

Guide for Facilitating Inclusive Virtual Meetings



Why use inclusive facilitation for virtual meetings?

The [Oregon Department of Human Services](#) (DHS) is operationalizing our core values of respect and service equity through agency initiatives such as [RiSE](#). Building an inclusive organizational culture is always challenging. However, in the age of [COVID-19](#), creating inclusive virtual spaces can seem daunting. Physical distancing is requiring staff and community partners to use online meetings to work. This often leads to feelings of human disconnection and a loss of productivity. This [humorous video](#) shows some of these challenges. It is important to our collective success that all are fully present and contribute their true selves in every meeting.

Beyond the technological challenges, research shows that for in-person meetings:

- In a four-person group, **two** people do **62 percent** of the talking.
- In a six-person group, **three** people do **70 percent** of the talking.
- In an eight-person group, **three** people do **70 percent** of the talking.⁽¹⁾

Usually, the people who dominate the conversation do not realize their impact. They leave believing the meeting went well. However, their teammates feel excluded. Studies show that women, people of color and other underrepresented people are often silenced, interrupted, dismissed or talked-over at twice the rate of their colleagues. This dynamic gets amplified at virtual meetings if facilitators are not managing it.

When it's a virtual meeting, rather than in-person, it is more crucial to be organized and communicate clearly before the meeting. Interpersonal cues, such as body language or tone of voice, are more difficult to read virtually. Building teamwork, relationship and a sense of community are challenging in these conditions. Facilitators need to be mindful to ensure there is equity for all people to take part.

This guide offers tips to help make your meetings more welcoming and productive for everyone – no matter *who* or *where* they are. We would love to hear your ideas for practices that build inclusive meetings to keep improving this guide.

Questions, comments or suggestions?

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A word about facilitator readiness

Excellence in inclusive meetings requires facilitators to do their own work around cultural humility and self-awareness. “Facilitator” in this guide means the meeting organizer or person responsible for the group to have an open, productive and inclusive meeting. Skilled facilitators continuously hone their knowledge and skills around their own:

- Implicit biases
- Communication style
- Intercultural conflict style
- Work preferences
- Motivations
- Triggers, and
- Hot buttons around diversity and equity issues.

A skilled facilitator asks for honest feedback and seeks new learning opportunities. The facilitator sets the tone for the meeting. It is vital they continuously do deep self-exploration into their [positionality](#), privilege and impact on others.

Facilitating inclusive virtual meetings checklist

Participants

Review your list of attendees. Are you missing underserved communities or those that represent diverse or differing points of view?

- Do subject matter experts (SMEs) also have an [equity lens](#)?
- Is there diversity of stakeholders, staff and community members across the following?
 - Gender
 - Race/ethnicity
 - Ability
 - Sexual orientation
 - Gender identity
 - Class
 - Geography
 - Others
- Based on available data, did you include representatives from [communities who may potentially, currently or historically be disproportionately affected](#) by your meeting or group?
- Did you include [tribal partners](#)?
- Are there [Employee Resource Group](#) (ERG) representatives?
- Did you include local district [Equity and Inclusion Committee \(EIC\)](#) members?
- Did you include professional diversity, equity, inclusion and accessibility (DEIA) agency staff from [DHS Tribal Relations](#), [Office of Equity and Multicultural Services \(OEMS\)](#), the [ADA unit](#) or other staff with similar roles?

Meeting invitation

What is the most welcoming way to invite participants?

- Do you need to consult or contact the following before you send an invitation and agenda?
 - Community elders, leaders and partners
 - DHS leadership
 - Subject-matter experts
 - Other stakeholders
- If community members are invited, did you address barriers such as internet access, technology and other considerations? If the meeting is in person, did the agency offer to pay travel costs or address childcare needs?
- Does the meeting date or time conflict with a religious, cultural, holiday or other important observance or event? (See <https://www.diversitybestpractices.com/diversity-holidays>.) If it is unavoidable, did you acknowledge, explain and apologize to participants?
- Does a meeting date fall during a cultural history or heritage month? If so, is there an opportunity to incorporate a discussion of how your meeting topic affects that community? One suggestion is to invite a presenter from that community to speak to your group. If you do so, be sure to offer fair compensation for their time.

- Are there participants from other time zones? If so, have you considered their needs?
- Do you include a description of the meeting that makes clear what the meeting purpose and goals are?
- Are the meeting invitation and materials sent out at least a week before the meeting?
- Did you ask potential participants for agenda items or ideas for the meeting?
- Did you include an agenda and all meeting materials in the calendar invitation?
- Is there information about and a contact person for ADA reasonable accommodations? Did you list what types of accommodations will already be provided?

[Required DHSIOHA ADA statement for events and meetings:](#)

Everyone has a right to know about and use DHSIOHA programs and services. DHSIOHA provides free help. Some examples of the free help DHSIOHA can provide are: sign language and spoken language interpreters, written materials in other languages, braille, large print, audio and other formats. If you need help or have questions, please contact [your contact name] at [your contact telephone number], 711 TTY, [your contact email] at least 48 hours before the meeting.

If you will already be providing accommodations, list them after the above statement. For example, “American Sign Language interpreters and Communication Access Real Time captioning will be provided.”

- What accommodations are needed? If so, have they been scheduled well in advance?
- Are you familiar with the accessibility features of your meeting software? (See “[Make your Skype meeting accessible to everyone](#)” or “[Zoom Accessibility Features](#).”)
- Will you be using open captioning such as [Communication Access Realtime Translation \(CART\)](#)? Do you know how to use CART with you meeting software? See CART instructions for [Skype for Business](#) or [Zoom](#).

For DHS staff: How to request interpreters, captioning and other accommodations

Spoken language interpreters

See pages 3–5 of the OEMS *Language Access Service Guide*:
<https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/de0025.pdf>

American Sign Language (ASL) interpreters and CART captioning

Complete online request to DHS Oregon Deaf and Hard of Hearing Services as early as possible (minimum of 48 hours in advance) at: <https://www.oregon.gov/DHS/SENIORS-DISABILITIES/SPPD/Pages/ODHHS.aspx>.

To follow-up on a request, email request.odhhsp@state.or.us.

For general questions about accessibility and setting up accommodations, email odhhs.info@dhsoha.state.or.us.

Other ADA reasonable accommodation requests

Contact the [ADA Unit](#) in DHS Human Resources.

As a reminder, ADA reasonable accommodations are required under state and federal law. As a large public agency, the cost of the accommodation is typically **not** a valid criterion to use for whether to fulfill an ADA reasonable accommodation request.

- Is there a statement about whom to contact if participants have technical questions or issues when connecting to the virtual meeting?
- Are there clear instructions and multiple options to join the meeting?
- Is there a backup plan if your primary meeting software fails?
- Consider including your own gender [pronouns](#) in the signature of your email invitation. For example: *he, him or his; she, her or hers; they, them or theirs*.
- Is the meeting still necessary? If you cancel, be sure to give ample notification — at least 48 hours.

Agenda

Does the structure and method of the meeting encourage inclusive participation?

- Does your agenda list the full name and affiliation of each invitee?
- Are the meeting's purpose and/or goals clear to the reader?
- Does your agenda start with introductions followed by a relationship-building, motivational or mindfulness activity?
- Have you considered including an [indigenous land acknowledgment](#)?
- Does your agenda include time to review community agreements and meeting etiquette?
- Are agenda items framed as [specific questions](#) for the group to decide? For example, instead of an item titled "Equity recommendations," consider instead, "What are our recommendations to leadership to eliminate disproportionality of African Americans in XYZ?"
- Did you design your agenda in a way that engages participants in multiple ways? To keep people's interest and attention, you may want to use a combination of the following:
 - Thought-provoking questions
 - Virtual whiteboard exercises
 - Mapping
 - Visualization exercises
 - Polling
- Have you allowed for the extra time it may take to interact using multiple methods of communication? Does time allow for various communication needs or modes of your potential participants? Try to keep the number of agenda items limited to no more than three per hour.
- Does your agenda build in time to discuss each agenda item through an equity, diversity, inclusion and accessibility lens?
- Are the agenda and meeting materials in accessible formats? Did you use at least 14-point font (as required under DHS policy to ensure accessibility)? Did you have the materials reviewed for plain language?
- Is the virtual meeting kept as short as possible? If it is over an hour, are there breaks?
- If you have scheduled CART or ASL interpreters, send the agenda and all meeting documents to them ahead of the meeting. This way they can understand the meeting content and take note of how names are spelled. **Be sure to spell out any acronyms.**

Physical and virtual room setup

How accessible and safe are the physical and online “rooms”?

If it is necessary to include a **physical meeting location**, consider the following:

- Can the location safely accommodate the number of participants physically present, given the most current guidance from state public health officials around [COVID-19](#)? How will you ensure physical distancing standards and sanitizing procedures? If the guidelines cannot be met, an in-person meeting should not be held.
- Did you assign a logistics point person for the meeting at the physical location?
- Do you have a room equipped with remote meeting technology, such as a Skype Smartboard with high-speed internet access? If one is not available, consider using a laptop, speakers, microphone, camera and a projector. Another option for DHS meetings is called [Meeting Owl](#). [AbleNet ERG](#) purchased this accessibility technology, which you may reserve. Contact Glen Bason in Facilities at Glen.E.Bason@dhsosha.state.or.us for details.
- Are there fully [ADA-compliant](#) accessible facilities, including entry and restrooms?
- Do participants have access to restrooms that corresponds to their [gender identity](#)?
- Do the meeting rooms have good lighting and acoustics?
- Are meeting areas large enough to provide space for interpreters, real-time captioning or CART setup? Is there ample room for people using mobility aids, such as walkers, wheelchairs or service animals, to maneuver? Also, is there enough space for all participants.
- Do you have clear signage and maps people can understand, regardless of ability, culture or language?
- Do you limit stimuli in the environment? (Did you consider the “busyness” of carpeting and wall coverings?)
- Do you have multiple sets of outlets in the meeting rooms for people to use laptops or other electronic aids?
- Is the location easily accessible for those who use public transportation?
- If you hold the meeting in non-state facilities, did you choose a location or vendor that has policy and practices consistent with DHS values of respect and service equity? How welcoming is the facility of all people?
 - Is it non-discriminatory in who it serves, particularly people of color, people with disabilities and the LGBTQIA+ community?
 - Will people of many faiths, beliefs and religions feel welcome?
 - What is the vendor’s reputation among our most vulnerable communities?

Virtual rooms

- As the facilitator, how will you create psychological safety for all participants? Are you trained in [trauma-informed](#) care? Do you feel comfortable in addressing historical and racial trauma?
- Have you familiarized yourself with features of the online meeting software you will use? (See “[Skype for Business help & learning](#)” or “[Zoom Help Center](#).”)
- Are you asking all users to log in early enough to take care of any technical issues? Are you listing a knowledgeable contact person in the meeting invitation to help participants troubleshoot technical issues? Note that DHS and OHA staff can also call the [Office of Information Services \(OIS\)](#) Service Desk at 503-945-5623 for technical support.
- Have you strongly encouraged participants to enable all audio, video and instant messaging if technically possible? (It is recommended to use audio-only as a last option. This allows everyone to take part in the way that works best for them.)
- Did the meeting organizer prepare a backup plan, such as a conference line, if the primary meeting technology does not operate as expected? Was this plan communicated to all participants?
- Did you double-check to make sure interpreters, captioning and other accommodations are scheduled and confirmed? Did you consider scheduling extra time prior to the meeting for setup and testing? Are you planning to check in with participants throughout the meeting to make sure accommodations and technology continue to be functional and effective?

Notetaking options

How will you capture the important ideas and decisions from the meeting?

- Have you asked someone to take [written notes](#)?
- Will you [record the meeting as a video](#)? Let participants know in advance if you plan to do so. Be sensitive to any concerns about confidentiality, especially if you plan to post the notes in a publicly accessible site.
- You may request a copy from the CART provider (by submitting the request in advance). It is not recommended to substitute meeting notes for the raw captioning or CART file. However, note that the CART file is a verbatim transcript of what was said, while notes are a summary of the main points and decisions made in the meeting.

Building community agreements

What are agreements that clearly foster belonging in an online forum?

Before or during your first meeting, it is imperative to set ground rules, community norms and standards of online etiquette with your fellow participants. Document these and send them out with the materials before each meeting. Also, review them at the beginning of each session. Share the agreements on screen as well. Here are some examples and suggestions of agreements to customize for your meeting:

Community agreements to build an inclusive culture

The following are taken from the [Community Agreements developed by District 15's Equity and Inclusion Committee](#), available on the OEMS intranet:

- **Confidentiality and permission**
We agree to not share each other's stories or narratives without permission.
- **Fully present and patient**
We agree to listen to each other without distraction and without predatory listening.
- **Default to inquiry over judgement**
We agree to be curious and ask questions before making judgements.
- **Share the air**
We agree to share our perspective, ideas and narratives while allowing space for others to share their perspective, ideas and narratives.
- **Believe people's narratives**
We agree to believe each other's perspective, ideas and narratives.
- **Reflection intent or impact**
We agree to reflect on how our intent and impact may differ or align.
- **[Repair work](#)**
When our intent and impact do not align, we agree to acknowledge harm, make a commitment to improve and ask what is needed to move forward.
- **Self-compassion**
When our intent and impact do not align, we agree to be compassionate with ourselves, understanding we are all lifelong learners.
- **Invitation for laughter**
We agree to laugh and have fun together.

Community agreements for online etiquette

- **Find a quiet and safe place** to call into the meeting. Pull over if you are driving or wait until you get to your destination before you join a conference.
- **Arrive early.** Log on at least five minutes before the start of the meeting to troubleshoot any technical issues.

- **Announce your arrival** (or early exit) to the meeting in the text chat. Consider including your gender pronouns. (You can do so verbally if you are not interrupting someone speaking.)
- **Enable all video, audio and chat functions.** In times of physical distancing, video helps participants feel more connected to others, see who is talking and follow their body language. Using the chat box helps those who may have difficulties hearing or speaking. Audio-only conferencing should be a last option.
- **Mute yourself** when not speaking to eliminate echo and background noise.
- **State your name** each time before you speak. This helps people who are Deaf or hard of hearing follow the meeting.
- **Make sure only one person speaks at a time.** This is especially important for virtual meetings as most software will shift the video display to focus on whoever is speaking. If you would like to speak, request it by sending an instant message to the facilitator or use the “raise hand” feature in some meeting software such as Zoom. If you do not have either of these functions, please wait until the current speaker finishes.
- **Speak slowly** and clearly into the microphone.
- **Give your full attention to the speaker,** and avoid distractions such as email, web surfing or texting. Make sure to silence your cell phone.
- **For smaller meetings:** For each agenda item, every participant will be given a chance to speak or pass before opening the floor up to general discussion. (Note, the facilitator may wish to place a time limit on each person. Typically, you should at least go around the virtual “table” twice before moving to decision-making.)
- **For larger meetings:** If you would like to speak, please instant message the facilitator to be recognized. If you don’t have access to IM, wait until the current speaker pauses or finishes to politely ask to be recognized. (The facilitator should keep a list of people who wish to speak.)
- **Use the group chat** to ask questions to be read by the facilitator.
- **Please stay on topic** and follow the agenda to avoid confusion.
- **Pause occasionally** so that notetakers, interpreters and captioning can keep up. This will also allow people chances to ask clarifying questions.
- **Use plain language** to help people better understand your message. Be sure to **explain any acronyms or jargon** used. (This is especially important when using an interpreter.)
- **Read out loud anything shared onscreen,** in the text chatroom or when referencing written material. Remember, not everyone may have access to all modes of communication offered.
- **Share or email any documents used** or referenced so other participants can follow along.

Working with remote language interpreters

- Before the meeting, have all meeting materials been [translated](#) and given to the people who need interpretation service?
- Where possible, did you introduce yourself to the interpreter before the meeting? You may want to politely ask if the interpreter needs anything from you. Encourage the interpreter to ask questions and alert you to cultural misunderstandings or conflicts.
- When in the meeting, how will you remind yourself to check in regularly with those who rely on a remote language interpreter to make sure things are going smoothly?
- How will you acknowledge an interpreter's presence in the meeting and ask participants to follow the below best practices?
 - » Speak directly to the participant, not to or through the interpreter.
 - » Speak more slowly, rather than more loudly.
 - » Speak at an even pace in relatively short segments. Remember to pause so the interpreter has time to interpret.
 - » Assume everything that is said will be interpreted.
 - » Use plain language and avoid jargon or acronyms.
 - » Specifically ask participants what they think during the meeting.
 - » To check for understanding, ask the participant to repeat back important information.
 - » Be patient. Language interpretation can take more time.

Inclusive facilitation

How will you create a space that ensures all people feel welcomed, listened to and that their ideas are taken seriously?

- Do you greet each meeting participant warmly, by name, so that everyone feels welcome?
- Depending on the size and type of the meeting, have you asked for volunteers to be:
 - The **scribe** or **notetaker**? Refer to the “Notetaking options” section.
 - The **timekeeper**? This person would alert the group when time is running out for each agenda item. The group can then decide if they want to stop or continue.
 - The **chat room moderator**? This person would read out loud the comments and questions in the text chat and help the facilitator make sure everyone is included and heard.
 - The **equity advocate**? This person would ensure that the group applies an equity, diversity, inclusion and accessibility lens for each agenda item in the meeting. Ideally, the volunteer has a deep background and interest in the subject matter. Do not assume that a lone person of color, woman, LGBTQIA+ person or person with a disability should automatically be assigned this role.

- Did you clearly state the purpose and goals of the meeting?
- Do you review community agreements, ground rules and meeting etiquette at every meeting? (Community agreements and online etiquette should be sent with each meeting invitation.)
- Do you model and invite participants to share their [pronouns](#) during introductions? For example: *My name is Jason. I use they/them/theirs pronouns.*
- Do you start with an [icebreaker](#) (2) to get to know each other better, build trust and vulnerability? Alternately, do you start with a short mindfulness [meditation](#) or inspirational exercise that helps group members center themselves? (This may be particularly appropriate during these uncertain and stressful times.)
- Will you review the agenda and ask for any changes or edits?
- For smaller groups:** Do you call on each participant by name and give them an opportunity to speak or pass on each agenda topic before opening the floor to general conversation?
- For each agenda item, do you encourage participants to use the instant messenger (IM) function to submit comments or questions if someone else has the floor? (Any instant messages should be read out loud after the person speaking finishes.) Having a volunteer help you monitor the group chat and reading these for the group is highly recommended.
- Do you remind people that there are multiple ways of participating? Do you keep checking in with participants to see how they are feeling or if they have something to say?
- If you observe morale or energy draining dynamics, what [activity breaks](#) can you plan to re-energize the group?
- Do you generally listen and withhold your opinion until everyone has had a chance to speak?
- Do you invite people who wish to speak to instant message you, so not to interrupt the speaker?
- Are you keeping a list of people who wish to be recognized to speak?
- Do you keep the focus on one or two topics? (If you must cover more items, then give people time to stretch, take a bathroom break or replenish their coffee.) Keep each segment of the meeting short – no longer than 30 minutes.
- Are you vigilant of any stereotypes, [microaggressions](#) or harm in the meeting? If this happens, gently pause the conversation and facilitate education and repair either during or after the meeting. Avoid using blame or shame tactics. The focus should be on repairing the relationship and community using [restorative practices](#). See [District 15 Equity and Inclusion Committee's Repair Tool](#).
- Do you pause to allow people to process and ask questions? Silence is OK; it gives folks an opportunity to think. It also allows people to turn off their mute button.
- Do you offer follow-up one-on-one calls with people who may need or benefit from them?
- Do you politely remind people of the community agreements when they interrupt others? Keep in mind research shows that women, people of color and others are much more likely to be interrupted or not listened to (find out more [here](#)).

- Do you repeat back or paraphrase what participants say? Listen and check for accuracy.
- Do you notice who has spoken and who has not? Invite them to share their thoughts. If the conversation seems one-sided, as a facilitator you may want to ask, “What counterarguments might others have? Have we considered all angles to this?” This will leverage the diversity in the room to get you higher-quality decisions.

Notes on inclusive language

- Remember that terminology, like culture, is always changing and evolving. Population groups are never homogenous. What is considered acceptable may differ by geographical region, generation or other sub-group. When in doubt, ask respectfully what people prefer to be called.
- If you make a mistake, humbly apologize, acknowledge the impact, correct yourself and move on.
- Respect the right of people to self-identify, unless such an acknowledgement would harm others by reinforcing systems of oppression. Navigate such a situation with sensitivity.
- Use [people-centered language](#). Focus on the person, rather than their characteristics. For example:

Use	Instead of
People with disabilities	Disabled people
People of color	Colored people
People who are unhoused	Homeless people
Transgender people	Transgenders

- Avoid using [common sayings, phrases or idioms](#) that have negative connotations, history and reinforce stereotypes such as “circle the wagons,” “call a spade a spade,” “bossy,” “ghetto,” “crazy,” “lame,” “master or slave,” “peanut gallery” and “boys will be boys.”
- Use culturally neutral phrases that are more universally understood. Instead of saying they “hit it out of the park,” which requires someone to understand a baseball analogy, use more plain language such as they “really did an unbelievable job.” This especially helps with language interpretation.
- Use gender neutral terminology and avoid terms that gender groups such as “guys.” Try using a gender-neutral term such as “folks” or “y’all” instead.
- Never assume someone’s gender. If you don’t know or are not sure, use their chosen name or use neutral “they, them or their” pronouns. For example, “they went to get groceries” or “the client asked them for help.”
- Recognize many forms of family by using terms such as “parent or guardian” rather than gendered terms such as “mom and dad.”
- Use people’s chosen name and gender pronouns.
- Avoid phrases that suggest victimhood or approaches things from a deficit model such as “afflicted by,” “confined to a wheelchair,” “suffers from,” “defect” or “challenged.” Instead, focus on things that empower or are strengths for people.

- ❑ Avoid less acceptable, older and problematic racial and ethnic descriptors such as “Oriental,” “Negro,” “Hispanic” and “Indian.” Instead, try using terms such as “Asian or Asian American,” “black or African American,” “Latino(a) or Latinx” and “Native American or Indigenous people.”

Decision making

How do we consider equity issues and create buy-in for the team’s decisions?

- ❑ Do you make sure everyone has an opportunity to speak or pass before the team makes a decision?
- ❑ Do you ask if the group can give counter-arguments for the other side to avoid [groupthink](#)?
- ❑ When the team makes a decision, do you examine [demographically disaggregated data](#) based on race or ethnicity, gender, disability and other available datasets at a granular level?
- ❑ Do you have a [strategy for addressing intercultural conflict](#)? What if there is strong disagreement on a decision?
- ❑ Are you, from the beginning, clear and transparent about the process for decision-making? Do you decide together if it will be by majority vote, consensus or [something else](#)?
- ❑ Did the group [P.A.U.S.E.](#) (the DHS Equity Lens) and ask questions about how their decisions affect disparities, disproportionalities and accessibility for various populations? (See other [equity lenses](#) used by local governments.)
 - » **Participation:** Do participants reflect the diversity of the people we serve, and do they feel fully included?
 - » **Advocate:** How can we be in ally-ship to support internal, interpersonal, institutional and societal change for equity and justice?
 - » **Understand:** How does implicit bias, power, place and historical trauma affect this situation? What are the unintended consequences? What do the data and community narratives say? Who benefits and who is disadvantaged by our decisions?
 - » **Strength-based:** How do our proposed solutions build on individual, cultural, family and community strengths that empower people?
 - » **Engage:** How do people, families and communities prefer to be engaged at every step of the process?
- ❑ Are you patient and do you allow people to take their time? It can be difficult for people with intellectual or developmental disabilities or those who are experiencing trauma to make quick decisions.
- ❑ Did you ask those who did not vote for a majority-backed decision whether it is something they can live with and support? If they cannot, you may need to discuss and revisit the decision, postpone or have a private meeting later, depending on the situation.

Closing and evaluation

How do we ensure we are on the same page and continuously improve?

- Have you reviewed and confirmed all decisions made with your group? This includes actions, timelines and parties responsible. Make any corrections to the record as needed.
- As with introductions, do you ask each person closing questions such as the following?
 - » In one word, how are you feeling right now?
 - » What is one thing you appreciated or found valuable about this meeting?
 - » What is one request you have for next time?
 - » What is one thing you hope that people will take away from this meeting?
 - » What is your biggest take-away from today's meeting?
 - » What technology or human need can we help with or support?
 - » What do you need to feel fully involved and engaged next time?
- Have you considered using an [evaluation technique](#) such as the following?
 - » Ask each person to give the meeting a thumbs up, thumbs down or neutral evaluation. Also ask for one or two reasons they graded the meeting as they did.
 - » Present your screen and open a new Word or PowerPoint document. On one half of the screen, type the word "Keep." On the other half, type the word "Change." Ask people to reflect on the meeting and ask everyone what should be kept or changed for the next meeting. Encourage participants to be candid and vulnerable about their observations.
 - » Set up a quick follow-up web survey and have your group use it after every meeting. If you keep it anonymous and simple, it will encourage people to give you measurable, honest feedback over time.
- Did you thank everyone for their time and flexibility? Recognize that everyone is doing their best given the extraordinary circumstances.

Following up after the meeting

- Do you send out a thank you email to participants? Attach notes, recording or transcripts to your email. Ask for any corrections to the record.
- Do you invite additional feedback or thoughts?
- Do you need to send a reminder to participants about dates of any future meetings and next steps?

Additional resources

- Kathryn Heath and Brenda F. Wensil “To Build an Inclusive Culture, Start with Inclusive Meetings.” Harvard Business Review. September 6, 2019. <https://hbr.org/2019/09/to-build-an-inclusive-culture-start-with-inclusive-meetings>
- Inclusive Meetings Presentations and Materials. <http://www.nevadadccouncil.org/wp-content/uploads/2013/10/Accessible-Meetings-Presentations-and-Materials1.pdf>
- “Driving Toward Equity – Using Racial Equity Tools.” USDN: Urban Sustainability Directors Network (2015). <https://www.youtube.com/watch?v=P4yOV8apmlw>
- Leigh Thompson. “How to Neutralize a Meeting Tyrant.” Fortune. 2013. <https://fortune.com/2013/02/11/how-to-neutralize-a-meeting-tyrant/>
- Running an Effective Teleconference or Virtual Meeting. <https://www.cio.com/article/2437139/running-an-effective-teleconference-or-virtual-meeting.html>
- [OEMS Service Guide to Language Access](#)
- District 15 Equity and Inclusion Committee’s Community Agreements. <https://dhsoha.sharepoint.com/teams/Hub-DHS-OEMS/Shared%20Documents/Workforce/Articles/D15%20Community%20Agreements.pdf>
- District 15 Equity and Inclusion Committee’s Repair Tool. [https://dhsoha.sharepoint.com/:w:/r/teams/Hub-DHS-OEMS/_layouts/15/Doc.aspx?sourcedoc=%7B6AA0B1EC-9FBE-4DFE-ABF5-D715177D50AD%7D&file=D15%20EIC%20Repair%20Tool%20\(Final%20Version\).docx&action=default&mobileredirect=true](https://dhsoha.sharepoint.com/:w:/r/teams/Hub-DHS-OEMS/_layouts/15/Doc.aspx?sourcedoc=%7B6AA0B1EC-9FBE-4DFE-ABF5-D715177D50AD%7D&file=D15%20EIC%20Repair%20Tool%20(Final%20Version).docx&action=default&mobileredirect=true)
- Best Practices for Communicating Through an Interpreter. <https://refugeehealthta.org/access-to-care/language-access/best-practices-communicating-through-an-interpreter/>

Endnotes

1. Thompson L. How to neutralize a meeting tyrant [Internet]. Fortune; 2013 [cited 2020 Apr 14]. Available from: <https://fortune.com/2013/02/11/how-to-neutralize-a-meeting-tyrant/>.
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The [Office of Equity and Multicultural Services](#) (OEMS) advances the mission of the Oregon Department of Human Services (DHS) by leading and empowering the agency to integrate equity, diversity and inclusion into everything we do.



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