

## 2024 Guidelines for Inclusive Presenting North American Society for Social Philosophy

### Preparing for the session:

- Many people find it hard to follow auditory talks. To ensure that your presentation is accessible to everyone, please prepare a handout with a detailed outline of your talk if you don't have a script to share. Share your handout with the audience by preparing a slide with a QR code and a URL that links to it. **Sharing materials electronically is recommended to permit individuals to use additional accessibility software or technology, but if you choose to print your handout, please make sure to use a highly accessible font** such as Verdana, Tahoma, or Arial and have some copies with a large print size (17 point or larger).
- If you decide to use presentation slides, please share your slides with the audience in order to ensure greater accessibility (can be included with an online handout via QR code). When designing your slides, avoid flashing images, arguments that rely solely on color, and small print. Use a plain background without any watermark, photo, or design behind the text. **On NASSP website are two accessible PowerPoint templates that you can adapt as needed. Please consider using these if you are not already familiar with accessible power point design.**

### During the session:

- As you begin, note what materials (an online handout, printed handouts, shared slides, etc.) are available to your audience. If you have printed handouts, have the panel chair distribute them rather than having people come forward.
- Use the microphone if in a room in which one is available (i.e. all plenary sessions like keynotes and book award). This helps all listeners to follow your talk and is often connected to an FM monitoring system for those with hearing impairments.
- Speak at a reasonable pace to make sure your talk is easy to follow for everyone in your audience.
- If your slides contain images, describe them. This practice supports the inclusion of participants with low vision and makes your images more purposeful for everyone. Detailed auditory descriptions are best prepared in advance and avoid a bare description merely of what is in the photo – communicate meaning if that is clear and pertinent to those who can see the images.
- If you use videos during your presentation, make sure that they are captioned.
- If you are addressing your audience, avoid using explicitly gendered terms like “ladies and gentlemen” and “guys.” Instead, consider more gender-neutral options, like “everyone,” “folks,” “all,” etc.
- If you are addressing a specific member of the audience during the discussion, refer to them by their name or as they/them until you are made aware of their pronouns.

**2024 Guidelines for Inclusive Chairing**  
**North American Society for Social Philosophy**

**Preparing for the session:**

- Ask presenters for their pronouns and confirm the name(s) a presenter goes by.
- Practice the pronunciation of the presenters' names before the session, especially if a presenter has a name you have not previously heard or said.

**During the session:**

- Introduce presenters by their first name and last name, and make sure to refer to all presenters equally during the session. Studies show that women are more likely to be referred to by their first name, even when they have professional titles.
- If you are unsure what pronouns someone uses, refer to them by their name or as they/them until you are made aware of their pronouns.
- Where possible, correct other participants' misuse of pronouns by referring to the participant by their correct pronouns in a follow-up. If you realize you have used the wrong pronouns, you should correct yourself and continue talking without drawing more attention to your error.
- Avoid using explicitly gendered terms like "ladies and gentlemen" and "guys." Instead, consider more gender-neutral options, like "everyone," "folks," "all," etc.
- Where possible and appropriate, reframe/rephrase less inclusive language someone has used in a more inclusive way and redirect non-inclusive lines of conversation.

**Managing discussion:**

- You should manage the queue during the discussion. This is to ensure intentionality in creating an inclusive discussion. Keep in mind that groups that have been historically marginalized in philosophy might not be as comfortable and confident contributing to the discussion. On the other hand, men and senior members of the profession might tend to dominate the discussion.
- To facilitate an inclusive discussion, make an ordered list of those wanting to ask a question. In determining an order for the queue, attempt to balance the discussion by making sure a diverse range of voices is heard, for example, from the point of view of gender expression, juniority/seniority in the field, student/faculty, etc. to the extent that these identities are known to you. Questions need not be taken in the order of hands raised. Research shows that letting a member of an underrepresented group ask the first question of the discussion might help encourage others to do so later in the discussion.
- Pace the discussion so that as many people as possible can ask their questions, including prioritizing those who have not spoken before, those sitting in the back of the venue, etc.
- Instruct participants to raise only one question at a time and limit themselves to one brief follow-up. This is to ensure that the discussion will not be monopolized by a couple of participants. If a questioner does not follow these instructions, the chair may remind them and/or cut off the line of questioning.
- If a questioner becomes disrespectful, cut off the line of questioning as soon as possible. You need not convey why you are cutting off a particular line of questioning but should move on to the next question or end the session if there is no time for another question.