

2nd Annual

Neurodiversity Employment Symposium

Nashville, TN | October 17, 2023

Action Report

UConn | UNIVERSITY OF
CONNECTICUT

CENTER FOR NEURODIVERSITY AND
EMPLOYMENT INNOVATION



Event sponsored by Wells Fargo - the Wells Fargo
Neurodiversity Program is UConn CNDEI's Signature
Partner

LETTER FROM CNDEI DIRECTOR

Judy Reilly



Dear 2023 Symposium Participants,

Some of you I've known for some time now, and others I had the fortune to meet only recently before coming together in person for the first time in Nashville. Regardless of whether you're a long-time partner, or a new-found ally, all of you are important, and all of you deserve thanks. The team at UConn's Center for Neurodiversity and Employment Innovation appreciate your time, dedication, input, creativity, and collaboration on this important work.

So, thank you.

And to Wells Fargo and Stephen DeStefani, who made that day possible for all of us, and for the unwavering commitment to UConn and the work - thank you does not do my feelings justice, but there it is.

And now, everyone back to work! There is much to be done to continue the momentum we all felt several weeks ago when we gathered in a ballroom in Nashville to work on solutions that put more neurodiverse talent into our workforce.

This report is helps you all continue that work we did in October. Included here is a summary of what we did that day. **It is also a call to action.** There are ideas we discussed (and many more we did not even get to start on, which tells me that next year we need two days...) that simply require us to act on them.

Use this report as a guide to your next steps. And do not hesitate to call on UConn CNDEI and the University Council, of which we are all a part, for support or collaboration!

All my best,

A handwritten signature in black ink, appearing to read "Judy Reilly", is positioned below the text "All my best,". The signature is fluid and cursive.

Judy Reilly

Director, Center for Neurodiversity and Employment Innovation
University of Connecticut

Table of Contents

SUMMARY

Symposium Key Takeaways	4-5
-------------------------	-----

SYMPOSIUM HIGHLIGHTS

Connecting companies and ND college students	6
> Call to Action: Neuro-Inclusive Candidate Network (NCN)	7-9
Career Readiness for ND candidates	10
> Sample Course Syllabus: “Career Readiness for ND College Students”	11-13
Innovating the traditional internship model	14
> Neurodiversity Career Experience program (NDCE)	15

APPENDIX

Symposium Handouts	17-22
Notes from the Symposium	23-26
Participant Contact List	27-28

NOTE: Your comments were scribed throughout the Symposium and are included throughout the report and transcribed in the Appendix

WHAT WE DID

Session 1:

How to navigate campus recruiting for ND students and employers (when no organized system currently exists?)

Session 2:

Critical components of a college course in “Workplace Readiness for ND College Students”

Session 3:

“Speed Recruiting”—connecting candidates who are ready right now with open employment opportunities

YOUR CALLS TO ACTION

- Universities and Employers:** Become an (more) active member of the University Council through UConn CNDEI
- Utilize the (new!) Neuro-Inclusive Candidate Network (NCN)
 - **Employers:** circulate jobs and internships using the NCN
 - **Universities:** point ND students there for employment preparation, knowledge and opportunities
- Employers:** support implementation of Workplace Readiness activities for ND college students at partner schools
- Universities:** implement the course at your school (sample syllabus included!)
- Universities:** point ND students to the NCN where the course topics are shared with them through events, posts, and the website
- Universities and Employers:** Follow up with contacts you made today!

WHAT WE DID

Session 4:

The “Neurodiversity Career Experience Program”: a new, innovative program that delivers career development to ND college students and ND experience to employers

Session 5...we ran out of time!

Employer excellence in neuro-inclusion—what does this look like?

YOUR CALLS TO ACTION

- Employers:** find a partner university and launch a NDCE program in Summer 2024!
- Universities:** find a partner employer and launch a NDCE program in Summer 2024!
- Employers and Universities:** use the NDCE Playbook to design and run your program (Playbook available mid-November 2023 from CNDEI)

- Employers:** join CNDEI’s employer-focused conference Spring 2024 to lead and learn in this area
- Universities:** learn through the University Council which companies are leading in neuro-inclusion (and tell students!)
- Universities:** use the ND College Recruiting Playbook to guide companies that recruit at your campus (available 2024 from CNDEI)

Join us in 2024!

SYMPOSIUM HIGHLIGHT: CONNECTING COMPANIES & ND COLLEGE STUDENTS

"Some schools have specialized programs, other schools direct us to career services"

WHO'S HERE?

Who do I contact at a company to find out about its neurodiversity hiring efforts?

"SPEED RECRUITING"

I didn't want to move onto the next 'match', I was really forging new relationships

During our first session, we engaged in a "who's here?" activity that really illuminated the fact that when it comes to recruiting ND college students, there really is **no organized system** like there is for traditional career services.

A bit later in our third session, we had some fun with "speed recruiting" to highlight how much energy and value there is in the **relationships** between companies and schools (and their ND students)!

How this activity works

 Places everyone! 15 Rounds. 2.5-minutes each.	 Begin your Speed Recruiting conversation	 Rotate! after the 2.5-minute timer goes off
Universities: Find your Round 1 location	Universities: Does this company have opportunities?	Universities: MOVE to your next Round
Employers: Find the table with your company name—get comfy	Employers: Does this school have candidates?	Employers: STAY seated

- Potential **candidates** for upcoming openings with companies
- Schools and companies that are **geographically desirable matches**
- Schools and employers that would like to **partner** more actively
- **Employers' contact info** for ND student. job seekers back at campus

WHAT THE ACTIVITIES HIGHLIGHTED FOR US:

Coming together was incredibly meaningful (and fun!), but we all seemed to see how challenging it is for companies and universities to *efficiently connect* when it comes to building **relationships** with, helping **prepare**, and actually **recruiting** neurodivergent college students.

CALL TO ACTION: A (NEW) CANDIDATE NETWORK

SO...WHAT DO WE DO?

To build an efficient solution for connecting ND college students, recent alumni, university professionals and companies, the group has launched the **Neuro-inclusive Candidate Network (NCN)** as part of the University Council. Employers and universities can help improve employment outcomes by utilizing the NCN!

WHAT IS THE 'NCN' AND WHO DOES IT HELP?

The **Neuro-Inclusive Candidate Network (NCN)** brings together ND college students across campuses and delivers content and events that prepare and empower them for employment. It also connects them with companies who are truly committed to this mission, and highlights distinctions between employers' efforts, neurodiversity knowledge, and training. The NCN is powered by University Council member schools:

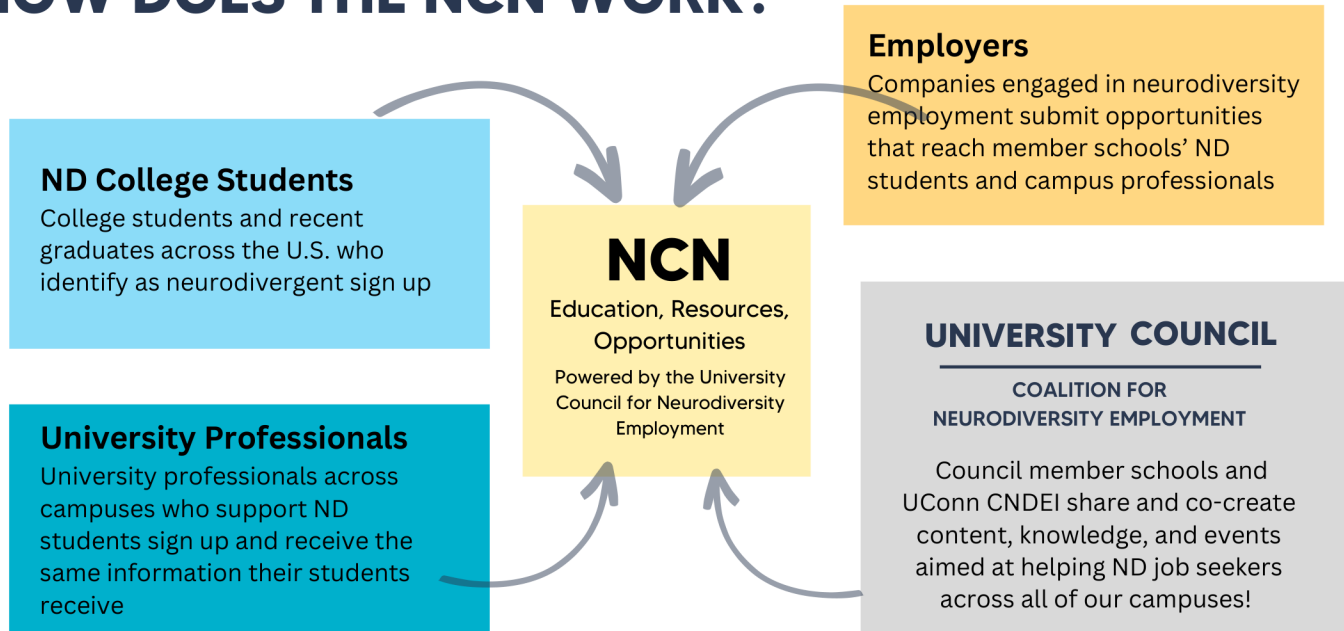
- **ND Students:** Sign up and receive employment-related information, resources, opportunities, and guidance that empowers you, and supplements the career services your college provides.
- **Universities:** Sign up and use the content provided to students in the NCN to supplement the career services you provide - the goal is to provide you with extra help in ND career support!
- **Employers:** Submit job, internship, and other opportunities for ND students and they will be circulated with clear communication about each company's neuro-inclusion excellence.

CONNECT ND STUDENTS WITH EMPLOYMENT INFORMATION

Powered by over 75 council member schools, relevant and appropriate career development materials and guidance—along with ND-appropriate jobs, internships, and employer events — are “pushed out” to the network of subscribers

CALL TO ACTION: A (NEW) CANDIDATE NETWORK

HOW DOES THE NCN WORK?



ND STUDENTS & UNIVERSITY PROFESSIONALS

Use the QR code to sign up!



Or go to the University Council website: s.uconn.edu/neurodiversitycenter/univcouncil

EMPLOYERS WHO WANT TO ENGAGE

Contact the University Council to submit opportunities (of any kind!) that your company can offer to engage ND college students

UNIVERSITIES: USE THE NCN TO SUPPLEMENT THE CAREER SUPPORT YOU ALREADY OFFER!

Share NCN information and sign up link with students and on websites
Access a broader community of ND students on your campus through the NCN - anytime!

CALL TO ACTION: THE (NEW) CANDIDATE NETWORK

PREPARE + CONNECT TAKE A LOOK AT WHAT STUDENTS RECEIVE



NCN JOB ALERTS

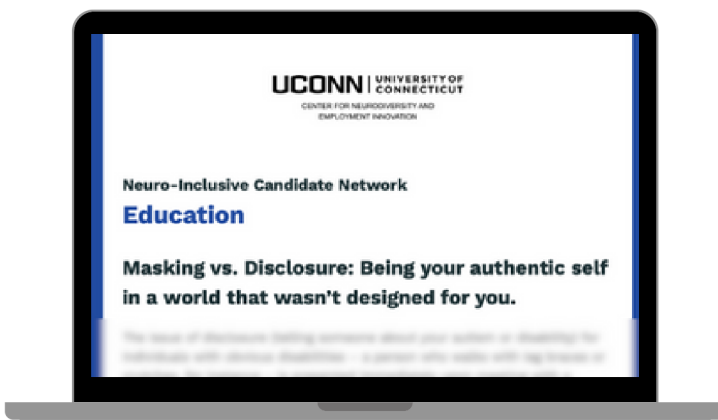
NCN subscribers receive alerts about time-sensitive “ND” employer events, jobs, internships, **AND** employment-related knowledge!



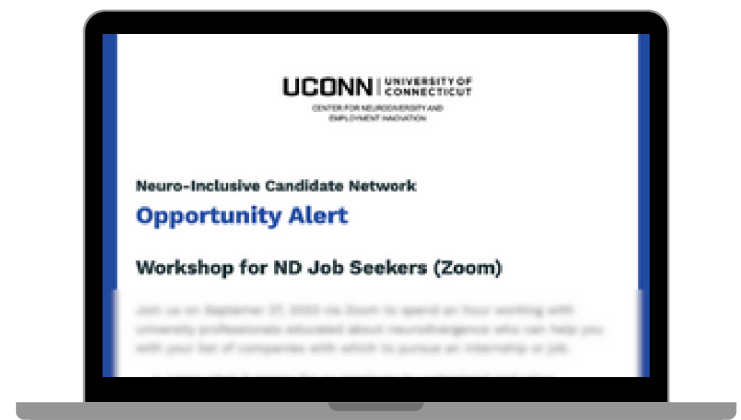
Never miss out—optional SMS or text message notifications available for students only when there is a time-sensitive opportunity.



NCN EDUCATION



NCN OPPORTUNITIES



The NCN is CNDEI’s response to employers, universities, and students all asking for a **better, more efficient path** to employment readiness, work experience opportunities, and relationships for “college-level” ND candidates.*

**For the NCN, “college-level” simply refers to someone with professional level career interests*

SYMPOSIUM HIGHLIGHT: CAREER READINESS FOR ND CANDIDATES

1. How do you get a job?
2. Verbal and written communication skills
3. Employers and students practice with role-play

WHAT SKILLS DOES "WORKPLACE READY" MEAN?

Incorporate alumni who come back to campus

*What does self-advocacy look like?
How does it show up in the workplace?*

To know how our differences are strengths/assets to your company

Self-disclosure and what's the right thing to do (for the best outcome)

How to be a better self advocate through the process

During our second session, we dove into this phrase "workplace ready" that we often hear (and, let's be honest, we ourselves use). We drilled down into **which actual skills we're talking about** that a college course designed to teach ND students this "workplace readiness" would, well....teach!

Let's hear about your **course design**

Topics and skills included in your course?	Activities to creatively teach these skills?
	Resources to deliver the course (internal, external)

Some Examples...

Email - composing, responsiveness, cc'ing, clarity	Showing your strengths during the interview	Accommodations and self advocacy (formal/informal)
Virtual Meetings - scheduling, participating, screen sharing	Understanding your ND profile & how it might "show up"	Understanding workday/work week expectations
Presenting skills, LinkedIn profile, resume quality	How to move projects forward, updating progress/issues	Timeliness, professionalism, reliability

WHAT THE ACTIVITY HIGHLIGHTED FOR US:

ND college students want better, more targeted, preparation for post-college employment - ideally a course for which they get academic credit at their school.

SO... WHAT DO WE DO?

The group identified important skills and topics to cover in a course aimed at “Career Preparation for Neurodivergent Students.” Below we’ve consolidated that information into a **SAMPLE COURSE SYLLABUS to supplement your work!** The content of such a course can be delivered by universities, but also by companies via innovative “work experience” programs.

The Most Important Course Content!

ND students and young professionals are the ones who know best what it would mean to feel prepared, so the syllabus below incorporates what they say (they told us in Nashville and have reported via other channels) would be some of the most helpful skills for them.

CAREER PREPARATION - COURSE DESCRIPTION:

This course is designed for neurodivergent college students who are interested in understanding how their “diversity of mind” and learning styles impact—and are often an asset to—future employment. The course covers the topic of “neurodiversity and employment” broadly, and helps students to identify, understand, and articulate what their own unique learning style is. ND individuals prioritize wanting specific strategies and skills that improve a candidates’ work experience and job search, as well as self-advocacy skills to create a successful workplace experience once they accept a job.

(SAMPLE) COURSE SYLLABUS

MODULE 1: NEURODIVERSITY EMPLOYMENT

- What is neurodiversity, and how is related to the topic of employment?
- What does it mean for a company to be “neuro-inclusive”?
- Which companies and organizations are leading in neuro-inclusion for employees?

MODULE 2: INDIVIDUAL LEARNING PROFILES

- What is my unique learning style and profile of neurodivergence?
- How do I identify my unique strengths? Needs?
- Translating strengths into career and job characteristics
- Translating needs into accommodations (informal and formal)

MODULE 3: JOB SEARCH

- Disclosure during the job search – when, why, whether, and how?
- Create a resume, LinkedIn, interview presentation, and message to reflect your unique profile
- Shaping the application and interview experience
- Accommodations for interviews
- Understanding what “professionalism” means for the job search

MODULE 4: WORKPLACE AND INDEPENDENCE SUCCESS

- Identify your workplace needs and working style to ensure performance on the job
- Managing neurotypical behavior, expectations, and “social rules” at work
- Finding allies and mentors to help
- Managing your physical, emotional, and communication needs in the workplace
- Building social success and independent living outside of work
- Understanding what “ready to relocate” looks like for a job that requires you to move
- Communicating your unique insights and knowledge (and getting others to listen)

EMPLOYERS

You can...

- Offer to **visit campus to teach** the students a particular skill or share knowledge on a syllabus topic (or do so virtually!)
- Deliver some or all of this course content during a **company-based summer program** (virtual or in person)
- Provide financial support to a partner school to “pilot” and launch the course there

UNIVERSITIES

You can...

- Consider delivering some of the content as university-wide “**pop up course**” during interim periods
- **Partner with a company** to deliver this content outside of the academic day
- Consider options to deliver some of the content during **school breaks** like spring and summer
- **Workshops** provided by the campus career center or specialized learning communities
- And obviously (though not easy!), pursue approval for a **for-credit semester course**

SYMPOSIUM HIGHLIGHT: INNOVATING THE TRADITIONAL INTERNSHIP MODEL

*Practical experience
Doing the job linked to their major*

*"I knew the course material, but not how
it was exactly applied in real life"*

*Learn whether or not the work you
think you want to do is in fact your
career of choice*

WHAT CAN WE OFFER BESIDES THE (USUAL) INTERNSHIP MODEL?

*Going from a structured environment
(university) to an unstructured
environment (workplace)*

Addressing why this matters

During the fourth session, we circled back to what employers and schools told us at the 2022 Symposium. **Universities said** their ND students need innovative opportunities with employers that give them ‘work experience’ but also meet them where their skills are right now. **Employers said** they would like to meet ND students earlier in their college journey to get to know them, build relationships, and develop talent.

WHAT IS AN “INTERNSHIP” OR “INTERN”, REALLY?

We brainstormed and drilled down on creative ways we could address both employers’ and ND college students’ needs. We asked:

- Do interns have to contribute project or product “output” to offer value?
- Do all work experience opportunities require 35-40 hours/week, 10-12 weeks long?
- Can schools support interns (and employers) while a program runs, to create a better experience for all?
- How else could employer-student interactions look? (i.e., modality, time of year, duration)

CALL TO ACTION: AN "OUT OF THE BOX" MODEL

SO... WHAT DO WE DO?

Introducing the **Neurodiversity Career Experience (NDCE)** program which is a twist on the usual summer college internship model that delivers education and experience in neurodiversity for companies, and workplace instruction and experience for ND students. It's an entirely new way colleges can help bring ND students and employers together.

WHAT IS THE NEURODIVERSITY CAREER EXPERIENCE PROGRAM (NDCE)?

Employers get:

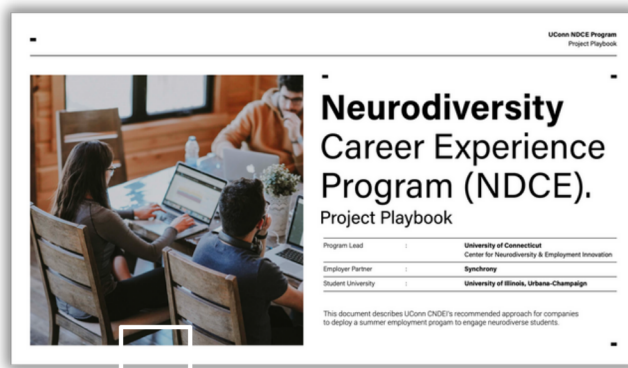
- Training and education in neurodiversity
- Program support from universities and UConn CNDEI
- To meet and know a group of ND students personally and professionally
- To drive action in neuro-inclusion at the company

ND students get:

- 1-1 mentorship in workplace skills
- To learn how specific jobs and career paths at a specific company map to majors and interests
- A résumé-worthy entry
- To meet and build relationship with individuals at a company and employer contacts

DESIGN A STUDENT-EMPLOYER EXPERIENCE

AND THERE IS A PLAYBOOK TO HELP YOU!



The **NDCE playbook** was developed in partnership with Synchrony who piloted the NDCE with students at Uof Illinois UC in Summer 2023. The playbook takes companies and schools step-by-step through running their own NDCE partnership!

Available November 2023

Appendix

Symposium Handouts
Participant Contact List
Notes from the Symposium

Welcome!

We've designed today to be a little bit different - the goal is to make productive connections that will drive new actions. Get ready to move around, meet people, talk a lot, and do the work!

Agenda

12:00 - 5:00 | Event Program (Lunch Provided)

Session 1: Why the current campus recruiting model doesn't work for recruiting neurodivergent college students?

- Employers: Know how to navigate recruiting ND on college campuses
- Universities: Understand distinctions in employers' neurodiversity initiatives

Session 2: What does being "workplace ready" really mean, and how do we teach that?

- Identify the critical components for "readiness" in the workplace for students

Session 3: "Speed Recruiting"

- Employers: Which schools have current students aligned with your needs?
- Universities: Which employers have dedicated efforts and opportunities for students?

Session 4: "Out of the box" ideas for employer & university partnerships

- Learn how to develop ND students while also educating employers simultaneously

Session 5: What does "employer readiness" look like?

- Identify what it means for an organization to be a truly "neuro-inclusive" employer

5:00 PM — 7:00 PM | Cocktail Reception

Questions to ask Universities

**Where in the school do you work?
What department/area?**

**Do you have a role in career
services or development for
students?**

**Do you/your school have
neurodiversity expertise?**

**How can employers connect with
ND students on your campus?**

**Is there specialized ND career
support at your school?**

Questions to ask Employers

**Where in the company do you
work? What role/business area?**

**Can/do you play a role in hiring a
candidate? In what way?**

**Does your company have any
neurodiversity initiatives?**

**How can college students find
jobs at your company?**

**How can an applicant ask about
your company's ND expertise?**

How do we teach

“workplace readiness?”

Instructions:

Work with your table to design a semester-long class (12-15 weeks) in workplace and employment readiness for neurodivergent college students. You can be as creative as you want with how you define “class!”

- Semester (15 weeks):
- What topics and skills will you teach?
- What activities will you design to teach those skills?
- Will you include guests? Go off-site? Resources?


Come back with a draft of your group’s proposed syllabus!

A (very incomplete) set of examples:

Email - composing, responsiveness, cc'ing, clarity	Showing your strengths during the interview	Accommodations and self advocacy (formal/informal)
Virtual Meetings - scheduling, participating, screen sharing	Understanding your ND profile & how it might “show up”	Understanding workday/work week expectations
Presenting skills, LinkedIn profile, resume quality	How to move projects forward, updating progress/issues	Timeliness, professionalism, reliability

Speed Recruiting

- Which schools have current students aligned with our workforce talent needs?
- Which employers have dedicated efforts and job opportunities for our students?

Employers		Definite Openings	Possible Openings	Future Openings	Your Notes e.g., Location, Major/Minor
Auticon	<input type="checkbox"/>		<input checked="" type="checkbox"/>		
CAI	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
Cigna	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Dell	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
EY	<input type="checkbox"/>		<input checked="" type="checkbox"/>		
KPMG	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
Lockheed Martin	<input type="checkbox"/>		<input checked="" type="checkbox"/>		
Northrop Grumman	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
Pfizer	<input type="checkbox"/>		<input checked="" type="checkbox"/>		
PNC	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
Southwest Airlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
Synchrony	<input type="checkbox"/>		<input checked="" type="checkbox"/>		
TPI	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
Travelers	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
Wells Fargo	<input type="checkbox"/>	<input checked="" type="checkbox"/>			

Universities



	<input type="checkbox"/>	Has ND Program	Size of ND Program (# of Students)	Career Programming?
Beacon College	<input type="checkbox"/>	Yes	550	Yes
Carnegie Mellon	<input type="checkbox"/>	Yes	18	Yes
Clemson University	<input type="checkbox"/>	Yes	41	Yes
Drexel University	<input type="checkbox"/>	No Info	No Info	No Info
Emory University	<input type="checkbox"/>	Yes	2	Yes
Landmark University	<input type="checkbox"/>	Yes	450 Entire Student Body	Yes
Marquette University	<input type="checkbox"/>	Yes	40	Yes
Merrimack College	<input type="checkbox"/>	Yes	100	Yes
Northeastern University	<input type="checkbox"/>	Yes	0	Yes
The Ohio State University	<input type="checkbox"/>	No Info	No Info	No Info
Pace University	<input type="checkbox"/>	Yes	~60	No
Rowan University	<input type="checkbox"/>	Yes	88	Yes
SCAD	<input type="checkbox"/>	Yes	250	Yes
St. Mary's University of CA	<input type="checkbox"/>	No Info	No Info	No Info
Stanford	<input type="checkbox"/>	No Info	No Info	No Info
University of Arizona	<input type="checkbox"/>	Yes	700	Yes
UCLA	<input type="checkbox"/>	No Info	No Info	No Info
University of Illinois – UC	<input type="checkbox"/>	No Info	No Info	No Info
University of Maryland	<input type="checkbox"/>	Yes	6	Yes
University of Minnesota	<input type="checkbox"/>	No	n/a	n/a
University of North Texas	<input type="checkbox"/>	Yes	45	Yes
U. of Tennessee Chattanooga	<input type="checkbox"/>	Yes	60	Yes
University of Washington	<input type="checkbox"/>	No	n/a	n/a
Vanderbilt University	<input type="checkbox"/>	No	n/a	n/a

based on pre-work submissions

SESSION FOUR: HANDOUT

A **new way** to bring ND Students and Employers together

“Neurodiversity Career Experience Program”

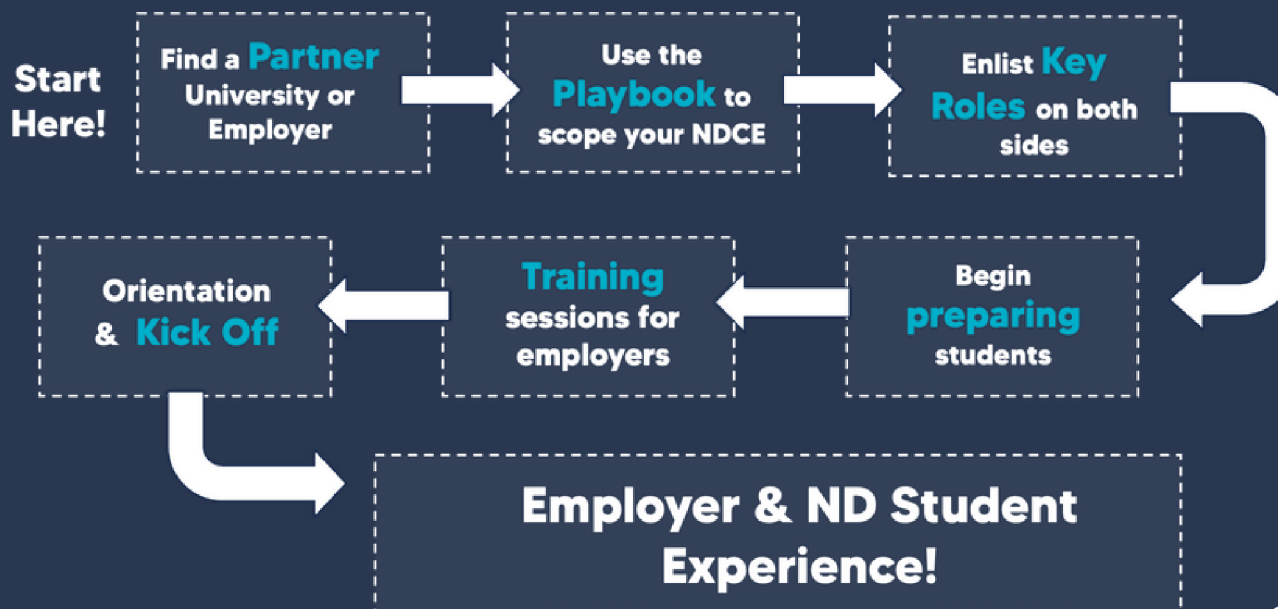
The NDCE was developed in response to schools, students, and employers wanting an innovative way to meet, learn from, and build relationships with each other.

Employers get:

- Training and support from UConn in neurodiversity & the workplace
- Experience getting to know and work with ND college students

ND Students get:

- 1-1 advice from an employee mentor on workplace skills
- Concrete understanding of how specific jobs map to their majors and interests
- Resume entry



SESSION 1

WHO IS HERE?

- How do you (Employer) find the career center?
- Career services, disability services—staff have dual appointments in some instances
- Can be part of a DEI division or student services
- Employers are looking for individual student applicants (1:1), outreach to department/school specific
- Conducting HR analysis, looking at talent, talent retention
- Employer without the programs in place, trying to stand it up, make connections
- Everyone is eager to create solutions
- Concerned with Freshmen through recent graduates, early career folks
- Employer wants to engage earlier
- How majors translate to job?
- Employers do “research” on universities—target those with commitment to the community
- Educators trying to find ways to motivate and support students (asking ‘how do I help?’)
- Need for a ‘safe space’ for self-disclosure—LinkedIn? Something less public?

SESSION 2

WHAT DOES “WORKPLACE READY” MEAN?

- Schools: Class—students need more help seeing the connection between what they can do now to help them get there (e.g., following up)
- **What matters most to these students? (Student Panelist share)**
 - Self-advocacy
 - How our differences are strengths or assets to your company
 - Felt ‘ready’, but COVID changed how much work became remote
 - Professionalism

SESSION 2

WHAT DOES “WORKPLACE READY” MEAN? (CONT.)

- Learning styles, how you learn (e.g., do you need specific steps or procedures to accomplish work?)
- ‘Once you know the rules, you can break the rules’
- Being able to speak up, openly, e.g., change/innovation is often discouraged, so how to handle those conversations?
- People want to help, but you need to learn to be intentional to set the right expectations, and business etiquette
- ND and privacy; not only autism
 - ‘Communication disorders’ in Japan but no matter how we classify it, it is experienced
 - Having best practices are necessary
- Accommodations and self-advocacy
 - Co-existing conditions
 - Viewed as a ‘reward’ in a career sense by executives
 - How to prepare students to handle/anticipate situations
 - Moving away from accommodations and simply agreeing on how are appropriately communicating work and communicating it back
 - How does this person think? How should we incorporate this into how we work? (Maybe directed at co-workers)
- More for employers: Application process
 - ADA and asking ‘do you identify as...’ and this being a roadblock to getting the interview/job
 - Self-disclosure—what’s the right thing to do [for the] best outcome
- Professionalism—unpacking this
 - Emotions that come with being ‘professional’
 - Handling rejection
 - Learning how not to be totally disarmed
- How to know which companies are TRULY supportive—WHO is doing it?
- Understanding self has lead to success/being successful, e.g., why I do certain things with some co-workers and how that comes across to others
- Not making this available to undiagnosed individuals—the chance to learn regardless of your stage in life

SESSION 2

WHAT DOES “WORKPLACE READY” MEAN? (CONT.)

- Getting the job/internship vs. how to perform well/succeed
 - ‘Getting the job’ is where we spend our time as educators
- Focus on what is ‘broken’ vs. focus on our strengths
- Class as lecture vs. entire Course
 - (1) How do you get a job?
 - (2) THEN, verbal and written communication skills
 - (3) Employers + students PRACTICE with role play
 - Incorporate alumni who come back
 - What does self-advocacy look like?
 - How does it show up in the workplace?
- Rights in the workplace? How does this work?
 - ‘10-years into my career and I could use this’
 - Masking at work and what happens when you go from having an advocate-manager to one who isn’t (or untrained/uneducated)

SESSION 4

AN “OUT OF THE BOX” MODEL FOR EMPLOYERS AND SCHOOLS TO WORK TOGETHER

- What is an intern/internship?
- Practical experience
 - “I knew the course material but not how it was exactly applied in real life”
- Doing the job linked to their major
- [Going from a] Structured environment [to an] Unstructured environment
 - Why it matters
- 50% of interns get offered full-time job
- Learn whether or not the work you think you want to do is in fact your career of choice
- (Problem) Expectations (deliverables) are mismatched with ND folks (generally speaking)

SESSION 4

AN “OUT OF THE BOX” MODEL FOR EMPLOYERS AND SCHOOLS TO WORK TOGETHER (CONT.)

- 2 students + 1 manager
 - 20 volunteered (as managers) who received training
- School: Removing barriers for ND (and any) students who have additional challenges (not cis-gendered, straight, white, male)
 - How do we engage this wider audience as educators so they—FUTURE LEADERS—understand more about shared challenges?
- Intern comes with goals they want to achieve—but placement needs to be added in
 - ‘Help me figure this out’
- Reverse networking event; topical areas, guest posts
- Internship—it’s a loaded word, “Career Experience” is being used instead
 - 4-6 tracks in groups
 - Mentors and coaching sessions
 - Topics included credit, marketing, cyber security, metaverse, blockchain, AI
- Playbook for the career experience is forthcoming
- UIUC educator student point of contact
 - Interns provided feedback via a tool (anonymous to the employer)
- Enablement+ Network of employee volunteers
- Students had a voice and a stipend
 - Compensation not tied to 40-hour/week
 - Who pays? What is the business case, how do you “code” the expense?
- Synchrony and UIUC met when UIUC heard about (read an article) work Synchrony was doing with UConn

APPENDIX G: PARTICIPANT CONTACT LIST

First Name	Last Name	Organization	Job Title or Role	Department	Email Address
Hala	Annabi	University of Washington Bothell	Professor	School of Information	hpannabi@uw.edu
Christine	Aurigemma	Pfizer			christine.aurigemma@pfizer.com
Tom	Beeson	Clemson University	Spectrum Program Coordinator	Student Accessibility Office	tbeeson@clemson.edu
Andrea	Beirne	KPMG			abeirne@kpmg.com
Danielle	Biddick	Dell			danielle_biddick@dell.com
Melissa	Bradley	Beacon College			mbradley@beaconcollege.edu
Erik	Brenner	Northeastern University	Assistant Co-op Coordinator, Multidisciplinary Masters Co-op Programs	Neurodiversity Support - College of Engineering	e.brenner@northeastern.edu
David	Cambronne	Wells Fargo			david.j.cambronne@wellsfargo.com
Josh	Cantor	UConn Foundation			JCantor@foundation.uconn.edu
Dave	Caudel	Vanderbilt University	Executive Director	Engineering, Frist Center for Autism and Innovation	davecaudel@gmail.com
Jan	Coplan	Landmark University	Director of Career Connections	Career Services - Landmark Works	jancoplan@landmark.edu
Josh	Crafford	Synchrony			joshua.crafford@syf.com
Stephen	DeStefani	Wells Fargo			stephen.destefani@wellsfargo.com
Ernie	Dianastasis	TPI			ernied@theprecisionists.com
Jazmyne	Dixson	University of North Texas	Internship Coordinator	Career Services	jazmyne.dixson@unt.edu
Sandeep	Draviam	KPMG			sdraviam@kpmg.com
Nancy	Forsythe	University of Maryland		Career Development, Neurodiversity	nforsyt2@umd.edu
Amy	Frueling	University of Illinois	Sr. Director	Office of Corporate Relations	afuehli@illinois.edu
Lawrence	Fung	Stanford University			lkfung@stanford.edu
Lucy	Gafford	University of North Texas	Director	UNT WISE, College of Health and Public Service	lucy.gafford@unt.edu
Joe	Gauthier	Synchrony			joseph.gauthier@syf.com
Nik	Gjoni	Wells Fargo			nikoll.gjoni@wellsfargo.com
Lisa	Graciani	PNC			lisa.graciani@pnc.com
Branden	Grimmett	Emory University	Vice Provost	Career Development Pathways Center, Emory Oaks	branden.grimmett@emory.edu
Amanda	Gulsrud	UCLA	Director, Faculty	PEERS Program	agulsrud@mednet.ucla.edu
Emily	Heier	St. Mary's College of California			eah9@stmarys-ca.edu
Yasja	Hemmings	Vanderbilt University	Career Coach	Career Advancement & Engagement	yasja.hemmings@vanderbilt.edu
Rachael	Jackson	Travelers			rjackso2@travelers.com
Dominique	Jones	Southwest Airlines			dominique.jones@wnco.com
Paula	King	Pace University	Director of Career Counseling	Career Services	pking@pace.edu
Karen	Krainz-Edison	The Ohio State University	Program Manager	Nisonger Center for Excellence in Developmental Disabilities	karen.krainzedison@osumc.edu
Jeanne	Kramer	University of Illinois	Program Coordinator	The Autism Program (TAP)	jjkramer@illinois.edu
Lindsay	Labonia	Northrop Grumman			lindsay.labonia@ngc.com
Chiara	Latimer	Rowan University	PATH Coordinator	PATH program	latimerc@rowan.edu
Dan	Lawrence	KPMG			dplawrence@kpmg.com

APPENDIX G: PARTICIPANT CONTACT LIST

First Name	Last Name	Organization	Job Title or Role	Department	Email Address
Alex	Lieberman	Wells Fargo			alexander.lieberman@wellsfargo.com
Madalyn	Lyons	The Ohio State University			lyons.664@osu.edu
John	McGonagle	Lockheed Martin			john.mcgonagle@lmco.com
Kathy	Melton	University of Tennessee at Chattanooga	Career Coordinator	Student Disability Services Mosaic Program	kathy-melton@utc.edu
Krystal	Mills	PNC			krystal.mills@pnc.com
Jamell	Mitchell	EY			jamell.mitchell@ey.com
Peg	Monaghan	Drexel University	Employment Advisor	Drexel Autism Support Program - Employment	mmm574@drexel.edu
Kalyn	Morris	Wells Fargo			Kalyn.morris@wellsfargo.com
Kristen	Murphy	University of Minnesota	Career Counselor	College of Science and Engineering	murph094@umn.edu
Ally	Nemeth	University of Connecticut			allison.nemeth@uconn.edu
Kellie	Nix	University of North Texas			Kellie.nix@unt.edu
David	Noble	University of Connecticut			david.noble@uconn.edu
Anthony	Pacilio	CAI			anthony.pacilio@cai.io
Donald	Pendagast	University of Connecticut		CNDEI	donald.pendagast@uconn.edu
Emily	Pendleton	University of Arizona	Assistant Director	SALT Center for Neurodiverse Students	ependleton@arizona.edu
Caitlin	Perszyk	University of Minnesota		College of Science and Engineering	cperszyk@umn.edu
Patti	Pfarrer	TPI			patti.pfarrer@theprecisionists.com
Amber	Phillips	Trevecca Nazarene University			ACPhillips@trevecca.edu
Caitlin	Rabold	SCAD	Assistant Director	Office of Disability Resources, Neurodiversity Services	crabold@scad.edu
Emily	Raclaw	Marquette University	Director	On Your Marq	emily.raclaw@marquette.edu
Judy	Reilly	University of Connecticut	Director	CNDEI	judy.reilly@uconn.edu
Jackie	Reis	Cigna			jackie.reis@cigna.com
Tristan	Ritland	Wells Fargo			tristan.ritland@wellsfargo.com
Melyssa	Rothstein	KPMG			melyssarothstein@kpmg.com
Michele	Russo	CNDEI Leadership Board			jamms5@hotmail.com
Amy	Rutherford	University of Tennessee Chattanooga	Director	Student Disability Services Mosaic Program	amy-rutherford@utc.edu
Matt	Segall	Emory University	Program Director	Emory Autism Center (Psychiatry Dept School of Medicine)	mattsegall@emory.edu
Marina	Seroussi				marina.seroussi@gmail.com
Alison	Sharkey	Wells Fargo			alison.sharkey@wellsfargo.com
Hiren	Shukla	EY			hiren.shukla@ey.com
Sarah	Simmons	Merrimack College	Coordinator	Activate Program	simmons@merimack.edu
Keivan	Stassun	Vanderbilt University	Director	Frist Center for Autism and Innovation	keivan.stassun@vanderbilt.edu
Louise	Stone	Auticon			louise.stone@auticon.us
Amy	Tavares	Carnegie Mellon	ND Career Specialist	Olitsky Career Readiness Program	atavares@andrew.cmu.edu
Brittany	Undiano	Wells Fargo			brittany.undiano@wellsfargo.com

**THANK YOU FOR PARTICIPATING
SEE YOU IN 2024!**



Judy Reilly
Director
judy.reilly@uconn.edu



The 2023 Neurodiversity Employment Symposium was made possible by the generous support of our Signature and Founding Partner Wells Fargo. Their unwavering dedication to UConn and the Center for Neurodiversity and Employment Innovation is allowing us to drive national, systemic change for the bright neurodivergent minds and individuals for whom we advocate.