ILR School

K. Lisa Yang and Hock E. Tan
Institute on Employment and Disability

Sharing Information on Progress – July 2021
UN Principles for Responsible Management Education

PRME

This is our **Sharing Information on Progress** (SIP) Report on the Implementation of the **Principles for Responsible Management Education**

UN GLOBAL COMPACT
WE SUPPORT

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Renewal of commitment to PRME

The ILR School and the *K. Lisa Yang and Hock E. Tan* Institute on Employment and Disability (YTI) has been committed to the Principles for Responsible Management (PRME) since 2015. However, our commitment to inclusive, responsible and sustainable economies has been present since the founding of the Institute in 1968 and the School in 1945. The PRME aligns with our mission, vision and values and affords us the opportunity to reflect on how we might enable our students to be responsible leaders.

This report highlights our commitment to carrying out the PRME's six principles for responsible management education – purpose, values, method, research, partnerships, and dialogue.

We intend to lead by example and continue to develop and implement models in which our students will recognize and embrace inclusiveness, social responsibility and sustainability.

Susanne M. Bruyère, Director and Professor of Disability Studies

Who we are

Since 1966 the importance of disability inclusiveness to ILR's mission of advancing the world of work has been realized through the Outreach Division. From the early efforts of what was originally known as the Human Services Administration Program, to the 1991 name change of the Program on Employment and Disability, to being granted Institute status by Cornell University in 2004, our mission has remained consistent – to advance opportunities with individuals with disabilities.

The **mission** of the *K. Lisa Yang and Hock E. Tan* Institute on Employment and Disability (YTI) is to advance knowledge, policies and practice to enhance equal opportunities for all people with disabilities.

We serve our students, stakeholders and organizations worldwide in the following ways:

- Promoting diversity of ability as central to the human experience
- Advocating for equality and disability rights as human rights
- Disseminating evidence-based and promising practices that support inclusive outcomes for people with disabilities
- Conducting research that identifies best practices in workplaces and in the community
- Demonstrating application of best practices around including people with disabilities
- Translating new knowledge into accessible, timely and accurate information for all
- http://yti.cornell.edu/

ILR School

K. Lisa Yang and Hock E. Tan
Institute on Employment and Disability

The 6 Principles for Responsible Management Education

Principle 1: Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2: Values

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Principle 3: Method

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Principle 4: Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social environmental and economic value.

Principle 5: Partnerships

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approached to meeting these challenges.

Principle 6: Dialogue

We will facilitate and support dialogue and debate among educations, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

This report coalesces practices and initiatives that the *K. Lisa Yang and Hock E. Tan* Institute on Employment and Disability in the ILR School at Cornell University has undertaken in the past two years; focusing on the PRME.

Principle 1: Purpose

- As education is a fundamental principle of the PRME, YTI and the ILR School at Cornell University provides the following courses to our undergraduates on topics directly related to the PRME **Purpose** statement as follows:
    - ILRLR 2010: Labor and Employment Law
      K. Griffith
    - ILRLR 2040: Introduction to Conflict Resolution and Negotiation
      A. Colvin,
    - ILRLR 2050: Labor Relations
      J. McCarthy, D. Yang
    - ILRLR 2060: Writing Seminar in Law
      A.Weiner Heinemann
    - ILRLR 2580: Six Pretty Good Books: Explorations in Social Science
      S. Ceci, M. Macy
    - ILRLR 2810: Migration: Histories, Controversies and Perspectives
      S. Glesson
    - ILRLR 3055: Rhetoric of the Labor Movement
      S. Nelson
    - ILRIR 3300: Advocacy and Debate
      S. Nelson
    - ILRLR 3830: Workers' Rights as Human Rights
      J. Gross
    - ILRLR 4023: Disability and Employment Policy
      M. Saleh
    - ILRLR 4033: Disability Law
      M. Saleh
    - ILRLR 4035: Intersectionality in Disability Studies
      L. Cook, A. Weiner Heinemann
    - ILRLR 4066: Technological Change at Work
      A.Litwin
    - ILRLR 4075: Value, Rights and Justice at Work
      J. Gross
    - ILRLR 4580: The Science of Social Behavior
      S. Ceci, M. Macy
    - ILRLR 4691: Race and Slavery: Old and Modern
      P. Vaziri
    - ILRLR 4820: Ethics at Work
      M. Gold
    - ILRLR 4825: Labor, Race and Gender
      K. Bronfenbrenner
    - ILRLR 6028: Mediating Organizational Conflicts
      A.Avgar
    - ILRHR 4607: Executive Compensation and Corporate Governance
      B. Dunn

- ILRHR 4615: Socially Responsible Business
  J. Grasso
- ILRHR 4667: Evidence Based Management
  T. Park
- ILRHR 4685: Managing for Social Impact: Analyzing Current Issues and Approaches
  J. Keller
- ILRHR 6400: Organizational Diversity and Inclusion
  D. Proudfoot
- ILRIC 2310: Sociology of Work: Micro Meets Macro
  T. Ivory
- ILRIC 2350: Work, Labor, and Capital in the Global Economy
  R. Batt, T. Ivory, J. Judd, S. Kuruvilla
- ILRIC 2370: Employee Involvement and Workplace Democracy in the Global Economy
  V. Doellgast
- ILRIC 2385: Money, Work and Power
  S. Besky
- ILRIC 3325: Food and Work
  S. Besky
- ILRIC 3375: Labor Practices in Global Supply Chains: Multi-Stakeholder Persceptives
  S. Kuruvilla
- ILRIC 4360: Global Comparative Disability Policy
  M. Saleh
- ILRIC 4367: Migration and Mobility: Theories and Lived Realities
  T. Ivory
- ILRIC 4390: People Power: Resistance Protest and Revolution
  D. Bishara
- ILRIC 4395: Empire of Migrants
  E. Friedman
- ILRIC 5300: Human Resources and Outsourcing in the Networked Firm
  V. Doellgast
- ILRIC 5310: Labor Solidary and Union Campaigns
  V. Doellgast
- ILRIC 6350: Labor Markets and Income Distribution in Developing Countries
  G. Fields
- ILRIC 7710: Economic Democracy and Employee Voice
  V. Doellgast, T. Hammer
- ILRID 4675: Inclusive Leadership
  S. Kim
- ILRLE 2400: Economics of Wages and Employment
  G. Jakubson
- ILRLE 3440: Development of Economic Thought and Institutions
  G. Boyer
- ILRLE 3460: New Technologies and the Labor Market
  M. Belot

- ILRLE 4430: Compensation, Incentives and Productivity
  S. Thomas
- ILRLE 5400: Labor Economics
  G. Fields
- ILRLE 7465: Advances in Labor Economics
  M. Belot, P. Kircher
- ILROB 1220: Introduction to Organizational Behavior
  B. Rissing
- ILROB 3230: Advancing Racial Equality in Organizations
  C. McCluney
- ILROB 3240: Understanding and Improving Decision Making
  S. Fath
- ILROB 4230: Leadership in Organizations
  T. Hammer
- ILROB 4795: Managerial Negotiations
  A.Lee
- ILROB 7245: Judgement and Decision Making
  S. Fath

- Through these undergraduate courses, our students are exposed to the world of work in an international context and use this lens to address complex challenges to provide solutions that benefit the world of work.
- Graduate students enrolled in our Master of Industrial and Labor Relations (MILR) program acquire practical knowledge in the area of human resources and labor relations focused on the human side of organizations and the workplace.
- Undergraduate and graduate students also have the opportunity to have an international experience through our office of International Programs, students learn and engage with faculty and business leaders from around the world while gaining an international perspective of the world of work.

Disability Studies Suggested Sequence

- Since the inception of the academic-credit *Disability Studies Sequence* in the ILR School in 2009, student interest continues. Currently, 13 courses are offered by ILR in the suggested sequence, with one new course being launched Fall 2020, focused on creating work-based learning experiences for students with disabilities. YTI faculty/staff teach in addition to a 100% FTE allocation, with the majority of courses occurring in the evening. In AY 2019/2020, while we experienced a decrease in student registrations, 152 students enrolled across the six courses that were taught in the disability studies sequence taught by YTI faculty/staff, with 18 credit hours available to students. Our AY 2019/2020 course evaluation average across the courses was 4.68 with a 37% student response rate.

Principle 2: Values

Disability Studies New Curriculum Development

The ILRHR 4657, *Workplace Disability Inclusion: Innovations and Initiatives (Autism at Work)*, launched in fall 2017 during the 2nd seven-week session of the semester. This course provides an overview of the emerging initiatives in technology and technology-intensive industries to actively recruit and hire individuals on the Autism Spectrum and the implications for HR policies and practices. The topics covered included: models of effective recruitment, screening, selection, orientation, and on-the-job training; preparatory supervisor and workforce training; building a workplace culture inclusive of individuals who are neurodiverse; considerations in career advancement, retention, and performance management; building internal and external support systems to support success; and metrics and analytics in determining elements of program effectiveness at the individual and organizational levels. The course had 27 students and a waiting list of students. In fall of 2018, the course enrolled 32 highly engaged students. In fall of 2019, the course enrolled 31 highly engaged student. In fall of 2020, the course enrolled 32 students.

In fall 2021, YTI will instruct, ILRLR 3090, *It Takes Work: Innovations in Law and Practice to Advance Employment for Students with Disabilities*, the course reviews the foundations, laws, theories and practice that support the design, implementation and evaluation of inclusive work-based learning experiences leading toward successful work outcomes for youth with disabilities. An essential component of this course will be learning through engagement—pairing with learning partners (youth with disabilities) from the community to foster relationship building, discovery, and develop a positive personal profile to guide further career development and exploration within a work-based context. Engaged Learning (Internships and Service Learning)

In spring 2018, we conducted eight credit internships for ILR students in conjunction with the ILR School Credit Internship Program in the following companies and locations: DXC (Sydney, Australia), SAP (Newtown Square, PA), JPMorgan Chase & Co. (Wilmington, DE), Microsoft (Redmond, WA), and Ernst & Young (New York, NY). A companion course was offered in fall 2017 (see resident teaching section above). These eight students also participated in a directed study and will deliver their final papers in May 2018.

In spring 2019, we had four credit internships for ILR students in conjunction with the ILR School Credit Internship Program in the following companies and locations: DXC (Sydney, Australia) and JPMorgan Chase & Co. (Wilmington, DE).

In spring 2020, we had two credit internships for ILR students in conjunction with the ILR School Credit Internship Program at JPMorgan Chase & Co. (Wilmington, DE and then virtually).

In spring 2021, we have three credit internships for ILR students in conjunction with the ILR School Credit Internship Program at JPMorgan Chase & Co. and IBM (both virtually). Bi-weekly check in meetings with the students and onsite supervisors provide feedback and guidance to both the students, instructor and supervisor.

In addition, one intern who was working with the EEOC was supervised in spring 2018.

In spring 2019, we had one credit internship and directed study at OPEN DOORS that was in conjunction with the ILR Credit Internship Program and the ILR Theme Project. We also had one credit internship and directed study in conjunction with the ILR Credit Internship Program at Teneo.

In spring 2020, we had one credit internship and directed study at OPEN DOORS that was in conjunction with the ILR Credit Internship Program and the ILR Theme Project.

In spring 2021, we have two credit internships and directed studies at OPEN DOORS that was in conjunction with the ILR Credit Internship Program and the ILR Theme Project.

Academic Advising

LaWanda Cook served as Chair for one honors thesis, which was defended in spring 2019.

Susanne Bruyère is serving as Chair for one honors thesis, to be defended in spring 2021.

Thomas Golden served as Chair for one honors thesis, which was defended in spring 2018. Susanne Bruyère served as a secondary reader for this defense.

Susanne Bruyère served as academic advisor for one independent study in fall 2018 on the topic of *Preparing Students with Autism for Meaningful Work*.

Susanne Bruyère served as academic advisor for one ILR School Master of Professional Studies (MPS) capstone project on *Attention Deficit Hyperactivity Disorder in the Workplace: An Exploration of Accommodation*.

Thomas Golden and Susanne Bruyère also served as supervisors for two students from Haiti for independent studies through the School of Continuing Education and Professional Studies and the HELP Program in Haiti in summer 2017.

Our faculty also support *Perspectives – The Cornell Undergrad Disability Studies Journal*.

International Engagement/Global Impact

Juan Liao of the Capital Normal University, China joined the Yang-Tan Institute as a visiting scholar from August 21, 2017-August 20, 2018. Dr. Liao pursued comparative research on employment and disability policy, and also assisted the YTI team to complete a pre-existing final report on employment and disability issues in China. This work is based on research that YTI has conducted with The Conference Board's China Center over the past three years. In collaboration with TCB China Center staff, we have completed related literature reviews in business and policy journals, conducted site visits to China NGOs serving people with disabilities and companies with affirmative hiring initiatives, as well as analysis of in-country census data on the employment and economic status of people with disabilities in China. Dr. Liao also lectured in ILRIC 4360, *Global Comparative Disability Policy* on China. Dr. Liao's visit is sponsored by the Chinese Scholarship Council (CSC).

Yuling Hao of Renmin University joined the Yang-Tan Institute for 1 year as a visiting scholar on December 15, 2017-January 2, 2019. Ms. Hao conducted research on the impact of Social Security regulations on employment outcomes for individuals with disabilities, specifically on disability and identity and negotiating for one's self in the disability welfare system. Ms. Hao also guest lectured in fall of 2018 in ILRIC 4360, *Global Comparative Disability Policy* on China. Ms. Hao's visit is sponsored by the Chinese Scholarship Council (CSC).

Won Seok Choi of the South Korean Government joined the Yang-Tan Institute for 6 months as a visiting scholar on July 30, 2018-January 27, 2019. Mr. Choi conducted comparative research on employment systems and policies for people with disabilities in South Korea and the United States. He studied areas of guidelines, laws and policies of human rights for people with disabilities, and employment discrimination as well as advancement opportunities for people with disabilities. His research topic was, *The Creation of Employment for the Disabled and Research on the Guarantee of Labor Rights*. Mr. Choi delivered his research findings to the Yang-Tan Institute research team in mid-January 2019.

Peter Smith of the University of Melbourne, School of Social and Political Sciences, Australia will join the Yang-Tan Institute as visiting scholar from July 1, 2019-August 30, 2019. Dr. Smith will be conducting research on the role of the disability employment system and in particular, service provider understanding of the factors that lead to employment outcomes for individuals with disabilities. Dr. Smith delivered preliminary findings of his research to the Yang-Tan Institute research team.

Santoshi Halder of University of Calcutta joined the Yang-Tan Institute as visiting scholar from January 1-June 8, 2020. As a Fulbright Professional and Academic Excellence Scholar (research category), Dr. Halder's research has been to conduct research in ways to promote employment opportunities for individuals with Autism Spectrum Disorder. Dr. Halder's research takes a "from policy to practice" approach. She delivered the preliminary findings of her research to the Yang-Tan Institute research team.

In September and October 2018, Susanne Bruyère invited as the keynote speaker to the JPA, traveled to China and Japan to give a series of presentations on disability and employment policies and practices. Dates, locations and topics are listed below:

- 9-20-18: The Conference Board China Center, Cummins-China, Beijing – The Employment of People with Disabilities: The Role of Business
- 9-25-18: Japanese Society for Rehabilitation of People with Disabilities, Tokyo, Japan – Implementation of the UNCRPD in Japan and the U.S.
- 9-25-18: Tsukuba University, Japan Academy of Comprehensive Rehabilitation (JACR), Tokyo, Japan – Workplace Disability Inclusion: Effective Workplace Policies and Practices
- 9-26-18: Japan Psychological Association, Sendai, Japan- Keynote Address: The Forgotten Global Minority: Psychology's Role in Disability Inclusion
- 9-27-18: Tohoku University Medical School, Sendai, Japan - The Forgotten Global Minority: The Medical Professional's Role in Disability Inclusion
- 9-28-18: The Nippon Foundation, Tokyo, Japan – Efforts to Move from Segregated to Integrated Employment for People with Disabilities: Lessons from the U.S.

Since 2014, the Yang-Tan Institute has worked with SGEnable, a government agency in Singapore dedicated to enabling individuals with disabilities. We have delivered consultation and training to their staff and other agencies. In 2017, the Yang-Tan Institute collaborated with SG Enable's senior leadership to develop a contextualized version of BenchmarkABILITY®, a tool developed by the Yang-Tan Institute to assess an organization's workplace disability inclusion policies and practices. The site, BenchmarkABILITY®-Singapore was launched in June 2017 and has over 460 users to date.

In April of 2018, we began discussions with the National Research University Higher School of Economic (HSE) in Moscow, Russia to create a contextualized version of BenchmarkABILITY® in the Russian context.

We completed work that has been incrementally occurring over a number of years in China. A partnership with The China Center of The Conference Board in Beijing and YTI produced two reports on the status of people with disabilities in China. The reports came out of extensive literature reviews, case studies, information-gathering meetings of employers in China, and country-specific census data analysis. The reports were released in a May 17th webcast event sponsored by The Conference Board in their NYC Studio, and included presentations by The China Center Conference Board senior researcher and chief author of the reports, Anke Schrader, Haibin Zhou from the ILO Global Business and Disability Network and Easy Inclusion (a Beijing based NGO), and myself. If you would like further information about this work, view the webcast, and the reports; *Disability in the Workplace in China: Situation Assessment* and *Disability in the Workplace in China: Current Realities and Ways Forward: Roundtable Summary*.

Principle 3: Method

Global Comparative Disability Legislation Database (GCLD)

In response to employer requests for information about employment disability nondiscrimination legislation in multiple countries, seed funding allowed the initiation of work with the ILO to establish a database that will catalog related employment legislation globally. We have identified related English-language documents in most countries and facilitated English translation of an additional 90+ pieces of legislation from various countries in numerous languages for inclusion in the Global Comparative Legislative Database (GCLD).

- A large part of the location and translation of these documents, as well as having them briefed/ abstracted and placed into the database, was undertaken in 2016.
- Over 309 pieces of legislation based on Article 27 of the UNCRPD have been mapped into a comparative matrix, which will be made available on the web for broader use.
- In December 2016, nearly 60 students from ILRIC 4360 *Global Comparative Disability Policy* beta-tested this researchable online database, providing feedback and insight on making the site more user friendly.

The tool was launched late summer 2017.

Diversity Partners

YTI completed a five year research demonstration grant from the U.S. Department of Health and Human Services to identify and promote more effective workforce development practices leading to career development and job placement for individuals with disabilities into competitive integrated employment. Job Developers, Employment Specialists, Workforce Development staff and others in both the public and private sector who connect people with disabilities to jobs are the "bridge" between labor supply and demand. In order to serve as an effective bridge, these professionals must form partnerships with employers. Diversity Partners is a combination of both facilitated training and consultation, and online learning modules that can help workforce development professionals find better employment opportunities for people with disabilities through improved business relationships. http://www.buildingdiversitypartners.org/

Northeast ADA Center

For nearly 35 years, YTI has been home to the Northeast ADA Center providing information and training on ADA rights and responsibilities in New York, New Jersey, Puerto Rico and the U.S. Virgin Islands. This ADA Center is a resource for anyone with rights and responsibilities under the ADA. http://northeastada.org/

Disability Statistics

Our website site, http://disabilitystatistics.org/, is an interactive webpage tool wherein users can access a wide range of disability statistics and information on useful databases. Drawing from the American Community Survey (ACS) and Current Population Survey (CPS). We deliver national and state-level reports presenting prevalence and relative economic status of people with disabilities in a Disability Status Report. Also, we provide various data-related research tools including the Rehabilitation Research Cross-Dataset Variable Catalog created in conjunction with The University of Texas Medical Branch (UTMB) and the Center for Large Data Research & Data Sharing in Rehabilitation (CLDR).

- This is our 11th year of the Cross-Dataset Variable Catalog collaborative partnership with UTMB and CLDR. The catalog provides an overview of rehabilitation related information available across multiple datasets that have health and disability variables. http://datasetdirectory.disabilitystatistics.org/. The three other research aids (Disability and Compensation Variables Catalog; Rehabilitation Dataset Directory; Disability Dataset User Guides) are also available at Disability Statistics.

EARN

YTI is home to the National Employer Policy, Research, and Technical Assistance Center on the Employment of People with Disabilities [Employer Assistance and Resource Network on Disability Inclusion (EARN)]. The project aims to increase the capacity of employers to recruit, hire, retain, and advance people with disabilities through the identification and dissemination of evidence-based polices and effective practices. The EARN Center deploys a Rapid Cycle Research (RCR) strategy to ensure all work is based in sound research practices and systematically engages business intermediary organizations across all stages of work, from problem formulation and exploration to resource development and dissemination.

Readership of the YTI Publications in theECommons DigitalCollections@ILR Repository

YTI currently has 358 publications in the DigitalCollections@ILR Online Repository in its own Institute documents section.

NYS Consortium for Advancing and Supporting Employment (NYS-CASE)

In our third cycle of state-sponsorship, the NYS CASE provides free professional development training to employment service providers with a current contract with the NYS Education Department, ACCES-VR (NYS Adult Career and Continuing Education Services - Vocational Rehabilitation; http://www.acces.nysed.gov/vr). NYS CASE advances fidelity-based employment policy and practices throughout NYS, leading to the integrated labor force participation of individuals with disabilities. http://yti.cornell.edu/projects/new-york-state-consortium-for-advancing-and-supporting-employment-nys-case

Benefits Counseling

This YTI online training for benefits planners offers a "work incentives planning and utilization credentialing program". This program provides a unique and scientifically-based webinar series, an online examination, as well as a file review process to ensure that participants understand Social Security disability programs and work incentives and are able to apply this information to real life experiences. In 2020, YTI launched an online training for benefit planners with a focus on youth. Learn more at https://www.ytionline.org/.

Principle 4: Research

The ILR School is home to outstanding faculty and extension associates whose research encompasses several of the principles of the PRME. In particular, ILR faculty and extension associates have well-established reputations in the areas of:

- Disability and Employment Policy and Practice
- Human Resource Studies
- Economics
- International and Comparative Labor
- Labor Relations, Law and History
- Organizational Behavior
- Social Statistics
- Conflict Resolution

Workplace Disability Inclusion Practices

Initiatives supporting Workforce Development in the Tech Sector for IWDs

YTI has significant experience in workplace disability inclusion and in school-to-work transition, working at state, national and international levels, and is now applying this knowledge and expertise base toward improving employment outcomes for individuals with Autism. We do so in providing consultation to individual employers with affirmative initiatives to hire individuals with Autism (Autism at Work Programs) on how apply the learnings from Cornell research findings on how to improve workplace disability inclusion across the employment process (e.g., a Cornell-housed portal of related publications and videos from DXC Technology's Dandelion Program at

https://ecommons.cornell.edu/handle/1813/72826

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NYS Promoting the Readiness of Minors in Supplemental Security Income

NYS PROMISE is a research project for 2,000 families in New York State with 14-16 year old teens who receive Supplemental Social Security income (SSI). The goal of the NYS PROMISE project is to explore the best ways to help kids with disabilities receiving SSI successfully transition from high school to adulthood. NYS PROMISE ended on September 30, 2019. NYS PROMISE is funded by the U.S. Department of Education, U.S. Department of Labor, and the Social Security Administration. It is a partnership of New York State agencies and Cornell University. The goal of the project is to identify the best ways to support teens who receive SSI in achieving their full living, learning and earning potential. http://www.nyspromise.org/

Transition Services and Rehabilitation Approaches for Justice-Involved Youth and Adults with Disabilities

Unique issues and challenges exist for justice-involved people with disabilities, requiring person-centered planning and approaches to rehabilitation and community re-entry that account for intersectional identities. YTI has contributed to addressing these critical needs for more than 30 years and continues to engage in research and outreach efforts focused on these issues, as the number of justice involved people has grown and the challenges faced by individuals with disabilities and other marginalized identities have become more complex. http://yti.cornell.edu/projects/justice-involved-individuals-with-disabilities

Harnessing Talent: Alliance for Recruiting and Retaining Canadians with Disabilities
Funded to the Workplace Wellness and Disability Prevention Institute (WWDPI), Vancouver, BC, by the Canadian Opportunity Fund for Persons with Disabilities. YTI is working collaboratively on this research project with Marc White of WWDPI.

Challenges and Best Practices in Sustaining and Scaling Autism Employment funded to the University of Queensland by the Autism CRC
YTI is working collaboratively on this research project with Anna Krzeminska, University of Queensland, Australia.

Empowering Neurodiverse Populations for Employment through Inclusion AI and Innovation Science
YTI is working with Vanderbilt University on a project sponsored by the National Science Foundation to address inclusion of people who are neurodiverse in artificial intelligence based recruitment, hiring and retention in various job functions in multiple sectors.

Pro Se: Empowering Justice-Involved Youth with Disabilities through Speech and Debate
A cross-ILR collaborative between YTI and the Labor and Employment Law, Criminal Justice and Employment Initiative (CJEI) has been awarded an Engaged Cornell Opportunity Grant which will contribute community-engaged learning at Cornell. The project will connect justice-involved and other systems-involved youth with Cornell undergraduate mentors from the Mock Trial and Speech and Debate Program for virtual learning opportunities, culminating in a "Speech & Debate" certificate of completion from Cornell. The project will take place from March 31, 2021 to September 30, 2022.ACCES –VR: Vocational Rehabilitation - Training, Education, and Development (TED): The VR TED will provide up to 800 hours of training and professional development to nearly 700 ACCES-VR Counselors on a variety of topics like ethics, trauma informed practices, counseling in the context of full diversity and inclusion, collaborating with families, and dealing with grief. YTI will begin work on this initiative in April 2021.

ACCES-VR: NYS Comprehensive Statewide Needs Assessment
In partnership with ACCES-VR, YTI will be assisting the agency in several key areas:

Identifying the existing needs of New Yorkers with the most significant disabilities, including those that need supported employment and/or customized employment options;
Understanding the needs of New Yorkers with disabilities who have been historically marginalized and unserved or underserved (i.e., individuals who from racial and ethnic minority groups, individuals living in poverty, youth in foster care); and,
Exploring the capacity of community rehabilitation providers to meet the needs of individuals with disabilities, including traditional employment services providers (e.g., supported employment, direct placement), postsecondary education and training providers (colleges and proprietary schools), assessment providers (psychological), and assistive technology.

NYS Office of Special Education: State Personnel Development Grants (SPDG)
YTI has been asked to engaged in the evaluation and technical infrastructure support of OSE's recent awarded SPDG initiative to expand the use of Multi-Tiered Systems of Support throughout the special education system in NYS.

Principle 5: Partnerships

Autism at Work Initiatives

The Yang-Tan Institute continues our work around the Autism at Work Initiative. Activities to contribute to improved employment outcomes for individuals with disabilities our work in this area includes:

- In spring 2018, we conducted eight credit internships for ILR students in conjunction with the ILR School Credit Internship Program in the following companies and locations: DXC (Sydney, Australia), SAP (Newtown Square, PA), JPMorgan Chase & Co. (Wilmington, DE), Microsoft (Redmond, WA), and Ernst & Young (New York, NY). A companion course was offered in fall 2017 (see values section above). These eight students also participated in a directed study and will deliver their final papers in May 2018. In spring 2019, we have four credit internships for ILR students in conjunction with the ILR School Credit Internship Program in the following companies and locations: DXC (Sydney, Australia) and JPMorgan Chase & Co. (Wilmington, DE). In spring 2020, we had two credit internships for ILR students in conjunction with the ILR School Credit Internship Program at JPMorgan Chase & Co. (Wilmington, DE and then virtually). In spring 2021, we have three credit internships for ILR students in conjunction with the ILR School Credit Internship Program at JPMorgan Chase & Co. and IBM (both virtually). Bi-weekly check in meetings with the students and onsite supervisors provide feedback and guidance to both the students, instructor and supervisor.

- We continue to work with DXC Technology-Australia to distribute their materials for the Dandelion Program (a hiring program for people with Autism). Individuals are able access these materials at no cost via the Cornell University DigitalCollections@ILR repository (https://ecommons.cornell.edu/handle/1813/72826) A separate online resource for the video material available from DXC is also sourced through Cornell globally via the YTI YouTube Channel (https://www.youtube.com/channel/UCQpQUVgc6yhvJ5Tb5OpZLhA/videos?feature=hovercard). Of the 45 works in the repository.

- Yang-Tan Institute staff have initiated conversations with several international research institutes studying Autism regarding possible future collaborative research relationships, whereby the Institute's workplace disability inclusion expertise and related resources can be incorporated into the rich clinical knowledge and research of select Autism Centers, preliminary and growing efforts around employment for people on the Autism Spectrum.

- The Yang-Tan Institute team created two new summer 2018 internships in Neurodiversity and Employment, which DXC Technology funded at CUNY for ILR students Chris Rogers and Nick Martin, focusing on a "gap study" of a "Neurodiversity Hub" higher education protocol, developed by our two ILR School students at DXC Technology during the spring 2018 internship in Melbourne.

- A special issue of the Journal of Management and Organization (Australia) on "Autism and Work" was approved in the summer of 2017, with co-Editors Anna Krzeminska (MacQuarrie University, Australia), Rob Austin (Ivey University, Canada), and Darren Hedley (LaTrobe University, Australia) and Susanne Bruyere (Cornell). The special issue has been completed and is now with the publisher.

Facilitating Employment for IWDs in the Tech Industry

The Yang-Tan Institute team has a strong track record of using conferences that bridge between academia and employers, and professional development and credited course offerings, to promote

promising employment practices. Yang Tan funds have been deployed to newly expand this success to focus on the Tech Industry. To inform this new drive, YTI staff conducted numerous in-person and phone meetings/interviews with select U.S. and international technology or technology-intensive companies who have a focus on increasing employment outcomes of individuals with disabilities within the technology sector. The resulting action steps include:

- YTI produced a 1.5 day forum in October 2017 entitled Technology Changes Everything: Innovating to Include People of all Abilities in a More Diverse Workforce. The Forum held in NYC, included several panel presentations and keynote speakers that highlighted existing and emerging innovations promoting greater disability inclusion in the workplace. Topics included were: workforce development initiatives in technology and tech-intensive industries, training initiatives in the tech sector for people on the Autism Spectrum, inclusive design in tech products and services, entrepreneurship training and promotion for individuals with disabilities, and a discussion on how recruitment, screening, career development and job matching online tools can be design to facilitate greater inclusion of people with disabilities in the workplace. The target audience was leading technology companies, technology innovators and technology-enabled companies such as financial and professional services firms; public policy makers; university and college educators promoting disability inclusion among future professionals in the technology sector. Over 200 people attended. http://yti.cornell.edu/technology
- Yang-Tan Institute staff contribute to Teach Access in promoting inclusive design on campuses and in academic courses to address the challenge of lack of knowledge surrounding this practice in technology companies.

NYS Transition Technical Assistance Partnership

Schools across New York State continue to face challenges associated with implementation of the Individuals with Disabilities Education Act and Workforce Innovation Opportunity Act as it relates to successful transition planning for students and youth with disabilities. YTI has received funding for five years to continue their work to support the development of district and regional action plans, policies and procedures to support transition systems change that improves post-school outlook for students and youth with disabilities—including work-based learning. http://yti.cornell.edu/projects/transition-services-professional-development-center

Academic Advisory Committee of Pacific Coast University for Workplace Health Sciences (PCU-WHS)

Susanne Bruyère is on the Academic Advisory Committee of Pacific Coast University for Workplace Health Sciences (PCU-WHS), Port Alberni, Vancouver Island, Canada. Pacific Coast University for Workplace Health Sciences (PCU-WHS) is a statutory not-for-profit, post-secondary, degree granting education and research institution for the special purpose of creating and disseminating new knowledge including applied research in the fields of workplace safety, health promotion, return to work and disability management, comprehensive rehabilitation, and disability leadership studies. It is committed to excellence in teaching and research, scholarship and service to the broader community.

Principle 6: Dialogue

- The Yang-Tan Institute on Employment and Disability in the ILR School collaborated with the ILO ITC (International Training Centre) to develop an online self-paced curriculum on workplace

disability inclusion. The SDGs are pivotal component of this material for additional information or to enroll in the course, visit https://ecampus.itcilo.org/enrol/index.php?id=403.

- The Yang-Tan Institute on Employment and Disability in the ILR School houses the Executive Office for the non-profit organization Global Applied Disability Research and Information Network on Employment and Training (GLADNET). GLADNET brings together research centers, universities, enterprises, government departments, trade unions, and organizations of and for persons with disabilities; with a common goal to advance competitive employment and training opportunities for persons with disabilities. GLADNET received seed funding from the ILO to expand upon the work of the UN Convention on the Rights of Persons with Disabilities (UNCRPD) to populate an Infobase that is a collection of open-source publications that relate to employment and training for people with disabilities. For more information visit: https://ecommons.cornell.edu/handle/1813/72829
- Presentations have been delivered to international audiences by the Yang-Tan Institute on workplace disability inclusion, the SDGs were used in a foundational aspect. These include presentations to The Conference Board in London, England; the Global Business and Disability Network of the ILO in Geneva, Switzerland; the International Organization of Employers in Amsterdam, Netherlands; at the U.N. Commission on Social Development 55 in New York, NY, the World Economic Forum in Davos, Switzerland, at the International Conference on Applied Psychology (ICAP) in Montreal, Canada, at the Equality, Diversity and Inclusion (EDI) Conference sponsored by the University of Montreal in Montreal, Canada, at the Futures of Work Conference in Chicago, IL and to the ILO Global Business Disability Network (ILO GBDN) via webinar.
- Collaboration with Cornell technology and business interests (Cornell Tech and Entrepreneurship at Cornell), to sponsor a Hackathon/Makeathon on technology solutions for improving independence of individuals with disabilities. Undergraduate and graduate students from Cornell University and other Colleges and Universities in the NY Metro area participated in the 72 hour event.
- Collaboration with a Singapore NGO on the design and implementation of a benchmarking tool for employers on workplace disability inclusion, the SGDs are again a foundational piece of this tool.
- Director of the Yang-Tan Institute and Professor of Disability Studies, Susanne Bruyère is serving a co-leadership role in the renewal process for the Ashoka Changemaker Campus for Cornell University, coalescing across campus information on social entrepreneurship, social innovation, and social change.
- Participation in a coalesced across campus leadership program on developing leadership skills in students.
- Participation in #Solvable video series, funded by the Rockefeller Foundation. The #Solvable video series brings together experts and changemakers from around the world to explain why many of the world's biggest challenges are #Solvable.

Over the course of 2020-2021, YTI faculty and staff continued to make robust media contributions, as follows:

1. **Media Name:** Quartz at Work
   Media Type: Internet

Date: March 26, 2021
Description:

2. **Media Name:** New York Times
   Media Type: Newspaper
   Date: October 2020
   Description: Interviewed for an article on neurodiversity and the workplace.

3. **Media Name:** Western and Central New York TV
   Media Type: TV
   Date: October 2020
   Description: Contributed a video-taped pre-recorded interview to a WCNY-TV program on the Americans with Disabilities Act Anniversary (30-year).

4. **Media Name:** WORK! On Neurodiversity
   Media Type: Podcast
   Date: April 7, 2020
   Description: The WORK! podcast episode on neurodiversity will be broadcast tonight by WRFI Community Radio as part of its evening newscast.
   Go to https://www.wrfi.org and then hit LISTEN.

5. **Media Name:** "Solvable" film series by Rockefeller Foundation
   Media Type: Film
   Date: January 2020
   Description: The Rockefeller Foundation is pleased to invite you to participate in #Solvable during the 2019 World Economic Forum in Davos. This year, as part of our celebration of the 60th anniversary of The Rockefeller Foundation's Bellagio Center Italy, we are producing a film project called Solvable, which will showcase solutions to some of the most pressing challenges confronting humanity today. The project includes a series of 2-minute mini films featuring experts, thought leaders, and changemakers talking about global phenomena or challenges that are credibly solvable in a generation or two, and why. Solvable is a platform for you to talk about an issue and solution you are truly passionate about. Therefore, the topics tackled in the films will be broad. Thus far, interviewees have chosen to focus on ending hatred, extreme poverty, malnutrition, and disinformation, among many others. We are eager to have you participate in this project while you are attending the World Economic Forum in Davos.

6. Media Name: Staples Worklife Magazine
Media Type: Magazine
Date: February 2020
Description: This is a new magazine published by Staples Office Supplies. I contributed comments for an article, "How to Accommodate Employees with Invisible Disabilities". It appeared in the February 2020 edition.

7. Media Name: Christian Science Monitor
Media Type: Newspaper
Date: January 4, 2020

Description: Job horizons widen for those with disabilities
Perspectives have changed since the 20th century, when disabilities were regarded as a medical condition that an individual needed to overcome. The Americans with Disabilities Act passed over a quarter century ago ushered in new thinking about disability as a social or civil rights issue that society collectively must respond to. Education attainment skyrocketed. Yet employment rates lagged, and in many ways remains the "toughest nut to crack," says Matt Saleh, a research associate at the Yang-Tan Institute on Employment and Disability at Cornell University. Some countries with strong social insurance have not matched that protection with gains in the marketplace, he says. "Jobs are often a conduit to community participation, political participation, social participation, to developing networks, and having cultural capital."

8. Media Name: The Olmstead Decision
Media Type: Internet
Date: August 2020
Description: Wrote Article on The Olmstead Decision for website

Social Entrepreneurship and Social Innovation Initiatives

The ILR School has been a University collaborator on social entrepreneurship. The Yang-Tan Institute Team participated in writing of a reapplication for Cornell University to the Ashoka University Exchange Changemaker Campus initiatives and contributed to the site visit meetings to Cornell University with the Ashoka U Changemaker Campus team in December 2016. Renewal was approved and we continue work on this initiative.

Cross- Campus Consultations on Disability Issues

We have been involved in a consultation with CIT on Accessibility for Instructional and Public Access of Online Services. ver the past two years:

- The YTI team performed and recorded user testing on the Zoom platform prior to CIT's accessibility review. The videos YTI created were very helpful to CIT when they performed the baseline accessibility review.
- We have been requested to conduct a second round of user testing in guiding the accessibility review of the updated Zoom software.

The Yang-Tan Institute is also working collaboratively with Cornell Tech on Roosevelt Island on the following topics.

- Art, Social Entrepreneurship and Disability: Technology Applications to Afford Voice and Vocation to Gun Violence Survivors on Roosevelt Island. Gun violence forever alters the life trajectories of impacted communities and survivors. A cohort of such survivors, many minorities with spinal cord injuries, reside at Coler Hospital on Roosevelt Island, near Cornell Tech campus. They are participants in the OPEN DOORS arts program (https://opendoorsnyc.org/) designed to support survivors with a forum to bring their "voices" on gun violence issues to a broader public, resulting in greater visibility for their message and artistic creations. This project brings an array of Cornell resources (ILR School, Cornell Tech, Computer & Information Sciences, Arts & Sciences, Center for Transformative Action faculty) to create a social media/digital marketing strategy facilitating greater public audience penetration and promotion of the Open Doors

artists and their work. Cross-disciplinary teams of Cornell undergraduate students will learn about social entrepreneurship and the value of social media/digital tools to give "voice" and access to meaningful remunerative work to under-represented populations. To date, there have been four ILR undergraduates that have participated in credit internships with OPEN DOORS.

Objectives:

- Build stronger academic and community linkages across Ithaca and Cornell Tech campuses, with a particular focus on technology, work, the arts and social issues;
- Identify and demonstrate ways in which technology and social entrepreneurship can improve the lives, especially the vocational and personal empowerment experiences, of individuals with disabilities and the organizations which serve them;
- Raise awareness, through the interface of the arts and technology, of the impact of gun violence on the lives of individuals and their communities; and
- Create a model of an engaged learning experience in NYC and Roosevelt Island that will afford Cornell University undergraduate and graduate students an opportunity to learn the power of technology in enhancing independence of previously marginalized populations, by creating an opportunity for "voice" empowerment on issues of deep societal concern and access to meaningful remunerative work.

The Yang-Tan Institute in collaboration with Cornell Tech delivered a workshop at NYC Smart Cities 2019 on May 13, 2019. The workshop entitled, *Inclusion for All and Smart Cities*. The workshop addressed the fact that individuals with disabilities are approximately 20% of the world's population -- over one billion people. However, their needs aren't sufficiently considered when cities are being designed. This workshop focused on ways that cities, especially a "smart city", can proactively address interests and needs of this population when building the digital infrastructure environment. This session was a brainstorming workshop that will draw from participants ideas on how to improve inclusion and accessibility for people with disabilities in physical and digital considerations across all facets of the urban environment, including: transportation, housing, education and employment. We discussed the importance of designing products and services with considerations for the needs of persons with disabilities and older citizens, and how innovations like AI-applications need to be designed in a manner to mitigate biases which could disparately impact individuals with disabilities (e.g., AI-driven job application processes that many businesses are now using).

Citizen-Centered Leadership (CCLD)

Citizen-Centered Leadership (CCLD) is an online 15-week course available at http://www.cclds.org/. It is designed to ensure that people with disabilities actively participate, engage in, and enjoy all aspects of society. Those completing the course become participants in the CCLD Learning Communities which continue to support them as leaders who are concerned with preserving the integrity of landmark advances in the inclusion movement while stepping boldly away from traditional practices that hold people with disabilities back from full citizenship expression.

Charting our Future Course

The ILR School at Cornell University is committed to operating in a manner consistent with the principles of the PRME. The ILR School is committed to and fully supports the University Diversity Goals as defined

by the four Core Diversity Principles – Composition, Engagement, Inclusion, and Achievement. The ILR School is also dedicated to Cornell's Climate Action Plan (CAP), which is an overarching plan to move to a low-carbon future. The plan is intended to enhance the university's core mission of education, research, and outreach, while cutting net carbon emissions to zero by 2035. The ILR School also reduces its environmental impact by recycling, composting and energy saving features (e.g. energy efficient lighting, heating and cooling).

The *K. Lisa Yang and Hock E. Tan* Institute on Employment and Disability is pursuing a number of areas the promise opportunities for innovation in programming and partnerships, and increased impact on our core mission of improving employment outcomes for individuals with disabilities throughout this reporting period and beyond.

Prepared by Susanne Bruyère, and Kate MacDowell 7/1/21

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