leaders to members to volunteers—approach the design of events with a strategy to ensure that offerings are fully accessible to people with disabilities.

To build upon existing efforts to address the needs noted above, the National Academies hosted a five-part workshop series focused on *Disrupting Ableism⁴ and Advancing STEM*, which took place in June 2023. A hybrid [national leadership summit](#), held at the National Academies of Sciences' Keck Center in Washington, DC, kicked off the event series and was followed by four virtual events. Panels and presentations explored issues related to the accessibility and inclusivity of STEM workplaces for persons with disabilities. The agenda included discussions of disability identity, workplace ecosystems, systemic institutional barriers limiting career advancement, and

⁴ Ableism is the discrimination of and social prejudice against people with disabilities based on the belief that typical abilities are superior. At its heart, ableism is rooted in the assumption that disabled people require 'fixing' and defines people by their disability. Like racism and sexism, ableism classifies entire groups of people as 'less than,' and includes harmful stereotypes, misconceptions, and generalizations of people with disabilities.

access and inclusion practices and policies that support and advance persons with disabilities in STEM.

The *Disrupting Ableism and Advancing STEM* series included staff-led efforts to capture lessons learned about the accessible design and delivery of events. The purpose of this document is to illustrate how this National Academies' workshop series was designed and implemented in an effort to guide and empower others to improve the accessibility of their own events. In addition, the event series presented the National Academies with the opportunity to assess and improve its accessibility standards. Content is provided in the following categories:

- Universal design
- Early planning
- Accessible products and information technology
- Recruiting speakers
- Marketing, recruiting, and registration
- Event lead-up
- During the event
- Evaluation and follow up
- Additional resources and accessibility guides

Universal Design

Universal design⁵ calls for making a product or environment accessible to the largest audience possible without the need for accommodations. It represents a proactive approach that aligns well

⁵ For a more in-depth explanation of universal design for learning, please see Pérez and Johnston, 2023, *Creating Disability Friendly and Inclusive Accessible Spaces in Higher Education* (URL forthcoming)

with the social justice model of disability, which states that the way to address disability is to change the environment and society rather than people with disabilities. In other words, people are disabled by barriers in society, not by their impairment or difference. Much of the content and lessons learned (described below) were developed proactively, through many conversations with the disabled community, and with a universal design lens. Note, however, that while adopting universal design principles reduces the need for individuals with disabilities to request accommodations, it does not eliminate the need for a robust response to accommodation requests.

Early Planning

The adoption of universal design principles requires event organizers to plan ahead. To reduce access barriers, they must anticipate the needs of staff, volunteers, participants, and others with a wide range of characteristics and abilities. The process begins with creation of the grant proposal, the budget, or other foundational documents. It continues all the way through post-event activities, such as information dissemination and evaluation. All elements should be developed with accessibility in mind.

Budgeting. Although many accommodations or accessibility considerations do not require funding, there are costs frequently associated with event accessibility. Examples include the provision of American sign language (ASL) interpreters, real-time captioning (Communication Access Realtime Translation (CART)), accessible transportation (e.g., accessible taxis or vans), travel costs for personal care attendants, rental of mobility devices, and the conversion of products into alternate formats (e.g., large print or Braille). The largest accessibility expenses are normally sign language interpreting and real time

captions. Costs for interpreting or real-time captioning can be \$100-\$150 per hour. Be mindful that if there are parallel sessions, interactive sessions, or networking hours, you may need to engage additional providers (e.g., more interpreters or captioners).

Assembling the team. Hosting a workshop or event, whether it is online, in-person, or hybrid, requires a skillful team. Including one or more disabled people on the team, particularly those knowledgeable about universal design and accommodations, can be helpful for advancing the accessibility of your event. Also consider hosting listening sessions with members of the disabled community, forming an accessibility chair for your event, or creating an advisory board that includes disabled members⁶. For the *Disrupting Ableism and Advancing STEM* series, a working committee comprised of 10 disabled members helped ensure accessibility of all offerings. Organizers of the series also hired staff from the [DO-IT Center at the University of Washington](#) as consultants in the areas of accessible information technology, assessing products from third party vendors, incorporating universal design principles, and preparing for accommodation requests.

Engagement of additional teams and individuals. In making an event accessible, you will need to engage a variety of teams and individuals to ensure they will do their part to support event accessibility. Examples include facility managers, travel, audio/visual and IT technicians, the website team, and others. For the *Disrupting Ableism and Advancing*

⁶ While person-first language (i.e., “a person with a disability”) still dominates many spaces, some disabled individuals prefer identity-first language (i.e., “a disabled person”). For a more in-depth explanation of disability language, please see Chini, 2023, *Describing Disability: Language and Models* (URL forthcoming)

STEM series, the following offices, teams, and individuals from the National Academies played a role in making sure the events were accessible to everyone:

- Central Communication Office and Unified Web Team
- Conference Management Team
- Central Facilities
- Travel Office
- Office of Diversity and Inclusion and their sub-teams and HR reps
- National Research Council Executive Office (policy management team)

For example, when marketing materials were being developed, the planning team realized that the recommended internal Mailchimp⁷ template had accessibility issues. Working with the disability community to identify remedies and the Central Communications Office to upgrade the template allowed for fully accessible invitations. By incorporating these types of accessibility updates in standard templates—an application of universal design principles—you can lower the barrier to providing accessible communications for all projects.

In another example, during the planning process, event organizers examined the map of the National Academies of Sciences' Keck Center, which indicated that access features were available. However, it was not immediately clear how to interpret certain symbols on the map, or how to access some features such as FM loop systems for individuals using hearing aids. By reaching out to the facilities team at the Center, organizers learned

⁷ Mailchimp is a platform for email marketing automation. <https://www.mailchimp.com>

how to take advantage of the various access features built into the Center and were able to provide feedback about improving the building map. Such information can and should be incorporated into online building maps and materials available to both internal and public-facing audiences.

Vendors. In communication with vendors, make it clear that event accessibility is critical. Address accessibility in the vendor contracts and ask vendors specifically about their experience with accessibility.

- Technical vendors should be able to provide a Voluntary Product Accessibility Template (VPAT) that describes the accessibility of their product. The accuracy of a VPAT can depend on the knowledge level of the vendor.⁸ If a product is inaccessible or has limited accessibility for some features, ask if the vendor can either make it accessible or improve the accessibility of needed features for your event. For example, the *Disrupting Ableism and Advancing STEM* staff provided feedback to Swoogo⁹, which resulted in improved accessibility of the software platform for the event, as well as the accessibility of Swoogo overall, thereby providing enhancements for their other customers.
- Vendors may need to coordinate with one another. The *Disrupting Ableism and Advancing STEM* workshop series used a company, Spark Street Digital for audio/visual streaming needs of the events. To ensure that combining the audio

⁸ For more information, please see the additional resources section at the end of this paper regarding third-party products and procurement.

⁹ Swoogo is a software platform for event management. <https://swoogo.events>

and video of the speakers and the interpreters went smoothly, this required coordination with another vendor, Purple Communications, the organization providing sign language interpreters. While NASEM staff helped to facilitate the initial communication between these vendors, the two vendors coordinated directly during the events and managed an array of troubleshooting and logistical issues that arose.

- Ensure that Communication Access Realtime Translation (CART)¹⁰ providers (also known as real-time captions) and ASL interpreters are familiar with the content area and have experience with complex events. Whenever possible, provide text in advance to these vendors, such as names of individuals and institutions, technical language, and presentation materials if available. It is important for interpreters to know if they will be asked to voice (or speak aloud) for a deaf presenter or attendee.
- Ensure vendors understand the needs of the deaf community. For the *Disrupting Ableism and Advancing STEM* workshop series, Swoogo had to modify the presentation template to ensure that the screen was wide enough to display the speaker, ASL interpreter, and CART captioning properly. In particular, ensure that the interpreter is larger enough that deaf attendees can clearly see them.
- If there are plans to proactively provide ASL and/or CART, that should be highlighted in all event marketing and during the registration process. Events that

¹⁰ Communication Access Realtime Translation (CART) is a professional service that provides “the instant translation of the spoken word into English text using a stenotype machine, notebook computer and real-time software.” The text produced by the CART service can be displayed on an individual’s computer monitor, projected onto a screen, combined with a video presentation to appear as captions, or otherwise made available using other transmission and display systems.

do not plan to proactively provide ASL and CART may need to arrange either service if it is requested as an accommodation.

- Each vendor should have a clear point of contact within the host organization to provide coordination both before and during the event. Be prepared for last minute changes to interpreters or captioners. An internal point of contact can facilitate notifying speakers and internal offices involved in the event.
- Ensure that caterers understand accessibility needs. Confirm they will accommodate dietary restrictions, label foods with allergens, avoid cross-contamination, provide drinking straws, and support ease of access for individuals with limited mobility. Have extra staff available to help individuals with mobility-related or vision-related disabilities.

Working with committees and other planning groups. There are many ways you can help ensure full access to participants within committees and other planning groups. The use of a planning committee, similar to the one used for NASEM's *Disrupting Ableism and Advancing STEM* workshop series, can help support the inclusion of persons with disabilities. Ask members about access needs and be flexible. Provide detailed agendas in advance, using an [accessible format](#) (e.g., a Word document with labeled headers, alt text that describes images, proper table formatting, good contrast, and avoiding critical content in headers and footers). Provide detailed and clear instructions on what is expected of members. Consider the length of the meeting, as committee members with disabilities may not be able to participate in long meetings or may need longer breaks. Encourage participants to speak their name every time they talk. Provide multiple ways to

interact. For example, in a Zoom meeting, participants could raise their hand physically, use the hand raise button, write in the chat. Likewise, participants can share feedback via discussion in breakout rooms, in a shared online document, or engage asynchronously via email. Throughout the planning process, solicit feedback from committee members or planning groups regarding accessibility of the process and make changes as needed.

Physical event spaces. Consider the accessibility of any physical spaces you will be using. Ensure there are wide aisles, level routes of travel, sufficient lighting, availability of accessible parking, accessible restrooms, and sufficient signage. Walk-through your event space several days before the conference to test automatic door openers, elevators, FM loop systems, and check for unexpected barriers such as new construction projects. Become familiar with any accessibility features indicated on facility maps and documentation. Ensure that captioning is also available to view by in-person attendees/panelists through a projected screen or confidence monitors. Speakers and moderators should also be given the option to use confidence monitors, which can provide visual cues for remarks, moderated questions, live captioning, etc.

For the *Disrupting Ableism and Advancing STEM* onsite event, careful consideration was given regarding National Academies facilities. While the National Academies of Sciences NAS Building is ADA compliant, there are many small staircases throughout that can present as barriers to moving between spaces. In addition, staff anticipated distractions in using the Great Hall (e.g., people walking through, issues with echoing

sound). The Keck Building was chosen because it has more available space on the first floor and had space available to be used for quiet rooms.

On-site meetings held in National Academies facilities may give you greater control than those held in other locations. This includes greater control of HVAC, lighting, furniture, room layout, or other factors. For example, the temperature in Keck was adjusted by zone in Keck 100 for attendees who requested an accommodation related to room temperature. In addition, furniture was removed to allow wider aisles, chairs without arms were brought in, and stepstools were placed in the restrooms. Armless office chairs allow some people with disabilities (such as mobility disabilities) better access for getting in and out of the chair and provide greater access for individuals with a variety of body configurations and sizes.

Tables for registration, buffets, or distribution of materials should be accessible from a seated position. If there are high-top tables at a reception, there should also be low tables. In this example, provide multiple low tables to ensure that individuals have choices of where to sit. A/V cords should be taped down using bright, contrasting tape.

Virtual Event Spaces. Any technology that will be used needs to be accessible. Discuss accessibility requirements during the procurement process and review accessibility capabilities before signing a contract with a vendor. This may require using a consultant with technical expertise in accessibility. With the *Disrupting Ableism* event, the University of Washington's DO-IT Center provided expertise related to the accessibility

of online platforms. Become familiar with accessibility features of the tools and communicate them to attendees.

Travel. Before selecting a hotel for lodging, ensure that the hotel has a sufficient number of accessible rooms. Ask about any accessibility needs when arranging travel for attendees. Be aware that some attendees may need travel funding for a personal care attendant, some attendees may need to come a day early to recover from travel, and some attendees may require accessible taxis or rideshare vehicles.

For the *Disrupting Ableism and Advancing STEM* onsite event, a committee dinner was held at the hotel. There were issues with the wheelchair lift not working, dim lighting, and loud music despite having a private room for the event. Communication with the restaurant helped alleviate these issues in the moment. A site visit to the restaurant may help facilitate communication about these or similar issues. Communicate with restaurants in advance about lighting, sound, and accessible paths.

Hybrid events. In-person meetings may be inaccessible to individuals who: have difficulty with travel, cannot be exposed to certain illness risks due to pre-existing conditions (e.g., COVID-19), are sensitive to stimuli such as sounds and odors, or have anxiety related to large crowds or undesired social contact. Offering an option for online participation allows for the inclusion of individuals who fall into these categories, as well as others who may not be able to attend. Examples include caregivers for a child or an aging parent.

When offering hybrid events, consider the following accessible concerns:

- Microphone use is critical for online attendees to hear everything thing said in-person. Non-amplified comments and questions should always be repeated by a person using a microphone. Speakers should identify themselves by name prior to their comments, and only one person should be speaking at a time.
- Ensure that online attendees have opportunities to ask questions and participate in discussion. It is important to have a dedicated staff member on-site who is responsible for including online participants and voicing questions and comments posted as text.
- Ensure that online viewers have a sufficient view of the presenter(s). If necessary, mark the floor with tape to identify where speakers should be located.
- Ensure that online viewers have a sufficient view of the interpreter. This will likely require having a separate camera for the speaker and for the interpreters, as the interpreter should be as large as possible in the display window. The staff member responsible for online engagement should work with the onsite team to adjust cameras as needed. For example, at the *Disrupting Ableism and Advancing STEM* onsite event, staff adjusted cameras mid-event after receiving feedback from online participants.
- Provide all attendees access to any documents used for notetaking and refrain from taking notes on chart paper or white boards.
- Record the event to allow for asynchronous access.

Accessible Products and Information Technology

Anything used by or shared with participants needs to be accessible. This includes forms and agreements that committee members or speakers are asked to complete, as well as websites, slides, other documents, and video presentations. Consider accessibility of social media content. Best practices include captioning videos, the use of appropriate cases on hashtags, and providing alt text for images. See [UW Accessible Technology Social Media](#). While some of this work may require the use of a consultant with expertise in accessible technology, many accessibility concerns can be addressed by guidelines presented in the Resources section of this document.

Share accessible presentation guidelines with all speakers. For example, the following information appears at the DO-IT Center document [How can you make your presentation accessible?](#)

- Minimize the number of slides.
- Use high contrast colors. To determine that colors have sufficient contrast, you can use a color contrast checker such as the one available from [WebAIM](#). Audience members with low vision or color blindness will appreciate it.
- Do not use color as the only method for communicating information.
- Use large (at least 24 point), simple, sans serif fonts (e.g., Arial, Verdana, Helvetica) that can be easily read by most individuals from the back of a large room.
- Minimize the amount of text on slides. When you advance a slide, pause to let people read it before saying anything. This will allow people who are deaf and everyone else in the audience to read the slide before you start talking. Read aloud the text on the slide to make sure people who are blind or low vision in the audience know what is on the slide.

- Limit the number of visuals on slides. Images that are used should be described so that people who are blind or low vision in the audience will know what images are being displayed. Graphs and charts should be described and summarized.
- Avoid presenting images of complex charts or tables. Make graphics as simple as possible.
- Make sure that videos are captioned and audio described. Sometimes it is good to give a brief description of what is in the video before it is played. This will help audience members who are blind or low vision to establish context for what they will hear.
- Ensure the question-and-answer period is accessible. If there is a microphone for questioners, make sure they use it. Otherwise, repeat the questions into a microphone so everyone can hear them.
- Request copies of the slides, in an accessible format, from presenters in advance. These can help ASL and CART providers and shared with attendees. Attendees who are blind may want to access presentations on their own device with their screen readers. In addition, neurodivergent attendees may find it useful to have an electronic copy of the slides.

Recruiting Speakers

Ask speakers about accommodation needs, especially if they are not required to complete the registration process. Ensure that podiums, lecterns, and furniture are accessible to speakers, particularly if a speaker uses a wheelchair or other mobility device.

If you have a deaf or hard-of-hearing presenter, ask about their captioning or interpreting needs to ensure they are met. Such presenters may need a dedicated interpreting team or an extra

captioning monitor that faces their direction rather than the audience. They may need an interpreter to voice for them, or they may have a preference among available vendors. These needs should be coordinated with vendors well in advance of the event—vendors can be booked out several weeks in advance. At the *Disrupting Ableism and Advancing STEM* onsite event, one speaker declined an invitation to speak because the project was unable to meet his specific interpreter/voicing needs.

Some speakers may benefit from orientation to the space. Examples include those who are blind or identify as neurodivergent. A staff member can show them the room, explore seating options, and explore routes of travel throughout the space (e.g., lectern location and setup, exits, restrooms, quiet areas) prior to the start of the event or during break time. It is also advised to conduct audio/visual testing with the speaker before each session, allowing for time to fix technical issues or address concerns.

Marketing, Recruiting, and Registration

Include information about how to request accommodations in marketing and registration materials, and use accessible formats as noted above. Explicitly state the access features of your event that will be included automatically. Examples may include sign language interpretation, CART services, quiet spaces, and parking. Although requirements for masking and another pandemic-era restrictions are largely no longer in place, it is helpful to include this in an access statement so that individuals can make an accurate assessment of whether they can safely attend an event. The webpage for the *Disrupting Ableism* event noted: “All events include an ASL interpreter and CART interpretation. Slides and electronic documents are available online. Requests for additional accommodations can be indicated on the registration form.”

Include disability in statements about diversity, inclusion, and non-discrimination. For example, for the *Disrupting Ableism and Advancing STEM* event, all communications included: “We encourage the participation of individuals who reflect the populations we serve and in particular those from underrepresented racial, ethnic, gender and sexual identity groups, people with disabilities, and early- and mid-career professionals.”

Provide contact information on the event website where attendees can ask questions about accessibility. Explicitly ask for accommodation needs during registration, and consider including a list of common accommodations beyond those already built-in to your event. For example, the *Disrupting Ableism and Advancing STEM* registration asked:

“What accessibility or accommodation supports do you need or would you find helpful?
(select all that apply)

Please note: ASL interpretation and CART captioning will be provided at all the events, we are requesting information about how many people would benefit in order to ensure we have enough staff to provide these accommodations. Please specify.”

Participants could request: 1) ASL interpreter, 2) CART interpretation, 3) Access to electronic meeting materials (e.g., presentations), and 4) I would like an accommodation not listed. If a registrant selected the final option, they were then given the option to specify the accommodation needed. During the registration phase, follow up with individuals that requested accommodations. Verify that their needs will be met and ask any follow up questions you may have.

To better understand who registers for your event, consider collecting disability-related information when collecting other types of demographic information. For example, for the *Disrupting Ableism and Advancing STEM* registration, optional questions were asked about gender and group identities, as well as specific questions regarding disability. “In what ways does your role intersect with individuals who have disabilities?”, “Do you identify as having a disability or chronic condition?”, and registrants were given the ability to specifically self-select from a list of disabilities.

Event Lead-Up

Reinforce accessibility needs with vendors and event staff. Reinforce the need for flexibility regarding unexpected accommodation requests that might arise during the event. Continue to:

- Share information about dietary restrictions with caterers and ensure that all attendees will be accommodated. Consider sharing the menu with guests ahead of the event.
- Share information about the venue with attendees. Consider including information about venue accessibility features (e.g., parking, entrances, quiet rooms, accessible or gender-neutral bathrooms, hearing loop technology).
- Gather feedback from the disability community or disabled attendees about forward-thinking strategies for accessibility.
- Preparation sessions with speakers can be useful for discussing and reinforcing access needs of the speaker as well as the audience.
- Share presentation materials and agendas with real-time caption (CART) providers and sign language interpreters to help them prepare. Ensure that vendors book interpreters and captioners who are qualified, particularly when there will be technical content.

During the Event

Check in with all attendees about their experience and adjust your approach accordingly. Offer reminders about accessibility to the entire group, and consider explaining *why* these steps are being taken. Examples include the following:

- State that introducing yourself each time you speak benefits blind or low vision attendees who may not be able to see you, people who are deaf who may be looking at an interpreter, online attendees who may not be able to see all in-person attendees, and others who would benefit from knowing the identity of the speaker.
- Share that certain ways of speaking helps sign language interpreters and others, such as speaking slowly and clearly, using a microphone, and speaking one person at a time.

Consider adding extra monitors (sometimes referred to as “confidence monitors”) for speakers to display scripts, virtual panelists, and captions. For example, for the *Disrupting Ableism and Advancing STEM* on-site event, a moderator with low vision was able to read questions from a confidence monitor rather than memorizing them.

Be flexible throughout the event. For example, for the *Disrupting Ableism and Advancing STEM*, the interpreter’s camera was changed part way through the day because of feedback from the audience that the initial placement the interpreter was on an angle rather than viewed straight on. The initial placement had been selected to be out of the path of in-person attendees.

Evaluation and Follow Up

Request feedback regarding meeting accessibility on any evaluation forms. You can also seek feedback directly from attendees with disabilities. Ensure that any evaluation forms used are accessible. Collect disability info when collecting other demographic information. For example, for the *Disrupting Ableism and Advancing STEM* event, the following language was used:

1. Please select all that you identify with? (select all that apply)

- a. Attention deficit
- b. Autistic
- c. Blind or low vision
- d. Chronic conditions or immunocompromised
- e. Deaf or hard of hearing
- f. Learning disability
- g. Mental health condition (e.g., anxiety, depression)
- h. Mobility-related disability
- i. Neurodivergent
- j. Speech-related disability
- k. Other (please specify): [text box]
- l. Prefer not to answer

2. Do you identify as having a disability?

- a. Yes
- b. No
- c. Prefer not to disclose

Consider communicating with vendors about accessibility barriers that arose during the meeting, especially when you may use the vendor again in the future. This feedback can help them to make improvements.

Following the guidance in this document will help event organizers produce accessible and welcoming experiences. This is critical in order to make STEM education and employment equitable. Over time, organizers should continue to reflect on their experiences and learn how to improve in the future. Be mindful that accessibility features in technology and best practices may change. For those looking to learn more about disability and accessibility, seek out opportunities to learn from the disability community via documentaries and books by people with disabilities.

Additional Resources and Accessibility Guides

- Accessible Meetings and Events
 - DO-IT's [Universal Design of Projects, Conference Exhibits, Presentations, and Professional Organizations](#)
 - University of Wisconsin [Inclusive Hybrid Meetings](#)
 - DO-IT's [Accessibility and Universal Design of Online Meetings](#)
 - ACM Special Interest Group on Accessible Computing (SIGACCESS) [Accessible Conference Guide](#) and [Accessible Virtual Conferences](#)
 - [INOVA Toolkit to Design More Accessible Scientific Meetings and Conferences](#)
 - DO-IT's [Equal Access: Universal Design of Physical Spaces](#)
- Accessible Presentations
 - DO-IT's [How Can You Make Your Presentation Accessible?](#)
 - The American Public Health Association's [Accessibility Guidelines for Presenters](#)
 - DO-IT's [Tips for Delivering an Accessible Presentation](#)
- Accessible Products and Information Technology
 - [Accessibility in Third-Party Products and Services](#) and related webinar: [Accessibility in Procurement of Technology: How to Choose Accessible Products and Services](#)
 - DO-IT's [Creating Accessible Documents](#)
 - [Web Content Accessibility Guidelines](#) (WCAG)
- Accessible Social Media
 - [UW Accessible Technology Social Media Guidelines](#)
 - [Future Research Directions for Accessible Social Media](#) (SIGACCESS)
- Language Guide
 - National Center on Disability and Journalism [Disability Language Style Guide](#)