

**Transcript for Research Speaker Series: Inclusive and Accessible Research (March 9, 2023)**  
**BCcampus event hosted March 9, 2023**  
**Hosts: Leva Lee and Gwen Nguyen**  
**Speaker: Dr. Afsaneh Sharif**

LEVA LEE:

So good morning, everyone. Welcome to the BCcampus Research Speaker Series on Inclusive and Accessible Research with Dr. Afsaneh Sharif from UBC. My name is Leva Lee and together with my colleagues, Gwen Nguyen and Kelsey Kilbey, we welcome you. Next.

BCcampus is located on the traditional and unceded lands of the Tsleil-Waututh, Squamish, Musqueam, and Saanich and Esquimalt and Songhees nations of the Lekwungen speaking peoples. I'm here where I live and work on the traditional ancestral lands of the hənqəmiñəm and Skwxwú7mesh speaking peoples, known as Burnaby. We invite you to share where you are in the chat if you wish. There's a website called [nativeland.ca](http://nativeland.ca), and that's where you can look up your territory if you would like to check it. As you do that, I'd like to mention a few housekeeping items. So today's session is being recorded. If you'd like to change your name to participant, and so please do so if you like. Live captioning is activated. And also for this session, we would love to have your feedback and we have a link to a survey, which we will put in the chat both at the beginning of this session and the end of the session. And we'll also send it out to you after the session with our resources. So we really would welcome your feedback, which will help us for future planning and future programs for you. With that, I'd love to turn things over to Dr. Afsaneh Sharif. Welcome. So happy to have you here today, Afsaneh.

AFSANEH SHARIF:

Thank you so much, Leva. Hi everyone. I would like to acknowledge that I work at UBC, which is located on the traditional, ancestral, and unceded territory of Musqueam people. Next please. I would also like to acknowledge that I'm zooming in from my home in North Vancouver, which is located on unceded, ancestral, traditional territory of the Squamish and Tsleil-Waututh nations. As an Iranian woman, I want to also acknowledge the current situation of women in the Middle East who are fighting for their rights and freedom, particularly in my homeland country, Iran. I'm one of the racialized staff at UBC and would like to introduce myself today more properly so that the next time you see me or another IBPOC person, staff, student, or faculty, you will see deeper.

And today I decided to share with you about how I started engaging with research so that you know that I'm not a full-time researcher and what you can expect from this workshop. As I said, my name is Afsaneh Sharif. I'm a Muslim and uninvited settler in Canada from Iran, living in Canada for the last 26 years. I'm a proud mom, wife, daughter, sister, aunt, cousin, friend, and colleague. I'm currently dealing with anxiety due to COVID and the current situation in Iran. I lost a few loved ones, including my mom during COVID and many of my relatives have been impacted significantly by the recent events in Iran. I have seen and experienced war, revolution, civil war, racism throughout my life until now. I've been escorted to a plane, fingerprinted,

separated from the crowd, denied water, interviews, position, and many more due to my race and the colour of my hair and the skin. I feel racism to my bone through my community, locally, nationally and internationally. After all this, I'm a strong, educated, and determined woman. I'm an alumni of Capilano University BCIT, UBC, and URV in Spain. I've completed my masters at UBC, my PhD in Spain on knowledge management and quality of online programs. I'm one of the top 90 researchers in Canada focusing on online teaching and learning. And currently serving on the B.C. Digital Learning Advisory Committee for the Ministry of Post-Secondary Education and Future Skills. I'm serving on a few international editorial boards and I'm a visiting professor at URV in Spain. I have published dozens of articles and chapters of books and been recognized by mayor of my city for volunteer work. I love sense of belonging and contributing to my communities through volunteer work. Even at UBC, I've been volunteering. Currently, I'm the past president of AAPS, which is the largest employee group at UBC. And I'm also a member of the UBC IBPOC Connections Advisory Committee. I have more than 15 years in design of online courses and programs at UBC with the focus on accessibility and inclusion. And today I'm excited to be here to share my knowledge and exchange my knowledge for making our community and teaching learning environment more inclusive. The reason I'm sharing these things is that considering that you will see people as a whole, your students, your faculty, your research partner in the lab. So that these are coming with me as an individual when we are interacting and we are engaging in an activity.

How did I start engaging with research? I've been in the post-secondary and instructional design field for more than 20 years. And some of you might already have worked or done a presentation together as a small ward in higher education in Canada. So being in the field for over 20 years in my role as a senior instructional designer at UBC, about 10 years ago, I started asking myself that, how do I know I'm doing a good job as an instructional designer? How do I know what I'm doing is a good thing? How can I improve my practice? And that's when I started getting more interested in action research. I started my PhD to investigate about ID, instructional design frameworks with a focus on how to create a quality online program. Since then, I have published articles and book chapters in simple language based on my experiences. And today's session is mostly based on what I have experienced in being engaged in research activities. I try to investigate the effectiveness of various educational technology in enhancing student engagement, learning outcomes, and overall satisfaction with learning experience. I am deeply interested in how instructional design principle and strategy can be used to create educational programs that are accessible to all learners, including those with disabilities and diverse backgrounds. My research in this area is driven by a commitment to identifying and addressing the barriers that prevent all learners from fully participating in learning experience. I believe that technology can play a crucial role in breaking down these barriers, but only through careful and intentional design that leverage principles such as Universal Design for Learning. My goal as a researcher and an instructional designer is to create educational program that are not only effective, but also accessible and inclusive to all learners. With that, currently my work is managing the development delivery of UDL Fellows Program at UBC for the whole making and redesigning our program to be more inclusive and accessible. Enough about me. Just wanted to let you know that this is going to be an introductory workshop on accessible and inclusive

research. And I'm going to share some of the things that I've learned on my journey here and by being engaged in the research. Next slide, please.

So for today's session, we are going to talk about overall, what do we mean by inclusive and research, accessible research. We are going to explore and identify some of the barriers in this regard. Know more about biases and how they impact research. And a variety of inaccessible research methods, and how we can overcome those barriers. Next, please.

Sorry, I have had a flu for a long time, so my voice kind of fade away, so I need sometimes to pause, drink water in order to continue. So as you say throughout the presentation, I will pause and ask you if you have any questions, you can use your mic. You can raise hand to ask a question, put it in the chat. Or if you're not comfortable today to ask the question, I will share with you my email at the end and feel free to contact me. Next slide.

We have made the live caption enabled so you can use it if you need it. Next, please.

So in the next few slides we are talking, we are going to talk about accessible and inclusive research. I think that when I started to kind of brainstorming and thinking about this topic, I thought that this can be really broad. The types of research, the factors involved, it's huge, and I tried to narrow it down based on what I have experienced and have knowledge about. So we will talk about what we mean by accessible and inclusive research. And I'll share with you some of how we can identify some of the key barriers in this area, as well as sharing some of the resources with you in this regard. Next slide.

So what is inclusive research? If you can use mic or put it in the chat, through your research activity, what does inclusive research mean to you? If it's a phrase, if it's one word, what does inclusive research mean to you? Please share with us. You can use your mic or put it in the chat. Yes, "participant," very good. Good point. "Welcome everyone to participate and engage." Very good. "Welcoming." Great point, Jane. "Commutative focus, responsive." These are all great points. "Power-sharing," very important. Next slide.

So, yeah, all the points that you shared, they were all true and the right. Thanks for brainstorming. As you know, inclusive research is an emerging term and it includes a range of approaches and methods. It can be taught as research that changes dynamic. I think one of you mentioned between the researcher and the people who are usually researched. Some people refer to it as a participatory, some as community-engaged research, some partnership research. And there are some people such as Melanie Nind, which in her book, she refers to an emphasis on using research with rather than research on. In general, if you want to talk about it, inclusive research is a research approach that seeks to involve individuals or groups who are typically underrepresented or marginalized in research studies. This includes individuals from diverse backgrounds, such as those who identify as racial or ethnicity minority, LGBTQ, individuals with disabilities, or individuals from low-income or disadvantaged communities. The goal of inclusive research is to ensure that the perspective, experiences, and needs of all participants are heard

and valued and are considered the research process, from the study of the design, like design of the whole process, as well as to the dissemination of the result. Inclusive research also, one of you mentioned, it's about creating a safe and respectful environment where everyone feels comfortable, they feel welcomed, they feel heard and valued. And that's another aspect of inclusive process. This may involve using inclusive language, pictures, being sensitive to cultural differences, and providing appropriate accommodation to ensure accessibility for all participants. Inclusive research also recognizes the power imbalance that may exist between researchers and participants, And seeks to mitigate this imbalance by involving community stakeholders in the research process and sharing decision-making. The ultimate goal of inclusive research and my experience is to promote social justice and equity by ensuring that the research is conducted in a way that is fair, respectful, and relevant to all participants. Next, please.

Some of the... Some of the key barriers to inclusive research that you might be aware of is lack of representation, which is one of the biggest barriers, is that when you don't include members from underrepresented or marginalized communities in research studies. This can be due to various reasons such as language barrier, lack of access, research opportunity and mistrust of research institutions. But overall, these impact the result. Systemic biases is also another one which, such as racism, sexism. They also can prevent marginalized communities and prevent them to participate in the research process. These biases can influence the research process and interpretation of the result, leading to inaccurate and incomplete conclusions. Accessibility barriers also is that can be barrier for people with disabilities when different areas or accessibility of the whole concept is not considered. An individual with disability may not be able to fully participate throughout the research activity. Researcher biases and assumptions about certain communities can also hinder inclusive research and power imbalances. As you, some of you already mentioned it, between researcher and participant can also prevent inclusive research. This can include issues such as unequal distribution and dissemination of resources, lack of transparency in the research process, or lack of meaningful engagement with communities during the process. These are some of the simple things that if you notice once you have that inclusive lens, you can easily, by the start of your research, think about what I need to do to avoid this, to be more inclusive in my approach. So addressing these barriers requires a commitment to inclusive research practices that prioritize representation, accessibility, and community engagement, as well as addressing systematic biases and power imbalances.

In the next slide, I'm going to talk about one of the resources that we have at UBC, Institute for the Scholarship of Teaching and Learning. It's about inclusive data collection tool design. So if you're looking for some resources about finding general guidelines about how to ask for demographic, about gender, survey design. This is a great resource. Particularly one area that was very interesting for me was about guidelines on asking about demographic information, which is normally in surveys. People ask respondents for demographic information out of habit without having a specific reason for why we're collecting this information, how we are going to analyze it. So if that's a great resource to look at. Another area that I am learning, because as I

said, this is such a broad topic about knowing how to ask about gender and why I need it. What is the relevancy to my research and what kind of question I can ask. That's another resource that you can look at.

Now, in the next slide, we're going to talk about accessible research. The question, what is accessible research? And what does it mean to you? I want you to think about your teaching practices, your own practices. If you're an educational developer, instructional designer, if you're a librarian. If you're faculty members or an administrator, what does accessible research mean to you? It's somehow made the meaning cover like overlap with inclusive research. But one thing, particularly about accessible research, that it's clear and it means to you please share it through mic or chat. Yeah, "UDL." "In our practices," which is a great point. There was a question about accessing the slides. I believe the slides were shared with you in advance. Anything else that you feel about accessible research? Next slide, please.

So when we talk about accessible research, we're referring to a research approach that makes the findings and resources available and understandable to a wide range of people regardless of their background or ability. And this approach seeks to remove barriers in the process to accessing the funding, the result, such as language, literacy, technology, and so on. It may, accessible research, use plain language for alternative formats. I think that one of you mentioned about UDL, which is providing the results and findings in different formats. Ensuring digital accessibility and involving community and stakeholder in the research process to ensure relevance and usability. So consider, if you are designing your research from the start, you have to think about how can I be more inclusive and accessible in my process? If it's through data collection, if the site that you want to visit, how can I make sure that people with different backgrounds, if it's disability, if it's the language, can access this, participate in the research as well as to be able to find out about the finding and use that findings and understand it in a simple way. Next slide, please.

So few barriers to accessible research would be research materials. Again, we go back to what we mentioned earlier about how it's important that the materials that are used are accessible, such as things such as posters, papers, and presentations. If you're going to have the materials or even the findings only in these formats, it might not be useful or accessible for those who are using assistive technology. Limited accommodation is another barrier which studies also present accessibility barriers such as physical, cognitive, and sensory barriers that prevent individuals to fully participate. So let's say if you're thinking about having a site, collecting data or view something, think about how you can make that more accessible for people. Funding limitations. Again, in many projects, while people are... many institutions focusing on accessibility when they think about research, they may not think about accessibility-related expenses and don't have an accessibility budget in mind. Things, such as hiring a sign language interpreter, or renting or purchasing assistive technology or other things that might provide more options for people to access. So these are all, can add up and cause barriers for people who can fully participate. Lack of training is another one. Researcher or researchers and other stakeholders may not have the necessary training or knowledge to accessible research

materials or to provide accommodations for individuals with disability. I think if some people are not aware or some of the educators, faculty, staff, researcher, I think it's important for each institution or agency or companies to provide that training. And because simple language or bringing, introducing them to simple practices make a huge difference in that aspect. Next slide. Please. Thank you.

I would like to share this resource with you about Accessibility and Research: From Design to Dissemination because it's modelling what it's saying and it's a good resource as a symbol of a simple language. It has three main goals. It provides researchers or staff or faculty examples of practices in data collection and data analysis. It gives you a space for disability inclusion and accessibility. And also helps you with some resources that you might use in other areas in your practice. One particular thing that I use and I like about this toolkit is that it used a disability first language throughout. It is reflecting the positionality of both developers. As Stefan Sunandan Honisch is a wheelchair user who embraces his lived experience of disability. And Thompson Hill is identified as a neurodivergent person to reflect the impact of her neurodivergence on her daily life. The development of these resources based on their experiences. And it's a great, easy resource to use. It starts with an accessibility statement providing the background, how they define things. And it has good chapters on principles. They refer to UDL. They talk about inclusive research team and budgeting for accessibility and so on. So if you want a simple resource to refer to, to find about a few steps and examples of how to make things more accessible, this is a great resource. One good example that caught my attention in this is how when we hear these things, we feel like things become very overwhelming. Like I can't even do my survey. Now I can't do this. How can I do this? And it becomes overwhelming because there are so many, as I say, factors for you to think about in order to become more inclusive and accessible. But once you introduce yourself to that lens, to see things in a more inclusive and accessible way and consider people with different backgrounds, it makes it so easy for you to make simple changes with the big impact. They actually share one example to say that simple research questions such as, how does photo cropping impact algorithm on social media? This is a kind of reasonable question. When you apply that inclusive or accessible lens and just need a quick small change to say, how does photo cropping with or without alternative text impact algorithm on social media? So just by adding that alt or without alt, bring people's attention to the importance of alternative texts for image when you're using them in your survey. Next slide.

Maybe I just pause here to see if there's any question and then move to the next. So in the next few slides we're going to talk about inaccessible research methods, which can be significant barriers to inclusive research. They limit the ability of certain groups of people to participate in your research and studies as well as the research process. So next slide, please.

I would like to share with you a few of these inaccessible research methods. One is a traditional survey. And when I say survey, I do a lot of surveys. And that doesn't mean you shouldn't, you should stop doing surveys. It's just when you start developing this survey, make sure that you have that lens. You're thinking about who's going to receive this and what format I'm using.

Who I'm trying to reach? Is the language that I'm using accessible? The format that I'm using if it's online, is it accessible by assistive technology? It's just having that lens that causes you to make sure that the survey that you are printing is more accessible. Another example would be a focus group. They may be inaccessible to individuals with disability who are unable to physically attend the group. So if you are meeting on the site, making sure that it's accessible for people who are on wheelchairs. Or if the focus group is going to do a specific test, you may think about, am I checking everyone? Is it inclusive, accommodating those who might use assistive technology? Or am I bringing my team from diverse groups? This group is the marginalized group are included in it as well. Laboratory-based experiments also can be causing and become inaccessible to those with disability or those who are unable to travel to research sites. That can be also a problem. This can limit the ability of this group to participate in research or study fully. Another one is online surveys and interviews. While they can be convenient and accessible to some individuals, they also can be, may not be accessible to individuals with disability who use assistive technology. Or some people who don't have reliable internet or computer technology may not be able to participate in that. So as you see some of these things that you feel very comfortable using, it might not be accessible to all. And not cause... and which cause not everyone that you planning and targeting to respond to your survey or to your focus group not be able to fully participate, which impacts your results. So it's just again, the small changes that you can do to become more accessible. And it's important to note that these research methods may be accessible to some individuals. But there are ways that you can make it more accessible and inclusive through accommodation and support. As a researcher, we should be mindful of the potential limitation barriers that these methods can bring. And we should seek to use research methods that are more accessible and inclusive. And as much as possible to include people. In my own practice, I see that in our design of core courses and programs, we always have that lens of UDL. And I think that UDL is not only for programs, it's within our practices in our research, that how can I be more inclusive? How can I offer things in different ways? How can I engage people in different ways so that no one is left behind? That's one of the things. Well, with this talking about overall accessible research and looking at some of the barriers that might exist. Again, as I say, this is a broad topic and I want to engage you in one activity to kind of see that in your own practice how this means. If it can go to the next slide.

In this activity, we're going to send you to your breakout room. And within that breakout room, you'll have 10 minutes to think about your own practices in your own contexts, and own way of doing activities, research activities. Think about one barrier. If it's through funding, if it's through language or cultural, physical, whatever you feel that might exist in your research method. Share some of those barriers with your group members. And while you are exploring and talking about those priorities, make sure to find and identify one solution for each barrier. E.g., you might consider that in some of our practices, we are not accessible or we cannot in our focus group accommodate people with disability because we don't have funding. So funding might be that financial barrier. And maybe one solution would be in ensuring that the grants or research funding, the accessibility budget is included or discussed, or you bring it up in the next round of research funding. So as I said, you will have 10 minutes. We have 20, I believe, five people, maybe. Five groups of five or six groups of four, whatever format we're going to send

you to different groups for 10 minutes to discuss. If you can identify a few barriers and as well as the solution for each barrier. But before sending you to those, I wanted to make sure that this activity is clear and if anyone has any questions. If not, I'm going to ask Kelsey, please to send people to the breakout room.

KELSEY KILBEY:

And in 10 seconds everyone will be back.

AFSANEH:

So do we have everyone back?

KELSEY:

Yes, we're all back.

AFSANEH:

So we lost a few on the way. I hope they're not out of the Zoom overall. So the whole purpose of this is just for you to think about barriers. What can be in your practices? How can you be more inclusive and accessible in your approaches? And if you can use your mic or chat, if you'd like to share one or two of you. Some of those barriers that you discussed among yourself, or if you had a discussion about a solution, please use mic or chat to share with us. Some of you might have discussed about language barriers when the researcher studies are often conducted in a particular language that can exclude some people. If there is no reason you might bring interpreter or another translator into the process depending on what your study is about.

KELSEY:

We have a couple of hands up Lily and then Maureen.

AFSANEH:

Okay. I don't see those hands, so please help me to hear those great comments.

LILY:

I'll go first. This is Lily. I'm located in Calgary. I find that one of the barriers, I don't have a lot of experience in research, but based on what experience I do have, one of the barriers is just getting people to participate in the research. And I know that's less of a barrier and more like a result of barriers. But as a result of that, I found that a lot of research participants end up being people that the researcher knows because they are leveraging their network. And that causes some barriers geographically if the research study is across provinces, then there might be some challenge getting participants that are not in the city that the researcher is in or not within the network. And that in itself it's kind of, it's a solution. When you don't have enough participants, you leverage your network. But that creates another problem. Because now your sample is biased. That's a great, great point. I think that you kind of covered a few barriers in one sentence. One is geographic barriers, which are often conducted in a specific location, which can be difficult for people who live in remote areas or far away to participate. Another

one that you mentioned is about how to get people engaged. Well, again, wearing that lens, give you a heads up that why not many people are participating? Is it cultural barriers? So different cultural beliefs and values may impact people's willingness to participate in your research and may affect the interpretation of research findings. Another one would be time constraints. Some people may not have time to participate in research due to the work, caregiving responsibilities, and other commitments. So again, what you're saying is that it depends on the question you have, what you want to investigate, and who are the targets. And do your best as much as you possibly can in order to be more inclusive and accessible. If it's about using your survey in a more accessible way. Considering the timeline for people, giving them more time, or making the survey more accessible, or using the language that being culturally sensitive about it, and so on to get people more engaged. Similar to our teaching practices. Once things are not meaningful for people, you see that there is less interest in participation and being engaged in the process. But those are really good points. Thanks for sharing.

KELSEY:

I think Maureen is next.

MAUREEN:

Hi Afsaneh, hi, Leva, nice to see you guys again. We had a really, I would say great conversation with Lia and I'm not sure I'm going to pronounce this woman's name correctly. But let me see here. Vishaka? We had a really wonderful conversation and part of it was around the researcher themselves and the expectation that we don't think of the researcher as being the person who may have accessibility issues. And that it actually limits what they can do and how they can do the research, for example. So if you're in a wheelchair, you might not be able to do land-based research. Or if you have a disability where you tire easily, you can't do a 12-hour stint at a library to get the research completed. Even going to conferences can be difficult. Being able to maneuver and get to the best sessions may be difficult, and it's the people who can move quickly that can get the good seats at a conference session. Just around the expectations around networking and that kind of thing can be, you can be at a disadvantage if you have a disability. Yet we don't often take that into consideration. And the funding, the funding issues around that and the timelines that are imposed are still very ableist. They haven't been dismantled to allow for difference. And I don't think just slapping a UDL sort of thing, Oh we're going to use accessible language or whatever is going to fix it if the actual item itself is broken. So I think almost taking, stripping things back to their barest essentials and taking a look at them and saying, Where are the barriers in this description of this research funding project? And then pulling it apart to ensure that it is accessible in itself. So that's the things that we talked about in our group.

AFSANEH:

Yeah, great conversation and great points. I think that some of those things go back to what we can refer to as institutional barriers. When you have policy and practices that make it difficult for certain people or researcher to participate or to not have that support to be able to fully

function. That might be a barrier. You also mentioned about the financial barriers, which is access to research material or equipment can be costly. And if you don't have it in consideration or other process that needs to be able to accommodate more for accessibility is not considered. In many cases I've seen the most important things about funding is missed, which is about accessibility. So as I said, time constraint, institutional barriers, and some of those that you mentioned are important. What if you have the researcher who is identified and is dealing with these challenges to policy and practices in place to help them, support them, accommodate them to fully be engaged in their research that they want. Those are some of the things that are important to pay attention to at the institutional level. So with the time, let's move to the next slide.

With more barriers. As I said, there are different factors. Things such as criteria might be barriers in your participation. Limited accessibility to research material. One particular one would be limited community engagement. If researchers are not engaged with the community Indigenous group. If your focus is on inclusion in a particular land, it's important to be engaged with the community members in a meaningful way. And another barrier would be unfamiliarity with diverse research methods. The researcher may not be familiar with diverse research methods that are accessible and inclusive. We will briefly talk about some of the researcher biases while we were talking about inclusive research. In the next slide, we're going to talk about other biases that might be a barrier. Next slide please.

So sampling bias is when the study is not representative of the population. That is, so it's not considering the whole group or not engaging marginalized people, which will result in inaccurate findings. Another one is confirmation bias, which is what happens when researchers seek out or interpret data in a way that is relevant to their pre-existing beliefs. Another one is cultural bias, which kind of narrows the perspective as well as publication bias that you see a lot that people share the result that they feel they need to share that day. It's connected to their own biases intentionally or unintentionally. Next slide. We're going to just cover the next slide, please.

Some of the strategies for removing barriers to accessible research. Use simple language to share your findings. Avoid jargon, avoid acronyms, avoid things that you assume that everyone knows. Provide alternative formats. Watch your language when you're... Is it inclusive? Why am I getting this information even through data collection, data analysis to see how it's relevant. Ensure digital accessibility, engage diverse populations. Create an inclusive research team which intentionally is seeking out and valuing diversity in all its forms. Not limited to race, but including all ethnicity, gender identities, sexual orientation, socioeconomic background, and cognitive or physical abilities. Engage with diverse communities and stakeholders and partner with disability organizations.

The next slides, I share with you just a few resources. One is about "What is Inclusive Research?" which is a chapter by Melanie Nind. It includes the data collection through UBC with some good examples. My favourite is Accessibility in Research, very simple resource, very easy

to follow with great examples. And some of you mentioned about conferences and events. UBC Conference Diversity Toolkit is another one to consider when you think about creating a way to connect researcher for sites, event, and so on engage in real research. We are at 11:00. Thank you so much for joining us today. My email is in this slide. Please contact me. I'd be happy to work, answer your questions, and collaborate with you. As I said, I'm passionate about working, collaborating with my colleagues to make things more accessible for everyone. Thank you all for joining.

LEVA:

And with that, I'd really like to thank Afsaneh. Thank you for your session and taking the time because I know you're a very busy person. It's been a real pleasure and an honour to host your session today. And you're doing so much exciting work, Afsaneh. And we look forward to hearing more and learning more about your work in the future. Thank you so much and thank you to all the participants for your wonderful engagement. I noticed that there are a few more great comments and sharing of the learnings in the breakouts. So please check out some of the comments there. And also there is the link to the survey, which I do hope that you will help us with your feedback. This is the third and last session of the Research Speaker Series for the spring. And we're going to be hopefully planning more sessions for you in the fall so we really appreciate any input. So thank you very much and I hope you all have a very wonderful day.

AFSANEH:

Thanks everybody. Bye.