1842077Please stand by for realtime captions. >> We will go ahead and try to start on time. My name is Jared Cummings I am a policy specialist and I began in the office in Jenin as part of that I track extensibility policy issues for Educause and I am pleased to moderate a panel on the future, present and future accessibility invalided higher education technology. Thank you for joining us. In the interest of time, I'm going to short introduction for a panelist because we had the opportunity to add a fourth analyst to want to make sure you have plenty of time for them to comment our discussion questions and take questions from you. Let me begin by noting the addition you will not find in the program. We are joined by Jerry Handley senior director for academic technology services at the California State University Chancellor's office. Some of you have had the opportunity to participate in a preconference seminar on accessibility that he connected with some of her other panelist on Tuesday and that is what landed him here today and as usual, no good deed goes unpunished. Second, let me introduce the M. Goldstein. -- Deanna Goldstein as a founding partner of Brown a Goldstein and lesbian has been the architect of the national Federation of the blind legal strategy for the last several years. To his left is Pete Segal who is the chief information officer and let me make sure I get this right. Vice provost for informational technology at the University of California, Davis and Tracy Moche Ronaldo -- Motrano, director of IT. It makes for a nice business cards or the Director. of IT policy and computer policy and law programs at Cornell University great dash. Let me begin by asking Dan to give us his perspective on the current state of accessibility and higher education in relation to the use of technology.

I think it can be fairly said that a blind student has almost -- it almost every American college and university today is getting an education that is significantly inferior to the education that that college or university is offering their sighted students. With very few exceptions. To my left you see -- but then, there are issues. This is not because the student is blind. It is because the universities and colleges are denying their blind student equal access to additional content, search tools, two assignments, to research and software like the statistical software package. It is a rarity between the quality of education between disabled and nondisabled students is, as a general matter, increasing simply because the amount of inaccessible technology on campus is proliferating. And that accounts for the greater disparity. The one marker that is a very good marker of what is happening and what hasn't happened, in 1999, Cyndi Rowland at Utah State University tested 100 website University home pages and found 97 had significant accessibility barriers she repeated that experiment in 2009. 97 of the 100 home pages had significant accessibility barriers. One of the few things not to change in technology over a decade. This is not a matter of needing technological innovation, most of the tools for accessibility predate the onslaught of technology on campus. Or a matter of new legal obligations exist and the rehabilitation act of 1973. Sounds like a bad problem for the students that it is a worse one for the colleges and universities because this is going to have to change. Each beer at a school delays identifying where it's accessibility issues are, and developing a plan of action, and each year that the university does not change as for Cuba policy and continues to acquire new accessible technology, means that when you do finally decide to do something, it will cost you a great deal more. Just think about how much technology has improved in the last 10 years and how much cheaper it would have been if he would have started on a perch at this 10 years ago. I hear a lot about schools, we would love to change it but in the current climate and the problem is, if the climate improves markedly, and you go on another buying spree of technology, it is still going to cost you more in the moment may come when some idiot who works for the national Federation of the blind, Department of Justice, Department of Education said, here is how fast you're going to have to fix it and you have to pull resources away from things that are deserving as well. I am sounding jam and climb but I would say, things are changing. Both because people like Tracy and Jerry and Peter are putting us on the map and my method of a 2 x 4 upside the head is getting this on the agenda and my goal is to get it to the top of your to do list or as near to the top as I can get it and when that happens, I think we might see a very rapid state of affairs. I went around the exhibitor hall asking various vendors have any questions they were getting on accessibility to share compared to last year and the answer is a lot more questions about it. I had taken this handout of a contract language requiring accessibility and said just so you know, this is what George Mason is getting out to everyone at this conference and I went to take a look at it. I think there are some signs that this is changing but the current state of affairs, is dreadful.

Thank you Dan and I will go ahead and ask Tracy to provide her perspective on institutional policy response around these issues. Scenic thank you for the work you have done to help raise awareness in the higher education about this issue. I think many of us have been focused on the rehabilitation act section 508 provision that were cast in 1998 a belief and went into effect in 2001. Just as many of our policy efforts were beginning to gear up at that time. We were looking to seek out a way to build the center IT policy framework. Unfortunately, in many cases of many institutions, the question was asked to attorneys for the institution and revolved around a single question of, do we have to comply? Private institutions, the decision fell on the side of no and state institutions and why California is in the lead, they determined he would have that to be a requirement of their own state. What we were not thinking about, all of us together, was the question of the Americans with disabilities act preceded the 508 regulations that legislation had been passed in 1990 and there is no exception for the Internet and as technology so obviously, whether you're here, has become integrated into the academic admissions that we work for and represent everyday for any position now where we want to catch it this matter of compliance and title III --

Private universities title to an 504 for the colleges and for everyone except liberty University --

Because of our financial program. The first thing I want to say, when you go to your institution and the question goes back to, to have to comply? The answer is, yes, that because the 508 or the rehabilitation act is because of the ADA.

Pete Barr Jerry, do you have anything to add to the question?

The question is what the affairs of -- the state of affairs is, in the Cal State system, we are not accessible. Declaring that it's essential. When you look at the instructional materials, our procurement processes, our Web accessibility, we are not at the standards that are required for all of our students to have an equally effective education. You have to begin with that assumption and not be afraid. I inherit the same table with the person who will say, what are you going to do to fix it? That is the key aspect in NAFTA began with that admission and stop denying and say, how do we do this in a managed productive reasonable way and that is the state of affairs, there is fear about how we respond to this and what we need to develop and what are the strategies as institutions to come up with better ways to manage improvements. And CSU rehab for her 15,000 students and that means we have estimated 10,500 students who are identified by student support centers for disabilities and that is larger than many campuses around the United States. We have a huge issue and we have to figure out how to do it better.

I would like to echo that you will see officials on campuses that say there is a problem and they feel like they are telling their campus community this is how that's a compliance issue and the best minimal efforts and they talk about more of a cultural change aspects and you can't create that kind of change in people's planning but the model that says you don't have to be involved. Once you make that switch, and you're confident that your strategy , you don't have to solve every problem the first year we can systematically make improvements and you're giving people a way to solve those problems when they stop saying they can't start to do it so it is really important to keep an eye on those great

 Thank you. Let me ask, can everyone hear the responses? Any problems during the responses? Okay great. The last comments were excellent segue into our second discussion question which is about zero wing in greater detail on that challenges the institutions and technology professionals must overcome to improve IT accessibility. Jerry, I was wondering if you could take the lead on that.

Sure. You look at our institutions, we have divisions of finance divisions of academic affairs, divisions of certain gestures and services as those divisions that are one of our greatest barriers for solving the accessibility problems and student learning issues are responsible and how we develop a shared understanding of the right way and a good way to understand to all of our students needs and rather than looking as a compliance strategy and a maturity model, how do you improve organizational capabilities and what is the right way for us organizationally and what is the most important way to make a difference and having a shared understanding from your preferment to your faculty to your student services, getting -- shared dialogue and understanding is a huge barrier because the airport to organizational divisions and Hal good are we, -- how good are we and and where we are, you have trouble figuring out what we need to do about it that is the third area, trying to have the organizational process to make position to have to allocate resources

 and improvements. That is a

Defenders may not come up with a solution that is accessible -- the vendors may not come up with a solution that is accessible and on the positive side, they're all about teaching and it is possible to work with the vendors and a and tells how you're going to meet the expectations advantage them actively and they have no clue and the company has a decent strategy and I think this may be a sign of the times, it is not a mature process but engaging them in a level where they understand the university is serious about if you expect the -- to the and getting a good response and generally, from vendors who may not be used to being asked the question so you are more sophisticated.

 In terms of what we need to do I need to echo the comment that ending denial is the first step in saying we are inaccessible, and taking stock of where you are and do in coming up with an action plan and becoming accessible and the dates included for your milestones should not be over ambitious initiative something the school can afford are bringing the faculty around to recognize that this takes time. And a tagline back to fix thousands of webpages, please don't take the time to fix orphaned pages for courses that no longer exists. Nobody is looking for any procure it here, we are looking for something that works. And all that takes time and once the vendors start realizing, and it going to start competing on the basis of who is accessible, saying who is more accessible than they are at their competitor, and of course, we stated the same thing and very few others -- procurement and that is beginning to happen and starting to insist and there is available at resources page and an agreement and it does not address content for a lot of us or the technology and it is important to plan the public deadline because otherwise, I promise you that plan would be sacrificed and here is when you're going to do it. That is hard for a lot of schools to get around but the one thing that you can go back and tell counsel is, we are not going to file any suit if the school has a comprehensive action plan to assess how they are going to --

Decision is being recorded and archived.

-- The session is being recorded and archived. While the audience in the room indicated they can hear fine, the online audience has asked at the presenters can speak more directly into the microphones. Channel your inner Sonny and Cher and grab the microphone.

I'm about to say a dirty word and when you think of policy, words that we don't want to say, because of the negative reactions, truly my experience has been, the policy is an institution and professional friends, especially IT and I see no reason why accessibility policy should be an exception -- an exception to the experience. And talking about an action plan, have seen institutions that have the best intentions in the world for the best practices were asked whether developers to put something in the talks with procurement people and mentioned it when you're going to these new technologies, and really, he does something that has got to have teeth and when you call up something else, that is fine also that 9/10 times, I think it is going to have to involve this policy word and make it your friend rather than something that becomes calcified in such a way as to only alienate. Allow it to be an opportunity to educate people about why this is important. How you're going to move through your institution, you want to be sure that you have a set of standards, 508, rehabilitation act, W3C, universal acts, you have to have some kind of standard you're going to be expecting the institution to be moving towards. Dan mentioned having benchmarked timelines and a policy that we were time at Cornell, we have a timeline for promulgation and marked off the areas we thought were reasonable for the course of 5 to 7 years and we thought that there could be a three-part domain name and agency represented the University building out every time and a new role that would occur with expectations because of the policy that the department or unit would use the opportunity to make those agents available and the other important thing you want to have our exceptions to the rule. Don't make it an absolute. Find those areas that are most important to your institution and most important to the people that need it, the staff and the students and even the alumni and the aging population and the disabilities that come with age naturally for all of us, this is also a way to help people understand that really, this is a policy, a program, and the result is going to have benefits for the entire college or university sound if you can have some form of instrument that your institution that has the T. think you should influence and authority to move forward to educate and socialize the idea, make sure you have standards, make sure you have a timeline, make sure you have exceptions to your standards to carve out those areas and then you are able to work or university and it appropriate and reasonable way.

Thank you. I think that is great context for our discussion question before we open the floor to questions from the audience. And this is something of a ringer because I know that Pete gave a presentation on this at the national convention of the national Federation of the blind in July. It sounds like it might be a little bit rehearsed but basically, from your perspective, Pete, if you can build on Tracy's comments around how institutions can develop coherent IT accessibility challenges and strategies specifically for their context.

Thank you. First of all I will start by saying, I have a business card that has braille on a day when I handed out, people say that is great, you are an accessibility person. And I want to say, yes I am that I am proud to be and that is important, we have absolutely got to get across the message that we are all accessibility people and just as they'll have to pay attention to security as part of our job, the matter what area is our core, accessibility is critical to all of us. So when I think about this area, I go back to the early days of my involvement and they had an accessibility office and program at accessibility funds and programs had high accolades and the question kept coming up, where does the electronic accessibility begin? And it became very clear that on campus we had leadership in a number of areas and they were thinking about placing an order and they thought of electronic as a special case make out the CIO would go and take care of it and one of the jobs of the IT leaders is to have things stick to them and a sense of leadership in terms of catalytic impact but not to have it stick to them as it is off to the side in a particular part of campus. So one of the things we did, we need to see accessibility integrated into the campus strategy just as you have curbed or parking lots and we have situations where accessible parking spaces from the opposite side of the parking lot were France onto the sidewalk a Little things like that. We have equivalent things in the IT space and it is really a fundamentally different environment. Fact I would go on to say, electronic sensibility is not about electronic anything, it is just another doorway into the range of services that they provide. And so they accessibility, even though I use the term, is a component of how the campus communicates his teaching excellence, its research excellence, its impact on the community, and therefore, needs to have a community that is very comprehensive. So, if I was going to summarize the effort, I would describe it as, is about cultural change. It is moving people from feeling and compliance is the primary reason or even that doing good is the primary reason. We want to do the right bank. Those are very important. Onto the notion that this really matters to my entire community. In particular student may not have an accessibility issue but a colleague might. A faculty member Mike. And alumni might have issues. And ultimately, they affect everyone and once people get that it is not about helping them, is that helping all of us, they can start to rethink how they do things. I'm going to say couple of other things that I will let other panelists talk more about this and we can talk about this for a long time because it is exciting, to be involved in this. For us, a key component is having the attack be from the top in the middle. I would like to say this from the bottom up but I think it is from -- to get the faculty to understand that there are students with accessibility needs in their courses and to move away from the anecdotes that they don't exist. To really understand that there is an impact than they need to be planning ahead. You need the support from the top because frankly, there is still a strong sense that it is not important to the senior administration, why am I going to be the one to stick out my net? It makes an enormous difference when you open an accessibility Center that it says this is important even though it is nine minutes out of her day, and makes a big difference. So, for us, we thought that it was critical to start from the middle and faculty members academic staff, academic student affairs in other areas felt that it made a big difference to the people they interact with leading the charge and one element that I found was needed was having permission for them to do things that just make sense and I'll give a quick anecdote. We had a separate student and faculty staff support accessibility sub students could come and get access. Faculty and staff were not allowed to use any of the facilities because the students paid for them. It took 10 minutes of therapy to convince people that no one would be hurt faculty and staff could use the great resources they are when students weren't using them that a recent years have very unequal access for some members of our community. That discussion happened because we had a set of people in the room and the family got to the point where they agree that we now have to do it, we can work together, we would like to work together, we just need to plan differently because we know how to do this. For years, they felt that there was a set of rules that they could not get around. So that is something I would emphasize is the notion of universal time. When you see a very elegantly -- products from vendors and we have once in my think of as examples. One of the things that you find, the people that developed those products are really into design and thinking about how human beings access things. So, what you find is that the special separate case for your doing something very exotic and different and incomprehensible it is doing things that make sense to you. We all learned different things have access things and some people like to punch keys and type things and use a mouse, there were a lot of different approaches and it really does make sense to move to a model that says universal design that started, where you put lights in friends and a variety of other very practical things, and moved it to the electronic world, that is really a driver and the conference for the first time I started talking to a vendor about accessibility, they just sat by what we design a product of the other way? And that is the message I hope we would all be singing praises to get her faculty to think about, get our vendors to think about, HAL planning from day one and when you're done with the process is not going to cost you more because you're going to have better product that is going to be more robust and more useful. Something in the other panelists like to comment?

In the CSU, an' issue around policy, we had a policy in 2006 around accessibility and by 2005, we would have 100% accessibility and instructional materials on web accessibility and everything we purchased over $2500 would be accessible. And we actually set a bar that was impossible to achieve. So we said, we have to change the policy. It wasn't an administrator who went out and said, when you go to the mountain and figure out how to bring it down to the people who will then follow it. We spent a year building for our communities of practice for people who would have to implement the policy would come off with the principles, the strategies and the processes that they would have to implement and follow because the policy is a shared vision and a shared voice of the community. And you let the community participate in constructing it, then you have a chance for the community to take ownership and responsibility and implementing. And that is a critical aspect of your thinking about strategies for implementation, it is an organizational development issue and how you reach across many divisions. And when you do that, I think Pete mentioned a number of critical elements for a, what are the guidelines to help you exercise good judgment on what is important for you to do now given the resources that you have come articulating principles and making sure your responsibility is to follow guidance in making decisions and policy, we mentioned assessment, where are we and our normal workflow, where are my responsibility and it does have accessibility consequence. The biggest problem is simply that lacked for your sake, I did not realize I might not acting I have caused a huge problem or significant portion, that lack of awareness is essential and it takes a community and it takes a dialogue to realize that when I don't check out increasing the font size of my website, is suddenly close out and someone can navigate through it and once you realize, by not knowing, you create a barrier that creates achievement gap between students with disabilities and those who don't and how state we have this fact, 10% difference in the graduation rates of underrepresented minorities versus non-Beta percent difference in the way of achieving together we will create and accentuated if we don't pay attention to the accessibility of our resources that are becoming more important and part of the policy, how to create a common language that everyone becomes aware of and how they share.

Some comments on this. First of all, because it cuts across every aspect of the school, you have to have a commitment and active commitment from leadership and that the CIA old Louisville and above because when the CFO says this Barnes & Noble bookstore deal is too good to pass up and says they are going to be the exclusive bookseller and all of them are going to be Noakes and those are inaccessible but we are getting 12% of each sale, it can't be the head of his disability and student services, the CFO, would be like me boxing -- it would be over in seconds. You have had the top committed to this issue or hate to say it, you're probably better off doing other things. It can't happen without it. Second of all, in terms of setting priorities, where to begin with this massive problem, you have to consult the disability community and your school on that issue and I would be very surprised if any of you know what the number one access issue is for your blind students or your deaf students. But they do. You want to waste time doing something that doesn't have a workaround -- or first thing that there is something else that is causing the biggest problems. At some schools, not all, it is not necessarily an attractive career path but if you are lucky enough to have a -- your disability student services office is known for a long time what the problems are in electronic accessibility, does not always a career path so that may not work for your school. But it might be a place to go or lucky to have one, then you do. Go for collective resources so you don't have to discover the wheel. There are schools besides the ones represented here, they have done a great job on the website. Their other people out there learning from their experiences that should cause this week with two resource pages and one on product review and hopefully this will start to get actively populated. One other thing you can do for yourself, when I got out and meet with Google or eBay or a company that tells me, we wish her engineers that we are hiring had a background in accessibility, not because we need an accessibility coordinator but we need the people we have working here to have the inner consciousness as they are developing products or a version of a product. And if you create a curriculum on accessibility, not only leave the enhancing the ability of your graduates, but then you had people who say we are looking at the software and the assignment this week is to test the accessibility of these four products. And to get some information from your kids. The last thing I want to mention, I'm nervous about mentioning it because I don't understand it. But when I was at Mountain View in August, they were talking about the lessons they learned that they are trying to fix accessibility of Google applications and a person from the android team set the something you have to tell people. In figuring out how to make android accessible resolve this problem that has been driving us crazy about how to create not a made it to a test in the show's house on the accessibility as a benefit. And I sat her understand what he said to me and he said it is okay, just say that. So I just did it and I hope that somebody out there understood what I just said. >> Okay. I will make my comments brief because I am looking forward to hearing yours. Most of what I would say, where I am in the cock Outland later, is what he said because it off builds beautifully, all of these comments, on each other. I think it is a new day. In the immediate moment, an economic challenges, the policy failed but I'm happy to be here today to tell you we are truly looking to a new day. We had the CIO packing to go forward at in addition to that backing, which is absolutely critical, we have a president who had put a disability plan for the university as a priority that he has established for our campus. And there is a momentum growing, whether it is on campus are with the allies you have created a disability services and faculty and want to move beyond the idea it is going to stifle innovation, I don't hear that lack IQs to five years ago I don't have the comments that things were created not to be accessible in the academic freedom to harass someone or any other things with the existing civil rights law and the financial issues are becoming clearer every day. Some of the data in front of us, the momentum in front of us, whether it be the national institutions, allies on campus, information that we have that we have to learn from some of the challenges that we have, I truly believe we are about to hit that moment when we can move forward with a lot of confidence and pride and collaboration such that my last words are, let's work together on this and call the people who are here, there are people in this audience they should be identified, had been working on this from one angle or another, and if it is okay with you, I would like to recognize those people so we know who they are as we go forward today.

Absolutely, for those of you in the room, if you have any questions or comments to share, there is a Q&A microphone in the middle of the room so please make your way there. And again, for the sake of our online audience, definitely speak into the microphone.

Good afternoon. I will target this question to you, Daniel but it is a question for the panel. I think right now in the current climate, there is a certain amount of fear. Jerry sat there and freely admitted he has a problem but I often hear people fearful of admitting a problem because it opens up a potential door for attack. Had we offset that?

Very easily. I have no idea what institution he represents but I know that you have serious accessibility problems. So, it is not like you get up and say, we know we have problems and we need to fix it, but I'm going to say, here is an institution trying to address this problem. I think as long as I maintain my rationality, which hopefully will be longer, it is the ones who are saying, we don't have a problem Arago had to fix the problem. But I'm interested in changing the behavior. Getting up and saying, we have a problem and we need to fix it, you wonder sometimes, after I'd saw the Penn State complaint I got a call from general counsel is that you will get a lot of calls like these that we would like to sit down with you and understand where the resources are and how to fix this and so on and so forth and I did not have the heart to tell him he was the only university that called me after the Penn State agreement. The fact is, I wish it were otherwise. But many have you not be sitting in this room if we had not brought the actions that we brought. And I hope that I have to bring to many more in order to get this on the agenda. It is not fun. I felt guilty but the answer to that theory is to address the problem and fix it because these are not going away. Other people with disabilities aren't going away. My client says all the time, he usually says after I have lost, he says, we can't lose because we are not going to stop until we have one. So you might as well get on with it. The

That is very powerful. I want to add a thought on that for the policy that Dan spoke to on the legal side. We have a security policy that I reviewed in light of an odd it was access is a good benchmark carrier and we were talking before about accessing outcomes and so forth. I'm not any better office in higher education and audit to do that on many occasions. And we have 17% of tape on the security policy five years after he had promulgated. My first call, was to counsel's office. She would take this policy off, it was not required by law, it wasn't a security measure for something we put in there as part of our security program. And she reviewed it and I was surprised that she came back and said, keep that on their great usually they are so adverse to say if there is any remote chance you'll be audited and the policy is not being followed and so on and so forth and you want to rip it off the page and she said no, you can keep it on there because we can represent it should account to an aspirational policy and university and she made a very interesting distinction between what you have for compliance, and policies that you have and again, if you have a different word for a restitution, most use the term policy. Policy because you're trying to move your institution to a new place. And so go with that idea that it doesn't have to be 100% in compliance but you do want to start moving your institution forward. Because if you hold still, you will be behind.

I want to add one element in relationship to this question, I guess the community learning, there has been a remarkable change in universities understanding that pilots matter, pilots cannot on it and the work they did with the national Federation of having understanding and we're just getting these started at five years ago, most campuses would have taken a position, it is in the startup phase and that is what creates institutionalization of something that is done wrong and you spend a lot of money and that you have to restart to a great extent. Your campus administrators to understand a bit but it is really important to get out there, the world has changed expectations are, you bring a group of students into a program you have to make sure that they have equal access to the capability and not just a pilot group.

A quick comment around the theater it requires courage. If you are in education and you have students who are here to learn and you know you're going to have problems, if you say, it's too much work to teach the student has to do this, you are in the wrong business. This is around how do we enable the students from wherever they are to become more of what they could be. And it is a challenge, no doubt about it and if you don't know where they are, how can you help them get a better place. And there are a lot of things to be afraid of but we also have to put forth encourages people to say, let's know where we are and what we are going to do. At CSU, have two full-time staff for a system of 415,000 students coordinating accessibility and we can do it through partnership. I see David in the back and we have other people, Jack Guenther, who rely on the community to share that responsibility and if you don't reach out and say, can you help me, we have a problem that is never going to get stalled. The

-- To get stalled -- saw freight

We have another question.

The question is, I am happy to hear that there'll be an area for universities to post web accessibility policies which is great because you have to go I went to go to write one for my university, which was difficult because I went to search for such policies out there and I was able to find a couple and I e-mailed various universities in our state system and the responses I got were pretty dismal. People had no idea what I was talking about and they pointed me to URLs for policies that were not accessibility policies, they were just generic policies. So they are just posting a general policy right now, but if they had an area for other universities to focus their accessibility policies, that would be great. The one I broke is not complete. It is just being reviewed and if I could go back and add to it, that would be fantastic. I would really like to review it and flush it out even more. So if you look at their stance I could review it, I really appreciate the influx from others so I can learn. That would be really great. They're supposed to learn from each other. Collaborate.

Is definitely the concept behind the page to support members and share policies and practices and findings with the community with the college resource center so it is accessible to peers and people start to learn and collaborate.

I'm happy to hear that this is client to be available. So we start putting it out there, I would like to thank everybody.

We are right at time so if any of our panelists have a comment on any of the issues we raised great

One brief additional comment, we could be a partner in terms of technological questions, there are some extraordinary people at the NSC in that area but also, if there is a particular product you have a question about where you don't have a question about it that you are troubled by the fact that they don't seem to be responsive on being accessible, even if we can't sue them directly, it hasn't impacted when I sent a letter saying it has come to our attention they are not accessible and therefore you're exposing your customers to being sued will be happy to talk with them and talk with you about a planet that your product. So please, make my phone ring a have more than one general counsel who called after the Penn State complaint.

I have a quick comment, something that was mentioned earlier, you have lots of access to the community on your campus. Involve them in your communities and planning and testing, just talk to them and understand their issues. There is no better way to make sure you have a good strategy than to sit and get beat up at first but over time, to build that confidence because you are listening and they understand how they can help you, some of them you might want to someplace with some mighty people that you reach out to and it is very important and very easy.

Please join me in thanking our panelists, they did a wonderful job.

 [Applause] >>

 [Event concluded]