

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

## **THE DEAP TOOL *USER GUIDE***

### ***Academic Units***

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Office of Human Rights, Equity and Accessibility (OHREA)

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 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 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, racialized people/visible minorities, Indigenous/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 Academic Units to better understand their educational, learning and 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 faculties and Units to:

- Understand the demographic profile of their faculty and staff (if applicable)
- Assess how inclusion 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 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
- Implementation 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 and staff. 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 Office of Human Rights, Equity and Accessibility (OHREA) 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 OHREA 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 in education were established to ensure that diversity is embedded within all facets of academia.

While the development of equity, diversity and inclusion principles and processes occur at individual, departmental and school 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.

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

1. **Strategic Planning:** It is important to have equity considerations as integral to the strategic planning process in order to promote diversity and inclusion in educational, learning and working environments.
2. **Policies and Procedures:** Developing policies and procedures through an equity lens ensures your Unit is an inclusive environment for all faculty, staff, and students.
3. **Committee Representation:** Diversity in 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:** Keeping equity in mind when considering where and how to recruit our learners allows your Unit to remove barriers to groups that have been historically disadvantaged in accessing higher education.

5. **Support Programs and Services for Learners:** Ensuring that all learners are supported throughout their time at the University of Windsor enhances the student experience, increases retention and fosters an environment of inclusion.
6. **Faculty Recruitment, Promotion, Career Development and Retention:** Ensuring faculty diversity allows the Unit to enhance the academic environment through the presence of different perspectives.
7. **Staff Recruitment, Promotion, Career Development and Retention:** In order to ensure a climate of inclusion and to reflect the community within your Unit, equity must be taken into consideration when recruiting and hiring staff.
8. **Communications and Community Relations:** It is important to consider the diversity of the audience when developing Communications and community relations strategies; equity initiatives and a commitment to educational equity are important messages within a Unit's profile.
9. **Curriculum Development, Assessment, and Program Evaluation:** It is important to ensure educational equity is taken into consideration when assessing curriculum, deciding on new streams or developing curricula: Enhancing diversity of curricular offerings and fostering an inclusive learning environment that values diversity of perspectives and alternate ways of learning, teaching and knowledge production and translation.
10. **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 which the library serves.
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 Aboriginal Communities:** Upholding a commitment to consult Aboriginal peoples fosters the success of Aboriginal students and communities at the University of Windsor and is keeping with our responsibilities to Aboriginal communities as equal partners in our educational mission.

## 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 Office of Human Rights, Equity and Accessibility (OHREA) 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://webapps.uwindsor.ca/ohrea/deap>

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



### University of Windsor Login

Enter your UWinID and Password

UWinID:

Password:

For security reasons, please Log Out and Exit your web browser when you are done accessing services that require authentication!  
Your UWinID is the username part of your [UWin Account](#)

2. Once in the application, based on your security access granted by the OHREA, 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 Academic DEAP)



**DEAP**  
Diversity & Equity Assessment & Planning



### Welcome to DEAP the Diversity and Equity Assessment Planning Tool.

This tool is to assist Units to better understand the Unit's environment and climate relating to equity, diversity and inclusion and to plan ways to meet the equity related goals of the Academic, Administrative or Governance Plan.

### Thank you

Office of Human Rights, Equity and Accessibility (OHREA)



Academic DEAP

[Continue with Academic DEAP](#)



Administrative Units DEAP

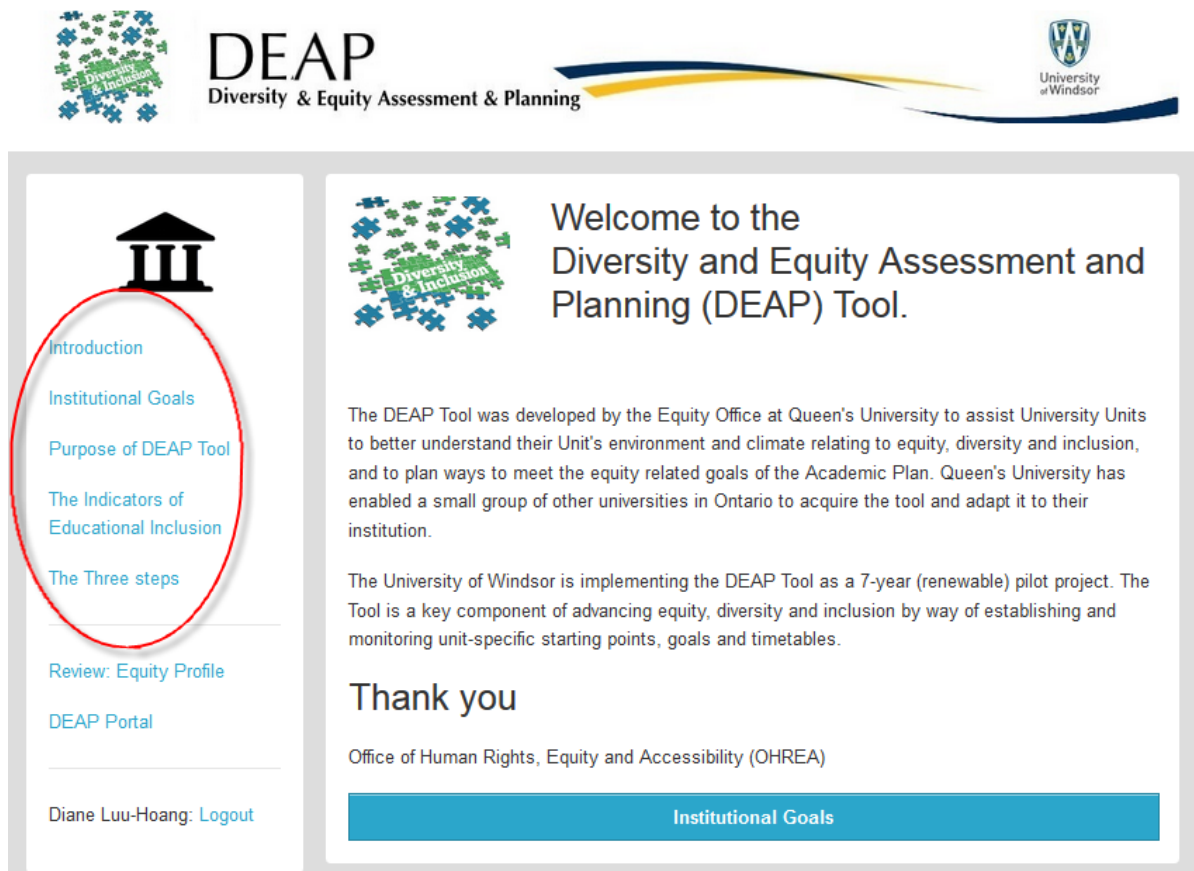
[Continue with Administrative Units DEAP](#)



Governance DEAP

[Continue with Governance DEAP](#)

- 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.



The screenshot shows the DEAP (Diversity & Equity Assessment & Planning) Tool interface. At the top, there is a logo for DEAP and the University of Windsor. The main content area is divided into two columns. The left column contains a navigation menu with a building icon at the top. The menu items are: Introduction, Institutional Goals, Purpose of DEAP Tool, The Indicators of Educational Inclusion, The Three steps, Review: Equity Profile, DEAP Portal, and Diane Luu-Hoang: Logout. A red oval highlights the first five items. The right column contains a welcome message, a paragraph about the tool's development, a paragraph about its implementation at the University of Windsor, a 'Thank you' message, and a button labeled 'Institutional Goals'.

**DEAP**  
Diversity & Equity Assessment & Planning

University of Windsor

**Welcome to the Diversity and Equity Assessment and Planning (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.

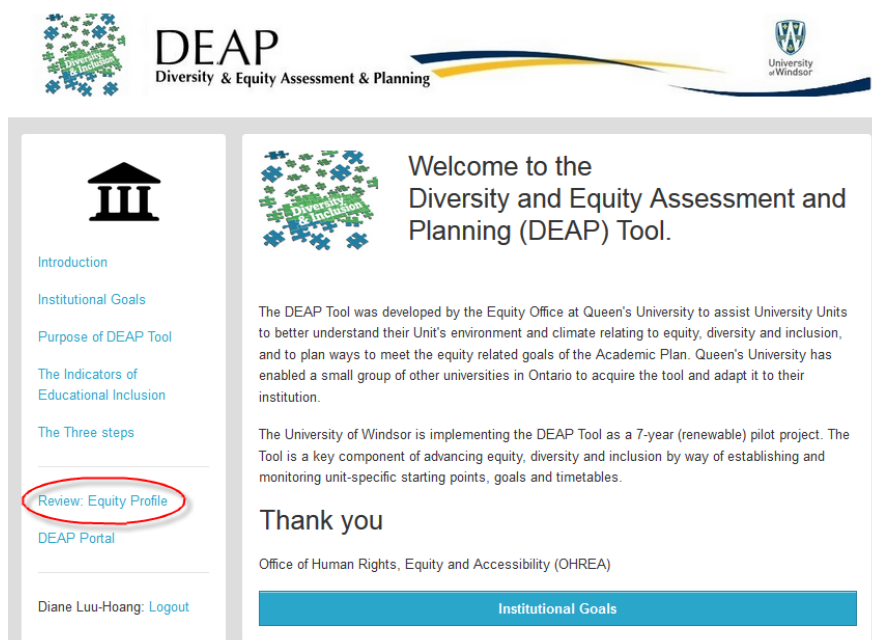
**Thank you**

Office of Human Rights, Equity and Accessibility (OHREA)

[Institutional Goals](#)

[Introduction](#)  
[Institutional Goals](#)  
[Purpose of DEAP Tool](#)  
[The Indicators of Educational Inclusion](#)  
[The Three steps](#)  
[Review: Equity Profile](#)  
[DEAP Portal](#)  
Diane Luu-Hoang: Logout

- At any time you can review your Equity Profile, Click on the 'Review: Equity Profile' in the left navigation



This screenshot is similar to the first one, but with a red oval highlighting the 'Review: Equity Profile' link in the navigation menu. The rest of the interface, including the headers, welcome message, and buttons, remains the same.

**DEAP**  
Diversity & Equity Assessment & Planning

University of Windsor

**Welcome to the Diversity and Equity Assessment and Planning (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.

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**Thank you**

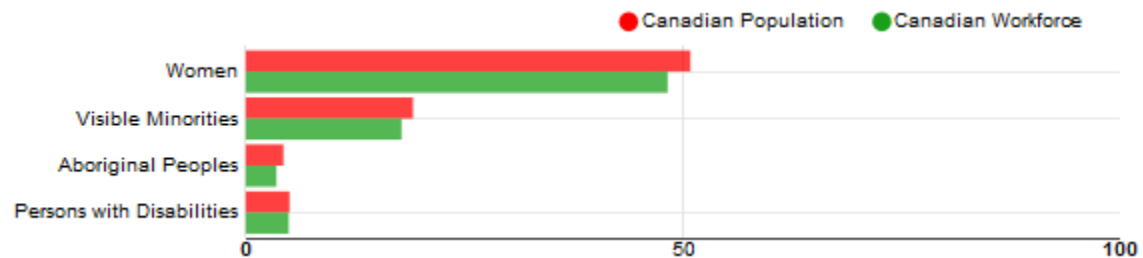
Office of Human Rights, Equity and Accessibility (OHREA)

[Institutional Goals](#)

[Introduction](#)  
[Institutional Goals](#)  
[Purpose of DEAP Tool](#)  
[The Indicators of Educational Inclusion](#)  
[The Three steps](#)  
[Review: Equity Profile](#)  
[DEAP Portal](#)  
Diane Luu-Hoang: Logout

## 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 above average is presented as well.

**Faculty Representation  
Improvements Required**

- **Tenure/Tenure Track**
  - Women
  - Visible Minorities
  - Aboriginal Peoples
  - Persons with Disabilities
- **Fellow**
  - Visible Minorities
  - Aboriginal Peoples
  - Persons with Disabilities

**Faculty Representation Above  
Canadian Population**

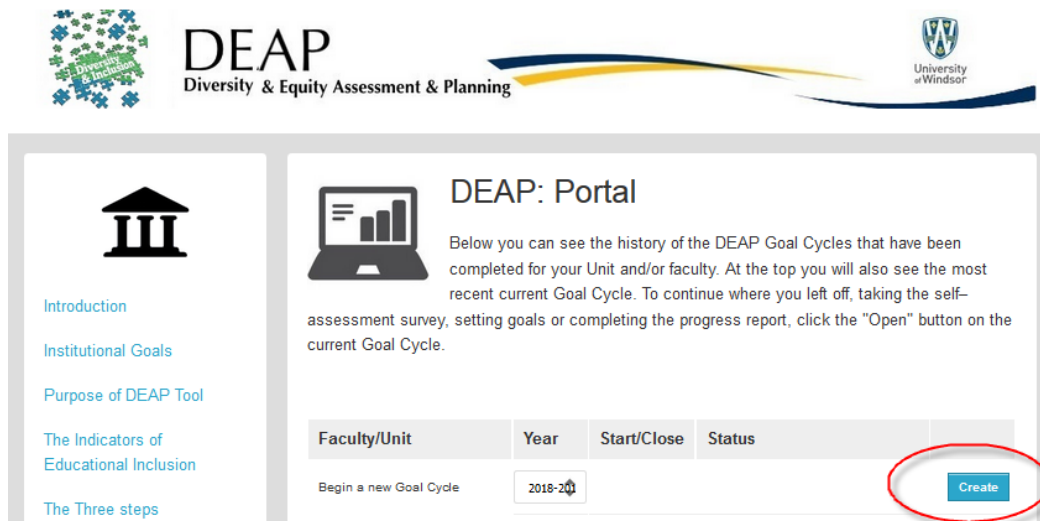
- **Fellow**
  - Women

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

## Step 1

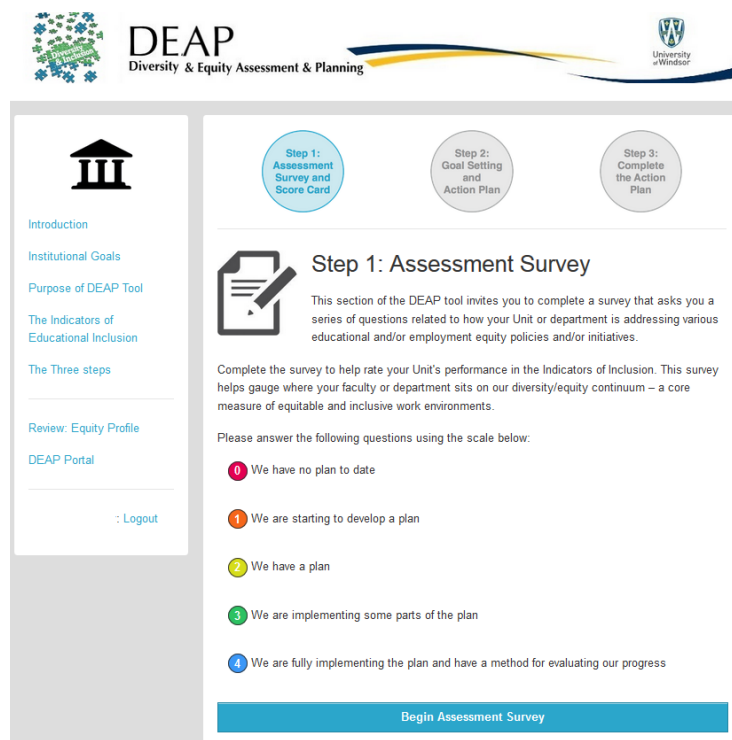
### Reviewing the Self-Assessment Survey

- Click 'DEAP Portal' on the left navigation and click 'Create'



The screenshot shows the DEAP (Diversity & Equity Assessment & Planning) Portal interface. The header includes the DEAP logo and the University of Windsor logo. The left sidebar contains a navigation menu with links: Introduction, Institutional Goals, Purpose of DEAP Tool, The Indicators of Educational Inclusion, and The Three steps. The main content area is titled 'DEAP: Portal' and includes a laptop icon. Below the title, a paragraph explains that users can see the history of DEAP Goal Cycles and continue where they left off. A table with columns 'Faculty/Unit', 'Year', 'Start/Close', and 'Status' is displayed. Below the table, there is a 'Begin a new Goal Cycle' section with a dropdown menu showing '2018-2019'. A red circle highlights a blue 'Create' button in the bottom right corner of the table area.

- This brings you to the 'Step 1: Assessment Survey' page.



The screenshot shows the 'Step 1: Assessment Survey' page. The header includes the DEAP logo and the University of Windsor logo. The left sidebar contains a navigation menu with links: Introduction, Institutional Goals, Purpose of DEAP Tool, The Indicators of Educational Inclusion, The Three steps, Review: Equity Profile, and DEAP Portal. The main content area is titled 'Step 1: Assessment Survey' and includes a document icon. Below the title, a paragraph explains that this section of the DEAP tool invites users to complete a survey that asks them a series of questions related to how their Unit or department is addressing various educational and/or employment equity policies and/or initiatives. A paragraph states: 'Complete the survey to help rate your Unit's performance in the 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.' Below this, a paragraph says: 'Please answer the following questions using the scale below:' followed by a list of five items with corresponding colored circles: 0 (red) 'We have no plan to date', 1 (orange) 'We are starting to develop a plan', 2 (yellow) 'We have a plan', 3 (green) 'We are implementing some parts of the plan', and 4 (blue) 'We are fully implementing the plan and have a method for evaluating our progress'. At the bottom, there is a blue button labeled 'Begin Assessment Survey'.

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 faculty or Unit sits on the diversity/equity continuum – a core measure of equitable and inclusive educational and working environments.
8. This will take you to the first question, 'Strategic Planning'.

**DEAP**  
Diversity & Equity Assessment & Planning

**University of Windsor**

**1. Strategic Planning**

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

**2016-2017 Survey Response**

2. We have a plan

- 0 We have no plan to date  
A note explaining why you have not started is required.
- 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

**Resources**

- UWindsor Strategic Planning
- UWindsor Strategic Mandate Agreement (SMA)
- UWindsor "Thinking Forward... Taking Action"
- UWindsor Strategic Research Plan (SRP)
- UWindsor Office of Institutional Analysis

**Introduction**  
[Institutional Goals](#)  
[Purpose of DEAP Tool](#)  
[The Indicators of Educational Inclusion](#)  
[The Three steps](#)

[Review: Equity Profile](#)  
[DEAP Portal](#)

Diane Luu-Hoang: [Logout](#)

9. Select one of the options. If you are unsure of the meaning for each option, click on the **i** 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:

**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

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

Step 1:  
Assessment  
Survey and  
Score Card

Step 2:  
Goal Setting  
and  
Action Plan

Step 3:  
Complete  
the Action  
Plan

## 6. Faculty Recruitment, Promotion, Career Development and Retention

The Unit's faculty recruitment, hiring, promotion, career development and retention practices are fully compliant with equity related practices of the University.

### 2016-2017 Survey Response

3. We are implementing some parts of the plan

0

We have no plan to date

A note explaining why you have not started is required.

i

1

We are starting to develop a plan

i

2

We have a plan

i

3

We are implementing some parts of the plan

i

4

We are fully implementing the plan and have a method for evaluating our progress

i

### Note

### Resources

- Windsor University Faculty Association (WUFA) Collective Agreement
- New Faculty @ UWindsor
- UWindsor Presidential Commission on Employment Equity (PCEE)
- UWindsor Academic Appointments Procedure
- UWindsor President's Indigenous Peoples Scholars Program

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11

12

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Step 1 Introduction

Submit Survey

  
Printable Version of Response Scale

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.

◀

1

2

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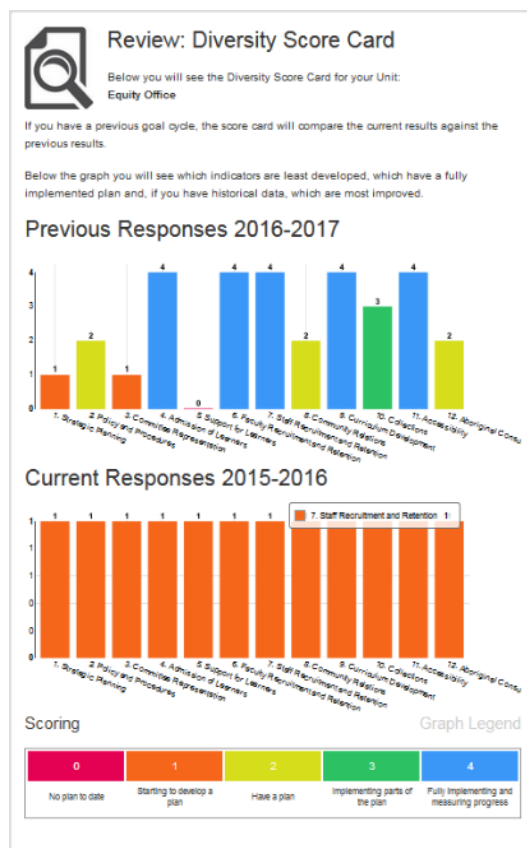
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Step 1 Introduction

Submit Survey

## Reviewing the Diversity Score Card Results

- Once faculties/Units complete the Self-Assessment Questionnaire; a **diversity score card** is produced, similar to a “report card”. The results help faculties and individual Units use their institutional data to identify educational 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 establish indicators and scales that will enable them to assess their effectiveness in educational equity, including, improving access, retention, institutional receptivity, and excellence for historically marginalized groups.

- 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 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 Units develop an action plan and timeline for improvement.

1. 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.
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"

Step 1: Assessment Survey and Score Card

Step 2: Goal Setting and Action Plan

Step 3: Complete the Action Plan

### Step 2: Goal Setting and Action Plan

The goal setting section helps Units develop an action plan for improvement. Units are invited to develop goals corresponding to the twelve indicators of inclusion. Units do not need to set goals in every area, but rather, in those areas that require attention. Also, in this section are suggested goals for each indicator which Units can use in setting priorities.

By engaging in a **Goal Setting** process, an Action Plan can be developed by identifying:

- Priority goals for the Unit
- A person, committee, or unit that is responsible for next steps
- Developing a timeline for review of the progress

You are invited to develop and set goals based on your results from the survey in Step 1.

**Attention Icon**  
Indicates categories that require the most improvement

#### 1. Strategic Planning

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

1 2 3 4 We are starting to develop a plan [Change Survey Response](#)

#### 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.?)

1 2 3 4 We are starting to develop a plan [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.

Step 1:  
Assessment  
Survey and  
Score Card

Step 2:  
Goal Setting  
and  
Action Plan

Step 3:  
Complete  
the Action  
Plan

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## Step 2: Goal Setting

Choose one of the suggested goals, or develop your own goal(s).

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### 2. Policy and Procedures

Your response, this survey period:

3. We are implementing some parts of the plan

Choose a goal. If you wish to set additional goals add them to the *Other Goal* box.

|            |   |
|------------|---|
| Your Goal  | <div><div><input checked="" type="radio"/></div><div>The Unit will incorporate diversity and equity into any existing policies and procedures; ensuring that they are aligned with University wide equity related policies and procedures where relevant, and that they are widely accessible and publicized on tools such as the website, course syllabi, course calendar etc.</div></div> <div><div><input type="radio"/></div><div>The Unit will consult with appropriate members of the Unit and the wider community and widely communicate the policy and procedures with Unit members.</div></div> <div><div><input type="radio"/></div><div>The Unit will develop a plan for training members of the Unit on relevant policies and procedures.</div></div> |
| Other Goal | <div>My goal is to...</div>   |

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'.

**Additional Details (Required Fields)**

**Action**  
Elaborate on an action plan to advance the specific diversity and inclusion indicator chosen.

**Timeframe**  
Outline a timeframe for advancing this action (i.e. starting date, length of time to completion etc.)

**Person**  
Identify who will be accountable, who will lead and who will be involved in the development and implementation of this action plan.

**Stakeholders**  
Identify external and internal stakeholders who will need to be involved to make this action plan successful.

**Resources**  
Identify resources needed and potential sources to make this action plan successful.

◀

2

▶


Change Goal Selection

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 Office of Human Rights, Equity and Accessibility (OHREA). 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 Office of Human Rights, Equity and Accessibility (OHREA) to review.

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

Step 1: Assessment Survey and Score Card

Step 2: Goal Setting and Action Plan

Step 3: Complete the Action Plan

### Step 3: Progress Report

Summary Report to the Office of Human Rights, Equity and Accessibility (OHREA)

The final step of the DEAP Tool is to complete the **Action Plan and Summary Report template**. Your Unit's summary will be generated after you complete the progress made in each area. A copy of this report will be sent to the Office of Human Rights, Equity and Accessibility (OHREA) automatically.

#### Equity Assessment Progress Report

Faculty: Faculty Of  
Unit:  
Academic Year: 2016-2017  
Start Date:  
  
Created By:  
Email: @UWINDSOR.CA

#### 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.?)

Response:

0 1 2 3 4

3. We are implementing some parts of the plan

Notes:

Issues of equity are always considered in all academic settings

Sample Goal:

The Unit will incorporate diversity and equity into any existing policies and procedures; ensuring that they are aligned with University wide equity related policies and procedures where relevant, and that they are widely accessible and publicized on tools such as the website, course syllabi, course calendar etc.

Action:

review and discuss in Program committee to make decisions about how to proceed

Timeframe:

Person:

Stakeholders:

Resources:

Did you achieve your goals?

☐ Yes

☐ No

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 Office of Human Rights, Equity and Accessibility (OHREA) containing your progress report. The Office of Human Rights, Equity and Accessibility (OHREA) 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 Office of Human Rights, Equity and Accessibility (OHREA) allows us to better communicate how successfully the University is meeting its overall goals.

NOTES:

[illegible]



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