The Diversity and Equity Assessment and Planning Tool (DEAP)

THE DEAP TOOL USER GUIDE

The Queen’s University Equity Office

This document is available in alternate formats, upon request. Please contact us at 613-533-2563 or by email at equity@queensu.ca
# Table of Contents

**Introduction**.........................................................................................................................1

Institutional Goals ........................................................................................................................1

Purpose of the DEAP Tool .............................................................................................................2

The Twelve Indicators of Educational Inclusion ...........................................................................3

Three Step Process of the (DEAP) Tool .......................................................................................5

**START: How to Use the DEAP Tool**..........................................................................................6

Logging into the Application .........................................................................................................6

Reviewing the Equity Data Profile ...............................................................................................8

Self-Assessment Survey and Score Card ......................................................................................10

Goal Setting and Action Plan .......................................................................................................14

End of Year Summary Report .....................................................................................................18
Introduction
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 Aboriginal 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 Aboriginal 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 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. **Library Collections**: Upholding a commitment to cultural competence requires ensuring equitable access to library collections. Collections should be inclusive of the needs of all persons in the community the library serves.

11. **Accessibility**: Accessible education is the process of designing courses and developing a teaching style to meet the needs of persons from a variety of backgrounds, abilities, and learning styles.

12. **Consulting with Aboriginal Communities**: Upholding a commitment to consult Aboriginal Peoples fosters the success of Aboriginal students at Queen’s. Although the inclusion of Aboriginal interests are considered across the other 11 indicators, Canadian institutions have a unique responsibility to consult Aboriginal communities in a manner that respects their distinct place in Canadian society.
Three Step Process of the (DEAP) Tool

The DEAP tool is completed in three main steps.

First, 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

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 use the Academic DEAP.
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.
4. 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.
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.

You are now ready to begin the 3 step process of the DEAP Tool.
Self-Assessment Survey and Score Card

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 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’.

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 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.
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.
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”
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.

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.
10. 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](image)

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 progress 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.
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.

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 the Equity Office allows us to better communicate how successfully the University is meeting its overall goals.