

Appendix I Sample EDI Output and Outcome Measures

Outputs (Products, Deliverable, Conditions)	Outcomes (Knowledge, Awareness, Behaviour, Skills)	Impacts (Aspirational Goals)
Institutional Commitment and Capacity		
<ul style="list-style-type: none"> • % of unit EDI plans submitted annually • # and % polices and processes reviewed using EDI analysis • % strategic institutional documents articulating EDI priorities • % senior leaders and members of governing bodies EDI trained • % self-identified equity-seeking groups among senior leadership • # self-identified equity-seeking groups on governing bodies • # and engagement of alumni in EDI priorities • President’s Office Webpage/definitions and case • # recognition awards with EDI criteria 	<ul style="list-style-type: none"> • # donors supporting EDI priorities • \$ value of donor fund designated to EDI priorities • campus understanding of EDI/inclusive excellence • # EDI pilot initiatives seeded with soft/one-time funds • # EDI initiatives sustained with hard/base funds • \$ value and proportion of funds allocated for EDI priorities • Senior leadership visibility driving inclusive excellence • Extent of EDI analysis in strategic decision-making, policy development, resource allocation 	<p>McMaster’s systems, structures, policies, and processes enable and sustain EDI priorities.</p>
Academic and Educational Content and Context		
<ul style="list-style-type: none"> • EDI benchmarks in Institutional Quality Assurance Program process • # of courses with EDI related Learning Outcomes • % of academic programs integrating EDI in curriculum • % of faculty employing inclusive teaching strategies • # of students pursuing African and African Diaspora Minor Program • % equity-seeking research chairs • % of research chair committees receiving EDI training • # and breadth of interdisciplinary academic and research programs 	<ul style="list-style-type: none"> • Extent of EDI integration in academic programs • Self-reported EDI student learning • top-box or top-2-box* student experience (e.g., National Survey of Student Engagement, Canadian University Survey Consortium, etc.) • Extent of EDI integration in research and scholarship • Extent of interdisciplinarity in teaching and research • # research grants accepted on basis EDI considerations • # research grants rejected on basis of EDI considerations • Self-reported faculty and TA EDI capabilities <p style="color: red; font-size: small;">* “Boxes” refer to a score and the number of people who chose the number score (or box) on a Likert scale. Top-Box or Top-2-Box refer to the number of people choosing the highest or the highest and second highest scores/boxes.</p>	<p>McMaster’s educational and academic programs and practices exemplify inclusive excellence as well as societal impact on a global scale.</p>

Outputs (Products, Deliverable, Conditions)	Outcomes (Knowledge, Awareness, Behaviour, Skills)	Impacts (Aspirational Goals)
Interactional Capabilities and Climate		
<ul style="list-style-type: none"> • # of training/education opportunities • # of participants in training/education • completion rates of required online training modules: Accessibility for Ontarian with Disabilities Act, Sexual Violence Prevention and Response, Human Rights & Equity, etc. • # of complaints of discrimination, harassment, sexual violence • # of complaints resolved using voluntary resolution • # TMG** participating in EDI training • % of TMG job descriptions incorporating EDI • # student leaders/groups participating in EDI training <p>** The Management Group – category of professional employees (non-unionized)</p>	<ul style="list-style-type: none"> • Positive change in attitudes, knowledge, skills • “top box” report positive climate and intergroup relations • EDI profile/reputation in the public eye • Self-reported TMG staff EDI capabilities • Timeliness of complaint resolution 	<p>McMaster’s climate is positive, respectful, and inclusive, and all members feel a sense of dignity and belonging.</p>
Community and Compositional Diversity		
<ul style="list-style-type: none"> • # & % self-identified equity-seeking job applicants and interviewees • # and % of search committee members EDI trained • # and % equity-seeking Managers, Directors, Chairs, Deans • # and % tenure-track and tenured equity-seeking faculty • % of selection committee members trained • % of tenure and promotion committee members trained • % of research chair committees receiving EDI training • # and breadth of employment equity facilitators • # and % self-identified student applicants and offers • \$ and % of financial aid/awards to under-represented students 	<ul style="list-style-type: none"> • Progress closing workforce gaps • Efficacy of search, appointment, and nomination processes • “top-box” employee satisfaction, inclusion, engagement • “top-box” student belonging and flourishing (e.g., National College Health Assessment, etc.) • Census response rates for student and employee self-identification • EDI analysis of admissions policies and processes • Quality of local community partnerships • Student retention, persistence, progression • Equity-seeking student enrolment, completion, further study • equity-seeking employees hired, retained, promoted 	<p>McMaster’s community reflects local and national demographic diversity, including proportionate representation of groups historically and contemporarily marginalized in higher education.</p>