



CANADIAN CENTRE FOR ELECTRON MICROSCOPY

Equity, diversity, and Inclusivity
(EDI) Framework
v2022.1



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1.1 Context

- EDI is a complex subject, one where governments, organizations and individuals recognize that past efforts to create equitable, diverse and inclusive environments for all have proven to be largely ineffective. New approaches, new commitments, new engagements are needed.
- McMaster University is a recognized leader in its commitment to excellence in EDI. With the leadership of McMaster's Associate Vice-President, Equity and Inclusion, it has recently produced an EDI Strategy as a roadmap to ensure an **intentional** approach to identifying and achieving **institution-wide** equity, diversity, and inclusion priorities and goals. As a member of the McMaster community, CCEM shares its EDI aspirations.
- EDI is a priority at CCEM. CCEM believes that a diverse community of stakeholders greatly enhances our impact. CCEM uses an intentional approach to identify EDI priorities and goals. This Framework articulates our ambition and approach to EDI, with the inclusion of accessibility.

1.2 CCEM's EDI Ambition

- CCEM's ambition is to spearhead innovative approaches to overcome systemic barriers and reach underrepresented groups in all aspects of CCEM's governance, management and operations and become a role model for inclusive excellence in the EM (electron microscopy) scientific field.
- **Strategic Plan Goal 3:** We will re-imagine CCEM's business model to drive impact, inclusiveness, and innovation.
 - 3.5: Lead in health, safety, and equity, diversity and inclusiveness for all. We will promote a culture of openness, transparency, and dialogue and will build an environment that overcomes systemic barriers for all whom we engage.
- CCEM's approach to realizing its EDI ambition is informed by and aligns with McMaster's EDI Strategy.
- CCEM's Governance and Management Framework embeds EDI expectations in the organization's Management Principles.

1.3 Framework Stages

- Through this Framework, CCEM commits to a three-stage approach to build towards and sustain its EDI ambition:
 - **Stage 1 (through to February 2024):** By embracing McMaster's EDI Strategy and leveraging its corporate EDI expertise, CCEM will engage its staff, users, management and Board to develop shared understanding of the EDI journey to develop organizational capacity to position EDI as a core principle anchoring all that CCEM does and to take action on multiple fronts to make measurable progress towards its EDI ambition.
 - **Stage 2 (February 2024 to February 2026):** With the accumulated benefits of stage one progress and informed by updates to McMaster's EDI Strategy and Action Plan, CCEM will develop a suitably tailored set of commitments and milestones focused on achieving its leadership in EDI in the national and international EM community.
 - **Stage 3 (February 2026 and ongoing):** CCEM will reassess its EDI posture as an integral element of its annual business cycle and will take action to course correct and/or sustain its EDI leadership position.

1.4 Application

- CCEM's approach to EDI is inclusive of the following groups:
 - Governance
 - Management team
 - Staff
 - Partners
 - Users
 - Suppliers
 - Vendors

1.5 Framework Governance and Management

- The Framework is managed by CCEM's Executive Director with oversight provided by the Governing Board's Executive and Governance Committee.
- The Framework undergoes a systematic review and update as part of the annual business cycle in the February timeframe, with the update serving to inform annual business planning.

1.6 Resources

- This Framework is informed by and aligns with McMaster's EDI Strategy (Towards Inclusive Excellence: A Report on McMaster University's Equity, Diversity and Inclusion (EDI) Strategy) [https://equity.mcmaster.ca/app/uploads/2020/12/Towards-Inclusive-Excellence_Report-on-McMasters-EDI-Strategy_September-2020-FINAL.pdf].
- Other McMaster Documents, Policies, and Plans that inform CCEM's EDI approach :
 - <https://equity.mcmaster.ca/strategy/towards-inclusive-excellence/edi-definitions/>
 - McMaster University Policy on Accessibility [<https://secretariat.mcmaster.ca/app/uploads/2019/05/Accessibility.pdf>]
 - McMaster University Employment Equity Policy [<https://hr.mcmaster.ca/app/uploads/2019/01/Employment-Equity-Policy-May-26-2017-1-51.pdf>]
 - McMaster's Guide to Employment Equity [https://hr.mcmaster.ca/app/uploads/2019/01/EEBooklet-2017_10-1-51.pdf]

2.1 Overview

Stage 1 of CCEM's EDI Framework has three components:

1. McMaster's EDI Strategy, that will be adopted by CCEM management, staff, users and Board.
2. CCEM Specific Stage 1 Actions and Milestones, with completion dates prior to Feb 2024, through which CCEM will progress towards its EDI ambition
3. CCEM Management to review lessons learned in Stage 1 to inform Stage 2 planning
4. CCEM Management actions for the development of the Framework's Stage 2

2.2 McMaster's EDI Strategy

McMaster's EDI Strategy is a roadmap to ensure an **intentional** approach to identifying and achieving **institution-wide** equity, diversity, and inclusion priorities and goals.

McMaster's EDI Strategy: *Towards Inclusive Excellence* includes:

- an EDI Framework for Strategic Action, with four pillars and areas of focus and impact;
- six Principles for Best Practice to guide planning and implementation; and
- a 2019 – 2022 Action Plan, with detailed tactics to achieve six strategic objectives.
- Details about McMaster's strategic planning and management process are documented in [*Towards Inclusive Excellence: A Report on McMaster University's EDI Strategy.*](#)



The slides in the Annex provide an overview of each of these 6 elements.

2.3 CCEM Stage 1 Actions and Milestones

Implementation of the EDI Framework is facilitated by the identification by Management of a rolling set of actions and milestones tied to McMaster's four pillars and focus areas, with a ~ two-year outlook, ending in February 2023, at which time CCEM will launch Stage 2. This Milestone Rolling Plan will be reviewed and updated annually with CCEM's Executive and Governance Committee (EGC) oversight. Actions will be captured in the Annual Business Plan. Progress will be reported to the Board through the Board Directors' Report.

2.4 CCEM Stage 1 Actions: Highlights

- **NextGen Microscopist Program:** This new Program is aimed at the promotion of STEM in youth from K – 12 by offering free access to a table-top Scanning Electron Microscope and education content for underrepresented youth in Canada.
- **Management and Staff Training:** All management and staff will complete five McMaster course offerings on EDI and communication to help build organizational understanding and capacity regarding EDI. .
- **Panel discussions:** CCEM will host panel discussions of EDI topics in science/microscopy with help from McMaster University leaders and CCEM users.
- **EDI Focus Group:** CCEM will form a new focus group involving staff and users on EDI in CCEM and how it can be further progressed/implemented. This group will be used to help inform the choice and implementation of Stage 2 and Stage 3 actions.
- **CCEM Academy Framework with focus on EDI:** EDI will be a key focus of CCEM's Academy Framework through curriculum consideration, speaker/instructor selection, grants for underrepresented groups (for paid content), and ensuring all content (offline and online) are accessible.
- **CCEM Student Wellness Program:** Mental health support of graduate students – partnered with Student wellness center (drop-in session once per month)
- **Community public outreach events:** Collaboration with MCYU or a new program (TBD) – in particular the inclusion of parents and children learning, and indigenous communities (example, art materials and traditional medicines)

3.1 Management Actions for Development of EDI Framework Stage 2

- According to CCEM's three-stage approach to its EDI Framework, CCEM aspires to be positioned to launch Stage 2 of its Framework in Feb 2024 (end of Stage 1).
- To achieve this objective, the Stage 2 approach needs to be developed, in consultation with CCEM stakeholders, and approved by the Board to proceed with implementation by Feb 2024.
- Consequently, CCEM Management must develop the approach to the Stage 2 development, to be informed by Stage 1 progress and lessons learned. As such, Management will bring its recommended approach to the Board's Executive and Governance Committee for consultation and review by no later than its October 2023 meeting.

3.2 Initial Listing of Stage 2 Actions

Below is an initial list of specific actions that CCEM will implement in Stage 2 of the Framework. More actions and completion dates will be added based on the evaluation of Stage 1 progress.

- CCEM Facilitate an EDI workshop for the EM community
- CCEM Community of Practice (CoP) with focus on EDI
- Framework developed for mentorship program, selection of mentors and users
- First mentor program
- First remotely offered Academy course
- Accessible facility web tours
- Offering training in multiple languages

4.1 Management Actions for Development of EDI Framework Stage 3

- According to CCEM's three-stage approach to its EDI Framework, CCEM aspires to be positioned to launch Stage 3 of its Framework in Feb 2026 (end of Stage 2).
- To achieve this objective, the Stage 3 approach needs to be developed. Similar to the Stage 2 development, CCEM will make use of its stakeholders, and approved by the Board to proceed with implementation by Feb 2026.
- Consequently, CCEM Management must develop the approach to the Stage 3 development, to be informed by Stage 2 progress and lessons learned. As such, Management will bring its recommended approach to the Board's Executive and Governance Committee for consultation and review by no later than its October 2025 meeting.

5.1 McMaster's EDI Strategy: EDI Framework – Four Pillars

Strategic Pillar 1: Institutional Commitment & Capacity: Leadership, Governance, Accountability – to establish and enact organizational systems, structures, policies, and processes that mobilize and sustain EDI commitments and resources through leadership, governance, and accountability.

Strategic Pillar 2: Academic Content & Context: Research, Teaching and Learning, Broader Learning Experience – to enhance and innovate: research and academic programs; teaching and learning practices; and broader educational opportunities, in a manner that exemplifies inclusive excellence, societal relevance, and impact in diverse local, regional, national, and global communities.

Strategic Pillar 3: Intrapersonal competencies, interpersonal behaviours, intergroup relations – to build and support a community continuously developing attitudes, knowledge, and skills to foster positive interpersonal and intergroup relations, a culture of respect and inclusion, and a climate where all members of the community experience dignity and belonging.

Strategic Pillar 4: Compositional Diversity & Community – to attract and engage a campus community of learners, scholars, practitioners, and leaders that reflects local and national demographic diversity, including groups historically and contemporarily underrepresented, underutilized, and underserved in higher education.

5.2 McMaster's EDI Strategy: Guiding Principles for Best Practice

- **Cultural relevance** – by responding to: (a) the distinct rights and entitlements of Indigenous peoples, and recognizing the primacy of education, relationship-building, and reconciliation in advancing Indigenous priorities; and (b) the unique lived experiences and barriers faced by different equity-seeking groups and recognizing the importance of considering both intersectional and disaggregated issues and needs of these differently marginalized groups;
- **Critical analysis** – by acknowledging the role of power relations in systemic inequities, and working simultaneously to address personal, structural, and cultural barriers to change;
- **Community ownership** – by promoting transparent communication, regular consultation, and meaningful opportunities for campus-wide engagement;
- **Collective responsibility** – by building individual and organizational capacity, as well as urging senior institution-level accountability and distributed unit-level leadership;
- **Coordinated de-centralization** – by facilitating cross-campus collaborations and partnerships to elevate institution-level and unit-level priorities; and
- **Continuous improvement** – by undertaking research, assessment, and evaluation to inform planning and evidence-based decision-making.

5.3 McMaster's EDI Strategy: Definitions

- **Diversity** is a state or condition that reflects the broad 'mix' and layers, of differences in any community. In the university setting, compositional diversity refers to the numeric and proportional representation of different peoples, across many intersecting dimensions of sociocultural group identities.
- **Inclusion** is a sense of belonging and dignity, as well as the experience of meaningful engagement, empowerment, and equality of opportunity in any community. A climate of inclusion is made possible through the intentional and ongoing development of community awareness, knowledge, and skills, and the application of these competencies to enhance personal and interpersonal capabilities, as well as institutional culture and climate.
- **Equity** may be considered both an approach and a process that recognizes the existence of systemic social inequalities and introduces actions to proactively reduce, if not remove, institutional structural and cultural barriers to equal opportunity and inclusion.
- **Inclusive excellence** is a concept that recognizes the integral relationship between diversity and quality in research, teaching, service, and governance. It envisions diversity and quality as 'two sides of the same coin'.

Other Definitions:

- **Accessibility** is the state of committing to fostering, creating and maintaining a barrier-free environment for all individuals providing equal rights and opportunities for people with disabilities (McMaster Policy on Accessibility).
- **Unconscious Bias** describes the associations that we hold, influenced by our background, cultural environment and personal life experiences. It can occur without one's knowledge, control or intention and have a significant influence on our attitudes and behaviour. (ESS 908 – Unconscious Bias: Moving From Bystander to Advocate). We need to consciously make an effort understand our unconscious bias, so we can manage its implications on our decisions.
- **Discrimination** has a specific meaning under the Ontario Human Rights Code. It means treating someone unfairly because of prejudice against or assumptions about their sex, race, colour, ancestry or disability. (McMaster's Guide to Employment Equity)
- **Systemic barriers** are policies, practices or procedures that result in some people receiving unequal access to opportunities and resources or being excluded. (McMaster Employment Equity HR office)
- **Employment Equity** is an ongoing process that identifies, addresses and mitigates barriers in employment procedures and policies, and that: Recognizes the worth and dignity of each individual; Pursues equity of opportunity; and strives for a qualified workforce that represents the diversity of the community. (McMaster Employment Equity policy).

5.4 McMaster's EDI Strategy: Inclusive Excellence and Meritocracy

The Inclusive Excellence Framework

The inclusive excellence framework recognizes meaningful inclusion of diverse peoples and perspectives is vital to stimulating the creativity and innovation needed to achieve the quality of research, teaching, service, and governance that drives academic, educational, and organizational excellence, distinguishing world-class institutions of higher learning.

Foundational to fostering inclusion in higher education is ensuring that all community members experience equal opportunity to access, fully participate, and thrive in the life and work of the university. However, pervasive personally mediated biases and persistent systemic structural and cultural inequities continue to reproduce and reinforce barriers to equal opportunity and inclusion for particular equity-seeking groups who are underrepresented and underutilized in higher education.

Inclusive Excellence and Meritocracy

Meritocracy refers to a system where people's capacity (intellectual aptitudes and qualities of character) and desire to learn and work in the academy are the only considerations in assessing the quality of or merit in their past accomplishments and their future potential for excellence.

While a commitment to the ideal of meritocracy should remain a foundational higher educational virtue, the inclusive excellence framework acknowledges that not all peoples are on an "equal footing" when it comes to access and inclusion in the academy.

The belief that a pure meritocracy exists, irrespective of social identity and positionality and unrelated to educational and economic prospects, is referred to as the *myth of meritocracy*.

The inclusive excellence framework represents a paradigm shift away from the *myth of meritocracy* – it recognizes that it is essential to apply a more expansive equity lens to all institutional policies and practices, in order to account for existing barriers to access and inclusion, thereby not only more successfully attracting but also more accurately assessing excellence among diverse talent pools.

5.5 McMaster's EDI Strategy: The Case for EDI and the Inclusive Excellence Imperative

McMaster's Vision, Values, and Purpose

McMaster University has a vision to achieve international distinction for creativity, innovation, and excellence as a student-centered, research-intensive university.

The University distinguishes itself in its commitment to excellence through valuing and embodying integrity, inclusiveness, and teamwork alongside quality. McMaster's purpose is articulated as a dedication to advancing human and societal health and well-being locally and globally, by cultivating inclusive mindsets, collaborative learning, creativity, and innovative thinking.

In keeping with its Statement on Building an Inclusive Community with a Shared Purpose, McMaster strives to embody the values of respect, collaboration, and diversity across all areas of the University's mission to achieve research, teaching, and service excellence.

Mobilizing EDI Commitments

Implicit in McMaster's vision, values, and purpose is its aspiration towards inclusive excellence.

To transform our values and commitments to EDI into meaningful actions and impacts, McMaster needs an intentional campus-wide strategy that will help the University to:

- Acknowledge and communicate the benefits of diversity to academic, educational, and organizational excellence;
- Recognize and address the persistent biases and inequities which contribute to barriers to diversity and inclusion; and
- Identify and implement best practices to build capacity and advance multi-level institutional EDI priorities and goals.

The Case for EDI and the Inclusive Excellence Imperative

Making the case for EDI and widely communicating the inclusive excellence imperative is critical to educational, academic, and organizational change efforts. An evidentiary Supplement to the Report on McMaster University's EDI Strategy discusses and demonstrates the: benefits of diversity, barriers to equal opportunity and inclusion, and best practices to build capacity for inclusive excellence in higher education.

5.6 McMaster's EDI Strategy: 2019 – 2022 EDI Action Plan

McMaster University's EDI Strategy uses six thematic objectives for action, each with short-, medium- and long-term priorities.

1. **Communication and coordination of EDI imperative:** To enhance campus community understanding of inclusive excellence as an institutional imperative, and to improve campus-wide EDI efficacy
2. **Data informed and evidence-based EDI planning and decision making:** To enhance systems and resources to support data-informed and evidence-based EDI related planning, decision-making and practice
3. **Inclusivity and interdisciplinary in curricula and scholarship:** To enhance inclusivity and opportunities for interdisciplinarity in curricula and scholarship across Departments and Faculties
4. **Baseline EDI leadership training and development:** To enhance inclusive leadership capabilities by establishing baseline EDI training requirements and offering ongoing professional development
5. **Equity-seeking group consultation, engagement and support:** To enhance opportunities for meaningful consultation with, engagement of, and provision of support to equity-seeking groups
6. **Recruitment and retention of equity-seeking groups (students and employees):** To enhance the recruitment and retention of equity-seeking (i) employees and (ii) students.

5.7 Acronyms Defined

CCEM	Canadian Centre for Electron Microscopy
CFI	Canada Foundation for Innovation
CoP	Community of Practice
EDI	Equity, Diversity and Inclusivity
EGC	Executive and Governance Committee
EM	Electron Microscopy
MSI	Major Science Initiatives