DEAP
Diversity & Equity Assessment & Planning

University of Windsor

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

THE DEAP TOOL *USER GUIDE*

Administrative Units

Employment Equity Specialist

University of Windsor

* Adapted with permission from Queen's University DEAP Tool UserGuide *

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Introduction

Welcome to the **Diversity and Equity Assessment and 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 enhance equity, diversity and inclusion within the Unit. 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 timelines.

Institutional Goals

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 federally designated groups: women, visible minorities, Aboriginal peoples, and persons with disabilities. At the University of Windsor, sexual/gender minorities are recognized as 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 designated groups within the University; and it will ensure appropriate representation of equity groups throughout the University's workforce.

Objectives

General

1. To increase the University community's awareness of the principles, goals, and benefits of the Employment and Educational Equity Programs.
2. To provide an environment that encourages, fosters, and supports the 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.

4. To maintain employment equity outreach activities within various organizations and in the community.
5. To enhance a positive organizational climate, thereby ensuring the recruitment, promotion, and retention of members of designated group.

Employment Equity

The purpose of employment equity for employees is:

1. To identify and address and/or eliminate all policies and/or practices that may serve as potential barriers to the employment and advancement of members of designated groups.
2. To highlight the gaps and underrepresentation of members of designated groups using equitable tools available.
3. To increase the representation and inclusion of members of designated groups in the University workforce to reflect the diversified composition of the Canadian society as a whole.

Educational Equity

The primary purpose of educational equity is:

1. To provide the students with positive role models from members of the designated groups.
2. To encourage and further advance the participation of under-represented students in academic programs, e.g., female students in non-traditional programs.
3. To provide support services toward the academic success and positive student experience of members of designated groups.

Purpose of the DEAP Tool

The Diversity and Equity Self-Assessment and Planning Tool (DEAP) was developed to assist Administrative Units to better understand their working environments and climate relating to equity, diversity and inclusion, and how to plan for needed adjustments within their Units.

The DEAP Tool is a self-audit tool for internal use for Units to:

- Understand the demographic profile of their faculty and staff (if applicable)
- Assess how inclusive the Unit is (in promoting equity, diversity and inclusion)
- Provide an opportunity to reflect on areas in need of improvement using the Diversity Score Card assessment template
- Support for any improvements needed to further the Units commitment to equity, diversity and inclusion (request for resources or modifications)
- Develop goals, an action plan and timeline to enhance inclusion

This Tool is organized into a set of indicators, each of which addresses a particular aspect of your Unit. The intention of the Tool is not to rank or score Units. Rather, it is designed to be self diagnostic in nature as it asks Units to assess their current state in terms of equity, diversity and inclusion and then set reasonable and attainable goals for the future. The Tool should be used year over year as the Unit advances its goals.

Ideally, people from multiple levels and areas of a Unit will be involved in the process of completing the DEAP tool. This will enable an accurate assessment of the indicators and ensure a comprehensive picture of the Unit's equity, diversity and inclusion work. As a result, staff will enhance their understanding of equity, diversity and inclusion, enabling the Unit to fulfill its own equity, diversity and inclusion commitment while at the same time contributing to how the University of Windsor will advance its commitment to promote, support, and integrate equity, diversity and inclusion on a University—wide level.

The Tool is designed to compliment other administrative responsibilities such as:

- Strategic Planning
- University of Windsor's Institutional Quality Assurance Process (IQAP)
- Hiring and Appointments Processes

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 and staff (if applicable). After reviewing the diversity score card results, the Units are required to develop goals using the twelve indicators of inclusion. 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 the Employment Equity Specialist outlining your Units 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 Employment Equity Specialist 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 action plans related to equity, diversity and inclusion as needed.

The Twelve Indicators of 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, diversity and inclusion were established to ensure that diversity is embedded within all facets of administration.

While the development of equity, diversity and inclusion principles and processes occur at individual, departmental and office levels, the purpose of the DEAP Tool is to *assess specific dimensions of equity, diversity and inclusion* 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 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.

Planning Exercises
Policies, Procedures and Practices
Committee Representation
Recruitment, Hiring and Orientation
Staff Supports
Professional Development
Promotion and Retention
Education and Training
Procurement and the Delivery of Goods, Services and/or Facilities
Communications and Community Relations
Accessibility
Consulting Indigenous Communities

1. **Planning Exercises**: Inclusive Units identify diversity, equity, and inclusion as a priority and incorporates diversity, equity, and inclusion objectives into its planning and as a result have concrete action plans that are reasonable and attainable within the Unit's currently available and projected resources

2. **Policies, Procedures and Practices**: Inclusive Units possess knowledge of Unit and University wide policies, procedures, and practices that ensure equity and achievement of diversity and inclusion institutional objectives and take the necessary steps to incorporate these policies, procedures, and practices at the Unit level.

3. **Committee Representation**: Diversity of representation in Unit committees (inclusive of representation external to your unit if appropriate) will expand thinking and direction, is responsive to diversity and equity related issues, and assists in creating a climate of inclusion within your Unit

4. **Recruitment, Hiring and Orientation**: Inclusive Units attract and recruit the best talent representative of the Canadian workforce and ensure a fair hiring process for all. They identify and eliminate barriers that give rise to systemic and often unintentional discrimination. Orientation of all new staff which incorporates diversity and equity topics ensures a climate of inclusion.
5. **Staff Supports**: Inclusive Units ensure that all staff have access to support programs and services at both the University and community level that meet the needs of the diversity within the Unit.

6. **Professional Development**: Inclusive Units ensure that all staff are afforded equitable opportunities to professional development opportunities as appropriate. Mentorship sensitive to the needs of equity-seeking groups provides a sense of support, inclusion, and identity, thereby strengthening employee engagement.

7. **Promotion and Retention**: Inclusive Units value diversity of experiences, opinions, and backgrounds that promote and inspire new ideas, increase problem-solving capacity, and spark innovation. Inclusive Units that have structures and systems in place that respect people for who they are and the uniqueness they bring allow people to perform at their best and ensures the fair and equitable promotion of staff.

8. **Education and Training**: Inclusive Units recognize the value of diversity and equity education and training and provide all staff with opportunities to develop knowledge and skills to work effectively within a diverse environment.

9. **Procurement and the Delivery of Goods, Services and/or Facilities**: Inclusive Units promote and nurture a diverse vendor base and encourage vendors to consider diversity and inclusion in the provision of their goods and services.Inclusive Units incorporates diversity and accessibility from the outset in the delivery of goods, services, and/or facilities.

10. **Communications and Community Relations**: Communications and community relations play an important role in shaping the image and reputation of the University. Each time a Unit engages with its audiences, there is an opportunity to communicate the University of Windsor's vision and values. Inclusive Units' communications and community relations support the University's commitment that diverse cultures and identities are reflected and expressed in all aspects of University life

11. **Accessibility**: Inclusive Units provides services and programs in a manner that allows persons with disabilities to maintain their dignity and independence and that upholds the principles of integration and equal opportunity. These Units are committed to meeting the needs of persons with disabilities in a timely manner, and will do so by preventing or removing barriers to accessibility and meeting accessibility requirements under the Accessibility for Ontarians with Disabilities Act ("AODA").

12. **Consulting Aboriginal Communities**: Building on a vast collection of documents, reports, oral history and other records the Truth and Reconciliation Commission specifically calls on educational institutions to engage with Indigenous communities and be leaders in reconciliation. By taking steps to ensure Indigenous communities are consulted, recognizing that all units can benefit from Indigenous knowledge, and by creating culturally validating work environments, Units can begin to create a more welcoming, inclusive, and diverse University.

Three Step Process of the DEAP Tool

The DEAP tool is completed in *three main steps*.

1. Participants are invited to review their Unit's employment Equity profile and complete the assessment survey which provides a series of questions related to the "Twelve Indicators of Inclusion." These twelve categories constitute systemic indicators of the ways in which an organization can demonstrate its commitment to increasing equity, diversity, inclusion and accessibility.

2. Participants will be presented with a report card-like summary of their results and will be invited to set goals and create an action plan based on the area or areas of priority highlighted by the report card.

3. Participants will be invited to complete a summary report highlighting key equity objectives, 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 are not locked out and not able to update your goals)*

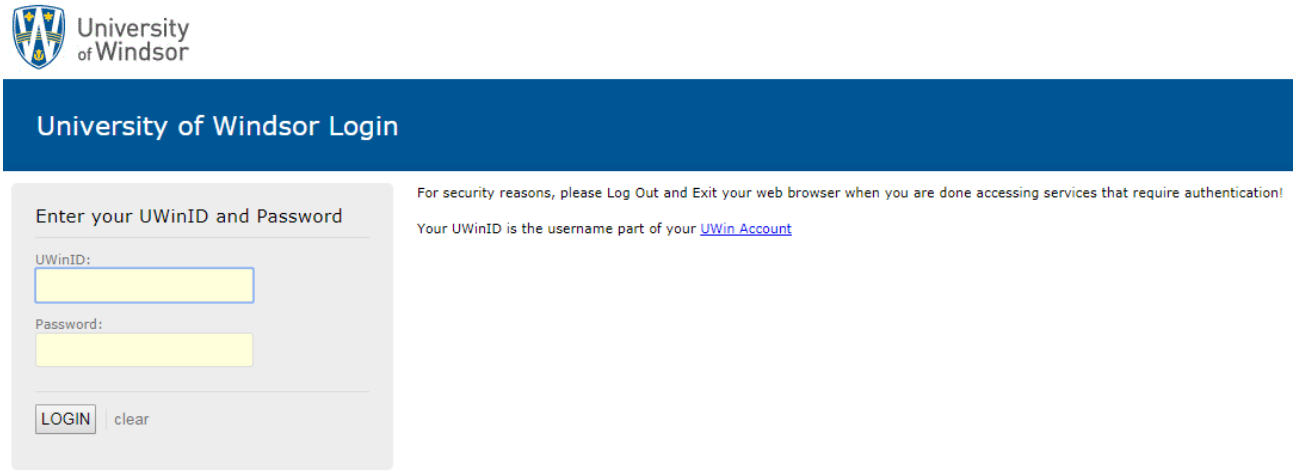
The Employment Equity Specialist will be available for guidance and support throughout each of the steps.

START: How to Use the DEAP Tool

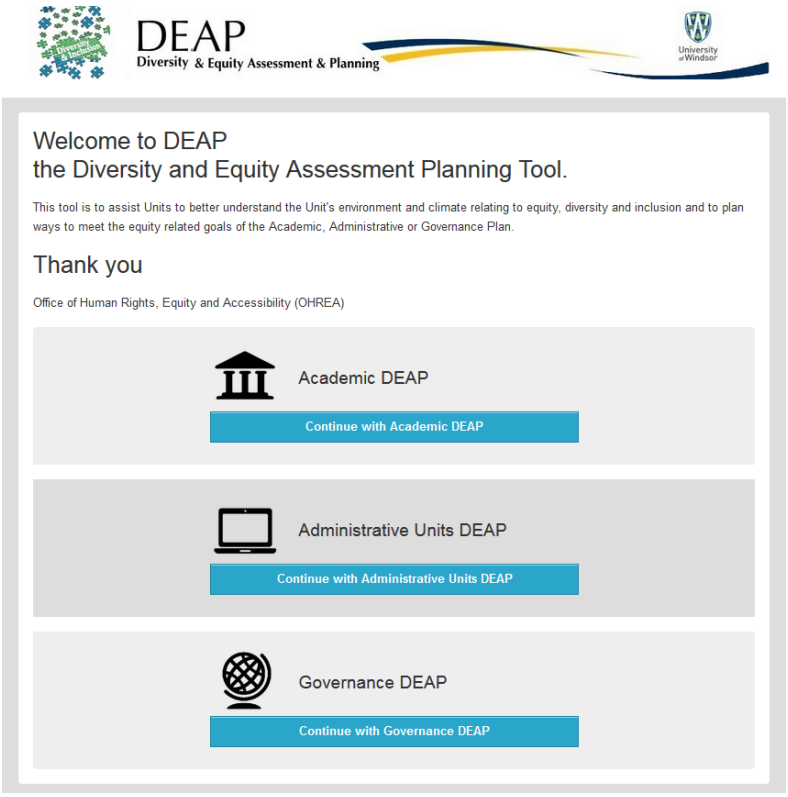
Logging into the Application

Here is the link to the application: https://www.uwindsor.ca/humanresources/1532/deap-tool

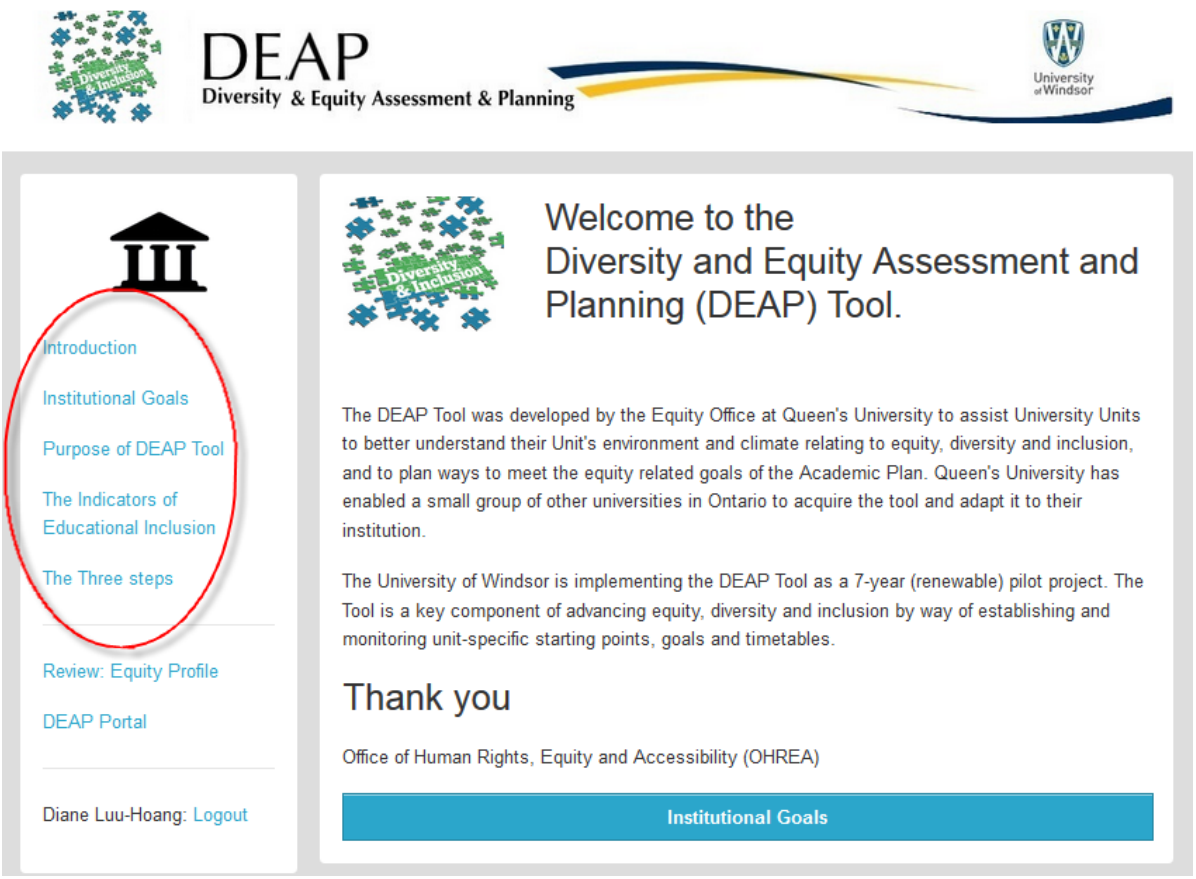
1. You will be directed to the Single Sign on page. (Log in with your uwinID and password)



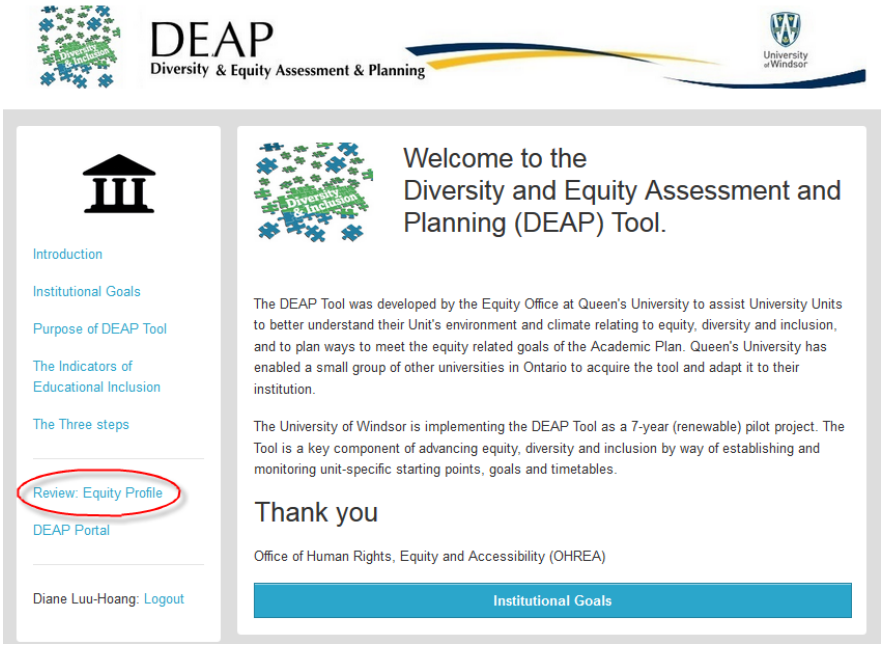
2. Once in the application, based on your security access granted by the Employment Equity Specialist, you will be given the option to choose to complete the Academic DEAP, the Administrative DEAP, or the Governance DEAP. (For the purposes of this user guide we will access the Administrative DEAP)



3. Click on the left-hand navigation to review the ‘Introduction’, ‘Institutional Goals’, ‘Purpose of the DEAP Tool’, ‘The Indicators of Educational Inclusion’ and ‘The Three Steps’ if you have not already done so on pages 1-6 of this guide.

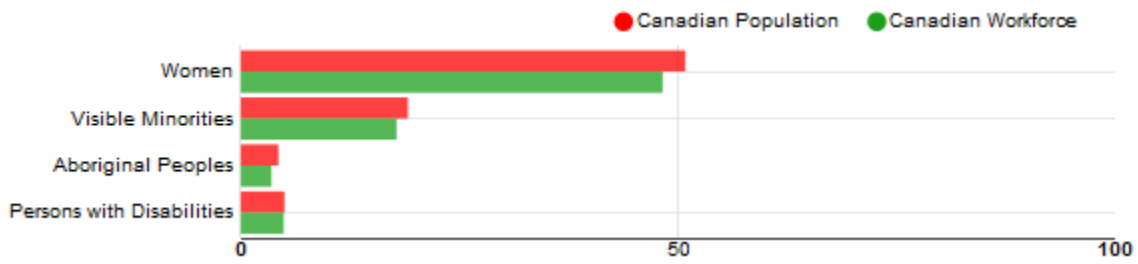


4. At any time you can review your Equity Profile, Click on the ‘Review: Equity Profile’ in the left navigation



Reviewing the Equity Data Profile

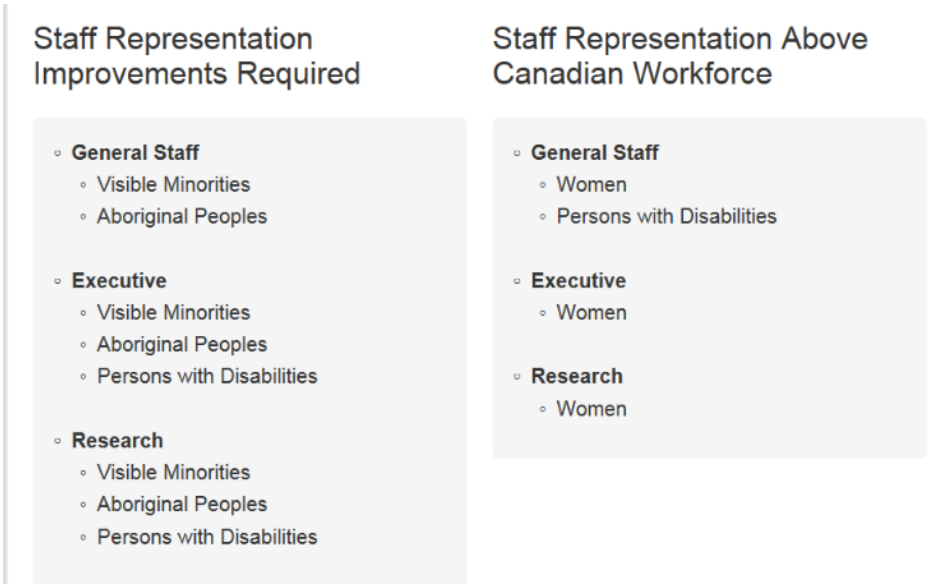
Your profile is divided into Faculty and Staff (if applicable). The graphs give you a visual representation of the most current available percentages of the Canadian Population and the Canadian Workforce Population.



	Women	Visible Minorities	Aboriginal Peoples	Persons with Disabilities
Canadian Population	50.8%	19.1%	4.3%	5.0%
Canadian Workforce	48.2%	17.8%	3.5%	4.9%

The most underrepresented graphic determines the ranking of the designated group representation **in your unit**. In the example below, visible minorities are the most underrepresented followed by Aboriginal peoples, then by persons with disabilities. Women are represented. This information is very helpful when determining strategies for recruitment.

A summary of where you should be trying to improve and where are you are above average is presented as well.

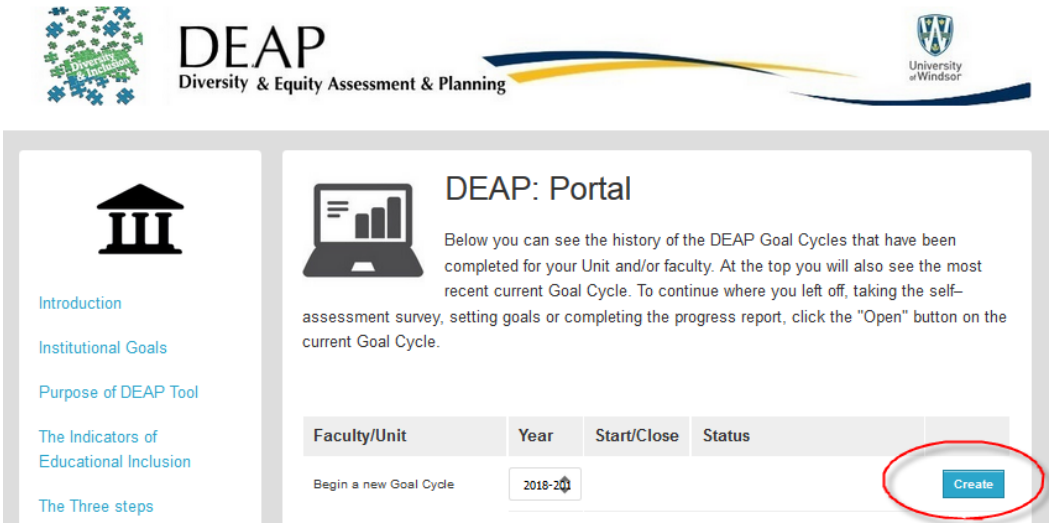


You are now ready to begin the 3-step process of the DEAP Tool

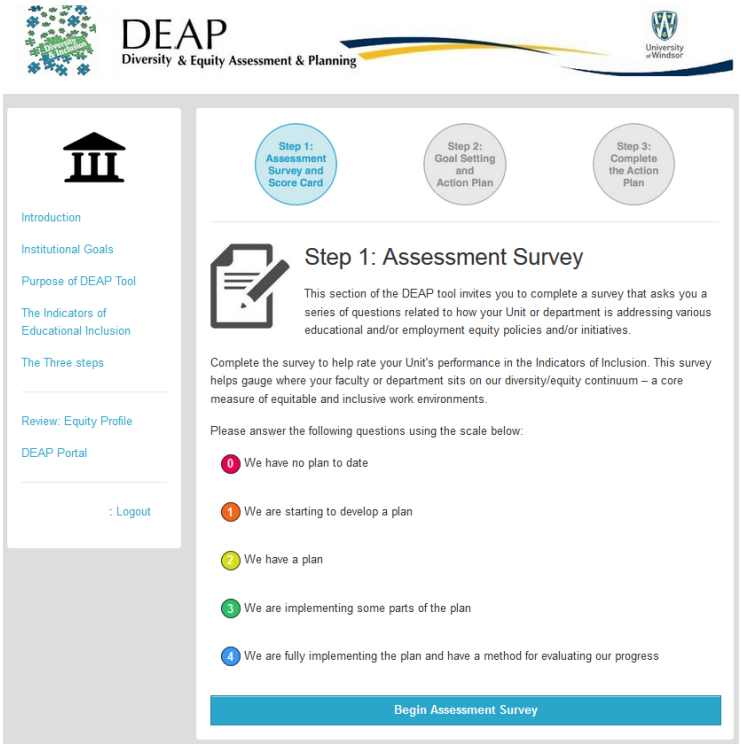
Step 1

Reviewing the Self-Assessment Survey

5. Click ‘DEAP Portal’ on the left navigation and click ‘Create’

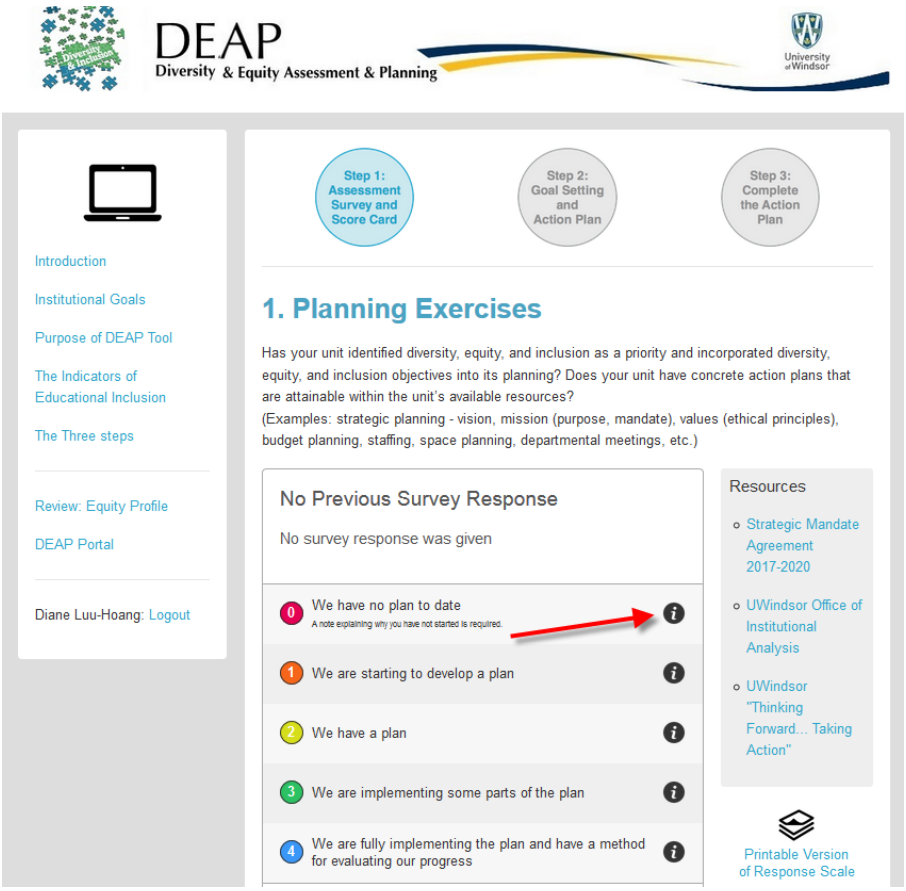


6. This brings you to the ‘Step 1: Assessment Survey’ page.

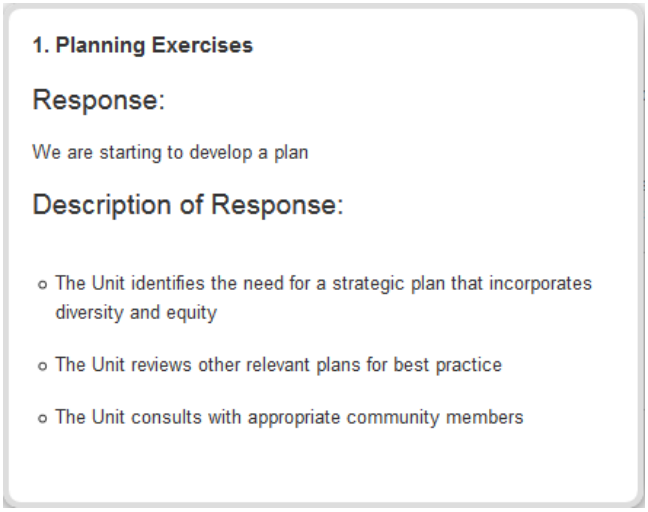


7. Click ‘Begin Assessment Survey’ and complete the survey to help rate your Unit’s performance in the *Indicators of Inclusion*. This survey helps gauge where your Unit sits on the diversity/equity continuum – a core measure of equitable and inclusive working environments.

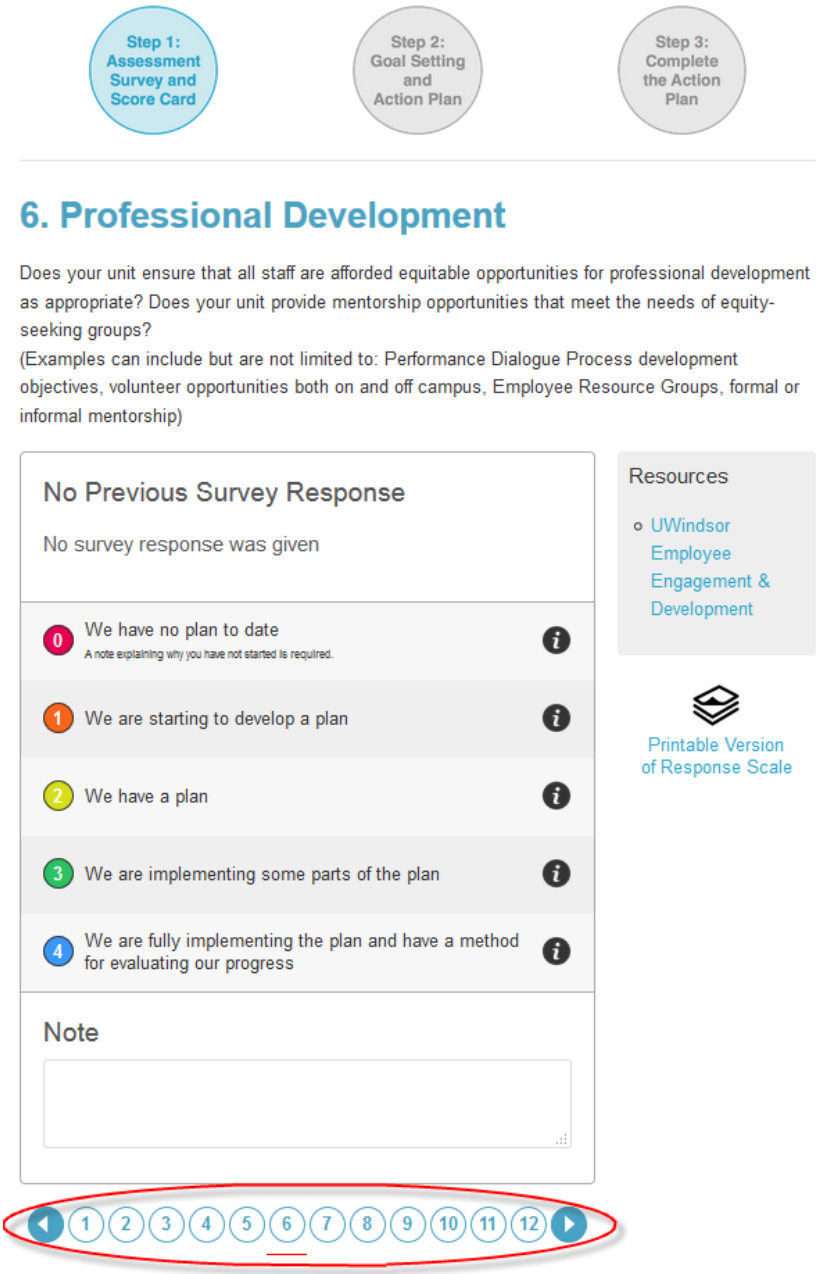
8. This will take you to the first question, ‘Planning Exercises’.



9. Select one of the options. If you are unsure of the meaning for each option, click on the button beside each option and/or refer to the ‘Resources’ links provided in the right navigation. A pop up will display a brief description of what each of the options means:



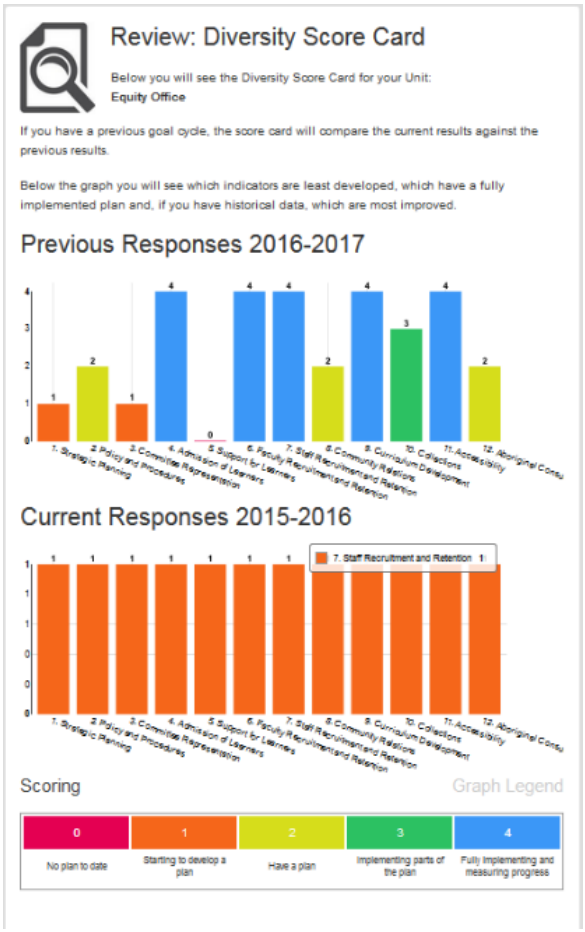
10. You can also toggle through each question by using the navigation along the bottom:



11. Once all questions have been answered the bottom navigation changes colour, indicating that the questions have been answered. You can then click 'Submit Survey' and the completion page will then appear.

Reviewing the Diversity Score Card Results

12. Once Units complete the Self-Assessment Questionnaire; a **diversity score card** is produced, similar to a "report card". The results help individual Units use their institutional data to identify workplace inequities. The Score Card can be found on your completion page as well as in the left navigation.



The goal of the Score card 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 workplace equity, including, improving access, retention, institutional receptivity, and excellence for historically marginalized groups.

13. Click 'Continue to Step 2' in order to begin the goal setting process.

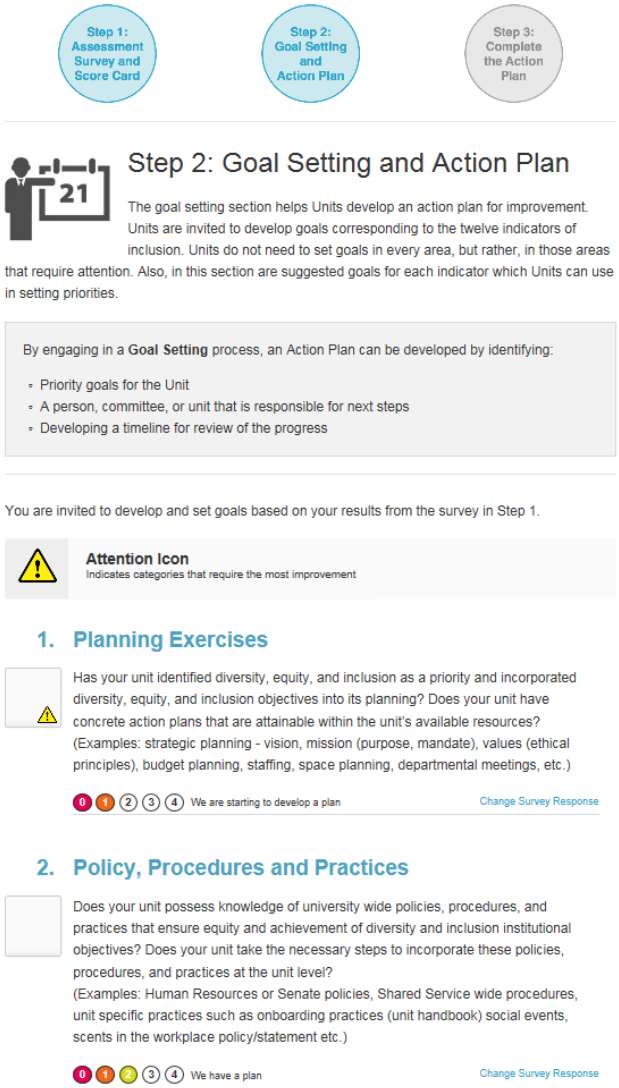
Step 2

Goal Setting and Action Plan

After reviewing the Score Card results, Units are required to develop **goals** corresponding to the twelve indicators of inclusion. Units do not need to set goals in every area, however are required to set priorities in areas that require attention and pertain to categories that are of interest. The goal setting section helps Units develop an action plan and timeline for improvement.

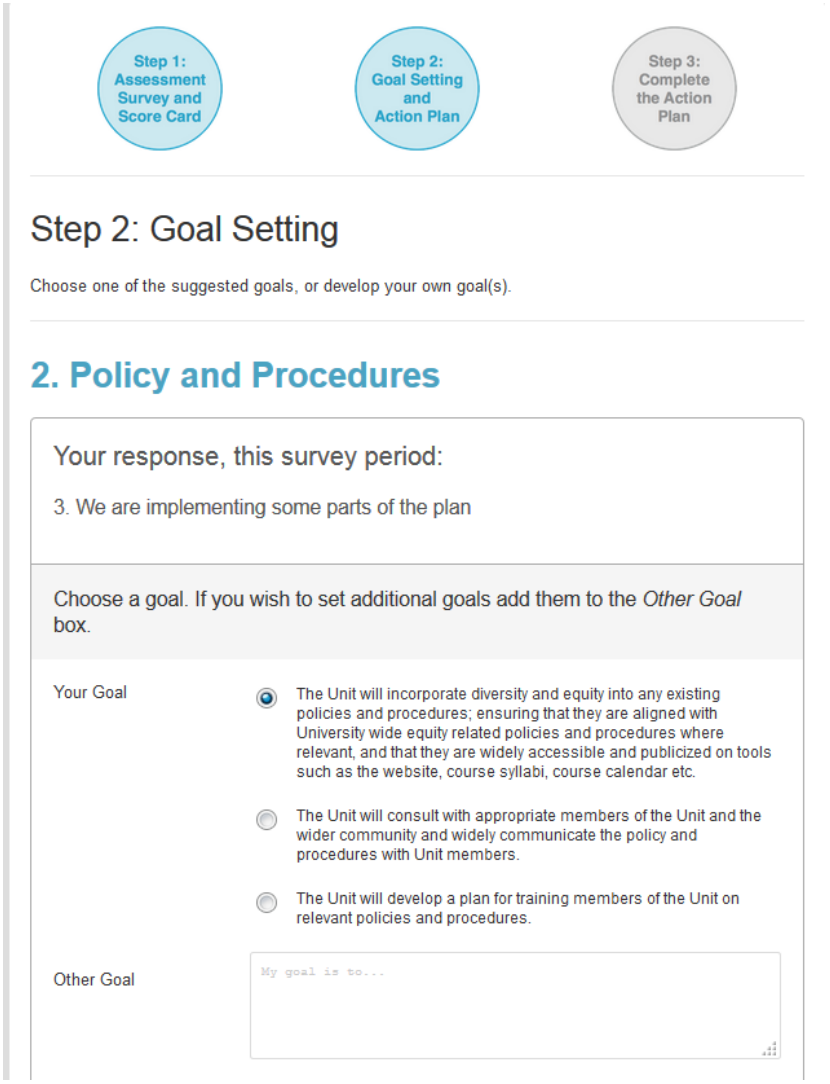
1. In this section, you are required to develop and set goals based on your results from the survey in the previous section. An 'Attention Icon' marks the Indicator that requires the most improvement.

2. Click on the Indicator(s) you would like to choose. You can choose as many goals as you wish. This page also shows you how you answered your self-assessment and gives you the option of changing your response by clicking on "Change Survey Response"



3. Once you have selected at least one area for improvement, click ‘Set Goals for Selected Category’ at the bottom of the page.

4. Select your goal for the area you have chosen or develop your own goal in the ‘Other Goal’ section.



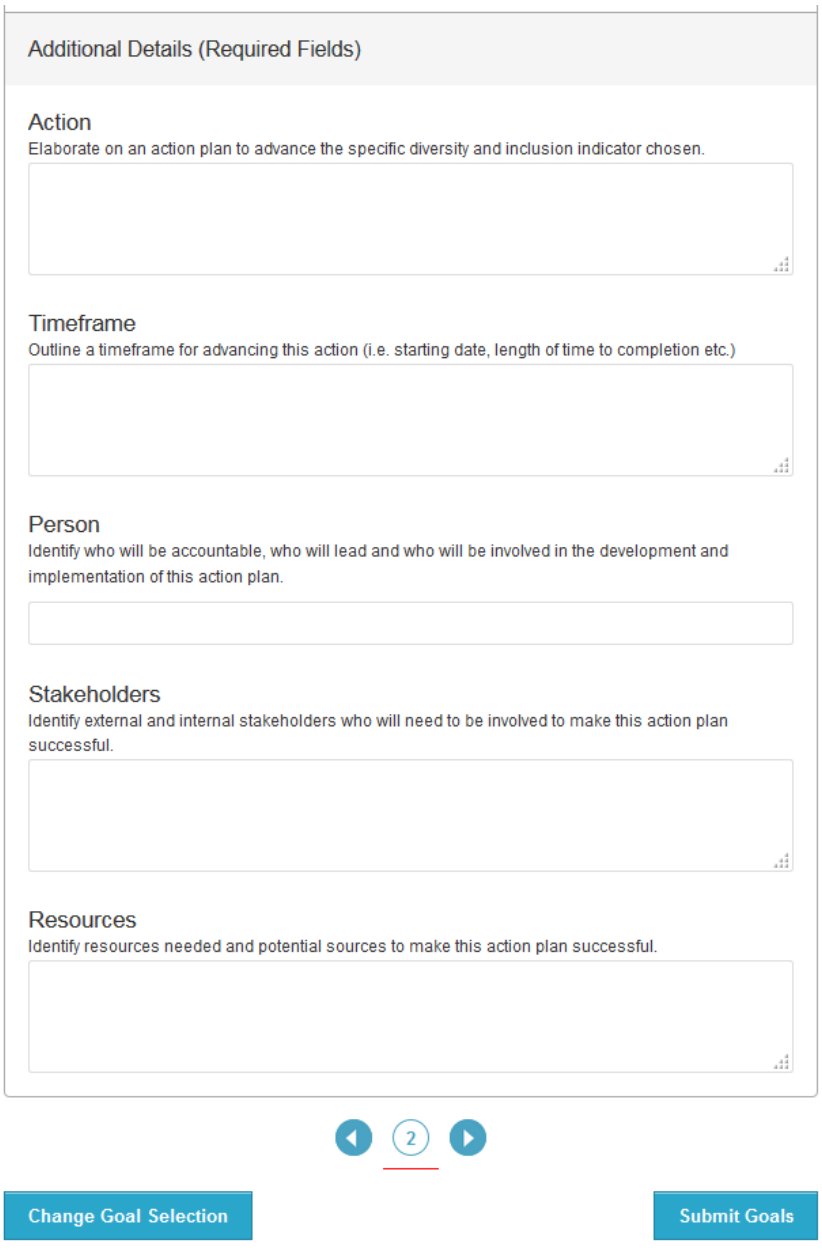
5. Record how you are going to complete this goal in the ‘Action’ section.

6. Outline a timeframe for advancing the action in the ‘Timeframe’ section.

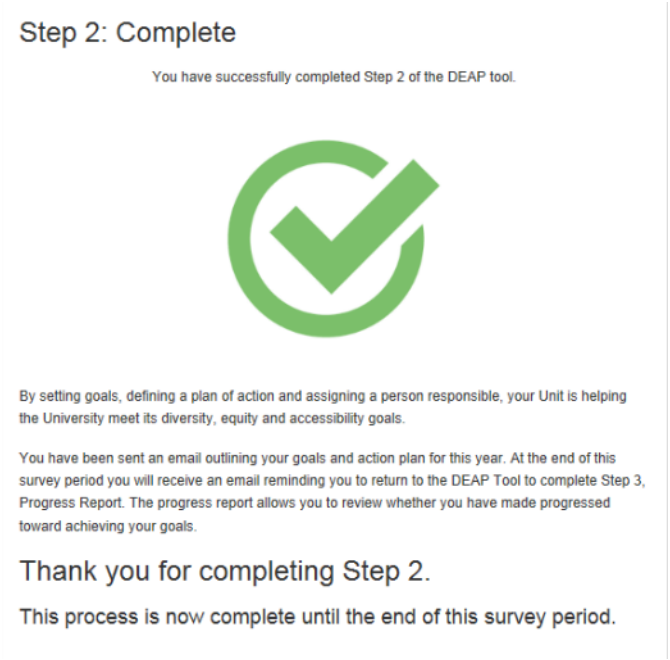
7. Identify who will be accountable, who will lead and who will be involved in the development and implementation of the action in the ‘Person’ section.

8. Identify external and internal stakeholders who will need to be involved to make this action plan successful in the ‘Stakeholders’ section.

9. Identify resources needed and potential sources to make this action plan successful in the ‘Resources’ section, Click ‘Submit Goals’.



10. Continue completing the goal setting for those indicators you have selected. Click 'Submit Goals' and the following page will appear to indicate that you have completed the goal setting exercise.



Step 2: Complete

You have successfully completed Step 2 of the DEAP tool.

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.

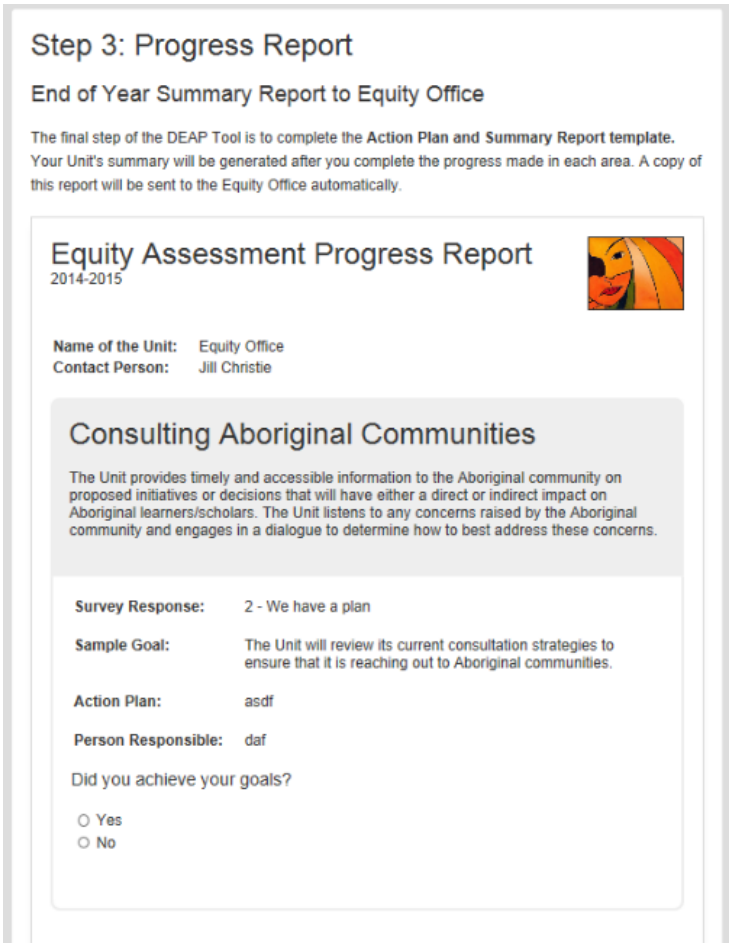
11. The process is now complete. An email outlining your goals and action plan will be emailed to you and the Employment Equity Specialist. You will receive an automated email at the end of the survey period (12 months) reminding you to return to the DEAP Tool to complete Step 3, Progress Report.

Step 3

End of Year Summary Report

The final step of the DEAP Tool is to complete the ***Action Plan and Summary Report Template*** intended only for the Employment Equity Specialist to review.

12. Click on the 'DEAP Portal' on the left navigation and click 'Open' when you return to complete your summary report.



13. 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?"

14. Click 'Submit Progress Report' at the bottom of the page. An automatic email will be sent to you and the Employment Equity Specialist containing your progress report. The Employment Equity Specialist will report this information yearly in aggregate form.

This completes 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.

We encourage you to continue in your efforts to foster equity, diversity, inclusion and accessibility at the University. 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 equity, diversity, inclusion and accessibility goals. Your feedback to the Employment Equity Specialist allows us to better communicate how successfully the University is meetings its overall goals.

NOTES:

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employmentequity@uwindsor.ca
https://www.uwindsor.ca/humanresources/1532/deap-tool