

<b>Area:</b> Learning		
<b>Objective:</b> develop an ongoing lab practice for continuing to educate ourselves and others on how to improve diversity, equity and inclusion		
<p><b>Fall Semester Action Step:</b></p> <p>Identify cultural responsiveness learning and discussion opportunities</p> <p>(e.g., introduction from Read Exploring Cultural Responsiveness: <u>Guided Scenarios for Communication Sciences and Disorders Professionals</u>)</p> <p><b>Collaborating Lab Members:</b></p>	<p><b>Spring Semester Action Step:</b></p> <p>Identify Deaf culture learning and discussion opportunities and lab meeting to discuss (e.g., Far From the Tree, Chapter 2)</p> <p>Individuals in the lab will contribute to a working Box folder of resources to increase capacity to pursue social justice, cultural responsiveness, etc. (e.g., pronouns resource; violence prevention; and others)</p> <p><b>Collaborating Lab Members:</b></p>	<p><b>Summer Semester Action Step:</b></p> <p>Identify Disability culture learning and discussion opportunities (e.g., podcast Ableism and Racism: Roots of the Same Tree, Be Antiracist by Ibram X. Kendi)</p> <p>Individuals in the lab will review working Box folder of resources and reflect on what has been helpful and what should be added, removed, changed, etc.</p> <p><b>Collaborating Lab Members:</b></p>
<b>Importance:</b> Reflect and document here how the action steps we agree on will further DEI work in our lab		

<b>Area:</b> Learning		
<b>Objective:</b> identify policies that can hold back individuals from historically marginalized groups and hinder the lab's progress towards diversity, equity, and inclusion		
<p><b>Fall Semester Action Step:</b></p> <p>Audit lab policies, identify whether or not policies are accessible and equitable for discussion and action steps</p> <p>(e.g., Do No Harm: Graduate Admissions Letters of Recommendation and Unconscious Bias; and other resources)</p>	<p><b>Spring Semester Action Step:</b></p> <p>Research specific policies at the department level at UW-Madison, identify whether or not policies are accessible and advance diversity, equity, or inclusion for discussion and action steps</p>	<p><b>Summer Semester Action Step:</b></p> <p>Evaluate progress on policies, create guide to lab policies and procedures</p> <p><b>Collaborating Lab Members:</b></p>

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<b>Area:</b> Communication		
<b>Objective:</b> to develop lab members' skills with interpersonal respect and communication		
<b>Fall Semester Action Step:</b>  Schedule training/reading for active listening  Lab members read material on <a href="https://www.mypronouns.org/">https://www.mypronouns.org/</a> and discuss any reflections and questions at lab meeting  <b>Collaborating Lab Members:</b>	<b>Spring Semester Action Step:</b>  Schedule training/reading for conflict management skills  Identify learning resources focused on conscious and unconscious biases  <b>Collaborating Lab Members:</b>	<b>Summer Semester Action Step:</b>  Schedule training for unconscious biases and follow-up steps  <b>Collaborating Lab Members:</b>
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<b>Area:</b> Communication		
<b>Objective:</b> to create opportunities to discuss culture and communication, including communication backgrounds, styles, expectations, preferred conversation topics, boundaries, and conflict management approaches		
<b>Fall Semester Action Step:</b>  Lab members fill out and share Work Style Self Evaluation questionnaire (or another questionnaire that is identified as a better fit for the lab); pair with questions about your communication boundaries and preferred communication topics	<b>Spring Semester Action Step:</b>  Reflect on questionnaire used in Fall semester. Is it a good fit? Is there a better option?  New members complete the selected questionnaire and members who have completed it in the past (if using the same one) update as needed; pair with	<b>Summer Semester Action Step:</b>  Reflect on questionnaire used in Spring semester. Is it a good fit? Is there a better option?  New members complete the selected questionnaire and members who have completed it in the past (if using the same one) update as needed; pair with

<p><b>Collaborating Lab Members:</b></p>	<p>questions about how our different backgrounds have informed our norms of communication</p> <p><b>Collaborating Lab Members:</b></p>	<p>questions about our communication values for conversations about DEI (e.g., not expecting a lab member or lab members to act as representatives of a race or ethnicity)</p> <p><b>Collaborating Lab Members:</b></p>
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<p><b>Area:</b> Recruitment</p>		
<p><b>Objective:</b> to engage a wider community in study recruitment to expand the diversity of our participant population</p>		
<p><b>Fall Semester Action Step:</b></p> <p>Reach out to other researchers at the Waisman Center to identify learning opportunities</p> <p><b>Collaborating Lab Members:</b></p>	<p><b>Spring Semester Action Step:</b></p> <p>Pursue steps to increase cultural responsiveness during expanded recruitment (e.g., pursue learning opportunities such as Culturally Responsive Research Relationships <a href="https://earthpartnership.wisc.edu/spencer-webinar-resources/">https://earthpartnership.wisc.edu/spencer-webinar-resources/</a>)</p> <p><b>Collaborating Lab Members:</b></p>	<p><b>Summer Semester Action Step:</b></p> <p>Pursue expanded recruitment with ongoing reflection scheduled for lab meeting</p> <p><b>Collaborating Lab Members:</b></p>
<p><b>Importance:</b> Reflect and document here how the action steps we agree on will further DEI work in our lab</p>		

<p><b>Area:</b> Data Dissemination</p>		
<p><b>Objective:</b> Recognize and advocate for increased DEI in our data dissemination</p>		
<p><b>Fall Semester Action Step:</b></p> <p>Draft and review a paragraph to be used in the limitations section of our papers, if relevant and when appropriate, to address the impact of the lack of diversity in our listeners and more broadly in the CI literature,</p>	<p><b>Spring Semester Action Step:</b></p> <p>If included in submitted manuscripts, collect feedback on how reviews responded.</p> <p><b>Collaborating Lab Members:</b></p>	<p><b>Summer Semester Action Step:</b></p> <p>Not needed unless issues arise with paragraphs</p> <p><b>Collaborating Lab Members:</b></p>

<p>Literature review for other studies that address this limitation in our research</p> <p><b>Collaborating Lab Members:</b></p>		
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<p><b>Area:</b> Community Engagement</p>		
<p><b>Objective:</b> acknowledge that the land on which we work and study is located on occupied ancestral land of the Ho-Chunk Nation</p>		
<p><b>Fall Semester Action Step:</b></p> <p>Provide information to lab members during lab meeting about the following organizations:</p> <ol style="list-style-type: none"> <li>1. Wunk Sheek  <a href="https://win.wisc.edu/organization/wunksheek">https://win.wisc.edu/organization/wunksheek</a>   <a href="https://www.facebook.com/WunkSheek/">https://www.facebook.com/WunkSheek/</a>   <a href="https://www.facebook.com/events/658202771366196/?ref=newsfeed">https://www.facebook.com/events/658202771366196/?ref=newsfeed</a> </li> <li>2. Native American Center for Health Professions  <a href="https://www.med.wisc.edu/education/native-american-center-for-health-professions/">https://www.med.wisc.edu/education/native-american-center-for-health-professions/</a>   <a href="https://open.spotify.com/show/3idYEIUP9H0LVOK5eZzijW?si=QrNMcs10TpyVP-fK-FPAQ&amp;dl_branch=1&amp;fbclid=IwAR2-Kv71bsE_UMSCvgboqBW3VtQR95TyqsMQ2vRcddpF6_IWWRe-YYhLcJE&amp;nd=1">https://open.spotify.com/show/3idYEIUP9H0LVOK5eZzijW?si=QrNMcs10TpyVP-fK-FPAQ&amp;dl_branch=1&amp;fbclid=IwAR2-Kv71bsE_UMSCvgboqBW3VtQR95TyqsMQ2vRcddpF6_IWWRe-YYhLcJE&amp;nd=1</a>   <a href="https://www.facebook.com/nativeamericancenterforhealthprofessions">https://www.facebook.com/nativeamericancenterforhealthprofessions</a> </li> <li>3. Indigenous Arts and Sciences  <a href="https://earthpartnership.wisc.edu/">https://earthpartnership.wisc.edu/</a> </li> </ol> <p>Watch social accounts (FB, IG) for upcoming events and forward to lab members</p>	<p><b>Spring Semester Action Step:</b></p> <p>Provide information to lab members during lab meeting about the following resources:</p> <ol style="list-style-type: none"> <li>1. Spirits of the Earth: The Effigy Mound Landscape of Madison and the Four Lakes by Robert A. Birmingham  <a href="https://uwpress.wisc.edu/books/3734.htm">https://uwpress.wisc.edu/books/3734.htm</a> </li> <li>2. Tribal Histories – Ho-Chunk History  <a href="https://wisconsinfirstnationsoftribal-histories-ho-chunk-history/">https://wisconsinfirstnationsoftribal-histories-ho-chunk-history/</a> </li> <li>3. The Ways, Language Apprentice: Bringing Back the Ho-Chunk Language</li> </ol>	<p><b>Summer Semester Action Step:</b></p> <p>Reach out to the Ho-Chunk Nation to inquire about scheduling a cultural speaking engagement</p> <p><a href="https://ho-chunknation.com/speaker/">https://ho-chunknation.com/speaker/</a></p> <p><b>Collaborating Lab Members:</b></p>

<p><b>Collaborating Lab Members:</b></p>	<p><a href="https://wisconsinfirstnation.org/ways-language-apprentice-bringing-back-ho-chunk-language/">https://wisconsinfirstnation.org/ways-language-apprentice-bringing-back-ho-chunk-language/</a></p> <p>4. Culturally Responsive Research Relationships</p> <p><a href="https://earthpartnership.wisc.edu/spencer-webinar-resources/">https://earthpartnership.wisc.edu/spencer-webinar-resources/</a></p>	
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<p><b>Area:</b> Community Engagement</p>		
<p><b>Objective:</b> participate in forums related to diversity, equity, and inclusion</p>		
<p><b>Fall Semester Action Step:</b></p> <p>Create working group to identify local groups and opportunities for forums and community events</p> <p><b>Collaborating Lab Members:</b></p>	<p><b>Spring Semester Action Step:</b></p> <p>Identify opportunities and share with lab members; reflect on last semester's learning opportunities</p> <p><b>Collaborating Lab Members:</b></p>	<p><b>Summer Semester Action Step:</b></p> <p>Identify opportunities and share with lab members; reflect on last semester's learning opportunities</p> <p><b>Collaborating Lab Members:</b></p>
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<p><b>Area:</b> Community Engagement</p>		
<p><b>Objective:</b> Continue contributing to the Day with Experts events on topics of Cochlear Implants and Down Syndrome</p>		
<p><b>Fall Semester Action Step:</b></p> <p>Review major community stakeholders (e.g., for DWE:</p>	<p><b>Spring Semester Action Step:</b></p>	<p><b>Summer Semester Action Step:</b></p>

<p>DS – GiGi's Playhouse Down Syndrome Achievement Center, Madison Area Down Syndrome Society, Waisman Center Down Syndrome Clinic)</p> <p><b>Collaborating Lab Members:</b></p>	<p>Identify quality improvement project focused on equity (e.g., diversity of speakers and audience accessing DWE content? Content of DWE presentations and/or questions for panelists that address components of DEI?)</p> <p><b>Collaborating Lab Members:</b></p>	<p>Planning for quality improvement project focused on equity and DWE events.</p> <p><b>Collaborating Lab Members:</b></p>
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<p><b>Area:</b> Access</p>		
<p><b>Objective:</b> Increase accessibility of communications</p>		
<p><b>Fall Semester Action Step:</b></p> <p>Use of live captioning during hybrid/Zoom lab meetings and use of live captioning during CRASH; Identify other opportunities to improve accessibility</p> <p><b>Collaborating Lab Members:</b></p>	<p><b>Spring Semester Action Step:</b></p> <p>Use of live captioning during hybrid/Zoom lab meetings</p> <p><b>Collaborating Lab Members:</b></p>	<p><b>Summer Semester Action Step:</b></p> <p>Use of live captioning during hybrid/Zoom lab meetings</p> <p>Consideration of interpreter services for outreach events (e.g., DWE: DS in 2021 had live Spanish language interpreting service for the first time)</p> <p><b>Collaborating Lab Members:</b></p>
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