

The Diversity and Equity Self-Assessment and Planning Tool (DEAP)

THE DEAP TOOL *USER GUIDE*



**Office of Human Rights, Equity and Accessibility (OHREA)
University of Windsor**

Adapted with permission from Queen's University DEAP Tool UserGuide

For further information, please contact us at 519-253-3000 ext. 3400 or by
email at ohrea@uwindsor.ca

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Introduction

Welcome to the **Diversity and Equity Assessment Planning (DEAP) Tool**.

HISTORY of DEAP Tool

The DEAP Tool was developed by the Equity Office at Queen's University to assist University units to better understand their unit's environment and climate relating to equity, diversity and inclusion, and to plan ways to meet the equity related goals of the Academic Plan. Queen's University has enabled a small group of other universities in Ontario to acquire the tool and adapt it to their institution.

The University of Windsor is implementing the DEAP Tool as a 7-year (renewable) pilot project. The Tool is a key component of advancing equity, diversity and inclusion by way of establishing and monitoring unit-specific starting points, goals, and timetables.

Institutional Goals - Employment and Educational Equity Policy

PRINCIPLES

Employment and educational equity can be defined as a goal that could be achieved through practices designed to eliminate discriminatory barriers that interfere with the hiring, promotion, and training of the four designated groups: women, visible minorities, Aboriginal peoples, and persons with disabilities. At the University of Windsor, sexual/gender minorities are a fifth designated group.

The University of Windsor is committed to providing an environment within which employment and educational equity can be achieved.

The University of Windsor, through analysis of the workforce data, will eliminate any employment barriers and discriminatory practices that exist; it will apply measures to ensure equal preparation and opportunities for advancement and promotion of the designated groups within the University; and it will ensure appropriate representation of target groups throughout the University's workforce.

OBJECTIVES

General

1. To increase awareness of the University community about the principles, goals and benefits of the Employment and Educational Equity Program.
2. To provide an environment that encourages and fosters full participation of members of designated groups in the University community.
3. To encourage members of designated groups to develop their abilities and aspirations to assume leadership positions in the University community.

Employees

1. To identify and eliminate all policies and practices that may serve as potential barriers to the employment and advancement of members of designated groups.
2. To increase the representation of members of designated groups in the University workforce to reflect the diversified composition of the Canadian society as a whole.

Students

1. To provide the students with positive role models from members of the designated groups.
2. To encourage the participation of under-represented students in academic programs, e.g. female students in non-traditional programs.
3. To ensure that the academic and personal development needs of designated groups are met by the University.

Purpose of the DEAP Tool

The Diversity and Equity Self-Assessment and Planning tool (DEAP) was developed to academic units to better understand their working environments and climate relating to equity, diversity and inclusion, and how to plan for needed adjustments.

The DEAP tool is a self-audit tool for internal use for faculties and units to:

- *Understand the demographic profile of their faculty and staff (if applicable)*
- *Assess how well the unit is doing to promote equity, diversity and inclusion*
- *Provide an opportunity to reflect on areas in need of improvement using the Diversity Score Card assessment template*
- *Garner support for any improvements needed to further departmental or faculty commitments to equity, diversity and inclusion*
- *Develop goals, an action plan and timeline for improvement*

The tool is designed to help faculties and units with:

- *Strategic Planning*
- *University of Windsor's Institutional Quality Assurance Process (IQAP)*
- *Hiring and Appointments Processes*
- *Implementing facets of the academic plan*

Timeline:

On a regular or as needed basis the units are to review the equity data profile, self-assessment survey and Diversity Score Card results to help identify inequities among faculty, staff and students. After reviewing the Diversity Score Card results, the units are required to develop goals using to the twelve indicators of inclusion. Units would not set goals for all 12 of the indicators. Typically, units can choose 2-3 of the indicators that are of interest or an area that is in need of improvement. The goal setting section helps units develop an action plan and timeline for improvement. Once the process is completed an email will be sent to the Office of Human Rights, Equity and Accessibility outlining your goals and action plan. At the end of the survey period, an email reminder will be sent to complete the Progress Report.

On an annual basis the units are to complete the Action Plan and Summary Report which is a summary that generates the unit's goals and action plan and the progress made in each area. Once the process is completed an email will be sent to the Office of Human Rights, Equity and Accessibility for review.

In addition to regular use in the hiring and planning processes, units should re-assess goals and priorities every three years and set new goals and actions plans related to equity, diversity and inclusion as needed.

The Twelve Indicators of Educational Inclusion

To achieve the goal of better understanding the working environment and climate relating to equity, diversity and inclusion at the University, twelve indicators of equity and diversity in education were established to ensure that diversity is embedded within all facets of academia.

While the development of equity and diversity principles and processes occur at individual, departmental and school levels, the purpose of the DEAP tool is to *assess specific dimensions of equity and diversity* and when possible create a foundation for organizational change, primarily at the department level in the areas below. We refer to these as the “**Twelve Indicators of Educational Inclusion**”. These twelve categories of the DEAP tool systemically catalogue the ways in which an organization can demonstrate its commitment to improving diversity and inclusiveness in various areas.

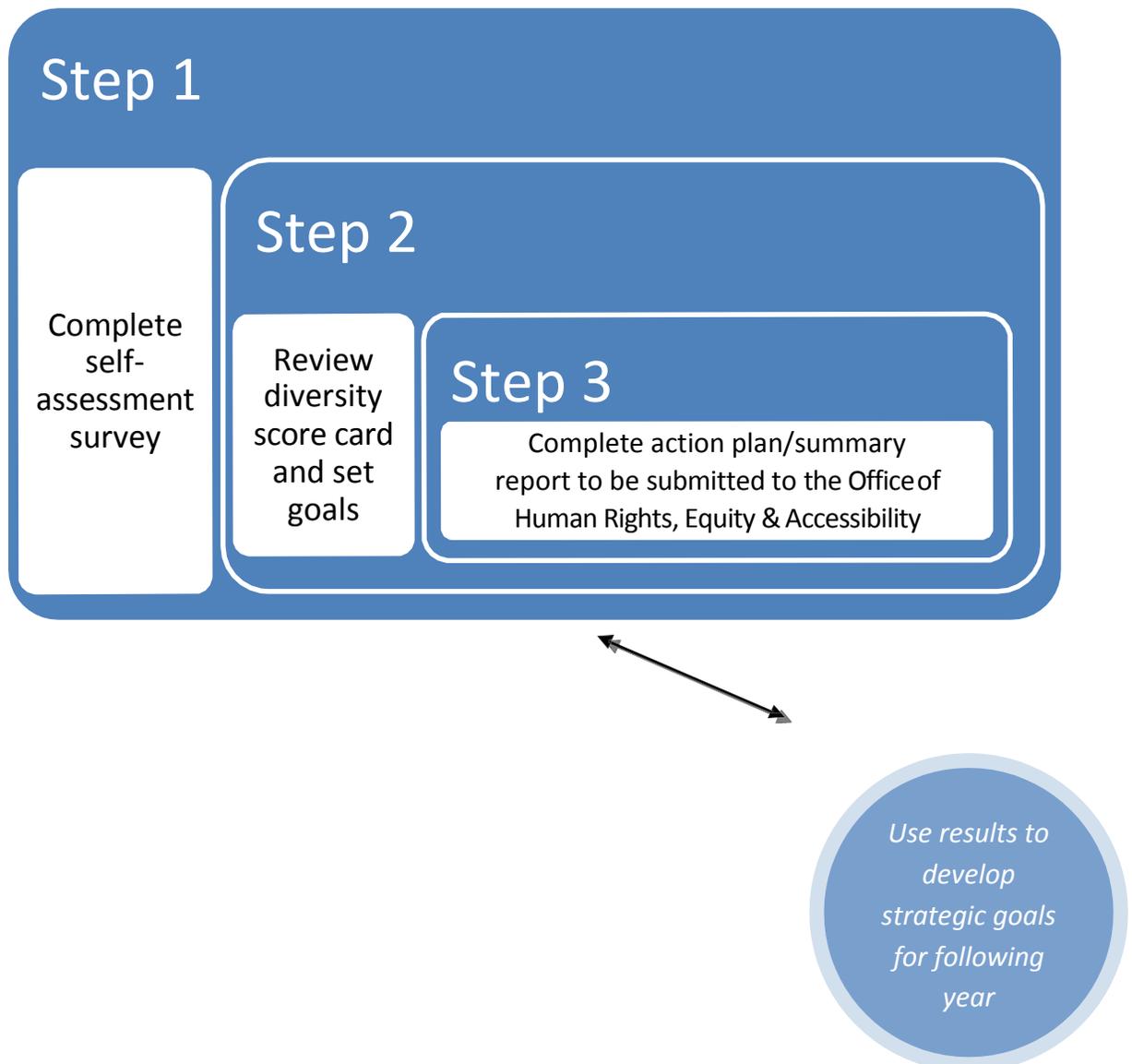
Strategic Planning
Policies and Procedures
Committee Representation
Admission and Selection of Learners
Support Programs and Services for Learners
Faculty Recruitment, Promotion, Career Development and Retention
Staff Recruitment, Promotion, Career Development and Retention
Communications and Community Relations
Curriculum Development, Assessment, and Program Evaluation
Library Collections
Accessibility
Consulting Aboriginal Communities

- 1. Strategic Planning:** It is important to have equity considerations as central to the strategic planning process in order to promote diversity and inclusion in the workplace and in educational and learning environments.
- 2. Policies and Procedures:** Developing policies and procedures through an equity lens ensures your unit is a safe environment for all faculty, staff, and students.
- 3. Committee Representation:** Diverse committee representation can expand thinking and direction, is responsive to diversity and equity related issues, and assists in creating a climate of inclusion within your unit.
- 4. Admission and Selection of Learners:** Given that many groups have been historically disadvantaged in being able to access higher education, it is important to keep equity in mind when we consider where and how to recruit our learners.

5. **Support Programs and Services for Learners:** Ensuring that all our learners are supported throughout their time at the University of Windsor enhances their student experience and retention, and fosters an environment of inclusion
6. **Faculty Recruitment, Promotion, Career Development and Retention:** Who is teaching is often as important as what is being taught to ensure a learning environment that is welcoming to all perspectives. Diversity adds value to the academic activities of the University
7. **Staff Recruitment, Promotion, Career Development and Retention:** Underrepresented students often feel more included within an environment when they can see themselves reflected in the staff and community within that environment. It is important to the larger climate of inclusion at the University of Windsor that we take staff recruitment and hiring into consideration when thinking about educational equity.
8. **Communications and Community Relations:** Communications and community relations are our opportunity to showcase our equity initiatives and ensure that our commitment to educational equity is shared within the larger community and prospective community members.
9. **Library Collections:** Upholding a commitment to cultural competence requires ensuring equitable access to library collections. Collections should be inclusive of the needs of all persons in the community the library serves.
10. **Curriculum Development, Assessment, and Program Evaluation:** What is being taught, from what perspective, and in what way is central to evaluating curriculum. When assessing curriculum, deciding on new streams or developing curricula, it is important to ensure educational equity is taken into consideration. It enhances your curricular offerings and fosters a learning environment that is diverse in perspectives and values alternate ways of learning, teaching, and knowledge production and translation.
11. **Accessibility:** Accessible education is the process of designing courses and developing a teaching style to meet the needs of persons from a variety of backgrounds, abilities, and learning styles.
12. **Consulting with Aboriginal Communities:** Upholding a commitment to consult Aboriginal Peoples fosters the success of Aboriginal students at the University of Windsor. Although the inclusion of Aboriginal interests is considered across the other 11 indicators, Canadian institutions have a unique responsibility to consult Aboriginal communities in a manner that respects their distinct place in Canadian society.

Three Step Process of the (DEAP) Tool

The DEAP tool is completed in three main steps. First, participants are invited to complete the self-assessment survey which provides a series of questions related to the “Twelve Indicators of Inclusion.” Questions in the twelve categories systemically catalogue the ways in which an organization can demonstrate its commitment to increasing diversity and equity at a number of levels. Second, participants will be presented with a report card like summary of their results and will be invited to set goals based on their area(s) of priority. Typically, units choose 2-3 of the indicators to set goals in categories of interest or areas that are in need of improvement. Finally, participants will complete a summary report highlighting key equity objectives and areas of focus and a plan for implementation. *(Warning! Do not complete this step until the end of the academic survey year – once step 3 is completed, you will be locked out and not able to update your goals)* The Employment Equity & Human Rights Manager will be available for guidance and support throughout each of the steps.

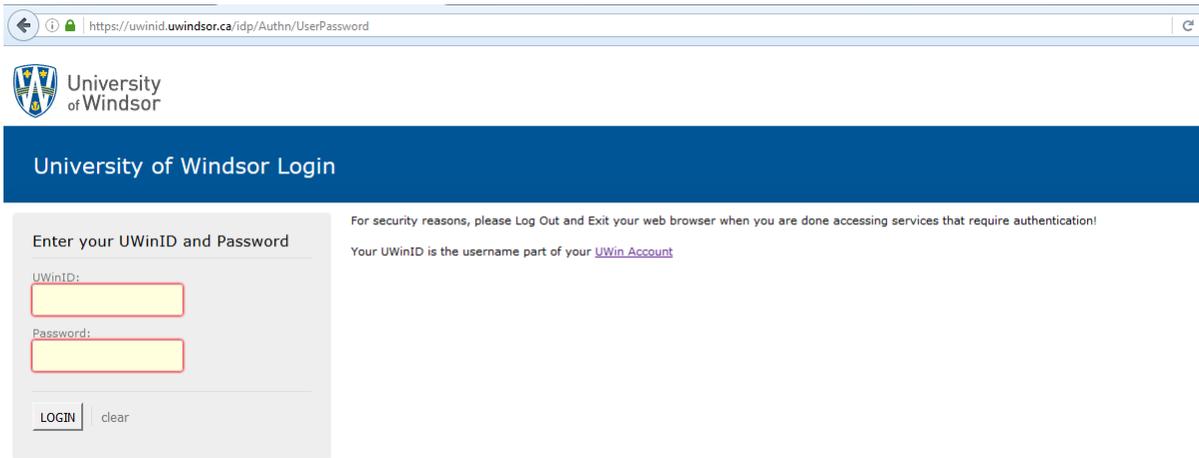


How to Use the DEAP Tool

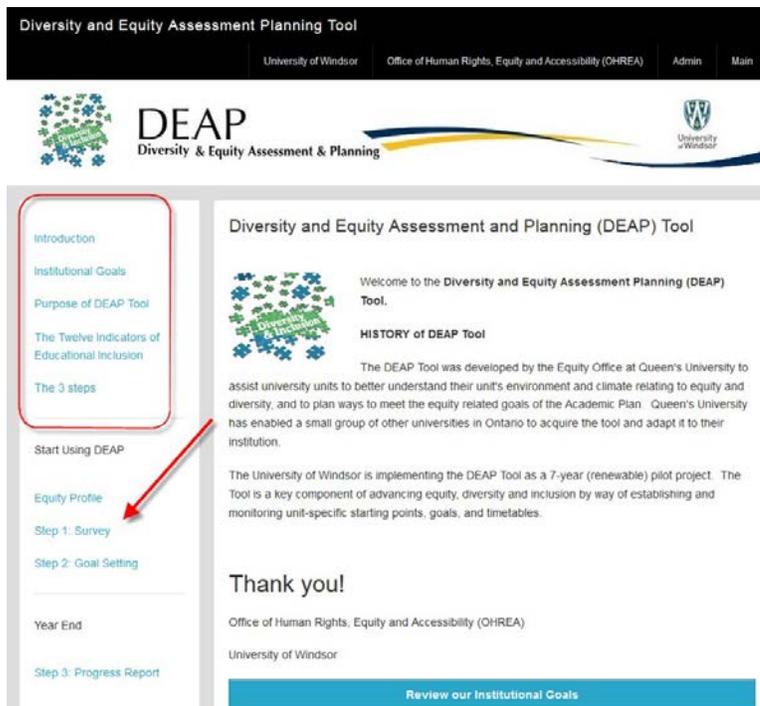
Logging into the Application

Here is the link to the application: <https://webapps.uwindsor.ca/ohrea/deap/>

1. You will be directed to the Single Sign on page.



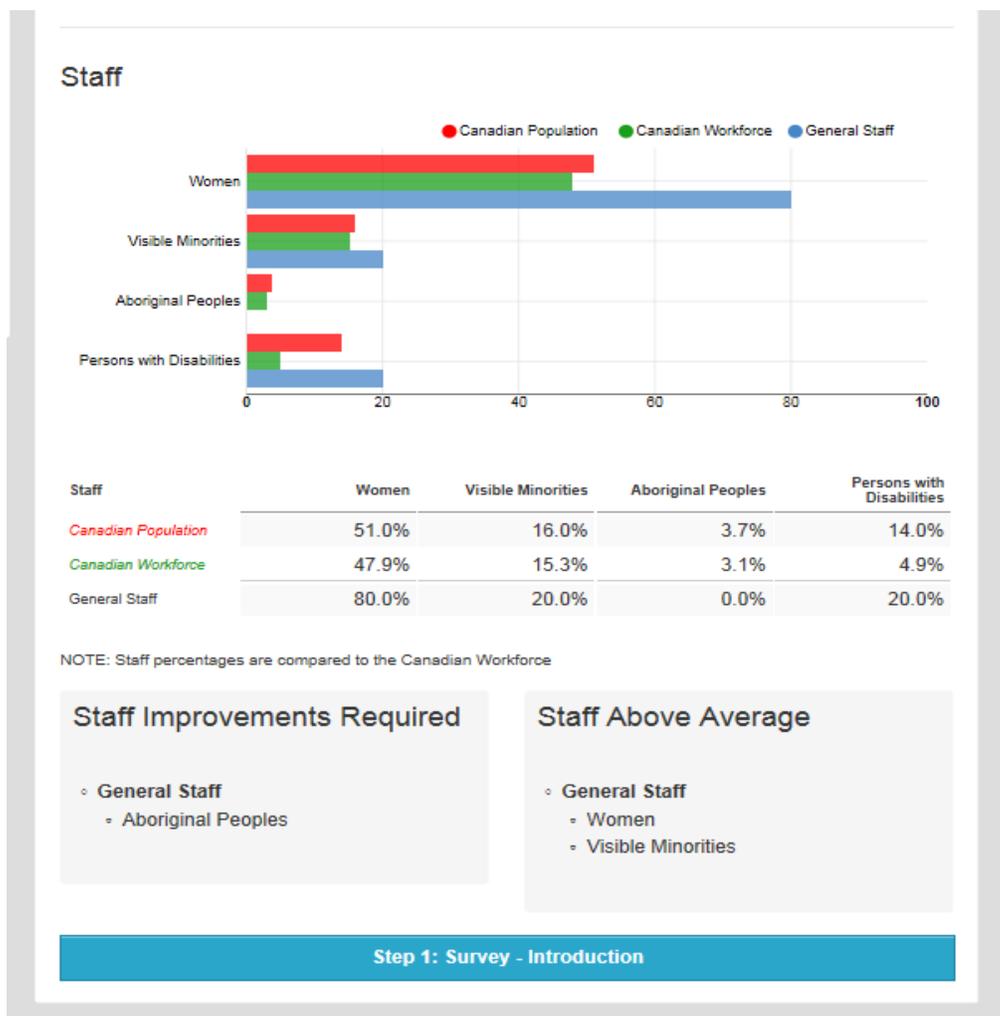
2. Log in with your UWinID and password



3. Click on the left hand navigation to review the 'Introduction', 'Institutional Goals', 'Purpose of the DEAP Tool', 'The Twelve Indicators of Educational Inclusion' and 'The 3 steps'

Reviewing the Equity Data Profile

- Click and review your 'Equity Profile': Your profile is divided into Faculty, Staff and Students (if applicable). The graphs give you a visual representation of the percentages of the Canadian population, the Canadian Workforce population and the breakdown of the percentages currently within your unit for comparison. A summary of where you should be trying to improve and where you are above average is presented as well. The Equity Data Profile can be used when deciding if your Unit would like to focus on Indicators 6 and 7, Faculty and Staff Recruitment, Promotion, Career Development and Retention.



Step 1

Reviewing the Self-Assessment Survey

5. Click 'Step 1: Survey' and complete the survey to help rate your Unit's performance in the *Twelve Indicators of Inclusion*. This survey helps gauge where your faculty or department sits on our diversity/equity continuum- a core measure of equitable and inclusive work environments.

Step 1: Assessment Survey



This section of the DEAP tool invites you to complete a twelve question survey that asks you a series of questions related to how your unit is addressing various educational equity policies and/or initiatives.

Complete the survey to help rate your unit's performance in the Twelve Indicators of Inclusion. This survey helps gauge where your faculty or unit sits on our diversity/equity continuum – a core measure of equitable and inclusive work environments.

Please answer the following questions using the scale below:

- 0. We have no plan to date
- 1. We are starting to develop a plan
- 2. We have a plan
- 3. We are implementing some parts of the plan
- 4. We are fully implementing the plan and have a method for evaluating our progress

[Begin Assessment Survey](#)

6. Click 'Begin Assessment Survey'

1. Strategic Planning

The Unit's strategic planning takes equity and diversity into account. (i.e. Are equity principals included within the: Mission Statement, Strategic goals and plan, Operational Plan?)

- 0) No plan to date [HELP](#)
- 1) We are starting to develop a plan [HELP](#)
- 2) We have a plan [HELP](#)
- 3) We are implementing some parts of the plan [HELP](#)
- 4) We are fully implementing the plan and have a method for evaluating our progress [HELP](#)

[Next](#)

Resources:

- [A Strategy for Advancing Equity and Diversity at UBC](#)

7. This will take you to the first question, 'Strategic Planning'.

- Select 0-4 from the options below. If you are unsure of the meaning for each options, click on the 'HELP' button beside each option and/or refer to the 'Resources' provided in the right navigation.

1. Strategic Planning

The Unit's strategic planning takes equity and diversity into account. (i.e. Are equity principals included within the: Mission Statement, Strategic goals and plan, Operational Plan?)

- 0) No plan to date HELP
- 1) We are starting to develop a plan HELP
- 2) We have a plan HELP
- 3) We are implementing some parts of the plan HELP
- 4) We are fully implementing the plan and have a method for evaluating our progress HELP

[Next](#)

Resources:

- [A Strategy for Advancing Equity and Diversity at UBC](#)

A pop up will display a brief description of what each of the options means:

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DEAP
Diversity & Equity Assessment & Planning

Step 1: Assessment Survey
Assessment of Twelve Indicators of Educational Inclusion

Please rate yourself in the following category following the scale below

1. Strategic Planning

Response:

We are starting to develop a plan

Description of Response:

- The Unit identifies the need for a strategic plan that incorporates diversity and equity
- The Unit reviews other relevant plans for best practice
- The Unit consults with appropriate community members

Resources:

- External Link: [A Strategy for Advancing Equity and Diversity at UBC](#)
- University of Windsor President's Strategic Plan
- University of Windsor Planned Priorities

- Click the 'Next' button when an option has been identified.
- Continue through the next 11 questions using the 'HELP' buttons and 'Resources' if required and selecting an option for each Indicator.

Step 2

Reviewing Diversity Score Card Results

PART A: Review DEAP Tool score card results

Once faculties/departments complete the Self-Assessment Questionnaire; **a diversity score card** is produced, similar to a “report card.” The results help faculties and individual departments use their institutional data to identify inequities in educational outcomes among students, faculty, staff, and the curriculum.

11. Click ‘Step 2: Goal Setting’ from the left navigation and click: ‘Begin Part A: Review diversity score card’

The screenshot shows the DEAP Tool interface. At the top, there is a navigation bar with the text "Diversity and Equity Assessment Planning Tool" and links for "University of Windsor", "Office of Human Rights, Equity and Accessibility (OHREA)", "Admin", and "Main". Below this is the DEAP logo and the University of Windsor logo. The main content area is titled "Step 2: Review Diversity Score Card Results and Goal Setting". It is divided into two parts: "Part A: Review DEAP Tool score card results" and "Part B: Goal Setting and Action Plan". In Part A, there is a button labeled "Begin Part A: Review diversity score card" which is circled in red. In Part B, there is a button labeled "Begin Part B: Goal Setting and Action Plan". On the left side, there is a navigation menu with the following items: "Introduction", "Institutional Goals", "Purpose of DEAP Tool", "The Twelve Indicators of Educational Inclusion", "The 3 steps", "Start Using DEAP", "Equity Profile", "Step 1: Survey", "Step 2: Goal Setting" (highlighted with a red arrow), "Year End", and "Step 3: Progress Report".

Your results of your survey will appear:

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 **DEAP**
Diversity & Equity Assessment & Planning 

[Introduction](#)
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[Equity Profile](#)
[Step 1: Survey](#)
[Step 2: Goal Setting](#)

[Year End](#)

[Step 3: Progress Report](#)

Step 2: Part A

Your Diversity Score Card Results

● Current Responses (2016-2017)



Indicator	Score
Strategic Planning	1
Policy and Procedures	1
Committee Representation	1
Admission of Learners	3
Support for Learners	1
Faculty Recruitment and Retention	3
Staff Recruitment and Retention	1
Community Relations	1
Curriculum Development	4
Collections	2
Accessibility	2
Aboriginal Consulting	3

Scoring

0	1	2	3	4
No plan to date	Starting to develop a plan	Have a plan	Implementing parts of the plan	Fully implementing and measuring progress

Graph Legend

Indicators that require improvement:

- Strategic Planning
- Support for Learners
- Staff Recruitment and Retention

Categories of Success:

- Curriculum Development

[Continue to Step 2 Part B](#)

The goal of the *Scorecard* is to help institutional leaders identify gaps and areas in need of improvement. It will encourage units to establish indicators and scales that will enable them to assess their effectiveness in improving access, retention, institutional receptivity, and excellence for historically marginalized groups.

12. Click 'Continue to Step 2 Part B'

Goal Setting and Action Plan

After reviewing the Score Card results, Units are invited to develop **goals** corresponding to the twelve indicators of inclusion. **Units do not need to set goals in every area, however, are invited to set priorities in areas that require attention and pertain to categories that are of interest.** The goal setting section helps departments develop an action plan and timeline for improvement. Also, in this section HELP buttons are available, where departments can use pre-developed goals in setting their priorities for the year.

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[Start Using DEAP](#)

[Equity Profile](#)

[Step 1: Survey](#)

[Step 2: Goal Setting](#)

[Year End](#)

[Step 3: Progress Report](#)

Step 2: Part B – Goal Setting

In this section, you are invited to develop and set goals based on your results from the survey in the previous section.

 **Attention icon:** marks categories that require the most improvement

1) Strategic Planning

The Unit's strategic planning takes equity and diversity into account.
(i.e. Are equity principals included within the: Mission Statement, Strategic goals and plan, Operational Plan?)

Your Response:

1 – We are starting to develop a plan

I would like to set a goal for improvement in this area.

2) Policy and Procedures

The Unit's policies and procedures take equity and diversity into account.
(i.e., is equity integrated into policies on Academic appeals, accommodations, human rights etc.?)

Your Response:

2 – We have a plan

I would like to set a goal for improvement in this area.

3) Committee Representation

The Unit takes equity and diversity into account when considering the make up of committees, such as curriculum review, hiring/appointment, cyclical program review, etc.

Your Response:

2 – We have a plan

I would like to set a goal for improvement in this area.

13. In this section, you are invited to develop and set goals based on your results from the survey in the previous section. An 'Attention Icon' marks the Indicator that requires the most improvement.
14. Select 'I would like to set a goal for improvement in this area' for those Indicators you would like to choose. You can choose and as many as you like.
15. Once you have selected at least one area for improvement, click 'Set Goals for Category' at the bottom of the page.

Please feel free to choose one of the goals provided, or to develop your own goal.

1. Strategic Planning

Your survey response, this academic year:

1 – We are starting to develop a plan

Please choose one goal or if you want to have more than one goal add it to *Other Goal*.

Your goal

- The unit will incorporate diversity and equity into its existing strategic plan.
- The unit will develop a communication strategy to ensure all members of the unit are able to integrate the unit's strategic goals in their work.
- The unit will develop a timeline and method for evaluating progress.

Other Goal

Action Plan *

Review current strategic plan and work with the Equity Advisor to incorporate diversity and equity into plan.

Person Responsible *

16. Select your goal for the area you have chosen or develop your own goal
17. Record how you are going to complete this goal in the 'Action Plan' section.
18. Indicate the person responsible for the action plan, Click NEXT

19. Continue completing the goal setting for those indicators you have selected, Click NEXT

The screenshot displays the DEAP tool interface. At the top, a black navigation bar contains the text "Diversity and Equity Assessment Planning Tool" and links for "University of Windsor", "Office of Human Rights, Equity and Accessibility (OHREA)", "Admin", and "Main". Below this is the DEAP logo, which includes a cluster of colorful gears and the text "DEAP Diversity & Equity Assessment & Planning". To the right is the University of Windsor crest. The main content area is divided into a left sidebar and a main panel. The sidebar lists various sections: "Introduction", "Institutional Goals", "Purpose of DEAP Tool", "The Twelve Indicators of Educational Inclusion", "The 3 steps", "Start Using DEAP", "Equity Profile", "Step 1: Survey", "Step 2: Goal Setting" (highlighted in blue), and "Year End". At the bottom of the sidebar is "Step 3: Progress Report". The main panel is titled "Step 2: Complete" and contains the following text: "You have successfully completed Step 2 of the DEAP tool." Below this is a large green checkmark icon. The text continues: "By setting goals, defining a plan of action and assigning a person responsible, your Unit is helping the University meet its diversity, equity and accessibility goals." "You have been sent an email outlining your goals and action plan for this year. At the end of this survey period you will receive an email reminding you to return to the DEAP Tool to complete Step 3, Progress Report. The progress report allows you to review whether you have made progressed toward achieving your goals." "Thank you for completing Step 2." "This process is now complete until the end of this survey period."

20. The process is now complete. An email outlining your goals and action plan have been emailed to you and the Office of Human Rights, Equity and Accessibility (OHREA). You will receive an automated email at the end of the survey period reminding you to return to the DEAP Tool to complete Step 3, Progress Report.



End of Year Summary Report

(warning! Do not complete this step until the end of the academic survey year – once step 3 is completed, you are now locked out and not able to update your goals)

The final step of the DEAP tool is to complete the **Action Plan and Summary Report template** intended only for the Office of Human Rights, Equity and Accessibility (OHREA) to review. Your Unit’s summary will be generated from your unit’s goals and action plan and the progress made in each area.

Please fill out the following section using the boxes below:

21. Click ‘Step 3: Progress Report’

The screenshot shows the DEAP tool interface. At the top, there is a navigation bar with the text 'Diversity and Equity Assessment Planning Tool' and links for 'University of Windsor', 'Office of Human Rights, Equity and Accessibility (OHREA)', 'Admin', and 'Main'. Below this is the DEAP logo and the University of Windsor logo. The main content area is titled 'Step 3: Progress Report' and contains the following text: 'End of Year Summary Report to Office of Human Rights, Equity and Accessibility (OHREA)'. Below this is a paragraph explaining that the final step is to complete the 'Action Plan and Summary Report template' and that the report will be sent to OHREA automatically. The main form area is titled 'Equity Assessment Progress Report 2016-2017' and includes a sidebar with navigation links: 'Introduction', 'Institutional Goals', 'Purpose of DEAP Tool', 'The Twelve Indicators of Educational Inclusion', 'The 3 steps', 'Start Using DEAP', 'Equity Profile', 'Step 1: Survey', 'Step 2: Goal Setting', 'Year End', and 'Step 3: Progress Report' (which is circled in red). The main form content includes: 'Name of the Unit: Human Rights, Equity And Accessibility', 'Contact Person: Diane Luu-Hoang', a 'Strategic Planning' section with a sub-header and a paragraph explaining that the unit's strategic planning takes equity and diversity into account, and a question '(i.e. Are equity principals included within the: Mission Statement, Strategic goals and plan, Operational Plan?)', 'Survey Response: 1 - We are starting to develop a plan', 'Sample Goal: The Unit will incorporate diversity and equity into its existing strategic plan.', 'Other Goal: will hire another staff member', 'Action Plan: Review current strategic plan and work with the Equity Advisor to incorporate diversity and equity into plan', 'Person Responsible:', and a question 'Did you achieve your goals?' with radio buttons for 'Yes' and 'No'. At the bottom of the form is a blue button labeled 'Submit Progress Report'.

22. Indicate 'Yes' or 'No' for each goal you selected. If you select 'Yes', you will be asked

"How did you achieve your goals?" and if you select 'No' you will be asked "What barriers prevented you from achieving your goals?"

23. Click 'Submit Progress Report' at the bottom of the page. An automatic email has been sent to you and the Office of Human Rights, Equity and Accessibility (OHREA) containing your progress report. This information will be reported on yearly in aggregate from by the Office of Human Rights, Equity and Accessibility (OHREA).

You have completed the progress report for goals that were set earlier this survey period. You can return to the DEAP tool at the beginning of the next survey period to take the survey again and update it with your latest status, and to set new goals for the year. In the interim you can return to the progress report to review the history of your progress. Following up on how successful your Unit has been in accomplishing its goals allows you to accurately complete the next survey in order to determine the goals that will help the University meet its diversity, equity and accessibility goals.

Your feedback to the Office of Human Rights, Equity and Accessibility (OHREA) allows us to more effectively respond to your needs and provide support. In addition, individual units and the University as a whole, can better communicate progress in meeting its goals, and in advancing employment equity goals throughout the institution.

NOTES:



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