

# Diversity and Equity Assessment and Planning Tool (DEAP)

## The DEAP Tool User Guide



### Human Rights and Equity Office

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August 2020

This document is available in alternate formats, upon request.

Please contact us by email at [equity@queensu.ca](mailto:equity@queensu.ca)

# Table of Contents

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<b>Introduction .....</b>	<b>3</b>
Institutional Goals.....	3
Purpose of the DEAP Tool.....	4
The Twelve Indicators of Educational Inclusion .....	5
Three Step Process of the (DEAP) Tool .....	7
 <b>START: How to Use the DEAP Tool .....</b>	 <b>8</b>
Logging into the Application .....	8
Reviewing the Equity Data Profile .....	10
Self-Assessment Survey and Score Card .....	12
Goal Setting and Action Plan .....	17
End of Year Summary Report.....	21

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## Introduction

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The Diversity and Equity Assessment and Planning Tool (DEAP) has been developed in order to facilitate the assessment required by the [Senate Educational Equity Policy](#) and to assist units in responding comprehensively to the various reports related to equity, diversity, accessibility, and inclusivity at Queen's as well as the most recent [academic](#) and [research](#) plans adopted by Senate.

### Institutional Goals

Queen's seeks to provide students with a high-quality education that prepares them for an increasingly diverse society and globally integrated world, and empowers them to participate in a culturally, economically and politically ever-changing world in an informed and responsible manner. In fulfillment of the mandate of Senate Educational Equity Committee (SEEC), we strive to create and foster an inclusive, supportive, and welcoming educational and learning environment for all students. In *Towards a Mental Health Strategy for Queen's*, the Principal's Commission on Mental Health endorses the need to establish a safe, supportive, inclusive and engaging community by "supporting specific socially-marginalized populations of students with members who may be at higher risk of stress and distress." Specific goals identified by the Commission and the Academic Plan:

#### Equity, Diversity, and Accessibility

- To encourage appreciation of the diversity of cultures within Canada and the rest of the world, and foster respect for Indigenous Nations' knowledge, languages, and cultures
- To promote the recruitment and retention of Indigenous students and to examine ways to increase their participation in degree programs and activities across campus
- To support the recruitment, promotion, career development, and retention of diverse faculty and staff, particularly those in equity-seeking groups

#### Internationalization

- To strengthen global awareness by increasing interaction between domestic and international students, and enhancing the integration of incoming exchange students
- To develop the intercultural communications competencies of faculty, staff, and students (including, but not limited to, language)
- To promote the importance of modern language learning, the learning of ancient languages such as Latin, Greek, and Biblical Hebrew, and the learning of Indigenous languages

#### Diversification of Curricula and Integration of Indigenous Knowledge

- To improve the international and intercultural dimension of Queen's through a curriculum rich in international and domestic content, with a particular focus on indigenous issues
- To diversify curricula and enhance inclusivity by integrating content and ways of knowing from under-represented regions of the world (e.g. Africa, South Asia, East Asia, the Middle East/Islamic World, Latin America, and the Caribbean)

## Local Globalism

- To promote the development of “local-mindedness” by fostering responsible engagement and equal partnerships with the Queen’s, Kingston, and other communities in Ontario and in Canada
- To strengthen Queen’s relationship with its regional communities through innovative community and place-based learning, increased emphasis on Field Studies, and community volunteer opportunities

## Purpose of the DEAP Tool

The Diversity and Equity Assessment and Planning tool (DEAP) has been developed by the Queen’s University Equity Office to assist faculties and their departments or divisions to better understand working environments and climate relating to equity and diversity, and how to plan for needed adjustments. The Equity diagnostic tool is a self-audit tool for internal use for faculties to:

- *Understand under representation of their staff, faculty, and students*
- *Assess how well an individual department or unit is doing to promote equity and diversity*
- *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 and diversity*
- *Develop an action plan and timeline for improvement*

The tool is designed to help faculties with:

- Strategic Planning
- Cyclical Review Process (CPR) and Queen’s University Quality Assurance Process (QUQAP’s)
- Hiring and Appointments Processes
- Implementing facets of the academic plan
- Strategic and systematic responses to the the [Principal’s Implementation Committee on Racism, Diversity, and Inclusion \(PICRDI\)](#) and the [Truth and Reconciliation Commission Task Force](#) final reports.

Timeline:

**Provost Recommendation:** The Provost recommends that departments use the tool on a yearly basis in order to re-assess goals and priorities and set new goals and action plans related to equity and diversity.

Educational Equity is particularly complex in that it results from a combination of factors not a single factor. Usually these factors work in nuanced ways. The first step to educational equity is to recognize all of the factors that influence equity within your Unit. A Unit or institution must try to achieve equity across all aspects of the educational experience for students and academics. This means examining leadership and vision, recruitment and professional development of staff and academics, recruitment and admission of students, pedagogy and curriculum as well as communications and partnerships.

These are the areas that the twelve indicators of equity within this document address. By examining and making appropriate changes in these areas, we can better ensure that our programs attract and challenge learners and scholars regardless of race, ancestry, national origin, gender, sexual orientation, abilities, gender identities, socio economic status etc. This ensures that historically under-represented communities have equal opportunities to succeed.

### The Twelve Indicators of Educational Inclusion

To achieve the goal of better understanding the working environment and climate relating to equity and diversity 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 this diagnostic 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.

- 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 an inclusive 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 Queen's 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 Queen's 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. **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.
10. **Scholarship and Library/Digital Resources:** Inclusive units advance and support their faculty and students in the pursuit of all scholarship, including non-traditional/alternative research (for example alternative methods, methodologies, worldviews and research areas) and ensure that appropriate resources are available. Support of non-traditional scholarship can take on multiple forms including mentorship, funding, knowledge mobilization (translation) and recognition.
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 Indigenous Communities:** Upholding a commitment to consult Indigenous Peoples fosters the success of Indigenous students at Queen's. Although the inclusion of Indigenous interests are considered across the other 11 indicators, Canadian institutions have a unique responsibility to consult Indigenous communities in a manner that respects their distinct place in Canadian society.

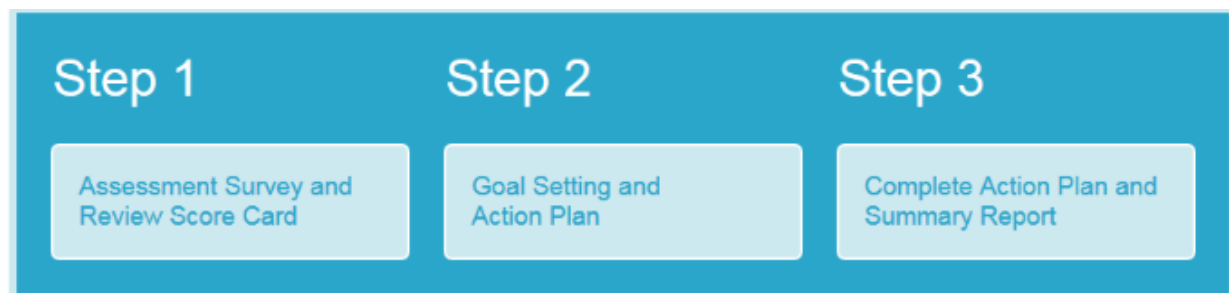
### Three Step Process of the (DEAP) Tool

The DEAP tool is completed in three main steps.

First, the 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. Participants will then be presented with a report card like summary of their results.

Second, participants will be invited to set goals and create an action plan based on their area(s) of priority.

Finally, after time has passed, participants will be invited to complete a summary report highlighting key equity objectives and areas of focus and a plan for implementation. The Equity Office Advisors will be available for guidance and support throughout each of the steps.

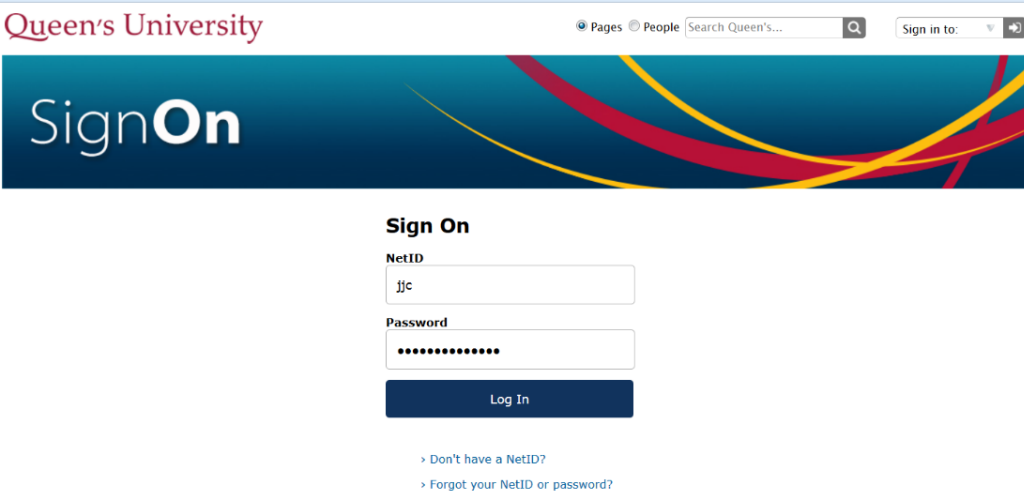


# START: How to Use the DEAP Tool

## Logging into the Application

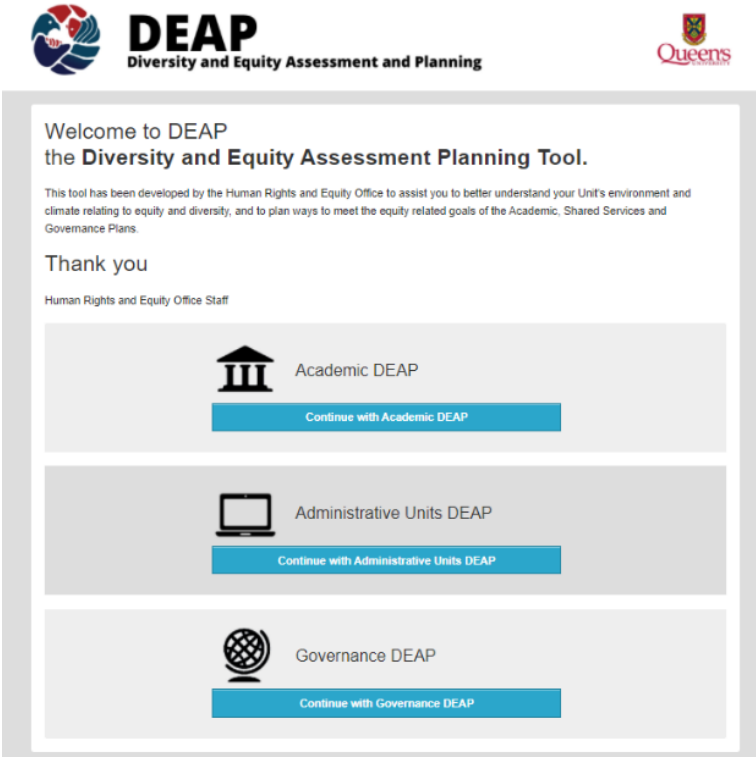
Here is the link to the application: <https://webapp.queensu.ca/equity/deap/index.php>

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



The image shows the Queen's University Sign On page. At the top, there is a header with the Queen's University logo, navigation links for Pages and People, a search bar, and a Sign in to: dropdown. Below the header is a large blue banner with the text "SignOn" in white. Underneath the banner is a "Sign On" section with two input fields: "NetID" (containing "jjc") and "Password" (containing masked characters). A "Log In" button is positioned below the password field. At the bottom of the sign-on section, there are two links: "> Don't have a NetID?" and "> Forgot your NetID or password?".

2. Once in the application, you will be given the option to choose to complete the Academic DEAP, the Administrative Units DEAP, or the Governance DEAP. For the purposes of this user guide we will continue with the Academic DEAP.



The image shows the DEAP (Diversity and Equity Assessment and Planning) Welcome screen. At the top, there are three logos: a circular logo with a globe, the DEAP logo (Diversity and Equity Assessment and Planning), and the Queen's University logo. Below the logos is a white box with the following text: "Welcome to DEAP the Diversity and Equity Assessment Planning Tool." followed by a paragraph explaining the tool's purpose. Below this is a "Thank you" message from the Human Rights and Equity Office Staff. The main content area features three options, each with an icon and a button: "Academic DEAP" with a building icon and a "Continue with Academic DEAP" button; "Administrative Units DEAP" with a laptop icon and a "Continue with Administrative Units DEAP" button; and "Governance DEAP" with a globe icon and a "Continue with Governance DEAP" button.



3. Click on the left hand navigation to review the 'Introduction', 'Institutional Goals', 'Purpose of the DEAP Tool' and 'The Indicators of Educational Inclusion' if you have not already done so on pages 1-5 of this guide.

**DEAP**  
Diversity and Equity Assessment and Planning

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

Welcome to the Diversity and Equity Assessment Planning Tool.

This Diversity and Equity Assessment Planning Tool (DEAP Tool) is a Queen's initiative aimed at fostering equity, diversity, inclusion (EDI). Completing this self-assessment tool is one way that Units can act on the university's commitment to promote, support, and integrate EDI at Queen's. The DEAP Tool is designed to assist your Unit in recognizing its successes in EDI and identifying areas for improvement. It can be used to spark an ongoing discussion towards enhancing your Unit's understanding of EDI, and it can help your Unit set tangible goals for action.

Thank you for the role your Unit is about to play in creating an environment where people can fully participate in the life of the university and are able to achieve their full potential.

Thank you.

Tom Harris, Interim Provost and Vice-Principal (Academic)

**Equity:**

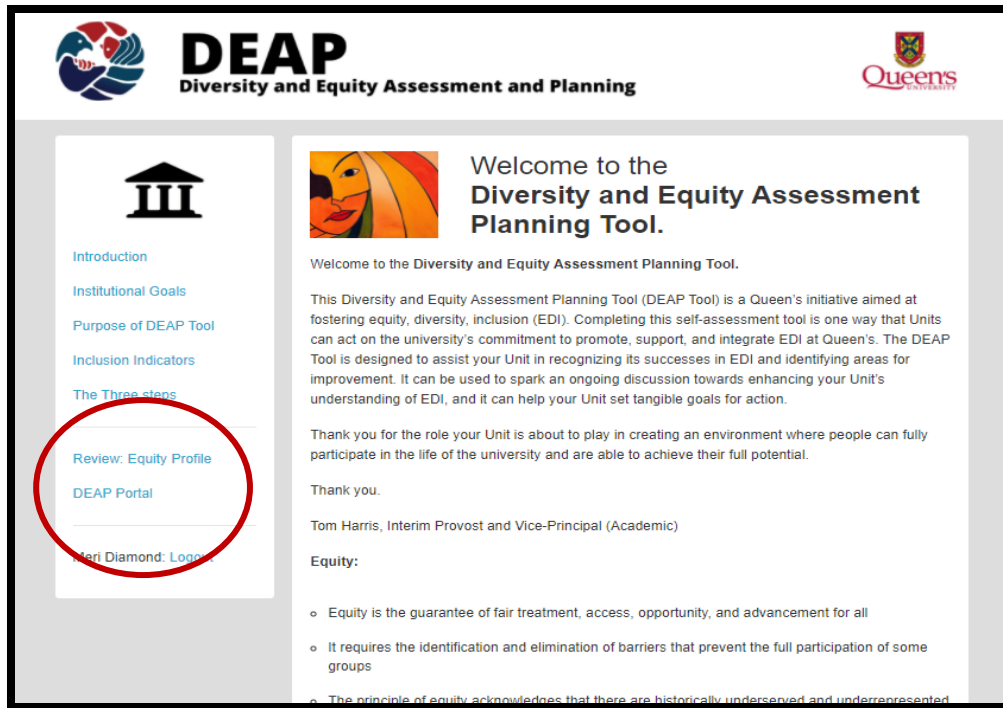
- Equity is the guarantee of fair treatment, access, opportunity, and advancement for all
- It requires the identification and elimination of barriers that prevent the full participation of some groups
- The principle of equity acknowledges that there are historically underserved and underrepresented
- It means creating value from the distinctive skills, experiences and perspectives of all members of our community, allowing us to leverage talent and foster both individual and organizational excellence

**Institutional Goals**

Equity Services  
Human Rights and Equity Office  
B513 Macintosh-Corry Hall  
Queen's University  
Kingston, Ontario, Canada  
K7L 3N6  
Phone: (613) 533-2563  
E-mail: [equity@queensu.ca](mailto:equity@queensu.ca)

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Queen's University  
Kingston, Ontario, Canada  
K7L 3N6  
Phone: (613) 533-2000

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

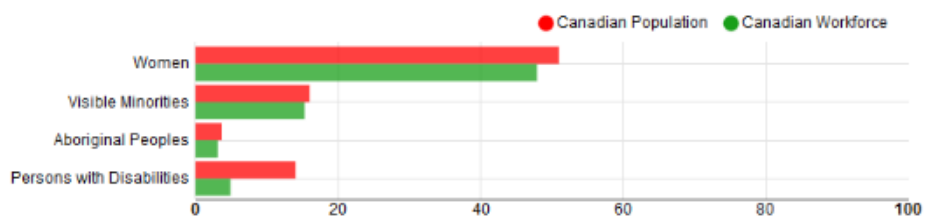


## Reviewing the Equity Data Profile

Your profile is divided into Faculty and Staff, if applicable. The graphs give you a visual representation of the percentages of the Canadian population and the Canadian Workforce population for Faculty or Staff.

### Faculty

(Includes: Academic, Academic Assistant, Adjunct, Archivist, Fellow & Librarian)



Faculty	Women	Visible Minorities	Aboriginal Peoples	Persons with Disabilities
Canadian Population	51.0%	16.0%	3.7%	14.0%
Canadian Workforce	47.9%	15.3%	3.1%	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 a 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 you are 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

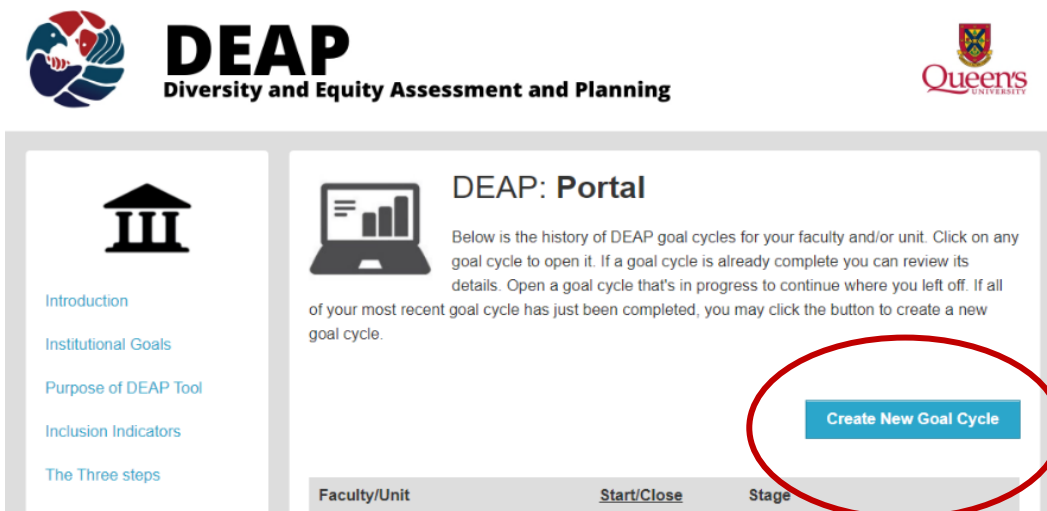
- **Fellow**
  - Women

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

## Step 1

### Self-Assessment Survey and Score Card

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



The screenshot shows the DEAP (Diversity and Equity Assessment and Planning) Portal interface. On the left is a navigation menu with links: Introduction, Institutional Goals, Purpose of DEAP Tool, Inclusion Indicators, and The Three steps. The main content area is titled 'DEAP: Portal' and contains a paragraph explaining the goal cycle history. A blue button labeled 'Create New Goal Cycle' is circled in red. Below the text is a table header with columns: Faculty/Unit, Start/Close, and Stage.

**DEAP**  
Diversity and Equity Assessment and Planning

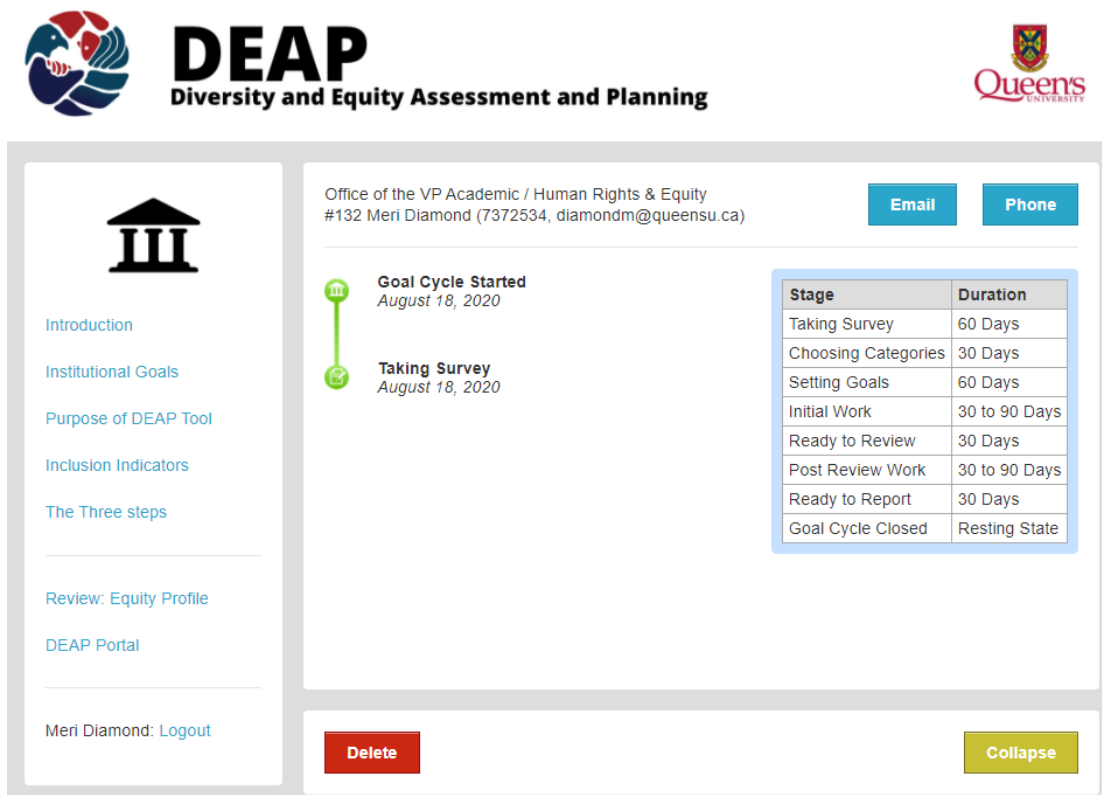
**DEAP: Portal**

Below is the history of DEAP goal cycles for your faculty and/or unit. Click on any goal cycle to open it. If a goal cycle is already complete you can review its details. Open a goal cycle that's in progress to continue where you left off. If all of your most recent goal cycle has just been completed, you may click the button to create a new goal cycle.

[Create New Goal Cycle](#)

Faculty/Unit	Start/Close	Stage
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- This brings you to the 'Step 1: Assessment Survey' page. The top of the page reveals the progress and stages of your goal cycle, followed by information about completing the Assessment Survey.



The screenshot shows the 'Step 1: Assessment Survey' page. It features the DEAP logo and Queen's University logo at the top. The left navigation menu includes: Introduction, Institutional Goals, Purpose of DEAP Tool, Inclusion Indicators, The Three steps, Review: Equity Profile, DEAP Portal, and Meri Diamond: Logout. The main content area displays contact information for the Office of the VP Academic / Human Rights & Equity, a progress indicator for the goal cycle, and a table of stages and durations. At the bottom are 'Delete' and 'Collapse' buttons.

**DEAP**  
Diversity and Equity Assessment and Planning

Office of the VP Academic / Human Rights & Equity  
#132 Meri Diamond (7372534, diamondm@queensu.ca)

[Email](#) [Phone](#)

**Goal Cycle Started**  
August 18, 2020

**Taking Survey**  
August 18, 2020

Stage	Duration
Taking Survey	60 Days
Choosing Categories	30 Days
Setting Goals	60 Days
Initial Work	30 to 90 Days
Ready to Review	30 Days
Post Review Work	30 to 90 Days
Ready to Report	30 Days
Goal Cycle Closed	Resting State


[Delete](#) [Collapse](#)

Step 1:  
Assessment  
Survey and  
Score Card

Step 2:  
Goal Setting  
and  
Action Plan

Step 3:  
Complete  
the Action  
Plan

---



## Step 1: Assessment Survey

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

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.

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

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

**Step 1:**  
Assessment  
Survey and  
Score Card

**Step 2:**  
Goal Setting  
and  
Action Plan

**Step 3:**  
Complete  
the Action  
Plan

## 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?)

### Survey Response — Previous Cycle

0. We have no plan to date  
*no 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

#### Resources

- [A Strategy for Advancing Equity and Diversity at UBC](#)
- [Strategic Planning in the University](#)



[Printable Version of Response Scale](#)

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' provided in the right navigation. A pop up will display a brief discription 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:

## 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?)

Survey Response — Previous Cycle

0. We have no plan to date  
*no 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

◀

1

2

3

4

5

6

7

8

9

10

11

12

▶


Step 1 Introduction

Submit Survey

Resources

A Strategy for Advancing Equity and Diversity at UBC

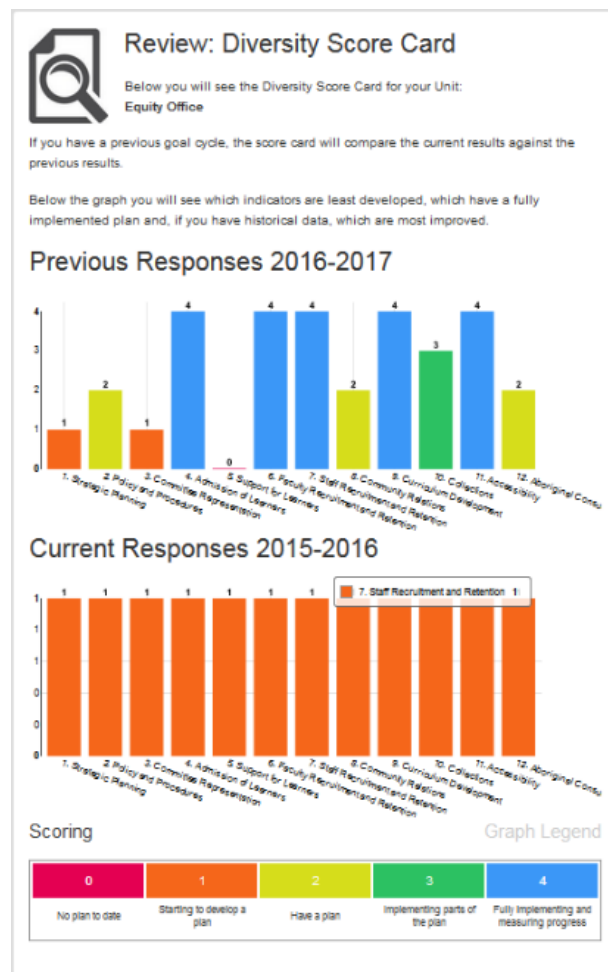
Strategic Planning in the University

  
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.



12. 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 to 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.

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 invited to develop **goals** corresponding to the 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 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

s in the priority areas identified  
s).

[Change Survey Response](#)

### 12. Consulting Indigenous Communities



The Unit provides timely and accessible information to the Indigenous community on proposed initiatives or decisions that will have either a direct or indirect impact on Indigenous learners/scholars. The Unit listens to any concerns raised by the Indigenous community and engages in a dialogue to determine how to best address these concerns.

0

1

2

3

4

We have no plan to date → [text](#)

[Change Survey Response](#)

You must select at least one category, for which to set goals.

[Set Goals for One Selected Category](#)

17 | Page

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

## 1. Strategic Planning

Your response, this survey period:

1. We are starting to develop a plan

*Text here*

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

Your Goal	<div><div><input type="radio"/></div><div>The Unit will incorporate diversity and equity into its existing strategic plan.</div></div> <div><div><input checked="" type="radio"/></div><div>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.</div></div> <div><div><input type="radio"/></div><div>The Unit will develop a timeline and method for evaluating progress.</div></div>
Other Goal	<div><div>My goal is to...</div><div></div></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 plan.

#### Person

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

#### 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.

1

7

12

Change Goal Selection

Submit Goals

- Continue completing the goal setting for those indicators you have selected, Click 'Submit Goals' and following page will appear to indicate you 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 Equity Office. 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 Equity Office to review.

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

The screenshot shows a web form titled "Step 3: Progress Report" with the subtitle "End of Year Summary Report to Equity Office". It includes instructions: "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 Equity Office automatically." Below this is a section titled "Equity Assessment Progress Report 2014-2015" with a small graphic of a person. The form contains fields for "Name of the Unit:" (Equity Office) and "Contact Person:" (Jill Christie). A section titled "Consulting Aboriginal Communities" contains a description of the unit's role. Below this are fields for "Survey Response:" (2 - We have a plan), "Sample Goal:" (The Unit will review its current consultation strategies to ensure that it is reaching out to Aboriginal communities), "Action Plan:" (asdf), and "Person Responsible:" (daf). At the bottom, there is a question "Did you achieve your goals?" with radio button options for "Yes" and "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 Equity Office containing your progress report. This information will be reported on yearly in aggregate from by the Equity Office.

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 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 diversity, equity and accessibility goals. Your feedback to Equity Services allows us to better communicate how successfully the University is meeting its overall goals.



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