



ILR School

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

Sharing Information on Progress – July 2019
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



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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

Susanne M. Bruyère

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 approaches to meeting these challenges.

Principle 6: Dialogue

We will facilitate and support dialogue and debate among educators, 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 3830: Workers' Rights as Human Rights
J. Gross
- ILRLR 2050: Collective Bargaining (ILR REQUIRED COURSE)
R. Aleks, A. Colvin, R. Hurd, H. Katz, D. Lipsky, A. Litwin, C. Riddell
- ILRLR 3057: Environmental Mediation and Negotiation
J. Bickerman
- ILRLR 3068: Organizing for Immigrant Worker Rights
S. Gleeson
- ILRLR Intersectionality in Disability Studies
L. Cook, A. Weiner Heinemann
- ILRLR 4052: Making Development Equitable: Community Control in the New Economy
R. Applegate
- ILRLR 4075: Value, Rights and Justice at Work
J. Gross
- ILRHR 4615: Socially Responsible Business
J. Grasso
- ILRHR 4685: Managing for Social Impact: Analyzing Current Issues and Approaches
J. Keller
- ILRIC 4360: Global Comparative Disability Policy
T. Golden, M. Saleh, K. Clark
- ILRIC 2350: Work, Labor, and Capital in the Global Economy
L. Adler, R. Batt, G. Boyer, L. Compa
- ILRIC 2370: Employee Involvement and Workplace Democracy in the Global Economy
V. Doellgast
- ILRIC 6350: Labor Markets and Income Distribution in Developing Countries
G. Fields
- ILRLE 5440: The Economics of Labor Markets and Workplace Management
G. Fields
- ILROB 2220: Controversies About Inequality
A. Haskins
- ILROB 2245: Ethics and Technology
I. Ajunwa
- ILROB 3730: Culture, Leadership, and Change: Engaging Students in Campus Life and Beyond
W. Sonnenstul
- ILROB 4245: Managing and Leading Social Innovation
M. Besharov
- ILROB 6260: Managing Diversity: Policies and Practices
P. Tolbert

- 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 Program* in the ILR School in 2009, student interest continues to grow. Currently, 13 courses are offered by ILR in the suggested sequence and five additional related courses are offered by other colleges/schools. This sequence is assisting in significantly raising awareness and interest about disability issues among Cornell students, as evidenced by the increasing numbers of students taking the courses, asking to do papers and senior honors theses on this topic, and initiating a number of other related student-led disability-focused activities, such as the Public Service Center/Cornell Outdoor Education Climbing Wall educational experience for students from the local area Board of Cooperative Educational Services (BOCES), and Referendum 35, requesting consideration of American Sign Language for fulfilling a foreign language requirement at Cornell University.

- Approximately 310 students enrolled in the Disability Studies sequence in 2018-2019.

Principle 2: Values

Disability Studies New Curriculum Development

The new course, 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, indicating excellent interest for continued offering for academic year 2018-2019. In fall of 2018, the course enrolled 32 highly engaged students.

Yang-Tan Institute staff also contributed for the first time with the ILR School Freshman and Transfer Student Colloquium course fall 2017, affording a disability focus to this course section.

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 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). 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.

Academic Advising

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.

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 will deliver preliminary findings of his 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 is in the last year of 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 30 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

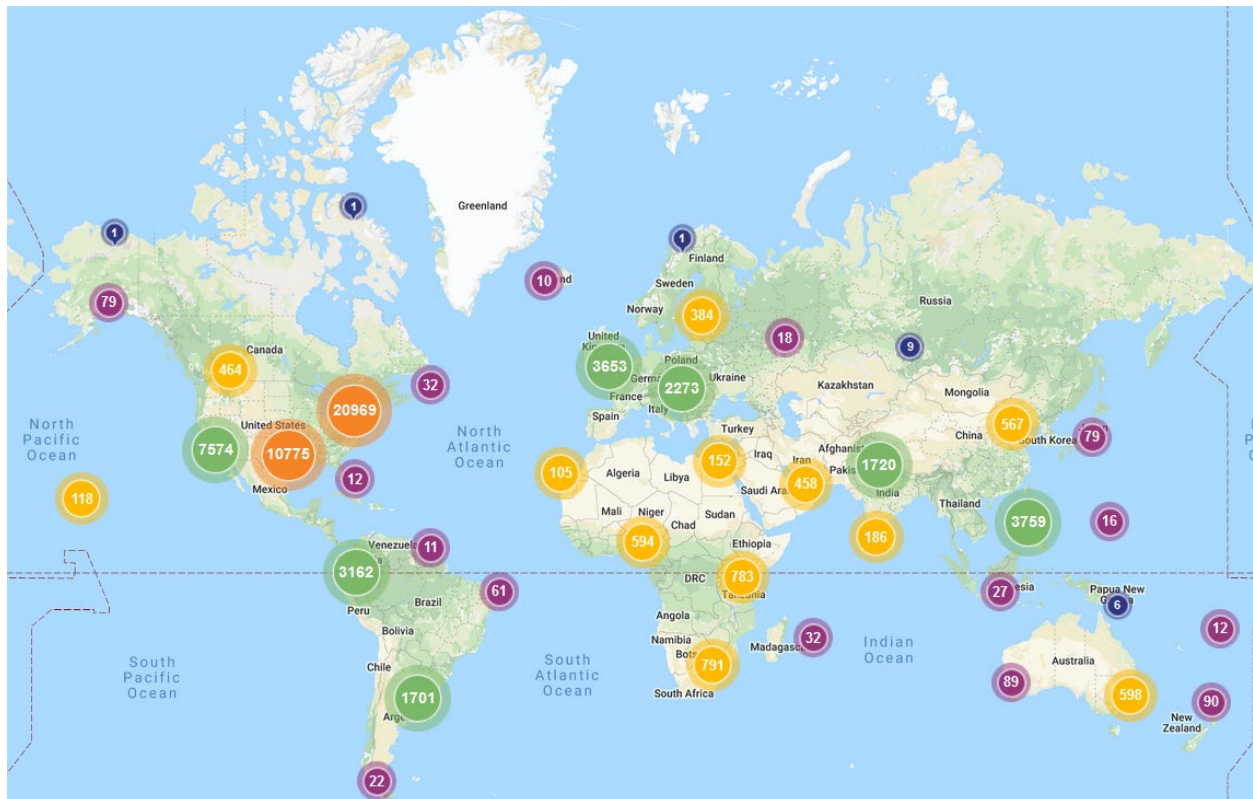
Our website site, <http://disabilitystatistics.org/>, is an interactive webpage tool wherein users can access a wide range of disability statistics and information on useful databases. Drawing from the American Community Survey (ACS) and Current Population Survey (CPS). We deliver national and state-level 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).

- <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](#).

YTI currently has over 360 publications in the DigitalCommons@ILR Online Repository in its own Institute documents section. Since inception, publications have been downloaded over 706,000 times.

- The top two most-downloaded items from the past year are: *Accommodating the Allergic Employee in the Workplace* (6,503 downloads); and the Spanish-language brochure *Consideraciones de empleo para personas con diabetes* (4,862 Downloads).
- Interest in our publications have a global reach, as evidenced by the mapping of those accessing full-text downloads of our publications from this repository since inception represented in Figure 1 below.

Figure 1: Readership location of [YTI Online Publications](#) available through the DigitalCommons@ILR Full-Text Downloads Inception through July 2, 2019



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

In our second 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.

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

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://digitalcommons.ilr.cornell.edu/dandelionprogram/>).

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 began October 1, 2013 and will continue until 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 (WWDPPI), Vancouver, BC, by the Canadian Opportunity Fund for Persons with Disabilities. YTI is working collaboratively on this research project with Marc White of WWDPPI.

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.

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 initiated during the past year include:

- 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). 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 DigitalCommons@ILR repository (<http://digitalcommons.ilr.cornell.edu/>). 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 37 works in the repository, there have been 3,571 downloads from inception to date.
- 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: <http://digitalcommons.ilr.cornell.edu/gladnetcollect/>
- 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 SDGs 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 2018-2019, YTI faculty and staff continued to make robust media contributions, as follows:

- Blog for World Economic Forum *Hiring staff with disabilities makes great business sense. Here's why.* <https://www.weforum.org/agenda/2019/01/hiring-staff-with-disabilities-makes-great-business-sense-heres-why/>
- Society for Industrial and Organizational Psychologists (SIOP) Tip Newsletter. *Employment, Disability and the Role of Work Psychology* <http://my.siop.org/Publications/TIP/562/ArtMID/18540/ArticleID/697/International-Practice-Forum-Special-Series-Industrial-Organizational-Psychology-Helps-Heal-the-World-Part-5-Employment-Disability-and-the-Role-of-Work-Psychology>
- 60-part video podcast series for NYS PROMISE illustrating youth that have benefitted from the intervention services provided.
- A White Paper on *The Futures of Work and People with Disabilities.* <https://static1.squarespace.com/static/5910ee5d1e5b6ca37f0a53b0/t/5a8497eb0d9297891ab548ab/1518639083907/Bruyere+MFW+FINAL+%2812-12-17%29.pdf>
- An open-source article in the Journal of Social Inclusion by Matthew Saleh, and Susanne Bruyère on *Leveraging Employer Practices in Global Regulatory Frameworks to Improve Employment Outcomes for People with Disabilities,* <https://www.cogitatiopress.com/socialinclusion/article/view/1201>. Part of the full thematic issue: Priestly, M., & Waddington, L. (2018). Disability Equality in Theory and Practice. Special Issue of Journal of *Social Inclusion* (Volume 6, Issue 1) www.cogitatiopress.com/socialinclusion/issue/view/83

Social Entrepreneurship and Social Innovation Initiatives

The ILR School has been a University collaborator on social entrepreneurship. This year, 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. Over 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 last fall 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.

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.

Partners in Policymaking®

New York State Partners in Policymaking is an innovative national model of leadership training and development for individuals with developmental disabilities and family members who are interested in working in collaboration with legislators and policymakers to influence all levels of disability policy development and system change.

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 7/3/19



ILR School

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

Yang-Tan Institute on Employment and Disability
ILR School / Cornell University
201 Dolgen Hall
Ithaca, NY 14853
voice: 607-255-7727
fax: 607-255-2763
email: ilr_yti@cornell.edu
web: www.YTI.cornell.edu

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