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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.
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/](http://yti.cornell.edu/)
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 3830: Workers’ Rights as Human Rights
    James Gross
  - ILRLR 2050: Collective Bargaining (ILR REQUIRED COURSE)
    R. Aleks, A. Colvin, R. Hurd, H. Katz, D. Lipsky, A. Litwin, C. Riddell
  - ILRLR 3068: Organizing for Immigrant Worker Rights
    Shannon Gleeson
  - ILRHR 4615: Socially Responsible Business
    Joe Grasso
  - ILRIC 4360: Global Comparative Disability Policy
    S. Bruyère, T. Golden

- 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, 11 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.

Principle 2: Values
Disability Studies New Curriculum Development
The new course, ILRLR 4035, Disability and Intersectionality, launched in spring 2017 during the 2nd seven-week session of the semester. This course focuses on the recognition of the importance of intersectionality, or the understanding of how identities such as disability, race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic class, and national origin, among others, multiply, overlap and connect. It examined how intersectional disability experiences, in particular, impact and are impacted by access to employment, education, and health care. The course also explored the efficacy of legal and policy initiatives that are already in place, and in doing so, strongly consider the growing need for, and value of, intersectional approaches to disability discrimination. This course was offered by Lawanda Cook (YTI) and Allison Weiner-Heinemann (ILR School).

International Student Service Learning and Internships
YTI created a Global Service Learning Experience starting in 2010. In 2016, students interested in these initiatives had the following learning experiences:

Israel
- We have moved this student engaged learning experience from a summer Global Service Learning Experience (GSL) to a full semester credit internship.
- Shira Kotz worked with the Equal Employment Opportunity Commission (EEOC) of Israel, as well as the legal clinics of Hebrew University. In her internship with the EEOC, she researched employer discrimination training programs around the world as well as case law connected to segregation on the basis of religion. She found it interesting to be able to learn more about the differences between US and Israeli case law, as well as how various countries handle discrimination issues. She was able to gain a more hands-on perspective through sitting in on various client meetings, and employer training sessions connected to discrimination. In the second half of the semester, she worked with two pro-bono legal clinics that are run by the Hebrew University, one focusing on the field of disability employment law, and the other on women’s rights in the workplace. In the disability employment clinic, she researched alternative methods to sheltered workshops both in the US and across the world. In the women’s rights in the workplace clinic, she researched family child care centers, and their impact on childcare providers in both the US and England. In addition to these clinics, she also had the opportunity to participate in a course on Israeli disability law in Hebrew University. As part of the course, she sat in on a Knesset meeting on integration of people with disabilities in the workplace.

Singapore
- In late spring 2016, we worked with Jonathan Chang, Executive Director of the Lien Centre for Social Innovation at Singapore Management University to create a credit internship opportunity. Seth Lutsic was accepted for this opportunity and recently completed his work in Singapore with the Lien Centre for Social Innovation on the following initiatives:
  - Establishing the need and identify the current gap in training programs on inclusive workplaces
o Developing and piloting an inclusive workplace training program that complements existing programming

o Working with the Lien Centre for Social Innovation (LCSI), organizations supporting people with disabilities in Singapore, fellow researchers in the field, and the Diversity and Inclusion Department at Singapore Management University

**India**

- Working with ILR’s International Program’s Office, YTI provided airfare and lodging for two ILR Students, Seth Lutsic and Alex Charkin to conduct research with [Swami Vivekananda Youth Movement (SVYM)](https://www.svym.org) and the [Grassroots Research and Advocacy Movement (GRAAM)](https://www.graam.org). They worked on two initiatives while in India, as follows:

  - ** Developing A Case Study for PwDs (Persons with Disability) at Vinyaas Innovative Technologies.** Students reflections and requested feedback on this experience was as follows – “What emerged out of this exercise has been an observation that such organizations have figured that they will emerge stronger, are more professional and personal (personable), deliver with an even better quality, and enjoy an unwavering support from all segments of their employees as well as their clients. During our visits, we found smiles on the faces of everyone, and a genuine interest to share their experiences with us. We have also felt a family sort of bonding and support for each other.”

  - **e-Ability proposal** – Seth and Alex conducted a series of interviews of key stakeholders (VRWs and MRWs) directly involved with PwDs. They then reviewed the revised the e-Ability proposal based on the interviews conducted and their subsequent analysis.
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.

Final launch is planned for late summer 2017.

Diversity Partners
Diversity Partners enhances the bridge between the labor supply of qualified individuals with disabilities and the employers seeking such talent. Through the design of training and online tools, YTI engages disability employment service agencies and their personnel in capacity-building and organizational change to create and sustain mutually beneficial employer partnerships.

- In 2016, 414 professionals in disability employment service agencies were trained.

Northeast ADA Center
For over 25 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.

- In 2016, 2,572 covered individuals and organizations/entities were served.

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 sixth year of the Cross-Dataset Variable Catalog collaborative partnership with UTMB and CLDR. In 2016, the catalog was accessed 635 times, providing an overview of rehabilitation related information available across multiple datasets that have health and disability variables.

The three other research aids (Disability and Compensation Variables Catalog; Rehabilitation Dataset Directory; Disability Dataset User Guides) were accessed 5,695 times in 2016.

Informational statistics and status report currently have available data from the 2015 calendar year. There were 7,104 visits and 55,174 downloads in 2016.

Readership of the YTI Publications in the DigitalCommons@ILR Repository
YTI currently has over 350 publications in the DigitalCommons@ILR Online Repository in its own Institute documents section. Since inception, publications have been downloaded nearly 545,000 times.

The top two most-downloaded items from the past year are: Unemployment, Welfare, and Social Security Disability/SSI Benefits: How They Affect One Another (5,221 downloads); and Accommodating the Allergic Employee in the Workplace (5,814 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 3 below. In calendar year 2016, 81,699 full-texts of our publications were downloaded across the globe.

Figure 1: Readership location of YTI Online Publications available through the DigitalCommons@ILR Full-Text Downloads Inception through December 31, 2016

NYS Consortium for Advancement of Support Employment
The New York State Consortium for Advancement of Support Employment (NYS CASE) provides free professional development training to supported employment providers with a current contract with the NYS Education Department, ACCES-VR. NYS CASE advances fidelity-based supported employment policy
and practices throughout NYS, leading to the integrated labor force participation of individuals with the most severe disabilities.

- In 2016, we reached 1,137 supported employment providers across NYS.

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 2016, 6,787 individuals were reached with our benefits counseling trainings.
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
YTI actively engages with employers to advance equal opportunity and inclusive workplaces for people with disabilities. Federal NIDILRR funding supported two employer-focused achievements this past year, BenchmarkABILITY and Disability and Employer Practices: Research across the Disciplines (Cornell University Press).

- BenchmarkABILITY is an online self-assessment tool for employers containing six checklists of best practices on recruitment and hiring, career development and retention, diversity and inclusion, accessibility and accommodation, compensation and benefits, and metrics and analytics. Launched in calendar year 2016, the tool is currently available at no cost and is designed to increase employer understanding of leading practices to create a disability inclusive workplace. It highlights research-based strategies for creating a disability inclusive workplace climate. We are currently finalizing a series of six short 1 hour self-paced learning courses that will provide employers a deeper dive into the six BenchmarkABILITY topics.

- In 2016, our book, Disability and Employer Practices: Research across the Disciplines was published by Cornell University Press. The book is a culmination of five years of research sponsored by a grant from U.S. Department of Health and Human Service National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) to Cornell University for a Rehabilitation Research and Training Center on Employer Practices Related to Employment Outcomes among Individuals with Disabilities (Grant No. 90RT5010-01-00).

NYS Promoting the Readiness of Minors in Supplemental Security Income
New York State PROMISE is a research study designed to identify the best ways to help youth with disabilities between the ages of 14-16 who receive Supplemental Security Income to successfully prepare for and transition from high school to adult living, learning, and earning. Currently in year three of this five-year effort, NYS PROMISE will provide additional coordinated intervention services and supports to evaluate the effectiveness of these approaches in improving employment outcomes for this population over time.

- To date, 2,000 students have been engaged in the study.
Principle 5: Partnerships

Autism at Work Initiatives

One of the exciting new developments funded by the Yang-Tan gift that continues successful growth is the Autism at Work Initiative. Activities to contribute to improved employment outcomes for individuals with disabilities initiated during the past year include:

- In spring 2016, we conducted a preliminary literature review on scholarly, empirical and case study descriptive articles related to autism in the workplace, hiring initiatives for people with autism particularly in the technology industry, and hiring of people with autism in other industries. Some three dozen articles have been reviewed and summarized.

- We have established an agreement with DXC Technology-Australia to distribute their materials for the Dandelion Program (a hiring program for people with Autism). Individuals will be able to 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).

- 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 is working with several global companies with targeted hiring practices focusing on individuals on the Autism Spectrum to create summer internship programs for ILR School graduate and undergraduate students wanting to learn about these initiatives, and to contribute to individual company technical training and research activities. There will be a companion course for fall 2017.

- ILR School Dean, Kevin Hallock, provided the Key Note address for the 2017 Autism at Work Summit (April 13, 2017).

Cross-Campus and External Request for Proposals

The Yang-Tan gift has spurred cross-campus and external engagement aligned with Cornell’s overall “Radical Collaboration” research drive. With gift funding, YTI has launched a new initiative targeting innovation in the world of work that can enhance employment outcomes for previously marginalized groups. YTI conducted an open solicitation for new research and experimental efforts across campus, seeking to identify new interdisciplinary partners across Cornell University and external to the University. Twelve proposals were received and four were selected for funding from the Yang-Tan Gift fund. These are the abstracts of the successful proposals:

- Proposal abstract: Enhancing the accessibility of paper documents for low vision people with a smart workplace.

  Principal Investigator: Shiri Azenkot (Cornell Tech)
The intended outcome of this project is that low vision people will perform tasks in an office environment more efficiently and conveniently using our innovation. This will result in greater success and satisfaction in the workplace. Throughout this research, we will focus on the design of the innovation and produce a prototype for low vision people. Meanwhile, we will seek additional funding so that at the end of our design process, we can move to production. To take our research findings and output and produce a viable product, we will work with the Cornell Tech Foundry, an in-house group of professional software developers and designers that work with faculty to productize research outputs. Like the prototype, the commercial product will consist of a software application that runs on commodity hardware (a pico projector, web camera, and computer), making it affordable and easily available for low vision people.

- **Proposal abstract: Connecting Diversity Practices to Employment Outcomes: Lessons from the Federal Sector Workplace.**

  Principal Investigators: Sarah von Schrader; Hassan Enayati (Cornell-ILR, YTI)

  This project presents an unprecedented opportunity to move the field toward an understanding of the effect of equal employment opportunity (EEO) practices on the employment outcomes for individuals with and without disabilities. While there are limitations in all social science research, the unique data and the carefully planned research design used here will push the field to a clearer understanding of the impact of diversity practices. The objectives of the project are to: 1) develop a thorough knowledge base of how diversity practice adoption impacts outcomes such as disability representation, hiring, and advancement through analysis of federal administrative data and 2) Reveal whether diversity practice adoption moderates differential employee experiences and attitudes of individuals with disabilities.

- **Proposal abstract: Career Skills at Cornell with Leadership Skills at Cornell Outdoor Education: Building confidence in high school students with developmental disabilities.**

  Principal Investigator: Austin Fay (Cornell Public Service Center)

  The outcomes we expect for Smith students are in two categories: social-emotional and leadership skills gained, and physical skills. Research on the physical benefits of climbing show that students learning to climb must balance and coordinate movements, plan and execute planned routes using motor skills and hand grips, and increase their physical strength and mobility. Research on gains in self-efficacy in students with disabilities who learn indoor climbing is not plentiful. A study published in *Active Physical Activity Quarterly* by Mazzoni, Purve, Southward, Rhodes, and Temple in 2009 showed that while self-evaluations and belayers’ evaluations showed increases in ratings of self-efficacy, that overall confidence in athletic ability and global self-worth did not change over time. What was interesting was that the authors felt that the students need more experiences that enhance feelings of self-efficacy than could be accomplished in the six weeks of climbing.

  View our climbing wall story here: [https://www.youtube.com/watch?v=FsSYb7S3DKw](https://www.youtube.com/watch?v=FsSYb7S3DKw)

- **Proposal abstract: Random Hacks of Kindness – a disability-focused Hackathon**

  Principal Investigators: Entrepreneurship at Cornell; Tikkum Olam Makers (TOM) of Israel; Cornell-ILR YTI
For three days in April we brought together engineers, developers, creators/designers, and innovators to build solutions for people with disabilities. Work was done with a need-knewer in empathetic design to create a solution customized to a unique challenge. The event will be open to the public -- friends, family, alumni are all welcome to participate. We provided the venue, fabrication lab, food, and mentors. Attendees provided energy, passion, skills, and creativity. Challenges were submitted via the hackathon website. Teams and mentors registered online. (http://www.nyc.tomglobal.org/)

- Date: April 21, 22, 23, 2017
- Venue: New Lab, Brooklyn Navy Yard
- Who: open to all students and practitioners
- View: https://www.youtube.com/watch?v=tfzd1wmqmbss&feature=youtu.be

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 is collaborating with Entrepreneurship at Cornell, College of Engineering, Cornell Computing and Information Science, and Cornell Tech on the conference *Technology changes everything: Innovating to include people of all abilities in a more diverse workforce*. It happens on October 26-27, 2017 at Baruch College, an accessible venue in mid-town Manhattan. The forum’s purpose is to discuss how technology is opening possibilities to move the needle on employment through new assistive technologies and accessibility features for existing ones; new technology applications in business that require specialized talent thereby creating opportunities for people with differences like autism; and virtual offices and mobile technologies which enable work by anyone, anytime, anywhere. A keynote and panel presentations by business leaders who are shaping the industry will further dialogue around how attention to disability inclusion in the workplace and product design is good business. Our target audience is leading technology companies, technology innovators and technology enabled companies such as financial and professional services sectors, as well as interested public policy makers and university and college educators promoting disability inclusion among future professionals in the technology sector. Anticipated size is 200 attendees. Proposed conference outcomes are: publication of a summary (proceedings) report of current leading practices for employers, educators and policymakers, including “what’s next, issues and challenges, and recommendations.”

- YTI representatives provided a keynote address about YTI research at the *Ability in Tech Summit* May 2016, Berkeley, CA, sponsored by the Computer Technology Program and Catalyst.

- We are also working with the Cornell colleges of Engineering, Computer and Information Sciences, and Cornell Tech to explore possible inclusion of “inclusive design” in credit curricula.
Transition Programming

Professional Development Support Center (PDSC) for NYS is a five year-project (2015-2020) to provide consultation to NYS schools. School districts are required, under federal and New York State law to provide students who have disabilities with appropriate transition services to help students meet their post-secondary goals for living, learning, and working. This current effort builds on YTI’s over two decades of work, advancing what works in transition from school to adult life for New York’s students with disabilities and collaborating with Regional Special Education Technical Assistance Support Centers (RSE-TASC) Transition Specialists as peers in our shared mission to advance evidence-based practice across New York State.

- In 2016, 139 transition specialists were trained throughout NYS.
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; and at the U.N. Commission on Social Development 55 in New York, NY.
- 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.

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 pending onsite review

The resulting report was released to University administration in mid-March 2017 with suggestions for how social innovation/social entrepreneurship/social change initiatives could be improved upon at Cornell.
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.

Citizen-Centered Leadership (CCLD)

Citizen-Centered Leadership (CCLD) is an online 15-week course available at [http://www.cclds.org/](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.

- In 2016, 1,657 individuals were reached via our CCLD programming.

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.

- In 2016, our Partners in Policymaking program reached 1,390 individuals across NYS.
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 7/6/17