

Webinar: Diversity Symposium

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>> Greetings and good morning everyone. My name is Archie Ervin. On behalf of the office of the president and the office of diversity and equity and inclusion and all of our panelist we want to thank you for joining us today for the 12th annual diversity symposium. I've been told that we have more than 800 participants registered for the event today which would make this the largest ever in the history of the diversity symposium so I'm geeked about that.

For more than a decade, this has been an important forum to come together to engage in robust dialogue regarding challenges and opportunities that we have as we continue on our journey to becoming a more inclusive community.

One of our symposium in recent years focused on LGDBQ inclusion. Still on another occasion, one symposium focused on issue of gender equity and faculty hiring. That led to the require that search committees be formed to mitigate bias in hiring. As tangible evidence these symposium are important here at Georgia Tech and there's great potential for

what is said here today to have impact later on.

The theme for the 2020 symposium is understanding accessibility as inclusion. Georgia Tech's pathway to accessibility.

This theme was inspired in part of the commemoration of the 30th Americans with Disabilities Act of 1990 and informed by Georgia Tech's own tenure transition plan. The goals of our symposium are two-fold this year. First we want to make it clear that merely meeting the requirements of the Americans with Disabilities Act and related statutes important as they have been are merely floors of compliance, they are minimal goals. At Georgia Tech we aspire to leadership and inclusion that reaches beyond minimal compliance for the disability act.

Secondly, our symposium is helping us at Georgia Tech and how we seek to deploy innovative compliments that improve human conditions, including technology that allow us to overcome physical disabilities and allow full participation in community life. In order to gain a full appreciation of a uniqueness of the gifts within our campus community, we have to listen clearly, understand and learn, explore and hopefully better understand that we are a community of many talents within Georgia Tech.

We want to be inclusive. We hope this conversation this year will prompt all of us to contribute and

engage in the discussions as to how we can more fully connect the inclusion agenda with the accessibility issues at Georgia Tech.

Our panelist today will help us understand these issues better. They represent a wide range of expertise to help us understand the complexity involved to ensure that all persons with disabilities feel valued, respected and included and here at Georgia Tech they are entitled to the full benefits that make Georgia Tech a leader university. Again, I want to thank you for joining us on this important conversation today. We look forward to the contributions you will make so in the future we can say on this day we made important changes for Georgia Tech. Thank you for joining us. Now it is my honor and privilege to welcome our president, President Cabrera who will make welcoming remarks.

>> President Cabrera: Thank you so much, Dr. Archie Ervin. One of the high lights of our first year at Georgia Tech was my first diversity symposium. Last year we welcomed back to campus the first 4 black students in our history. We unveiled statutes to welcome them. It was a powerful day not just for me but all of us as a community and a big reminder of our commission. Since then, at least a couple of very important things have happened in the life of Georgia Tech. One is that we engage in a strategic planner process. One

of our values that emerged through these conversations is we thrive on diversity. I will read what that value says. I think it captures the spirit of today. We see diversity of backgrounds and perspectives as essential to learning, discovery and creation. We strive to remove barriers of access and build an inclusive community where all people have the opportunity to learn and contribute to our mission. That's one of our core values. That lays out a commitment and describes in some way we are and what we aspire to become. In the same process when we identify the values, we also work on the strategic themes and goals. What are the mountains we want to climb over? Through the many discussions we had internally and externally, one of those themes was to expand access. So now we have a formal mandate. We have given that one of our core values is we thrive on Dr. and remove barriers and have a commitment to expanding access in all ways. Of course the second thing that happened was the social issues and protests and national conversation around race this year that has reminded us of the long journey that we have walked as a nation and the long journey that remains ahead of us.

I feel like not only the moment is right in the need is urgent but that we as a community have the strong commitment to doing better and to be better to our commitment of inclusion.

This year's theme is very timely and important.

This notion of accessibility and inclusion. For us at Georgia Tech given what I described what that means is all people must have unrestricted access to the resources, experiences that we offer at Georgia Tech and everybody no matter what issues they're facing of accessibility they should be welcome in our community. It also means that when we advance technology that improve the human condition that those technologies should be accessible by all those who need the technology. So really our strategic framework makes it very clear. 30 years ago as Doctor Ervine pointed out we passed the Americans with Disabilities Act. That law protects people with disabilities against exclusion and make sure that no one prevents the rights of humans and the freedoms of any citizen. All those ideas may sound like basic ideas, they may sound very American ideas, very in line with our founding principles of this nation and yet for centuries, thousands of people were deprived of those rights. Getting around town, communicating, participating in public life, contributing to our civic institutions. Those were things that were virtually made impossible for people with disabilities. It was thanks to the tireless and daring work in the achievements of disability advocates around the country for decades that led to the Americans with Disabilities Act of 1990.

As I was saying, we cannot take these advances for granted. We need to keep working at them. We need to

reflect on what else we need to do to be better. This symposium is the perfect reminder of the work ahead. I want to congratulate those who are leading us at Georgia Tech toward a better future. I very much look forward to hearing from our guest speaker Haben Girma. Thank you to all of you for being part of this symposium

>> Denise Johnson Marshall: Thank you so much President Cabrera and Dr. Ervin to the diversity symposium. My name is Denise Johnson Marshall and I have the special honor of introducing our guest speaker this morning. Haben Girma is the first deaf blind student and graduate of Harvard law school. She communicates that knowledge of law sociology and technology to teach every audience that she talks with and mentors along the way. She's an advocate for equal opportunity and we are so happy to have her today. I'm not going to spend a whole lot of time introducing her. We at Georgia Tech I hope you take this opportunity to understand, listen and act upon the things that she's going to help to start our conversation. Without me going on longer, I would like to introduce Haben Girma.

>> Good morning! Thank you Ms. Marshall for the introduction. It's an honor to be speaking to Georgia Tech. I wish I could be there right now, and I wish to spend time with you in the future when we'll be able to visit. As you heard, I'm deaf blind. You can probably see through the video that my eyes move involuntarily. My blindness doesn't bother me. But

assumptions about my eyes do bother me. When people design facial recognition, there's assumptions built into the tech about how eyes move or how people look. When those biases are built into the tech, it hurts disabled people and limits the potential of the tech.

I'm going to be talking about the intersections between disability, technology and innovation.

At Georgia Tech, they build amazing tools for the future. If we can harness more awareness of disability, technology and inclusion everyone will benefit.

My other piece of my disability is deafness. Lots of different people communicate while being deaf blind. Some use sign language, text, writing. I am often asked how do you speak if you're deaf? Good question.

There's different types of hearing loss. My type of hearing loss is in the low frequency. I had more hearing when I was younger and then lost my low frequency hearing as I got older. I have a little bit of high frequency hearing. And that allows me to speak at a higher register. Some communities do not respect voices that sound feminine, that are at a higher register and that's a problem. We should have communities where all voices are valued regardless of whether someone speaks with a low register or high register, with an accent, whether they use voices, signs, using computers. All voices should be valued. Rather than putting the burden on disabled people to

change, communities must build technologies that value all voices, all types of eyes, all bodies.

During this presentation we're going to have two Q&A's -- question and answer sessions. I think this is really important because this is your time. I'm going to be able to address questions you have. In about 10 minutes or so, I'm going to pause and take questions and at the end of my presentation, I'm going to take questions. You can send your questions in through the chat. Ms. Marshal -- Ms. Hill will assist in reading the questions out loud so I can answer them. So even while I'm talking, you can send in your questions and we'll go through them.

How I'm going to do questions? I have a braille computer I'm holding up. Along the bottom are dots. So I run my fingers over the dots and feel the letters. The patterns of the dots makes braille. This technology, braille computers has been around for a long time. Since about the 80s. My specific device in modern 2010 have increased opportunities for communication. During this presentation that's what I'm using for communication. I have an assistant who will control the slides and typing what people say. So as President Cabrera was speaking, my assistant was typing what was being said. I was reading it in braille. That's how the Q&A will get done. So send your questions through and I look forward to reading them.

My name is Haben Girma. The name Haben comes from

Eritrea. There's was a lot of violence during the Eritrea-Ethiopian war. I learned stories from her. Stories are powerful. They influence the products we build. My mom heard stories that America was the land of opportunities. America was a land of civil rights. The stories inspired her to take the dangerous journey from Eritrea to Sudan.

She was a refugee and an organization helped her come to the United States. It's not geography that creates justice. It's people that create justice. Communities create justice. All of us can advocate for justice. As the daughter of refugee and disabled, lots of stories matter in my life. When my parents were raising me they heard oh, poor thing. She will never go to school or get a job. We have to resist those stories and find for ourselves what it means to be a black woman and to be disabled. The dominant story is that disabilities a burden. We need to resist that story and instead reframe it. I define disability as an opportunity for innovation.

If you can't do something one way, that's an opportunity to come up with a new way of doing things. That new way creates rules that benefit everyone, disabled and nondisabled people.

You already know how to use tech to read. I can't read with my eyes, but I read with my fingers. That's an alternative way for accessing information. Alternative ways are

equal and valued. I'm going to give more examples of how to access information.

Let's play the first video.

I'm going to share a video. It's sign language. In the video a young man is signing and I'm holding my hands over his hands to feel his signs. Around the world, deaf communities have developed sign languages. If you can't hear, you can create a visual language. They created their own visual languages. The dominant one is American sign language. Next is French sign language. Across the pond in the UK they have a completely different language and it makes no sense to me. They call it British sign language.

Sign language is a form of innovation. It's people creating solutions to meet their own needs. Deaf blind people have also been innovative. If you can't see or hear a language, you can create your own language. Tactile sign language. In the video that's what you're seeing. Tactile sign language. It's one of many different ways to communicate information through touch. I'm really excited for more potential of tech knowledge that embraces tactics, the communication of information through touch.

Disabled people especially blind people who use touch every day can help increase these developments at the intersection of technology and tactics. I'm going to share another video.

In this video, we have salsa dancing. It's one of the things I miss most. During the pandemic I miss being able to connect with people and dance. When I was in middle school, I was taken out of -- in elementary and middle school I was taken out of most physical education courses because instructors assumed I could not participate. Physical education is low for students with disabilities. They assumed whether or not I could do it. It required people to come up with solutions for me to engage in.

One year in middle school I went to a camp for the blind. We had a dance instructor who was blind. She taught me that many different ways to connect to music. If someone is deaf and can see, they can see the other dancers and see the beat. They can watch the hands of the musicians and see the beat. If someone is blind and can hear, they can respond and engage to the music. As a deaf blind person, I can't see the other dancers, I can't hear the beat of the music, but I can feel the beat through the hands of the people I'm dancing with. And that's how I learned Salsa, swing and many other dances. Through tactile intelligence. And I'm hopeful more people will embrace tactile intelligence. And it is probably one of the things we learned to be more aware of during the pandemic because when challenges come up, we become more aware of existing limitations which inspires creations to address the challenges.

Whenever I encounter challenges, it's thoughtful creative people who help come up with solutions. Disabled people are successful when people in the community do the work of removing barriers. One of my favorite teachers demonstrated this was in high school. She asked me one day if I would like to try surfing. I thought how would a blind person surf. I said sure let's give it a try. She introduced me a program called ride a wave. They do tandem surfing. This is the video of tandem surfing. There's a tandem board with a guide in the back. I'm in the front of the board. The water guide helps steer around other surfers. I loved the experience of feeling the vibrations of the waves through my feet, through the surf board. I loved feeling the water, the wind, the sun. Tandem surfing, doing something in harmony with other people is beautiful. But I wondered would it be possible for me to surf on my own? How would that work? What would that look like? I reached out to several surf schools across California asking could I take lessons. The program ride a wave that I did tandem surfing with didn't do lessons. So I reached out to schools and they said we have never heard of a deaf blind surfer. Then I found one school that said we never heard of a deaf blind surfer but let's try. Let's find a way. So we had a lesson. Next slide. In this video I am on my own surf board. That gave me the opportunity to practice riding the wave on my own. Beside me on his own surf board helped guide me. I loved the

experience and it taught me; it reinforced the idea that there's always a way to make something accessible. So many people tell me [indistinct speech] is visual. There's no way to make this accessible to blind people but if a deaf blind person can surf, you absolutely can make tech accessible. It's about being thoughtful and creative there are already many resources available to people working in tech to make it accessible.

We can also increase in training and in our computer programs, in our tech classes to teach about the intersection between disability and technology.

Okay. I'm going to pause here to check in with Ms. Hill. Courtney hill, do we have any questions?

>> Yes, Haben. I'm Courtney hill. We got quite a few pre-submitted questions for you. We understand you have a guide dog named milo. Can you tell us what milo does for you?

>> Absolutely. That's a great topic. My dog was trained at the seeing eye, a school in New Jersey. She was born there, took classes on how to guide. The classes teach him how to stop, if he sees a car coming not to go forward. He learns about environmental details like stairs and he gives me that environmental information. He doesn't actually know where I want to go. I have to be the leader. I need to know where I'm going. There's an assumptions that guide dogs lead blind people. We're a team. It's a partnership. He gives me environmental information, but I ultimately tell him right,

across the street, left at the next corner. It's a team. It's really important for an individual to chart their own course, whether disabled or not or in partnerships with others. It's important to know a map to where you want to get to and then use your tools whether it is sight or a partnership with a guide dog to get to your destination. Good question.

>> Thank you, Haben. Haben, we also have a couple of questions that have come in to ask how COVID-19 -- how you believe COVID-19 will impact the human touch machine that you have so beautifully shown in your videos. Are you concerned that COVID-19 will dampen research on touch interaction?

>> I think due to the pandemic, people are more excited about touch. We had to reduce it to [indistinct speech] but it makes us miss it more and become aware of how important it is for humans to stay connected with other people and access information. So I think this is going to spark more touch base technologies. I showed you the video of tactile sign language. There are people who need touch to communicate. Rather than just cancels those people and denying access to those people, it's important to be creative and thoughtful and create solutions. So you could have a safety plan to wash hands thoroughly before engaging in touch activities, to wear masks before engaging in close proximity and to minimize physical connection when being in a place with other people whenever possible. So there's an assumption that especially blind people

and deaf blind people there's been a lot of stigma because we rely so much on touch and it's really important to be thoughtful and engage and come up with solutions. Rather than jumping to conclusions and just creating walls. So disabled people are due to discrimination and existing barriers, disabled are most at risk during this pandemic and that's an extra reason to be thoughtful and make sure to come up with solutions.

>> Thank you so much, Haben. Haben, you are getting lots of remarks to say how incredible you are. We certainly agree. Haben, you may speak about this later in your presentation, but we're getting questions to ask about your experiences as a student at Harvard law school. Can you talk about that a little bit?

>> Absolutely! We'll get to that. I'm going to continue with my presentation. Georgia Tech, please continue sending in questions and we'll go back to more questions near the end of the presentation. I will definitely answer the question about Harvard law school. Does that sound good?

>> Yes, thank you, Haben. Absolutely.

>> Haben: All right. Here we go. So I went to Harvard law school because I wanted to be an advocate for disabled people. I wanted to advance my skills with the ADA to make a difference. I wasn't born an advocate. We start with small barriers to build up skills and then help you tackle the

larger obstacles. My journey started in college. I went to college in Portland Oregon. A small liberal arts school. They did a great job providing my books in braille, my exams were in braille. They even worked with the outdoor club so I could rock climb and kayak. There was just one problem at the college. The cafeteria was a place for students to relax and eat and hang out between classes. And when you entered there was a print menu on the wall. Sighted students could browse the menu and then go to their station of choice. There were about 6 different stations. As a blind student, I could not read that menu. Blindness wasn't the problem. Disability has never been my problem. It's barriers in the environment that create problems. So I went to the manager and explained print menus don't work for me. Can you provide the menu in braille or post it online or e-mail it to me? I have assistive technology that allows me to use e-mail and websites. The manager said we're very busy. We don't have time to do special things for students with special needs. Just to be clear, eating is a not a special need. Everyone needs to eat. There's an assumption that there are two kinds of people: Independent and dependent. That's not true. Everybody is interdependent. We all have times in our lives when we depend on other people. Many of you like drinking coffee. Very few of you grow your own coffee beans. We depend on other people to grow our food. It's okay as long as we're honest about the fact that we're all interdependent. The

cafeteria manager didn't understand that. So that meant I didn't have access. It's hard to eat vegetarian when you don't have access to food information. I was a student that was juggling all of the responsibilities of doing well in my courses, preparing for exams. 6 different food stations, wait in line 15 or 20 minutes, find a table and try the food and discover an unpleasant surprise. It was really frustrating to not know what they were serving. I was paying to eat at this cafeteria. We were required to live on campus for the first 2 years. I was required to eat at this cafeteria that was not accessible to me.

What could I do? Maybe this was just part of being disabled? Maybe I needed to learn to accept this. Maybe this was an example of what the rest of my life would be. For several months I tolerated the situation. I talked to friends and they reminded me it's my choice. It's our choice to accept unfairness or advocate for justice.

I did research. Then I went back to the manager and explained Americans with Disabilities Act includes students with disabilities. If they don't provide me access to the menu, I'm going to take legal action. I had no idea how to do that. I was 19. I couldn't afford a lawyer. Back then I didn't know there were legal centers to support students with disabilities. All I knew is I had to try.

The manager apologized and promised to make the

menu accessible. I was skeptical. Over time they were e-mailing the menus consistently. I could use my computer to review the menu. Then I had a white cane -- this was before my guide dog. So then I knew exactly how to get to the tortellini. Finally I had access to information.

Next year a new blind student came to the college and he had immediate access to the menu. When I advocate, it's never just about me. It helps all the students that come after me. This is a tip for anyone battling a barrier. If you take the time to address that barrier, you're going to help all the other people that come after you. You're clearing the way and making life better for all the other people that come after you. There are lots of barriers around our community. Barriers that affect blind people, women, people of color. If we take the time to address the small barriers, we build up the skills to tackle the larger obstacles. The experience of that cafeteria inspired me to go to law school.

In 2010 I entered Harvard law as their first deaf blind student. Harvard told me we never had a deaf blind student before. I told Harvard; I've never been to Harvard law school before. I didn't know what all the challenges would be. Harvard didn't know what all the challenges would be. We engaged in an interactive process to figure it out. That's the important thing. Be creative. Come up with solutions. Engage in that interactive process.

There's so many unknowns during the pandemic, so many new challenges. Engage in an interactive process with students, instructors and make things work. I'm sharing a photo from Harvard. This is when I'm graduating. Dean [indistinct speech] is handing me my diploma. There's my guide dog wearing a fancy fur coat.

What I did is image description. Image description helps a blind individual. I'm describing videos through my presentation to help access for blind individuals. When you post photos on social media, add image description to make it more accessible. If you post videos, add captions to make it accessible. Some history about Harvard. Harvard was not always accessible. Helen Keller was a deaf blind woman who was born in 1880. She really wanted to go to Harvard. Back then Harvard only admitted men. Her disability didn't hold her back. Her gender held her back. Over time the community changed and opened its doors to women, people of color and people with disabilities. People sometimes tell me you overcame your disability to graduate from Harvard law school. Not at all! I'm still disabled. I'm still deaf blind. It was Harvard that overcame ableism. Actually they're still struggling with it. They're still working through it. Ableism is the barrier, not my disability.

Ableism is the wide spread belief that disabled people are inferior to nondisabled people. We're not. But this

belief gets into our education system, gets baked into our technology. So we need to learn to identify it and work on removing it so we can create better technology and a more inclusive society.

One last thing about the photo, the dog in the photo that was my first guide dog. Her name was Maxine. She passed away in 2018 due to cancer. It was really difficult to lose a life partner. I know a lot of people are struggling with more losses this year. It's difficult to lose someone due to cancer or due to COVID-19 and other situations. Be kind to yourselves and be kind to the people around you. My new partner is Milo. The seeing eye dog we talked about earlier today. He's a German shepherd seeing eye dog. He also went to the same school as Maxine. I love being in partnership with guide dogs. Tactics, tactile intelligence is a part of that partnership. The dogs learn to communicate with me through touch. And when we're walking in the photo, the dog is wearing a harness. That harness has a handle. When I'm holding them I can feel when the dog turns, stops, moves forward. That information travels up the harness and I'm able to feel it through my hand. Tactile intelligence. Tactics. I'll say it again: Think about tactics when you're thinking about technology and coming up with solutions. We need to expand beyond vision-based computers. So that we can engage all of the different senses and abilities. People often ask why bother with accessibility. Once they

understand why accessibility is important, then they encounter people who think why invest resources in accessibility? I'm going to give you several arguments that you can use when dealing with these difficult people.

Slide arguments.

So we have a set of arguments on the screen that you can use. I'm going to go through each one by one. The first one is you reach more people. There are over a billion disabled people around the world. In the U.S. there are over 61 million people with disabilities. This is a significant market. So Georgia Tech could reach more students, bring more staff and instructors when accessibility is increased especially in the digital tolls.

Another argument is increased content discovery. When you add image descriptions to photos, captions to videos, you increase the text associated with your content which means more people will find it through search engine optimization. So you build access to your content for nondisabled people and disabled people when you embrace accessibility features. This content is called curb cut effect. Wheelchair users at Berkeley gained greater freedom when the city installed the curb cuts. Mothers with strollers started using the curb cuts. Travelers with suit cases used the curb cuts. So that accessibility feature benefited the entire community. We see this over and over again where a disability feature benefits everyone.

Captions make it easier to access information for everyone. Especially when one is struggling with zoom fatigue, it makes it easier to process information if there are captions. It also allows deaf and hard of hearing people to access the audio content of the videos.

So that's another argument you can use. You increase content discoverability when you make visual information more accessible.

The argument disability drives innovation. There are many stories throughout our history that disability sparking the creation of new technology. A lot of these stories are hidden. Very few people know about them. So we need to increase awareness. Help more people learn about these technologies and stories. I'll share some examples.

Vincent Cerf is one of the fathers of the internet. He's deaf and hard of hearing. Deaf people struggled to communicate long distance. Vincent Cerf developed one of the first e-mail protocols. Through e-mail deaf people would communicate long distance. Guess who else likes to use e-mail? Lots of hearing people. These solutions benefit lots of different people. If you design for disability, you can develop the next big thing like e-mail. That's one of many stories. I'll share another story. This one goes further back in history. In 1808 there were two friends in Italy. One blind. One sighted. They wanted to be able to communicate long

distance. Back then if a blind person wanted to write a letter, they had to dictate it and someone else would write it for them. This was before e-mail, before braille. Now these two friends couldn't have other people dictating their letters. They wanted to keep their letters secret. They were love letters. This is a design challenge. How can we create a way to write that doesn't require sight? They developed one of the earliest working type writers. You can memorize the layout of the keys and type by touch. Nowadays lots of people write letters through keyboards. Some of our fastest typist are touch typist. So going back to tactile intelligence. I'm hopeful that more technology will embrace tactics.

And that disabled people are part of the engineering team. If we design for disability challenges and inspire more innovation, disability drives innovation.

You have three compelling arguments. Disability drives innovation, accessibility content increases discoverability, you reach more people when you design for accessibility. If the stubborn people is still not convinced, tell them about legal requirements.

Universities are required by law under the ADA to be accessible. Technology also must be accessible. Americans with Disabilities Act is written broadly. There are assumptions that because tech didn't exist back in 1990 that the ADA doesn't apply to the robot or the technology but that's not

true.

ADA is written broadly to cover prohibit discrimination based on disability. Some people ask how are blind people using computers? Blind people use apps. I will show a video of what an accessible app might look like. Ms. Hill will play this video for us.

Welcome back. You saw on the video there's a screen reader on the video. If a website is designed to be accessible, then blind people can use their screen readers to listen to what's on the app or read it with a braille computer. You don't have to build the braille computer or the voice. You just need to program for accessibility. If your website through the web content accessibility guidelines, a set of technical principles for developing accessibility websites, and the android and iOS accessibility guidelines. These tools already exist. They're already many apps and websites that blind people use independently. There are also many inaccessible apps and websites. So we need to encourage more people to use accessibility features when designing their technology.

Some people think create a separate app for disabled people, or a separate website for disabled people. Separate is never good. You may start out with good intentions. You may say it will be the same, but it never is. Down the line the disabled app gets fewer resources and updates. We want one app, one website that's accessible to everyone. If you do that,

if you design it to be accessible, all of the tools, web content accessibility guidelines [indistinct speech]. For videos add captions. There are additional accessibility features to support for assistive devices like braille displays, and switch controls. If someone has limited mobility and can't use a standard keyboard or mouse, they may use a switch control. These are some of the things that exist already. Universities like Georgia Tech are places to come up with new features, new tools that can help disabled people. As we think about new tools, don't make assumptions. Talk to disabled people. Ask questions so that we can make sure our technology doesn't have biases or assumptions.

I'm going to share a short story. Several years ago in 2013 I went to China. It was a long flight. When I got there, I really wanted to take a nap. So I went to my hotel room where I discovered something strange. I picked it up. I tried to figure out what it was. It almost felt like a piece of food. I asked myself should I taste it? I was curious to figure out what it was but not curious enough to take a bite. I took a picture and sent it to my friend. I asked what is this. We have a photo of dragon fruit. I realized I like dragon fruit. There's lots of people who would think don't bother make a camera app accessible, blind people would never take photo/-S. We do take photos. We do use social media and share photos. Robots, if you design with accessibility in mind, then not only

will encouraged disabled people be able to access the content but future disabled people will access the content.

Young students might have a hard time imagining future selves, but all of our bodies change as we age. Disability and access at every stage in our lives. If we design our tech to be accessible.

Photo.

There's a photo with President Obama who I met at the 25th anniversary of the Americans with Disabilities Act. When I met him, we explained that I am deaf blind and access information best through braille. President Obama usually communicates by voice. He graciously switched from voicing to typing so I could access his words. Inclusion is a choice.

You have the choice to accept unfairness or advocate for justice. When you choose inclusion, you role model it for everyone around you and encourage others to choose inclusion. Final slide.

So send in questions. We're about to do the Q&A. I wrote a book called Haben, the deaf blind woman who con/[KW-RD](#) Harvard law. It wasn't my disability that was overcome. It was Harvard that overcame their ableism. It's important to remove barriers. We need to tell more people about ableism so they can learn to identify it and remove it from our communities and technologies.

Ms. Hill, what questions do we have? We can hold

a Q&A for as long as you want.

>> Sure. Thank you so much Haben. We will only have you for about 15 more minutes but there are so many great questions here for you today. I wanted to start with a couple of wonderful comments coming in.

One says thank you for your story, Haben. You remind me of my late uncle who graduated from Harvard medical school in 1977. He had to overcome being black at Harvard medical school. Later the medical community being a black blind student.

What I'm hearing Haben say the most is when people work together all involved benefit. Valuing all members of our community leads to a stronger community. We really are stronger together.

Haben, in your memoirs --

>> Let's hear the question.

>> Yes. Haben, you're getting so many comments.

In your memoir that you just showed, you talk about the difficulties you encountered after graduating from one of the top colleges in the country. Despite the ADA being 30 years old, people who have cognitive disabilities are not promoted or hired at the same rate as others. What can be done to increase equity in the workplace?

>> Excellent question. Unemployment rates for

disabled people are extremely high, especially for black indigenous people of color because of ableism. The law prohibits discrimination. But the ADA only depends on enforcement. People have to follow the law or litigation is used to force stubborn institutions to follow the law.

So there's still a lot of ableism and ableism multiplied by racism is an even greater barrier. So what we can do is educate more hiring managers, more recruiters to that process more accessible. There's still lots of assumptions that disabled people can't do so many things. There's so many assumptions that blind people can do certain things. So we need to make sure that hiring managers are aware that disabled people can do these jobs. We could remove any barriers that exist in the hiring process. So there's some tools used in the hiring process that discriminate. Such as facial recognition tools that make judgments on eye movements which is discriminatory. Such as me and my dancing. We could remove barriers so that hiring managers are using tools that are not ableist or racist or sexist and educate our hiring managers to stop assuming disabled people with incompetent and assume disabled people are competent. You can ask questions. How will you use the computer? How will you communicate with clients? Those questions lead to answers. Engagement, interactive process to find solutions. Same thing with professors, there's so many professors who assume disabled people can't take a

course or participate in a program. Engage in an interactive process to find a solution to make it work.

>> Thank you, Haben. Haben, I want to share a couple of other comments. Our provost said bravo. You can inspire. Someone said you are an amazing advocate. I'm inspired to see your story and how you never gave up on what so many of us take for granted.

A great question that came in says what kind of challenges have you faced trying to create a sense of community with your peers? Do you experience difficulties or ease with certain communities more than with others?

>> When I was younger it was difficult because the kids around me were concerned about looking cool and if they were next to the blind girl they felt like they didn't look cool. So in middle school and high school it was near impossible to find friends in school because no one was interested in being authentic and having meaningful friendships. College and law school started to feel easier to connect with people and build friendships and communities because people started to stop worrying about looking cool and started being more concerned about being authentic and being themselves. Disabled or not, you should treat each person as an individual, get to know them, build relationships based on your individual needs and dreams, rather than assumptions of what a typical disabled person or blind person, woman, man not based

on assumptions. Instead based on individual needs and dreams. That's how we build friendships, relationships, and communities. I have a strong community of people who value social justice, who want to do the work of removing barriers and connect with me. I do the same for them. I meet each one as an individual and connect with them based on their needs.

>> Thank you, Haben. Haben, another question asks: Thank you for sharing your story. Could you talk a little bit more about the intersection of race, gender and disability? I know that that topic is something that you're passionate about. Can you expand on that a little bit more?

>> Earlier this summer I received a very strange question. Actually multiple people asked me a very strange question. They asked if you're blind, how do you know you're black? There are two things at play in that question: Ableism, the assumptions that blind people can't know anything. There's an assumptions that we have to see something to know something and seeing is the only way of knowing. There are multiple ways to access information. Knowledge gained through touch is equal and valued to knowledge gained through sight. Race is not purely a visual thing. Race is a social construct. It manifests in multiple ways in our communicates. Then there's also racism in that question. There are people assuming that blackness only appears in one form. There's a very narrow idea of Africa. Some people struggle to understand that it's not a country. It's a

continent. It's a very diverse continent. So people struggle to identify me as a black woman when they have narrow ideas of what black looks like. Maybe we're familiar with all of the diversity within the African continent. So race, disability, gender come together in multiple ways. There's a lot of racism in the disability community. Disability organizations that exist -- oh, we don't do racial justice or racial justice organizations say we're focused on racial justice, we don't do disability issues. They're all connected. If someone is left behind, we're all left behind. We can't address racial discrimination without addressing all the other forms of oppression. Everything is affected.

>> Wonderful answer, Haben. Thank you. We have time for a couple more questions. A great one that's come in to piggy back on what you just answered when it comes to accessible technology it can be expensive. Can you shed light on lower income persons with disabilities can increase access to such technologies?

>> That's a good question. It's relevant. Here's one of the things I would love to see more research on. Braille computers are incredibly expensive. The braille computer I showed you -- this braille device costs about \$5,000. It's incredibly expensive and difficult for many blind people to afford. For students, the departments at their school districts are supposed to provide access to these braille computers. The

occasional rehabilitation programs are supposed to help provide these devices to blind people going to college or seeking employment. It doesn't always happen. So there's a lot of people who need technology but can't access it because it's too expensive. There are many people outside the U.S. -- blind people around the world in developing countries who can't afford this technology. I would love to see more research and making braille more accessible and affordable to blind people. This dream is the quest for the holy braille. I'm hopefully that someone listening to this at Georgia Tech will feel moved to do research on braille technology and help come up with developments to make braille more affordable and knowledge more accessible for blind people around the world.

>> Thanks. Another question says that in terms of technology, have you ever thought about a technology that hasn't been created yet but would enhance the lives of so many, especially those who are deaf and/or blind?

>> I thought of that in terms of haptics. There's little technology. We're starting to see a little more. You can have vibration settings for a text message, another vibration for a calendar alert. How about turning that into a language? Can we have the signals detailed enough that people could feel a whole message on their wrist? So I would love to see more innovation at the intersection of touch and technology.

>> Haben, we have time for one more question and

then I would love to turn things over to you for a few closing remarks. You're a surfer, a dancer. Is there anything left on your bucket list, someone wants to know?

>> [Laughter] there are many things I haven't been able to learn to do because I've chosen not to invest my time in doing those things. I can't do a cartwheel. There are lots of people I know who can do cartwheels. Supposedly if I tried long enough and hard enough maybe I would master the cartwheel. I would rather use my time for social justice, for dancer, for walking with Mr. Milo my guide dog. We need to choose how we use our time. Build up a path for our goals. Find our way towards our goals. Sometimes they change over time and go in unexpected ways but dance and respond to changes. So at the end of my presentation, I want to ask if you felt inspired? If you feel inspired tap into that emotion and allow that emotion to guide you toward action. Everyone has the ability to make a difference. You can remove barriers in your community. Choose a barrier you would like to address and build up a [indistinct speech] to addressing that barrier. You will help all the students that come after you, a staff member, a professor, you will help future employees.

It should be up to the whole community to remove barriers. It should be the whole community. Make it inclusive for disabled people, for all of us. So if you feel inspired, pick one thing you can do and commit to making the community

more inclusive by removing that barrier. Thank you, everyone.

>> Thank you so much, Haben. Your presentation today was so inspiring. My office will definitely share all of the remarks and questions that you've gotten today. We wish we could have gotten to all of them. We really wish we could have had you the whole day. Thank you so much.

>> You're welcome.

>> Thank you.

Now everyone, we'll head into our first panel discussion of the day. Our panel discussion will feature staffers Danny Housley and Liz Persaud of the college of design center for inclusive design and innovation Cassie Mitchell, undergraduate student and president of the able alliance Trey Quinn and Anne Jannarone. We will be joined again by Denise Johnson Marshall for moderation of that panel.

First, they took part in the day of the life video to offer a glimpse into their world and to share why diversity is so important.

>> Courtney: Thank you so much to our first panel. That was a wonderful presentation. We have about 10 minutes for some questions and we do have a lot of them here for you.

We've gotten quite a few questions. I want to

focus the first question to trey and Anne. A lot of questions about how COVID-19 affected the disabled community at Georgia Tech. When tech went online, Anne, can you talk about some of the ways the institute adapted to new learning environments and trey, can you talk about the adjustments you needed to make to finish out that semester?

>> Anne: Sure. I will be happy to jump in. I'm hoping I have my video on. We did a number of things. I think the first thing we did is made a conscious decision that not only students with disabilities but anyone on the CDC risk factor list -- if you had a condition on there, would be considered for temporary accommodations. We had inquiries of almost 300 students. We gave our students priority registration for phase two. So they got to jump on the sections that were remote or hybrid in a way that they could manage that. We added a bunch of accommodations for students that are deaf or hard of hearing. We have masks with clear panels in front so if they're lip readers we can give them to students and faculty. We made an effort to reach out to students that are more vulnerable just to check in and make sure they were okay. I will pass it to Trey.

>> Trey: Yeah, I maintained. It was a bit of a challenge. Typically on campus I take exams with people that know the vocabulary of my classes. At home I had to take exams with people who did not know the vocabulary of my classes. I

would have to rely on them. So basically, I just had to spend a long time to take my exams to make sure that my answers would be properly written down and things like that.

>> Courtney: Thank you so much Trey. Denise and Anne, I want to focus back on the importance of making sure that Georgia Tech is in compliance with the ADA. Someone wants to know is there an inclusive mindset that is evident in our HR practice? Denise can you answer that first?

>> Denise: We work together with HR and employee relations to work through a lot of the different concerns that we have about access and barriers to hiring. Ivy gardener and her team work collaboratively with us. We've been working on getting materials in accessible formats. We're also working in the future to talk about hiring and some of those processes as well. So it is an ongoing -- ongoing exercise in compliance and working through some of those issues. I want to talk with terms to compliance. Compliance is -- there's a legal letter of the law that comes with compliance but there's Georgia Tech's commitment to inclusion. There's a lot of things that we'll work on that really speaks to our commitment to inclusion because the compliance portion of it is a very minimum standard, if that makes sense.

>> Courtney: Definitely. Anne, can you expand on what your office in the division of student life does to help students with disabilities?

>> Anne: I was going to say I know the question was pointed at HR and we only serve students in our office, but I will say division of student life is very committed to resourcing our office well to making sure that our students accommodation needs are met, giving us the tools that we need to be able to meet with as many students as need to meet with us. I think there's a positive sense of momentum that I feel -- I've been at the institute for about a year and a half and I've seen that evidence in a variety of ways.

>> Courtney: Danny, I would like to throw this next question to you. I truly see CIDI as a hidden gem on campus. We'll hear more about CIDI from your executive director from Chantal Kerssens later.

Can you talk about what CIDI does and the research that it has developed?

>> Danny Housley: Sure. CIDI is the center for inclusive design and innovation.

>> Courtney: We're having trouble with your audio. Sorry:

>> Danny Housley: Okay. I don't know what the problem is. Should I go on?

>> Courtney: It's still staticky. I'll come back to that question for you. I'll shift to Cassie and Trey. Can you tell us about ABLE Alliance? It's a wonderful campus program that started out of institute diversity fellowship

program. Can you tell us why it's so important for the campus?

>> Cassie: I will start and let Trey finish, all right? Is the audio okay?

>> Courtney: It's a little staticky.

>> ABLE Alliance was born out of the diversity fellowship program. And that is where I along with two other DI fellows met with Trey and Annabel and all of our DI leadership team and decided to put another a student organization. The DI fellowship program was going in one way and Trey and Annabel had already started a student path. We decided to pool all of our resources together to make ABLE Alliance.

We have three basic initiatives. Social inclusion which is helping students feel included in their environment and we have professional mentoring which is where we help students learn after I leave tech and there's no longer an ODS office and Anny to help me, how do I get a real job. So tray and I had Google accessibility come here and Google talked about what do you do in the real world and you need accommodations at your workplace? Not every company has that set up like they do at Georgia Tech. That was eye opening for many students. We look forward to having more of those types of opportunities with Georgia power and other mentoring programs.

So the third piece is working on a website that has all of the diversity pieces on campus in one spot. You can get to Tools for Life, Excel and all the diversity things. So

that's a diversity map for new students. I will let Trey finish it out.

>> Trey: I think Cassie pretty much covered it all. One thing I wanted to add is we have an event tonight at 7. We are sharing clips and the link is sent out on our website and also on the disability services website.

Join us tonight at 7 for that event.

>> Courtney: Thank you so much. We have time for one more question. I will throw this to all of the panelist. There were questions that ask what can Georgia Tech do to be more inclusive in terms of disability and accessibility?

>> Denise Johnson Marshall: I'll start. I think as I mentioned before, Georgia Tech can commit to policies, procedures, services, resources that's designed for the inclusion of all of our campus community which includes individuals with disabilities. I think if we put our innovations, our technologies and resources in that area as well, as well as some of the other areas we can be where we want to be and match our commitment and our wants can actually match what we're doing in action too. And to remember that compliance although there may be legal letters of the law there, but there's also a mindset in accessibility. Accessibility is a mindset as well. It's how you do things. I know when it comes to planning events, those who worked with this event you understood a lot of the background of what you

needed to do in order to have this done. It's not that we did anything special. This is how you plan an event. You plan an event with everybody in mind. So once that gets into the mindset and that we actively look into our hiring practices. Someone asked about HR. We worked on our transition plan to look at our physical buildings. There's a lot of things we can do but it doesn't stop there. We need to collaborate and work with the community within. Organizations like ABLE Alliance, CIDI has a lot of great resources that we can utilize. We have an IT accessibility policy. Look it up in the policy library and understand what you could and should be doing when it comes to technology as we approach this. Faculty understand there's not one type of student on campus. There are many types of students on campus. There's many types of employees as well. So look and see if it's representative of the type of inclusion that Georgia Tech is strive to have going forward.

>> Courtney: Thank you so much de/TPHAOEZ. Danny, with you like to offer some information on CIDI?

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>> Danny Housley: Sure if my microphone is cooperating. Am I coming through clearly? I am. Good. Center for inclusive design and innovation we do a lot in promoting accessibility and access for individuals. We have units within CIDI that focus on live remote captioning, electronic text production, we have Tools for Life which is the assistive

technology act program for the state. We also do web accessibility, braille production and audio description for media. So it's a lot on the services side so an individual -- a lot of times we work with higher education, so they have basic access for their classes. Whether that's a braille book or having live remote captions. When I say live remote captions, it's a person doing those captions. It's not relying on AI or some other element. It's a person doing that. It could be working with a student or a company to find the right assistive technology which is where Tools for Life comes in. We're there to work with anybody in the state, all ages, all disabilities and all parts of Georgia to explore the options out there in terms of assistive technology.

So that's one part of CIDI. The other part is the research part. We're looking at aging with a disability, making sure that you're still connected to the community, to information access just all across the board. So we really try to fuse the services and research together to create a more inclusive and accessible world. I know that's a big broad goal but that's where we come in to try to help facilitate that kind of environment. I wanted to throw one more thing out there that isn't CIDI related when talking about the campus community creating an inclusive environment it boils down to the staff knowing the basics. Knowing how to use services and equipment on campus. I think about the buses. I used the shuttle buses

before the pandemic. I have had friends with physical disabilities where the driver had not known how to use the lift. Then me going to the back of the bus and saying you have to press this button and open the door. Showing them how to use it. So when it comes to a student or faculty or staff member comes knowing the resources on campus. Sometimes you talk about CIDI being a hidden gem. We can be tucked away sometimes but we're definitely there to support the staff, the students, everybody. So that's my two cents there.

>> Courtney: Thank you so much Danny. Thank you to all of our first panel presenters. You all were wonderful. We greatly appreciate your discussion today. Thank you. Now we're going to hear from our second panel. I would like to turn things over to Dr. Carl DiSalvo. Carl?

>> Thank you. I'm delighted to be able to be a part of this event. The second panel is going to look at the space accessible design. I want to begin by making clear and saying I am not an expert in this area. When I volunteered to work on this symposium I thought this was an area where we have numerous experts on campus. I thought this was an opportunity to draw together a set of experts to talk to us about the ways in which we can design our environments and services to be more accessible. So that's what I've done today. I brought together a panel of three folks who will share their perspectives with us. They are Dr. John Sanford who is a professor in the school

of industrial design. Dr. Carrie Bruce who is a principal research scientist in the school of interactive computing. And Marisol Wong-Villacres who is a soon to be doctor here at Georgia Tech in the school of interactive computing.

So, what I want to do before we have these presentations and what we're going to do is there will be three live presentations each 10 to 15 minutes and then we'll take questions. Before we start on those presentations, I want to set a bit of context for this panel's theme. One thing that all of the panelist share is they see design as a pathway to accessibility. That design fundamentally comes down to the idea that our environments are constructed, and we can choose to construct them differently. If we want to achieve accessibility, that we should make those choices and that we can do that in a way which broadens participation in profound manners.

Another thing that spans all three panelist is this is part of their research practice. I think that's important to bring up in the context of Georgia Tech as a research institution. To show the ways in which faculty, staff and students try to pursue basic and applied knowledge in this space that can advance it in both intellectual and applied manner. One of the things I think is interesting about the makeup of this panel is that you're going to hear different ways in which accessibility is framed and pursued. So the

previous panel was primarily about the relationship wean accessibility and disability. In this panel, you'll begin to see a broadening of the questions about what do we mean when we talk about accessibility how do we think about immediate construction. Also how do we think about learning and education -- public education itself as a space that we need to think about in terms of accessibility. In that case, language has a potential barrier to accessibility.

So with that what I want to do is begin to hand it off to Jon who will give us a bit of an overview. This presentation may be longer than the other two because Jon will lay out a series of key terms.

I encourage you to put questions into the Q&A. I will monitor that. After we get done with the three presentations, we'll hopefully have plenty of time for questions.

So, with that, I'm going to hand it to Jon. I'm going to mute myself. Since we're doing it live, it's risky but I hope we have a smooth transition.

>> Jon: I'm going to share my screen. Hopefully I can get it into presenter mode. Okay. Is this good? Can everybody see my screen and hear me?

>> I can.

>> Jon: I'm a professor in the school of industrial design. Danny Housley in the previous presentation

referred to the -- we have engineering research center on technologies for successful aging with disability which is in CIDI which I am the director of one of the three co-PI's on the tech sage project.

So I also do research through CIDI.

I'm going to talk today about designing for diversity. The design for one or design for all is meant to be a little cryptic. Hopefully by the end of the presentation that will make sense to you and what I mean.

So just to start out with a little background on disability and understanding what is disability. The question is really is there such a things as disability?

Ability is a continuum. It goes from no ability at all to maximum ability. What are we talking about when we talk about ability? Ability can be communication, speech and language, sensation and perception, seeing and hearing, smelling, feeling, motor functions, upper-body motor functions, dexterity, cognition. That is understanding the world around us.

So, there's no -- it's not homogeneous. There's no one thing that is disability and ability. We have a range. Design is in the middle range. That minus 1 standard deviation to plus 1 to standard deviation.

When we talk about typical every day design,

we're talking about across the board.

This is a series of photographs. This was the hardest part of this presentation is witting down the photographs from the hundreds I have that are representative of how every day design can be disabling for anybody, not just somebody with a limitation.

So outside of the architecture building on campus and in the plaza with Claus there's a call button in the grass. It makes it inaccessible to someone in a wheelchair and someone who is seated couldn't use it because it's high off the ground.

Look at the campus directory which is taken outside of the tech tower admin building. If you are short or had trouble seeing or even if you had trouble focusing on all of this, look at the picture here which is rather small but imagine trying to find a building in the midst of all of this complexity of a map. If we had a small campus and there were only 3 buildings it might be okay but trying to read the top of that map in that directory is difficult.

There's stair access to a building that a wheelchair can't get into. There's things like being able to read a medicine bottle. Who takes the most medicines? Older adults. Who has the worst vision? Older adults. We lose our vision as we get older, but you put telephone poles in the middle of a sidewalk.

Here's an entrance that says do not enter. Are

you supposed to enter or not? Then across from my house there's a driveway that was put in cobblestone that is too rough to roll over with a wheelchair.

Look at the entrance to the [indistinct speech]. The entrance is difficult to find. The last picture is my rule of notes. It says lift handle to open. One of the things in the Americans with Disabilities Act accessibility guideline is to use lever handles. The intent is to push down because it's easy. Here somebody decided to pull it up. So when you have to write a note that tells someone how to work a design, it's pretty good indication that it's designing for disability.

So I want to talk about how to overcome these things. The first thing I'm going to talk about is specialized design which I call design for one ability.

I'm going to talk about assistive technology as compensatory devices to overcome design errors. Accessible design is physical adaptations. Together they're specialized.

Assistive technologies and compensatory. There's a technology related assistance for individuals with disabilities act that define what a piece of assistive technology is. We don't have to go into that but basically it's pretty much everything you can think of, but the important thing is it's to improve the functional capabilities of individuals with disabilities. It's not intended for someone who doesn't -- isn't categorized or isn't defined as someone

with a disability. It's specific for people with disabilities. If you go back to what I said about ability verses disability, when we talk about people with disabilities, it's different abilities that we could have a disability in. So it's not just here's a device for one individual and it works for everyone with a disability. It's a device that works for individuals with specific disabilities.

So things like a lift or an augmentative communication device or a reader or a tug bench are intended for people with disabilities, different disabilities. Someone with ambulatory problems may need a lift to get around. Somebody that has difficulty standing for long periods of time may need a bench in the shower. Different things for different people.

Accessible design is similar and sometimes it's hard to distinguish and it's not really important which is -- what is an accessible design and what is an assistive technology. They both are pretty much intended to do the same things.

Accessible design is to overcome environmental barriers and deficiencies in every day design that are experienced by individuals with specific types of limitations or disabilities. So a raised toilet with grab bars is for someone with difficulty getting up and down. A ramp for someone who can't go upstairs. Those either red or yellow bumps you see

around campus are intended for somebody with -- who is blind to be able to find the curb.

So accessible design in public facilities is made through codes and standards through the Americans with Disabilities Act accessibility standards. Private housing isn't mandated. You can do whatever you want in private housing but for the most part it is influenced by the Americans with Disabilities Act, accessibility standards.

So specialized designs tend to be disability specific. They compensate for specific functional loss and disability. They overcome environmental barriers to specific types of functional loss and disabilities. So there are different designs for different abilities or disabilities depending on how you want to define it.

So a tactile map on the picture I have is for people who have low vision or are blind, whereas a stander upper to get on and off a toilet helps someone who have motor problems.

So specialized design has benefits. There's a ton of research that shows that. Performance increase independence, safety and health, gives people greater confidence in performing activities, reduce functional decline in disability, increase effectiveness of caregivers, decrease likelihood of institutionalization because people can stay at home and in the community longer, reduce risk of falls, increase frequency of

community mobility.

So it has a wide range of benefits but remember that these benefits, each benefit benefits someone with a different type of disability.

Which means that it also has limitations. Inclusion by exclusion, each design only supports the one person in -- that needs it. I'm going to throw all of these out there to start with. It doesn't really consider the needs of others. What happens when you have more than one need. What happens when you age with a disability and your disability is a vision loss or blindness and now you're losing hearing and you used to use your abilities to hear to overcome some of the vision loss and be able to navigate through the environment using hearing? When you start losing your hearing, you start losing your ability to get around and do things that you used to do. Each design that takes into account ones functional abilities or ones specific function ability to the exclusion of others and tends to include you -- include people with that limitation but exclude you from doing it with people with other limitations.

For example, the turn styles on the right show a handicap turn style but the other turn styles are not. So we're accommodating somebody in a wheelchair or potentially someone with luggage or a parent with a stroller, but it excludes people from using the other turn styles. So why not make fewer

turn styles and make them all bigger so everyone can use them?

To the right of that there's a photograph from an airport where there's handicap seating and it's not integrated with other seating. As if people in wheel chairs would only come together and not with anyone else? And then they sit back to back.

So specialize design tends to be stigmatizing, reinforce stereotypes that people with disabilities are different. So the photograph of people sitting by themselves outside of the regular seating at the airport or this picture from the UK -- the third picture screams disability. Having painted words disabled as big as you can make them really call out one's differences rather than one's similarities.

And specialized isn't so special. Designs are often incompatible with the content. The little post office that has this huge ramp that could have been solved by firming up the sidewalk to the level of the entrance instead of the long ramp that calls attention to someone with a disability. And then my category of seriously. A ramp that leads to a top step where you would have to open the door into yourself and never get in or the paragraph where wheelchair ramp is available if you inquire within. So assuming you have a cell phone and a number to acquire within. You can't get in if you need the ramp to get in there.

Sometimes it goes into either every day design or

some of our specialized designs.

So where do we go from there? Inclusive design isn't just about designing for one type of disability. It's for designing for all types of disabilities all the time at the same time.

This was a term continued by Ron Mace who was an architect. He has since passed away. He had polio as a child and spent his whole life in a wheelchair. He put himself through architecture school and started the center for inclusive design at NC State in the late 1980s. It was originally the center for accessible design. Ron became disenchanted with just accessible design. It was about differences and special. It wasn't about the same and similarities.

He coined the term the design of every day products and spaces to be useable by all people to the greatest extent possible. Design so it's not disabling but enabling. It sets a baseline for usability that will eliminate the use for special design. It's contextual and generalizable because it's useful for all individuals and sustainable across the life span of an individual and the life span of an environment.

So specialize design is for a person with one type of ability limitation. It's meant to enhance their performance of activities like getting across the street. It will enable people to participate. Inclusive design is designed

for usability by people with all abilities and that affects activity performance. It also is designing for inclusion for people of all abilities. It affects participation directly. Participation in an activity still interact but design affects participation directly which is very different than specialized design.

As part of the work that we did at the center for inclusive design at NC state -- I worked with them for 10 years. We came up with a number of principles that are now in the 10s of thousands of websites around the world and have been translated into multiple languages. It's about inclusivity -- 1 principle about inclusivity and 6 about common sense. It gives you guidelines to be able to design for. Equable use is like the high museum. There's a ramp but that ramp is for everyone. For usability there's flexible in use. That you can use something with a right or left hand. Simple and intuitive use means things are done simply so that they're done in the order you would expect. It's not like some of our websites or apps that you have to hunt around to find where things are even though it's a really small screen but they're so crowded that it's hard to find things.

I have this pink berry photograph. Pink berry redid their front door because they didn't know it was the door. It's a good example in contrast of perceptible information. Intolerance for error. Like a lock that works by

an app. So you can lock the door from a distance. It's not just a safety thing. It's about forgetfulness or inattentiveness. Low physical effort is -- here's an example of an automatic faucet that you only have to touch to turn on. It eliminates the need for controls and dexterity. And then size and space for approach and use. This is a hard picture to grasp. This is the campus rec center. They redid their entrance where the handicap entrance was always blocked off. It was different and larger than the entrance for people who didn't have -- need a larger entrance. Now it's the same. Everybody enters the same way and comes out the same way because the entrance is large enough for people to go in and out.

Those are the basic principles of inclusive design. There's a lot more to them but in a 15-minute presentation that's about all that I'm allowed to say. So I'm going to thank you for allowing me to participate today.

>> Thank you Jon. That was a great overview for an argument of thinking how broad we can think about accessibility. Carrie can you share your screen? Continuing on with the theme. I will mute myself now and let you take charge.

>> Carry: I hope everyone can hear me. I want to start off by saying I'm glad that everyone is here on the call and engaging in this conversation. It's a nice to have a conversation with people all over the world about what Georgia Tech is doing. I want to highlight the theme of the diversity

symposium and that is understanding accessibility as inclusion and Georgia Tech's pathway to accessibility. I want to talk about why this is important. I spent about 25 years working as a speech language pathologist, a researcher and educator and now a mom and assistive technology accessibility inclusive design and my start to that was here at Georgia Tech. I've been here now for 18 years. I worked at CATEA. CATEA has become a part of center for inclusive design and innovation. CATEA has actually been on campus for 40 years. That's older than the ADA. To say now Georgia Tech is recognizing accessibility work that's going on for so many years, this is really a proud moment. For me it's about time that accessibility be part of the narrative that we have at Georgia Tech. I'm excited. It's been a long time coming. Another reason that I think this is really important at this moment in time is that Georgia Tech is currently going through the strategic plan development for the next several years and as I read through that strategic plan, I noticed that there were lots of things -- language specifically that pointed to this notion of inclusion and collaboration. So one of the tag lines for the strategic plan is that Georgia Tech will become an inclusive and collaborative environment focused on innovation and access. There are several themes that play out what this means and define what that means.

There's one specific theme that I think all of us accessibility folks on campus and more can grab on to and say

here is where diversity in terms of accessibility is called out. That theme is expanding access. The definition provided in the strategic plan is that it's about empowering people of all backgrounds and stages of life to learn and contribute to technological and human progress.

So to me this is a call to action that as we're going through this planning process and we're defining and bringing this identity forth is that this is a place we can begin to say when /WAOU talk about expanding access this is where accessibility matters in this narrative about diversity and inclusion at Georgia Tech.

Another important point in thinking of why is this important and why now, one of the primary missions of Georgia Tech is educating the future tech analogist. A striking statistic to me is not only do we have 12.1 million workers going into the tech industry -- Georgia Tech is sending tons out into this tech industry but that some information indicates that we have less than 1 in 9 new hires that have ever heard of accessibility technology. That's striking as a leading institution -- Georgia Tech as a system of graduating students that are the best that there's the potential that these students are leaving our campus without a good understanding of what accessibility means and how that has to be a part of what we consider inclusion and diversity in the world around us.

How do we get there as educators? Jon finished a

great lecture about what is inclusion and inclusive design. I know some of you are educators at Georgia Tech and elsewhere. I feel like we have this big responsibility to ensure that as our students leave or as people we work with leave, they leave educated in understanding the foundational concepts and this philosophy of accessibility and design. For Georgia Tech I feel like all of our grads and under grads have to know something if not become more expert in how to do this as they leave and go on to become designers, technologists, et cetera.

So I want to talk about a couple of programs that I'm a part of that are a big piece of the role that I'm most proud of at Georgia Tech. That is as being a teacher in this preparer of the future design members. Those two programs are the master's program in human computer interaction which I'm the research director for. Also the excel program at campus. Both of these programs role is to educate students at Georgia Tech and my goal has been to look at how inclusive design is presented in those programs and how it can become the foundation for professional skill development and for life skills. Our students will become members of the community that can advocate for change.

So to highlight the MS-HCI program, if you're not familiar with it, it's a 2-year professional grad program that is multidisciplinary. We have 4 colleges on campus participating. The college of computing, college of design,

college of science and Ivan Allen. We have students from all over the world. We have students from China and India, South America and the United States. We have great diversity in our faculty. Our faculty are representing almost all of the schools on campus. The philosophy is multifaceted. We have a good history of human centered design. We have added evidence-based design.

When I came to the program in 2014, I recognized this need to reinforce the skill training of our students in the eye of research. So making sure that as our students make design decisions that there's a rationale for the decisions that they're making and how they evaluate their work.

The last aspect of our philosophy is the recognition of the great diversity in the world. This is where our discussion around accessibility and inclusive design hits.

Specifically within our program, we have two core courses that our students have to take in their first semester. Those two core courses are super foundational. When I looked at our curriculum and talked with the other instructor we noticed that accessibility is relegated to the end of the semester, special topic and it was this recognition that -- wait a minute, if our philosophy is to understand that accessibility is part of everything and inclusive design should be part of everything, that's how we should approach teaching students, methods for research and design. It should be baked in or

infused into all of the topics throughout the semester. That was a key shift and important change to our curriculum that speaks to the value and importance of making sure that as students leave our program, they know what this means and what it means in so many ways and how to apply it. In the two core classes, the students work on teams to complete semester long projects. They understand user needs to designing something and evaluating it. We've been working with local companies who have an interest in accessibility and inclusive design and providing projects to the students so that they can work out and practice these skills of what accessibility and inclusive design.

The masters and research project is the third part. That's the capstone that the students complete in the program. We encourage more and more of our students to address aspects of accessibility and inclusive design in their projects and in some cases focus their entire projects on accessibility or inclusive design.

So now I'm going to shift into talking about our Excel program. Many of you may not have heard of Excel. It's a program on campus that's one of nearly 300 inclusive post-secondary programs in the U.S. These programs are designed to provide access to college campuses and educate students with intellectual disabilities. It's a 4-year program verses the typical 2-year programs at other institutions.

We have 40 students enrolled. The students have free access to Georgia Tech and everything that all students get to do. Social activities, academic pursuits, there are lots of ways that the students get to learn about career opportunities and engage with a lot of other students.

I started working with Excel in 2016. The folks came to me from their program and said we want to include design in what our students get. So we started with our summer academy. It happens in July and then in June. Students who are interested in enrolling in the Excel Program will come and they are able to go through classes at Georgia Tech, visit labs, they go to the student center. They do lots of things that are campus related to give them a sense of how does all of this work at Georgia Tech and do I want to be a part of it.

We started with a design session that was an hour and a half activity. Over the years it blossomed into something bigger. We spend a full day. Have the students work through design and inclusion and what does it mean when a design is exclusion or doesn't allow for certain populations to access it and how might be change that?

So we allow the students to learn about design. The Excel Program has designed some courses and making sure that design is addressed. They partner with design block and train their staff on design thinking and use design thinking approaches to evaluate their own program in thinking of ways to

improve it.

This past spring I was able to convince the Excel staff to let me do one more course. The course was developed as a way to engage the students in helping with inclusive design issue or project going on with the University of Colorado but it was also the realization that I had of so many years of teaching students across campus that as we teach design and teach design for inclusion that we teach students to design for groups of people.

What I wanted to really do with this course is enable the students in the Excel Program engage in a way that gave them authentic access to the language of design and practice those skills so when we got to a point where we say you're going to co-design with us, we're going to work as a team to improve these online physics Sims so they knew what we were talking about. It was an equitable opportunity for the students. Inclusive design is about ensuring that for the opportunities that we're working with, designing with that we have to provide them access to the tools and processes and the languages that we need to use in order to make design go forth.

This course ran for 15 weeks. 2 times a week we were an hour and a half in person. Largely hands on and discussion. Things shifted in March of course.

The students did a great job in managing what it was that we were teaching them about design and on the other

side of the class student's perceptions on what inclusive design could be had changed. So I'm looking forward to seeing the results of what we did and how we might change that over the next iteration.

I want to end with the theme again which is understanding accessibility as inclusion and Georgia Tech's pathway to accessibility. We've heard from many speakers today that have talked about HR and over all philosophy and what it means to be accessible and inclusive design and lots of terms and ideas. I want to talk specifically to the educators and people who are preparing people to go out, we have a role in this pathway to accessibility. Pack to those words of call to action, I feel like all of our students leaving Georgia Tech need to be aware of this. This is the moment. I'm really excited. I want to end with how you can contribute. We heard from the CIDI folks earlier. They have tons of expertise on campus. Reach out to them. There are other resources listed. Teach access. Bottom line is find things. Find what works for you. Reach out. We have tons of people on campus who are more than willing and passionate about this topic. We would love to hear from folks. With that I thank you again and I will hand it over to Carl.

>> Thank you, Carrie. That was fantastic. Really quickly we're about to go on to Marisol. I want people joining us now that we started 15 minutes late. So for those folks who

are just logging in and wanted to know where we are on the schedule, we started 15 minutes late. So we'll run this to about 1 o'clock. I'm excited to have Marisol speak. In our discussions about accessibility early on we wanted to highlight how accessibility and equity are tied together. Yes it's about the built-in environment but it's also about access to those institutions that define who we are as a society and a culture and many of the issues of accessibility are issues of equity. I think what's excited about Marisol's doctoral work is it gets at those topics. It's a nice carry through about us as educators to Marisol talking about equity and access and education.

>> Marisol: Can you hear me?

>> We can hear you. We don't see your screen yet.

>> I'm working on doing that. I don't know how it works. Sorry. It should be working and it's not. I don't know. It's asking me for a bunch of stuff that I didn't foresee. It's not working.

>> Courtney: Do you see application settings after you go to your content sharing?

>> Yeah. All of that is there but then it asks for open system preferences and give special permission to blue jeans. I didn't expect this to happen.

>> Courtney: I shot you a message. Can you e-mail your presentation to me and you can go ahead and get started talking and I can pull up your presentation as soon as I have it.

>> Marisol: Yes. This is sad.

>> Carl: It's fantastic.

>> Marisol: I'm sorry. Did you send me an e-mail message? This is what happens with technology often. Did you send me a message that I can reply to? I'm sorry. I'm going to try again with sharing.

>> Courtney: I shot you an e-mail. If you can send me your presentation, that would be great. Take your time. I can present some of the questions to your panelist. We've gotten quite a few questions in. Dr. Bruce, we're particularly interested in learning a little bit more about the excel program, can you talk more about that?

>> Yeah. So the excel program has been on campus since I believe 2015. This past year was the first cohort that graduated. It was a momentous event. They participated in the graduation ceremonies. It was a very important celebration of the work that not only the students went through but all the supports offered through excel. The students have a lot of good networking capabilities in their final two years where the focus is largely on career preparation. So back to the notion of local supports in Atlanta who are engaged in supporting

excel and having students do internships and later for hire. This is a great example of how Georgia Tech works with local community to help students come out of Georgia Tech as leaders.

>> Jon: Talk about the degree they give and who the students are that are in the program? Where do the students come from?

>> So the excel program is a nondegree program at this point. There's two certificates that they earn over the time that they're in the program. They earn a certificate after the first two years and a second certificate up to the 4th year. All of the students are young adults who have been diagnosed with mild intellectual disabilities. They're young adults on campus and want to experience college just like all of our other college students do and so I think it's an overlooked program that I'm hoping after today's session more people will be aware of.

>> Marisol: I shared my screen. Is it working?

>> Yes.

>> Marisol: Okay. I will just do this.

>> We're seeing your notes too.

>> Marisol: Thank you Carl for inviting me to this panel and helping me connect the ideas of my research with the ideas of this symposium that I have not had the opportunity to do so before. My research has focused on pursuing a design process for supporting Hispanic immigrant parents as they

engage in their children's education. I would like to share a bit of what motivated me in this issue and present the process that I engage with to address this problem.

My motivation was my arrival to the United States of an Ecuadorian mother of two children. Figuring out how to support my children was not so easy. The school education here was requiring radically different information processes from what I was used to. For starters, parents are expected to keep track of information related to school events and participate in them as much as possible. Parents are expected to connect with a lot of different parties, other parents, websites, Instagram accounts for resources. There's a lot of pressure for a new comer. So coming to a Ph.D. program that is human centered computing, my natural question was how does technology support immigrant parents? So I started interviewing parents. As I did so, I realize that technology, emails, Facebook pages, [indistinct speech]. They were helping but only those parents who were part of the dominant culture. For the rest, specifically parents who don't speak English or are immigrants, things were different. As you see for some there was an issue of I can't even install that app because I don't have an e-mail account. For others we see in the quote it was important to install and manage this new app. So they give it to their kids, and they forgot about the app. They never learned how to use it. Others did install it and used it still had issues

understanding how this app were aligning with their parenting goals which usually for immigrant parents have to do with behavior and not necessarily about the academics.

So how can we design -- that was the next question -- parent education technology that respond to immigrant parent's knowledge.

Schools in the United States have traditionally responded to minoritized groups and there were three commitments. So the first one is about not -- it's stressing parent's assets. Their strengths and abilities that they use to solve their everyday problems rather than starting with they don't speak English, or they don't know how to use technology. So starting from the vision of what do they have and already do that can help them tackle the problems that they feel they have.

Then there was the ecological perspective. This engagement happens within different ecology. So even though I design for immigrant parents, I also recognize the need to take those voices up to a different level of power and authority for the rest of the members in the ecology to learn from parents and try to understand and probable inform the ideas that parents have.

Finally my commitment is participatory, from the beginning I worked with schools to shape the questions that I research. I work with all of these actors in proposing a

concept that address these problems. The path that I follow have required a switch of perspective all along. I started with let's do [indistinct speech] field work because we want to be ecological to understand how parents move across and interact with different people. That took 3 years. That participated with 300 participants in interview 60 people who were teachers, parents, volunteers, et cetera.

Then I decided it's time to do more focus work on how parents envision their future. So engage in participatory Hispanic parents and then I moved to try to design with schools, organizations and so forth companies to try to take parents voices and see how they make sense of that.

So quickly the things that I learn and the process that I follow from my field work I discovered that a vibrate network of actors. We have parents but one of the key actors that we saw there that held rich resources to help parents across any topics were support organizations like the church, after school programs. They struggle to try to get those right resource to the parent that needs it when they need it because parents prefer to learn information in a one on one close manner. So when we think about that, we can also think that many parents hold rich knowledge and they could help in distributing the knowledge that support organizations but because of different reasons parents are usually distrustful of each other even. So the key actor that we found mediate this

issue is a bilingual liaison. This person is in charge of translation. Because of the ethnicity that they share with parents because of the language that they share and because they are in charge of being close with parents, they are in charge of requests for information. They are able to elicit the trust that parents are seeking in order to build community.

So that's what we found. It was how do we translate this into design. I went in and engaging with participatory design experience with about 35 parents. We began in many different activities that were mostly for them to identify, reflect and discuss about their assets and the challenges that they're facing to mobilize in the way that they need it. That took a while. At the end we were thinking now we need to help parents come up with design concepts. Engaging in design for this group of parents is a hard thing. It's really far away from what they imagine what they would do. We needed to lower the social demands. We came up with a narrative. This narrative was using the idea of a TV show that is beloved in Mexico. Parents were asked to help characters from that TV show. They weren't asked to help themselves but others who face similar situations and try to use their assets to imagine how they could help these characters. So 13 concepts that were very speculative came up from that. The ideas was that parents receive a set of objects and maybe it was to give magical powers to these objects to help these TV characters. Different

concepts talk to different assets. Here we have two concept that parents have assets and knowledge and they want to share it. We can see the type of extra or additional support that parents wanted to have to be able to share the knowledge that they have with others who need it. The first concept is we have the parent holding a pouch. Her idea is if parents, teachers and children would all put in a pouch all their concerns about the child, then they would shake the pouch and the pouch would contain the experiences from other parents. As a result, the parent will take out a magical compass that will tell them what type of solution to go to in the particular case. In the second one we see a magnifying glass that allows a parent when they put it on the cell phone it will magically show the names of the parents who share the same concerns as the parent using the magnifying glass. So having this figure of authority that is enabling them. It could be like the teacher, the bilingual liaison. Because of these higher-level persons were present, how can we take these voices from parents and have these people listen to them, the bilingual liaison and see what they can do with it. So we engage on three workshops. We did a design work shop with a software company that produces software applications for parents. As we engage in these activities we provided participants with a lot of resources to elicit them in them that they have assets. These are the assets that they recognize having. Once they understand that the idea that it's

not only these, it's what they have. We were able to move to design challenges. The design challenges were stemming from the inside of the previous stages of my research. I needed to find a way to ground the ideas on the reality of parents, the assets and perspective of the parents. So I threw resources to participants and show the assets that parents had described. Then even the design concepts that parents had come up with so participants would use that to narrow down their options. So a lot of designs come up from that experience. Here I would like to show you how the design evolved through the process.

We had the idea of sharing knowledge and having a mediator there. We took that to a group of liaisons and when they heard about this idea, that made them think we've been doing this at school. So one of them said we've been calling parents to come and help us translate the school website. They started thinking what other ways can we replicate something like this? They notice that one of the assets parents had was the sharing of knowledge even though that may come up as a stereotype but the knowledge of traditional meals and where to get the ingredients. So they use that for a school initiative to share recipes and share them within the school. They noticed that parents use a lot of text that is part of the assets that they have. Parents often are not able to write a recipe, but they might have the opportunity to do micro contributions. So liaisons may be able to send a micro request to contribute to

content but little. Can you send me the link of a video for learning the ABC's in Spanish. So parents will send their contribution which will be small, and it will come together, and it will come together in a platform that will be distributed to the community. That evolved when we tackled the agios. For them it was very important for them to lower more the demand for parents. A parent have also come together in subgroups that is part of another asset that they have. Maybe we can embed the micro volunteer into this platform and once parents share, we can ask them do you feel okay if we take this content and put it in the community. So we see the presence of assets has been there all along. I realize this is an Everest kind of design. There's a risk that the initial initiatives and ideas might get lost in the process. The next step is to take these ideas back to parents so they can see how the iterations can take place in life. So we're building video prototypes and then going back now to higher level to different actors that make decisions, even the PTA's or school districts where people can show the prototypes to them and engage on what are the perspectives that they're having in terms of what parents can do and what technology they can put out into the schools and what we can do to change that. I want to finish this. I'm so sorry that all of this happened even with my kid but that's what happens. The reflection on approach to design. This is about self-discovery for participants. For all of them, not

only parents. This interconnectedness. It's not going to happen right away. A key thing to keep in mind is we are getting insights for design from all of these actors, but we need to give back to make sure they get something to help them build towards something they want to get to. In my case it's been through ever work shop I conduct I insight parents and participants to this can what would you like to learn? So it could be mixing with technology work shop to talk about [indistinct speech]. Something else is to keep in mind this is constant work to build trust and keep in mind the power gaps. All the time when you bring them together. For instance, I never brought together liaisons right away because I knew parents would feel uncomfortable. So now that we have a more concrete idea, I think we can go ahead and have more discussions from different people. With that -- again I'm so sorry. Thank you.

>> Thank you, Marisol. That was great. It was a good overview. We have a question about are you using any languages other than Spanish. I think that for the purposes of -- keeping everyone on track for the rest of the afternoon, we're going to have to end soon. So Marisol there were two questions for you whether or not you're working with anything other than Spanish. I'm reading the other one. In terms of working with the parents, do you find that it's the amount and variety of social media that's the challenge or is it the

content that's the challenge?

>> I'll address the first, yes. With parents most of the parents that I work with don't speak English. I've had a couple of participants that are bilingual because they came here early and grew up here. It's not the norm. In the city of Atlanta which has a very particular Hispanic population. It's different from Texas. Immigration here had a different pattern. I work in English when I work with liaisons. Liaisons are bilingual and many are not native English speakers, but they have to navigate the bilingual world. I have to do that. In terms of designing in different languages one interesting thing that I notice across my research is that the moment parents see something in English or perceive someone who speaks English natively even if they are Latino, they get self-conscious. Parents say they are not like us. So there's that sense of "us" and "them." So the idea of the micro volunteering is helping break the barriers. Once they get engaged in what the community enjoys then they become empowered. It's only then when they feel more empowered to do so.

>> Carl: I want to thank everyone who was part of this panel. I was hoping we would have more time for Q&A. This is the world that we're in now. I know that there's another panel and some requests for a break. I know there's a hard stop at the end of the day. I want to say Marisol, Carrie and Jon, thank you so much for sharing these three perspectives on

designing for accessibility. I hope that everyone whose been seeing this or looks at this video in the future what you take away is two facts: One, we can choose to make our environments differently whether that's thinking about language and accessibility, whether that's thinking about who has the opportunity to come and learn and design at Georgia Tech or whether that's thinking about broadly the built environment. And that particularly for students and faculty to recognize that there are people engaged on this on campus. This is a huge opportunity for anyone who wants to think about this as research.

So with that I'm going to say thank you to everyone for participating and Courtney, I'm going to hand it back to you to keep things moving along.

>> Thank you so much to your panel. Now we're going to turn things over to our third panel of the day on activity.

>>

>> Courtney: Thank you so much burns, Chantal and John. We have time for a couple questions before we head into the awards portion. Before we started planning for the diversity symposium this year, one topic kept coming up about how COVID-19 affected people with disabilities. I want to brag on CIDI. The center was awarded a contract with the CDC. Can you share with the audience a little more about that?

>> Chantal: Can you hear me now? Thank you so much. So we were awarded a large contract from the CDC foundation. Essentially what that is about is along the way today we've heard how people with disabilities and particularly people with intellectual disabilities and other minority groups with disabilities are disproportionately dying from COVID because the message isn't getting out to them. If you can't hear or read, if the literacy of the message is too high, then you're losing the audience or not giving the audience access. So a big part of this project is around literally producing braille, messages that are accessible in American sign language and revising messages to different literacy levels so that way more people and particularly those who are vulnerable have access. Thank you for asking.

>> Courtney: Definitely. Chantal and John, this is probably another question for the both of you, what can developers at Georgia Tech do to make that their websites are ADA compliant. John you touched on this during your presentation. Can you share more about the WAG group?

>> John: Sure. Through the access GA initiative we provide a lot of webinars that are available not only to Georgia Tech but higher ed agencies across Georgia. The websites I showed earlier are fantastic resources. I would encourage developers to get their hands dirty and download screen readers such as NVDA. You can download it for free. That

really is a good way to test. We have -- our team has a couple of developers and when we test websites, we all use screen readers to test it. The proof is in the pudding. You can look at the code but unless you know what the end user is experiencing, it's really hard to predict what the outcome is going to be. So that's a really good first step. I will say one more and then close it out. If you know of someone with a disability, pull them in. Have them test things for you. Treat them well because they're going to be a tremendous asset and a good teacher to folks. We strongly emphasize the why, not just the how. So those are a couple of concrete steps that I think developers could really move the needle on.

>> Courtney: Definitely. John, even as we were preparing for the diversity symposium, you helped us out so much with just making sure our webpage and materials were compatible. John and Chantal, is that a service that CIDI offers to the entire campus?

>> Chantal: Let me quickly jump in. Yes, we work with Georgia Tech. So as one of the 26USG institutions. We work basically with institutions of higher education across the country and other organizations including industry partners and as John alluded to, federal, state and local government entities. So reach out. We're here. We're right here.

>> Courtney: Chantal, can you share your website with the audience.

>> The website is CIDI.gatech.edu.

>> Courtney: Thank you. Burns, I will wrap with the last question for you. You were the executive director of equity and compliance. Part of a unit of inclusion, can you talk about equity and compliance and what your hopes are for the unit in the next year?

>> Sure. Specifically with regard to Georgia Tech's population that has some form of disability and that includes most of us, our goal is to expand access as we have talked so much about today to allow for avenues for everybody within the Georgia Tech community to make share contribution on their terms. And it's aspirational of course and we'll never be perfectly accessible for everyone, but we work hard to make Georgia Tech as accessible as we can so that all of the members of our communities can make their contribution. That's our goal. It's never something we'll never put a stake in the ground and say we're done but it's a challenge and an adventure working towards it.

>> Courtney: Well said. Thank you so much. Burns thank you to you, Chantal and John. Thank you to all of our panelist today and our guest speaker today. Now we're going to head into our awards portion of the day. We want to recognize excellence. I'm going to turn things over to vice president Dr. Archie Ervin.

>> Archie Ervin: Am I on, Courtney?

>> Yes.

>> Archie Ervin: Thank you. We're finally at the last segment of today's symposium. Really an exciting day. I am here to talk about a couple of traditions that we have with the diversity symposium and that is we make recognition of individuals on the Georgia Tech campus who strive in their everyday dealings to do things that are excellent and recognized for that and some years ago -- 5 to 6 years ago we decided it was worthwhile to promote and share with the campus community how deeply the excellence of Georgia Tech is built into our community. So we created this concept of faces of inclusive excellence. We're familiar with the 1-10 faces we see on publications indicating how great Georgia Tech is in so many different areas, but we don't see all of the heroes out there who don't get the same recognition. This publication is really designed to provide a platform for people who daily strive to make this a great place to be. This recognizes a diverse group of faculty, staff and students and they have distinguished themselves in their research, teaching and service. So each year at this time we take nominations and review them and select a number of them to present at the diversity symposium. This year's honorees have all excelled in their research, teaching and service endeavors and earned distinctions in the work they do. Courtney, will you run the video for the faces of inclusive excellence so we can see who is included in this

year's group of nominees.

>> Thank you. I want to make sure that my microphone is unmuted. I hope everyone can hear me. Courtney, my video is on I believe. I want to say congratulations for the honorees. These are the real faces of inclusive excellence at Georgia Tech. The next time you see one of these individual, congratulate them for their selection.

I didn't want I would like to turn the video to my colleague Dr. Lewis who will recognize our diversity recognition awards.

>> Archie, can you hear me? Sorry, I was trying to share the screen. I'm the associate director for institute diversity, equity and inclusion. We're honored each year with nominations that exemplify the work being done at Georgia Tech. In light of this year's theme understanding accessibility and inclusion, Georgia Tech's pathway to accessibility, the diversity champion award recognize members of the Georgia Tech faculty, staff, students and units who are advancing equity and inclusion with a specific on accessibility.

This year's recipients have set the standard for accessibility work in research and we're honored to highlight their work. Technical difficulties. First I would like to thank our diversity champion awards committee members... [Reading from PowerPoint].

We would like to honor Dr. Cassie Mitchell as our

faculty award recipient. Dr. Mitchell is an assistant professor in biomedical engineering. She founded the pathology dynamics and named the neurological association young investigator. Dr. Mitchell cofounded and cofounder of the ABLE Alliance at Georgia Tech which provides disability inclusion and mentoring. Dr. Mitchell is a world record holder and speaks in schools saying never never never give up attitude. We're proud to honor Dr. Mitchell as our 2020 faculty award recipient.

Our 20 staff award recipient is John Rempel John oversees accessibility and the access Georgia and web accessibility group which serves state agencies and higher ed institutions. He oversees disability initiatives in Georgia and across the country. John is a contributing writer for the blind access world publication and served as president of Georgia AER that provides professional development opportunities for practitioners in the area of low vision. We're honored and provide to recognize John Rempel as our 2020 staff award recipient.

Our student award goes to Nandita. A grad student in computer interaction. Nandita is studying computer interaction and is an inclusive design advocate. She has leadership and passion for inclusive design technology. She appear /#-D as a panelist at grace hopper in 2019 and invited to speak at H access an accessibility hackathon. We're proud to honor Nandita.

Our unit award goes to the writing and communications program in the Ivan Allen school of arts. The writing and communication program has 40 diverse members. They set the standard for intellectual rigor,. They are an international leader in accessibility and broadly defined in the area of space, design, objects and ideas. They have created the woven curriculum when encourages students to interact the way modes interact and increase communication. We're proud to honor the writing and communication program as our 2020 award recipient.

Congratulations again to our 2020 diversity champion award. Thank you for attending and helping us recognize these members of the Georgia Tech community.

>> Archie Ervin: Thank you. I would like to offer my personal congratulations as well to these recipients. As you see, these are individuals who have done outstanding work and made stellar contributions to our disabilities and inclusion agenda here at Georgia Tech. I'm proud that they are a part of this year's diversity symposium. We're at a point where we're sadly going to close. I'm really particularly pleased to see so many of our registrants are still on this call after 5 and a half full hours. Our first symposium has exceeded expectations. I would like to acknowledge the contributions to everyone who made this symposium a success.

I would like to begin by saying that our journey

with Haben Girma was a rousing start to our day to get our day started. I think that was certainly an opportunity of a life time for Georgia Tech to have her in our midst to help us understand the inspirational life that she has led and the work she's doing to advance accessibility issues. I'm thankful for the depth of the presentations we had with our panelist today. Georgia Tech's own very tried and true came through and presented panels in ways that we can digest in terms that we can understand. We can all understand accessibility now I think. Now understanding the issues involved with connectivity and accessibility in the IT world. I think we're better off from that. What I hope today's work does is excites us and prompts us to be engaged in understanding this is an important agenda for our community. Being an inclusive campus community is a necessity. Everyone who earns their way into the Georgia Tech's community has the ability to derive the full benefit of being part of this educational enterprise. If it ignites one of us to do more for accessibility, then we will be successful. Perhaps we will look back on this date and say that was an important time in Georgia Tech's journey on issues of accessibility. I would also like to acknowledge the hard work of all of the panelist. I know what you went through to make this happen. I would like to acknowledge the hard work that made this technologically happen for us. Courtney and Tamara who is not as visible. Thank you for the contribution to make

this event a success. This dialogue has been important for lots of reasons. I will remember it is the year that our president who came in last year said to us that in issues of compliance, we can no longer be satisfied with compliance. We need to work hard at being inclusive with everything we do at Georgia Tech. I think this was a first step, a down payment toward that.

I am pleased that I've had the privilege of working with so many outstanding individuals here to make this production happen today and I think that Georgia Tech will benefit from our work today. Thank you all, the audience for staying with us and for everyone who made a contribution to this year's 2020 diversity symposium.