The Business Case for Diversity and Inclusion: Disability Workplace Inclusion

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Presentation Overview

• Why disability should be a part of diversity considerations (prevalence, disparities, opportunities)?
• Why is disability of importance to business?
• What are employees with disabilities telling us about current workplace climate and disability inclusion?
• What are some good practices to facilitate inclusion?
• What is the supervisor’s role in disability inclusion?
• Why is workplace disability disclosure important?
• Resources for future reference
Who Are People With Disabilities?
How many households have a family member with a disability living with them?

1. 6%
2. 8%
3. 15%
4. 24%
24% of U.S. households have a family member with a disability living with them

How Common is Disability?

Prevalence rates for disability, by age, gender, race, and type of disability, can be obtained from the American Community Survey (ACS) data.
Prevalence Rate – Working age (Ages 21-64)

Disability – 10.4% (19.3 million)

No Disability – 89.6% (166 million)

Source: Calculations by W. Erickson (2021), using 2018 ACS Data
How People with Disabilities Fare Economically Compared to Their Nondisabled Peers
Employment and Poverty Rates

People with disabilities are much less likely to be employed, and far more likely to live in poverty.
Employment Rate (Ages 21-64)

- People with Disabilities: 37.8%
- People without Disabilities: 79.4%

Gap = 41.6%

Source: Calculations by W. Erickson (2021), using 2018 ACS Data
Median Annual Household Income
(ages 21-64)

- HHs with People with Disabilities: $46,900
- HHs without People with Disabilities: $74,400

Gap = $27,500

Source: Calculations by W. Erickson (2021), using 2018 ACS Data
Poverty Rate
(ages 21-64)

- People with Disabilities: 26.0%
- People without Disabilities: 10.0%

Gap = 16.0%

Source: Calculations by W. Erickson (2021), using 2018 ACS Data
Why Might Disability be of Importance to Employers?

• An expanded talent pool at little or no additional cost and equal performance
• Expanded innovation and improved group performance (if managers are well trained)
• Fulfillment of executive and legislative mandates
• Considerations with an aging workforce and returning veterans
• Financial incentives (tax incentives)
• Growth in revenue and market share
Business Interest in the Neurodiverse Talent Pool

- Search for new talent pools
- Interest in unique characteristics of focus and attention to detail of Autistic individuals
- Leadership of non-profits (Specialisterne) and select companies (Hewlett-Packard/DXC Technology, SAP, Microsoft, JP Morgan-Chase, and EY)
- DisabilityIN Autism at Work RoundTable

https://disabilityin.org/what-we-do/committees/autism-at-work-roundtable/
The Aging Workforce

- According to the U.S. Bureau of Labor Statistics (2012), one in five American workers is over age 65, and it is predicted that between 2014 and 2024, the number of workers 55 years and older will grow by 19.8%, with much of that growth made up of people older than 65 (Toosi, 2015; U.S. Bureau of Labor Statistics, 2015).

- As the Baby Boom generation continues to age, the number of 65- to 74-year olds in the labor force is projected to increase more than workers in other age groups, and workers aged 75 and older are expected to have the fastest growth of all (U.S. Bureau of Labor Statistics, 2015).

- The Social Security Administration (SSA) projects that by 2080 23 percent of the total population will be aged age 65 or older while the general working age population will shrink to 54 percent.

- The prevalence of disability grows with age


Figure 2. Estimated Growth in Disability Population 2000-2010, By Age

Source: NIDRR Demographics and Statistics RRTC at Cornell University's Employment and Disability Institute, Disability Prevalence Rates from 2003 American Community Survey (ACS) applied to U. S. Census Bureau population forecasts performed by Robert Weathers. 2005.
Prevalence Rate by Age

4 years and under: 0.7%
5 to 15 years: 5.4%
16 to 20 years: 6.3%
21 to 64 years: 10.4%
65 to 74 years: 24.4%
75 years & older: 47.5%

Source: Calculations by W. Erickson (2021), using 2018 ACS Data
Veterans with a Service-Connected Disability

- A “service–connected” disability is one that has been determined by the Department of Veterans Affairs (VA) as being a result of disease or injury incurred or aggravated during military service.

- The American Community Survey (ACS) asks if the veteran has a service-connected disability, and if so, what their rating is (0-100%).
Veterans with a Service-Connected Disability (Civilian Vets ages 21 to 64)

Source: Calculations by W. Erickson (2021), using 2018 ACS Data
Administrative Data Sets can Inform Where Discrimination Occurs

- Example using the U.S. Equal Employment Opportunity Commission Employment Discrimination Charge Data
- Interagency Personnel Act Agreement (IPA)
- Charges across all statutes from 1993 – 2014
- Identify trends in charges; issues and bases; comparison to other forms of discrimination
## Most common issues cited on ADA Charges: 2005-2014

<table>
<thead>
<tr>
<th>Condition</th>
<th>Percent of charges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discharge</td>
<td>58.2</td>
</tr>
<tr>
<td>Reasonable accommodation</td>
<td>30.8</td>
</tr>
<tr>
<td>Terms/Conditions</td>
<td>19.9</td>
</tr>
<tr>
<td>Harassment</td>
<td>15.4</td>
</tr>
<tr>
<td>Discipline</td>
<td>9.7</td>
</tr>
<tr>
<td>Other</td>
<td>6.7</td>
</tr>
<tr>
<td>Hiring</td>
<td>6.2</td>
</tr>
</tbody>
</table>

Note: a charge can cite one or more issues.

Sarah von Schrader, 2016, Cornell University, Yang-Tan Institute, using US EEOC Charge Data
Most common bases cited on ADA Charges
(2005-2014)

<table>
<thead>
<tr>
<th>Basis</th>
<th>Percent of charges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orthopedic/structural back impairment</td>
<td>8.9</td>
</tr>
<tr>
<td>Non-paralytic orthopedic impairment</td>
<td>7.3</td>
</tr>
<tr>
<td>Depression</td>
<td>6.1</td>
</tr>
<tr>
<td>Diabetes</td>
<td>4.5</td>
</tr>
<tr>
<td>Other anxiety disorder</td>
<td>4.4</td>
</tr>
<tr>
<td>Heart/Cardiovascular</td>
<td>3.5</td>
</tr>
<tr>
<td>Cancer</td>
<td>3.2</td>
</tr>
</tbody>
</table>

Sarah von Schrader, 2016, Cornell University, Yang-Tan Institute, using US EEOC Charge Data
Increase in charges cited by those with non-obvious disabilities

Sarah von Schrader, 2015, Cornell University, Yang-Tan Institute, using US EEOC Charge Data
Mental Health Bases on ADA Charges: 2005-2014

Total Number of Mental Health Charges: 50,373;
Note a single charge can cite one or more bases

Calculations by Sarah von Schrader, Yang Tan Institute, using data from EEOC’s Integrated Mission System. Both EEOC and FEPA charges are included in aggregations. Summaries of data are based on our aggregations and do not represent the EEOC’s official aggregation of the data. 8/31/16

Total Number of Mental Health Charges: 50,373;
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Workplace Policies for Disability Inclusion

• Survey of U.S. human resource (HR) professionals
• Over 250,000 SHRM members; stratified sample across industries and org. sizes
• Online/phone based survey focused on:
  o Recruitment and Hiring
  o Accessibility and Accommodation
  o Retention and Advancement
  o Barriers, Metrics and Training
• Data collected fall of 2011
• Response rate: 23% (n=662)

Recruitment and Hiring

Percentage of organizations which implemented each practice or policy

- PWD considered in management performance: 17%
- Internships for PWDs: 19%
- Explicit PWD organizational goals: 25%
- Used tax incentives for hiring PWD: 27%
- Strong senior management commitment: 38%
- Actively recruiting PWD: 45%
- Relationships with community organizations: 54%
- PWD in diversity & inclusion plan: 59%

http://rcb.sagepub.com/content/early/2013/11/14/0034355213509841.full.pdf
Do HR policies and practices matter?

YES!

After adjusting for organizational characteristics:

Each practice significantly increased likelihood of hiring an individual with a disability

Effective Affirmative Hiring Initiatives

Organizations with: Increased likelihood of hiring:

• Targeted internships: 5.7 times
• Strong senior management commitment: 4.8 times
• Explicit organizational hiring goals: 4.1 times
• Active recruitment, screening, interviewing: 3.2 times
• Including in diversity & inclusion plan: 3.2 times
• Relationships with community orgs: 2.7 times

Implications for Improving Recruitment/Hiring Outcomes

• Start with internship programs – easiest win!
• Get an executive champion passionate about issues around inclusion and neurodiversity
• Set concrete recruitment/hiring goals as a part of the business strategy
• Messaging about affirmative interest to recruit
• Align with a community partner who can source qualified candidates and support company efforts
• Spread the word and build internal allies

Effective Career Development and Advancement Initiatives

- Includes progress toward retention or advancement goals for employees with disabilities in the performance... 9
- Has explicit organizational goals related to retention or advancement of employees with disabilities 13
- Has a disability-focused employee network (e.g., employee resource group or affinity group) 13
- Offers special career planning and development tools for employees with disabilities 16
- Has a structured mentoring program to support employees with disabilities 17
- Invites employees to confidentially disclose whether they have a disability (e.g., staff surveys) 41
- Encourages flexible work arrangements for all employees (e.g., flextime, part-time, telecommuting) 57
- Has a return to work or disability management program for employees who are ill/injured or become disabled 76

Career Development/Retention Policies and Practices Most Often Rated as “Very Effective”

- Having a targeted employee/business network group
- Having follow-along case management services for return-to-work
- Flexible work arrangements for all employees
- Targeted mentoring programs

Most accommodation requests come from people without disabilities


Effective Accommodation Policies

- Centralized fund for accommodations
- Point person for questions
- Formalized accommodation request process
- Internal and external resources, when needed
- Targeted training for supervisors
- Imbed throughout the HR process

Known to extend time in job post illness/injury.

http://rcb.sagepub.com/content/early/2013/11/14/0034355213509841.full.pdf
Metrics

What are organizations measuring?
% Organizations tracking disability metrics

Turnover rate for employees with disabilities
Compensation equity
Grievances from employees with disabilities
Employee retention and advancement
Number of job applicants
Number of job applicants hired
Data on accommodations (e.g., types and/or costs)

Why Disability Disclosure?

• Regulatory frameworks that incent employers to count individuals with disabilities as applicants/employees
  o Federal government hiring goals
  o Section 503 for U.S. federal contractors
• Proactively afford individuals services and accommodations when needed
• Encourage people to “bring their whole selves to work”
Employees with disabilities are at least 60% more likely to disclose their disability to their supervisor than to HR.
Managers’ Role is Critical

- Managers are key to the quality of workplace experiences of people with disabilities
- Manager perceptions of organizational motivation for disability inclusion (true inclusion interests rather than legal compliance) positively impacts disability climate
- Disability disclosure most often occurs with the manager or co-workers, rather than with HR; education and training around disability disclosure is vital to foster inclusive workplace culture

Percent Who Disclosed at Different Points in the Employment Process

- During recruitment: 39.3% (Not/somewhat apparent), 50.6% (Very apparent)
- During interview: 24.9% (Not/somewhat apparent), 34.1% (Very apparent)
- After being hired: 35.8% (Not/somewhat apparent), 15.3% (Very apparent)

“Very important” factors, when deciding to disclose a disability to an employer

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need for accommodation</td>
<td>68.2</td>
</tr>
<tr>
<td>Supportive supervisor relationship</td>
<td>63.5</td>
</tr>
<tr>
<td>Disability friendly workplace</td>
<td>56.8</td>
</tr>
<tr>
<td>Active disability recruiting</td>
<td>50.5</td>
</tr>
<tr>
<td>Knowing of other successes</td>
<td>49.9</td>
</tr>
<tr>
<td>Disability in diversity statement</td>
<td>48.9</td>
</tr>
<tr>
<td>Belief in new opportunities</td>
<td>40.7</td>
</tr>
</tbody>
</table>

“Very important” factors when deciding to **NOT** disclose a disability to an employer

<table>
<thead>
<tr>
<th>Factor</th>
<th>Persons with a disability (N=598)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk of being fired/not hired</td>
<td>73.0</td>
</tr>
<tr>
<td>Employer may focus on disability</td>
<td>62.0</td>
</tr>
<tr>
<td>Risk of losing health care</td>
<td>61.5</td>
</tr>
<tr>
<td>Fear of limited opportunities</td>
<td>61.1</td>
</tr>
<tr>
<td>Supervisor may not be supportive</td>
<td>60.1</td>
</tr>
<tr>
<td>Risk being treated differently</td>
<td>57.8</td>
</tr>
<tr>
<td>Risk being viewed differently</td>
<td>53.8</td>
</tr>
<tr>
<td>No impact on job ability</td>
<td>44.0</td>
</tr>
<tr>
<td>Desire for privacy</td>
<td>27.9</td>
</tr>
</tbody>
</table>
Percent Who Experienced Negative Consequences of Disclosure

Creating an Environment that Encourages Disclosure

Demonstrate disability inclusiveness through:

- Actively recruiting people with disabilities
- Conducting disability awareness training for staff
- Enacting flexible workplace policies
- Having fair systems to address complaints
- Creating accessible workplaces
- Fostering supportive supervisor-staff relationships
- Including disability in the diversity statement

In Summary

• There are disability inclusion considerations throughout the employment process

• Supervisors are a critical part of disability inclusive hiring, career development, retention and workplace inclusion strategies

• It’s critical to inform and engage partners across internal company structures/resources

• Helpful to engage relevant community resources as partners in this process
Cornell University ILR School shared:

Cornell's BenchmarkABILITY is a self-assessment tool for organizations interested in the inclusion of people with disabilities in their workforce. Learn more [https://lnkd.in/dzQwBZi](https://lnkd.in/dzQwBZi)

What is BenchmarkABILITY?

- Recruitment & Hiring
- Metrics & Analytics
- Diversity & Inclusion
- Career Development & Retention
- Accessibility & Accommodation
- Compensation & Benefits
The K. Lisa Yang and Hock E. Tan Institute on Employment and Disability in the ILR School is pleased to partner with DXC Technology (DXC) to facilitate distribution in North America of materials developed for DXC’s Dandelion Program. The Dandelion Program can assist interested organizations and individuals to develop a program to provide skilled employment for people on the Autism Spectrum.

The three-year program develops technical, life, and executive functioning skills within participating individuals. **Year One** is focused on job awareness, including onboarding, introduction into the work role, internal training modules, and establishing a pipeline of work with stakeholders. In **Year Two**, participants progress from job awareness to concentrate on self-advocacy, independence, and confidence.
A Quick Tour of DisabilityStatistics.org

Disability Statistics
Online Resource for U.S. Disability Statistics

Select a topic below to access the disability statistics interactive search tool.

American Community Survey (ACS)
- Prevalence
- Employment Rate
- Not Working but Actively Looking for Work
- Full-Time / Full-Year Employment
- Annual Earnings
- Annual Household Income
- Poverty
- Supplemental Security Income (SSI)
- Educational Attainment
- Veterans Service-Connected Disability
- Health Insurance Coverage (and Type)

Current Population Survey (CPS)
- Prevalence
- Labor Market Activity
- Employment
- Household Income
- Poverty

EEOC Charge Data
- State Level Reports on Common Issues and Bases
- Compare the Most Common Bases Cited Across States
- Compare the Most Common Issues Cited Across States
- Charge Rate Comparison by State
- Charge Rate Comparison by Employment Discrimination Area
ILR School Disability Studies
Suggested Sequence

Did you know that approximately 1 in 8 people in the U.S., and 1 in 6 people globally have a disability? Disability is a key element of diversity that intersects our lives, workplaces, and communities. and examine the experience of persons with disabilities across all domains of life, with a focus on human rights and inequalities, as well as strategies for managing the diversity posed by disability.

JOIN US

http://yti.cornell.edu/projects/disability-studies-courses

The Americans with Disabilities Act domestically, and the United Nations Convention on the Rights of People with Disabilities globally, along with other public policies and programs support inclusion of people with disabilities. Nonetheless, the gap has increased between the employment, economic and educational outlook of persons without disabilities when compared to their non-disabled peers.

This program of study empowers students to explore the cultural and historical development of public policies on disability, including veterans' legislation, vocational rehabilitation and workforce development, social insurance, and civil rights. Students will also learn about the relationship of disability policy to larger political and social developments, and will analyze the differences between policy as written and policy as practiced.

The ILR School, with the support of the Yang-Tan Institute on Employment and Disability, offers the disability studies concentration. A student must take a total of 18 credits (5-6 courses) to complete a specialized concentration in Disability Studies. For the Disability Studies Concentration Track, a student is required to take a core course, followed by a series of customized electives, based on the student's interests and preferences.

A summary of core and elective courses follows:

- **ILR LR 1200: Introduction to Disability Studies (Fall, 3 Credits) - CORE REQUIREMENT**
- **ILR LR 2010/5610: Labor and Employment Law (Fall and Spring, 3 Credits)**
- **ILR LR 2000: Writing Seminar in Law - Disability and Ethics (Fall, 3 Credits)**
- **ILR LR 2000: Writing Seminar in Law - Intersections of Disability Identity in the Law, Workplace, and Society (Spring, 3 Credits)**
- **ILR LR 2000: Writing Seminar in Law - Perspectives on Disability (Spring, 3 Credits)**
- **ILR LR 4023: Disability Law (Spring, 2 Credits)**
- **ILR LR 4033: Disability Law (Spring, 4 Credits)**
- **ILR LR 4035: Intersectionality in Disability Studies (Spring, 4 Credits)**

* Indicates an ILR Sophomore Writing Seminar open only to ILR sophomores and new transfers, students may only take ONE of these writing seminars.

Contact: Kate MacDowell, 211 Dolgen Hall, kkm74@cornell.edu, 607.255.7727
Cornell Related Resources

Related Cornell Online Resources

• DXC Dandelion Program Portal
  https://ecommons.cornell.edu/handle/1813/72826
• Disability Statistics
  http://www.disabilitystatistics.org/
• Employer Practices RRTC Project
  http://employerpracticesrrtc.org/
• U.S. EEOC Disability Charge tabulations online tool
  http://www.disabilitystatistics.org/eeoc/
• CLDR Rehabilitation Dataset Directory (NIH-UTMB)
  http://datasetdirectory.disabilitystatistics.org/
• Employer Practices Disability and Compensation Catalog
  http://www.disabilitystatistics.org/eprrtc/codebook.cfm
• Cornell Online Repository of Related Publications
  http://digitalcommons.ilr.cornell.edu/edicollect/
• Tips for Human Resource (HR) Professionals
  http://www.hrtips.org/
• BenchmarkABILITY®
  http://benchmarkability.org/
Questions?