



# Equity, Diversity and Inclusivity (EDI) Framework

FY25.2



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# Part 1: Introduction

- 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 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.

- 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 microscopy.
- **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 with specific ambitions outlined in its milestones tailored to RCIs/CRPs.
- CCEM's Governance and Management Framework embeds EDI expectations in the organization's Management Principles.

- Through this Framework, CCEM commits to building towards and sustain its EDI ambition as follows:
  - 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.
  - Informed by McMaster’s Six Guiding Principles for Best Practices in EDI Planning and Implementation, as well as 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 as an RCI/CRP.
  - 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.
  - CCEM will communicate its goals and activities related to EDI through its Annual Business Plan and Directors’ Report presented to the Executive Committee (EC) and Governing Board (GB) on a trimester basis, aligned with the timing of the Directors Report (Spring: 1 May – 31 August; Fall: 1 September – 31 December, Winter: 1 January – 30 April).

## 1.4 CCEM's Culture Statement

As part of the shared understanding of CCEM's EDI journey, CCEM Management and Staff have developed a team culture statement to inform CCEM's actions and milestones as outlined in this Framework. The culture statement was built with all Management and Staff, outlining the teams' values and expectations. All members of CCEM will incorporate the values of the culture statement when interacting with community members outlined in section 1.5.

CCEM culture is built on mutual respect, clear and honest communication, and a commitment to excellence. We value collaboration, inclusivity, and equity, ensuring that every voice is heard and every perspective matters. We promote continuous learning to fuel innovative research and creative educational programs. We create a supportive environment where challenges are addressed together and where all community members belong.

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



## 1.6 Framework Governance and Management

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

- 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/2021/03/Remediated\\_Towards-Inclusive-Excellence\\_Report-on-McMasters-EDI-Strategy\\_September-2020-FINAL.pdf](https://equity.mcmaster.ca/app/uploads/2021/03/Remediated_Towards-Inclusive-Excellence_Report-on-McMasters-EDI-Strategy_September-2020-FINAL.pdf)
- Other McMaster Documents, Policies, and Plans that inform CCEM's EDI approach :
  - McMaster's EDI Definitions: <https://equity.mcmaster.ca/strategy/towards-inclusive-excellence/edi-definitions/>
  - McMaster's EDI Framework – Four Pillars: <https://equity.mcmaster.ca/strategy/towards-inclusive-excellence/four-pillars-edi-framework/>
  - McMaster's EDI Action Plan: <https://equity.mcmaster.ca/strategy/towards-inclusive-excellence/edi-action-plan/>
  - 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/2023/11/Employment-Equity-Revised-Policy-Approved-November-8-2023-1.pdf>
  - McMaster's Guide to Employment Equity : [https://hr.mcmaster.ca/app/uploads/2024/01/EE-Booklet\\_Revised-Final.pdf](https://hr.mcmaster.ca/app/uploads/2024/01/EE-Booklet_Revised-Final.pdf)

# Part 2: EDI Framework and Milestones

- CCEM's EDI Framework includes three components:
  1. McMaster's EDI Strategy, which will be adopted by CCEM management, staff, users and Board.
  2. McMaster's EDI Framework Four Pillars, which will guide CCEM's EDI Milestones and Actions
  3. CCEM-specific EDI Actions and Milestones, through which CCEM will progress towards its EDI ambition. These are used to place the RCI/CRP lens on 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
  - 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.\*](#)

Implementation of the EDI Framework is facilitated by a rolling set of actions and milestones that are tied to the [Four Pillars of McMaster's EDI Framework](#). Actions and milestones are identified by CCEM Management with a rolling two-year outlook. This Milestone Rolling Plan will be reviewed and updated annually with EC oversight. Actions will be captured in the Annual Business Plan. Progress will be reported to the Board through the Board Directors' Report. Presented below is the FY25-FY26 version of the EDI Milestone Rolling Plan.

- **Strategic Pillar 1: Institutional Commitment & Capacity**
  - Focus/Impact: 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**
  - Focus/Impact: 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: Compositional Diversity & Community**
  - Focus/Impact: 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: Interactional Capabilities & Climate**
  - Focus/Impact: Student Access & Success, Employment Equity, Community Engagement 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
- For more information, please visit the McMaster Equity and Inclusion Office (EIO) Website: <https://equity.mcmaster.ca/strategy/towards-inclusive-excellence/four-pillars-edi-framework/>

## 2.4 CCEM EDI Milestones Rolling Plan FY25 – FY26 (1 of 4)

CCEM has identified Actions and Milestones aligned with the Four Pillars of McMaster’s EDI Strategy. Actions and Milestones are presented on a two-year rolling timeframe, with target completion dates aligned with the trimester timing for the Directors’ Report.

Strategic Pillar & Focus	CCEM Actions and Milestones	Target Completion Date
<b>1. Institutional Commitment &amp; Capacity</b>		
Leadership	CCEM Managers to complete asynchronous training program, “Equity, Diversity, Inclusion, and Accessibility (EDIA) Fundamentals”	FY25 Spring
	CCEM Managers complete the following courses: <ul style="list-style-type: none"> <li>• ESS 805 Unconscious Bias: How we make decisions</li> <li>• ESS 899 Conflict Resolution in the workplace</li> <li>• ESS 797 Art of Active Listening</li> <li>• ESS 834 Giving and Receive constructive feedback</li> <li>• ESS 809 Gender-inclusive communication and collaboration</li> </ul>	FY26 Winter
	MEGO participation in National Science Teaching Association educational offerings: webinars, national conference	FY26 Winter
Governance	Add EDI section to CCEM Annual Business Plan and Directors' Report to highlight progress related to EDI actions and milestones.	FY25 Fall
Accountability	Complete annual user and staff survey	FY25 Winter
	Host focus groups as necessary based on user/staff survey responses	FY26 Spring

Completion timelines follow the trimester timing of the Directors Report:  
 Spring: 1 May – 31 August; Fall: 1 September – 31 December, Winter: 1 January – 30 April.

## 2.4 CCEM EDI Milestones Rolling Plan FY25 – FY26 (2 of 4)

Strategic Pillar & Focus	Actions and Milestones	Target Completion Date
<b>2. Academic Content &amp; Context</b>		
Research	Consult with McMaster’s OVPR Manager, Research Equity, Diversity and Inclusive Excellence to explore: <ul style="list-style-type: none"> <li>• EDI from a research lens with a focus on the CARs Program</li> <li>• How CCEM can make use of McMaster’s existing ecosystem</li> <li>• Where CCEM can champion new initiatives for RCI/CRPs</li> </ul>	FY25 Fall
	Create a presentation to highlight CCEM’s EDI initiatives to present to the international microscopy community (locally, nationally and internationally).	FY26 Spring
	Display poster describing CCEM’s EDI initiatives at CCEM for reference of all researchers at CCEM.	FY25 Winter
Training	CCEM staff (including co-op students) to complete asynchronous training program, “Equity, Diversity, Inclusion, and Accessibility (EDIA) Fundamentals”	FY25 Spring
	CCEM staff to complete the following courses within two years of hire: <ul style="list-style-type: none"> <li>• ESS 805 Unconscious Bias: How we make decisions</li> <li>• ESS 899 Conflict Resolution in the workplace</li> <li>• ESS 797 Art of Active Listening</li> <li>• ESS 834 Giving and Receive constructive feedback</li> <li>• ESS 809 Gender-inclusive communication and collaboration</li> </ul>	FY26 Winter
Teaching and Learning	Include statements about supporting user accommodation in Equipment Training Module applications.	FY25 Spring
	Update NextGen Microscopist Program Application/Selection Criteria.	FY25 Winter
	Remote offering of CCEM Academy programming.	FY26 Fall

Completion timelines follow the trimester timing of the Directors’ Report:  
 Spring: 1 May – 31 August; Fall: 1 September – 31 December, Winter: 1 January – 30 April.



Strategic Pillar & Focus	Actions and Milestones	Target Completion Date
<b>3. Interactional Capabilities &amp; Climate</b>		
Intrapersonal competencies	Consult with accessibility experts to go beyond AODA standards in physical and web environment.	FY26 Fall
Interpersonal behaviours	Review of CCEM User Access Policy and User Agreement.	FY25 Winter
Intergroup relations	Promotion of CCEM's EDI Framework to staff and users.	FY25 Fall

Completion timelines follow the trimester timing of the Director's Report:  
 Spring: 1 May – 31 August; Fall: 1 September – 31 December, Winter: 1 January – 30 April.

## 2.4 CCEM EDI Milestones Rolling Plan FY25 – FY26 (4 of 4)

Strategic Pillar & Focus	CCEM Actions and Milestones	Target Completion Date
<b>4. Compositional Diversity &amp; Community</b>		
Employee equity	CCEM Management to Complete Employment Equity Facilitator Program.	FY26 Spring
	CCEM Management to review employment equity/career development/wellness questions on annual staff survey to ensure equity, inclusion, and diversity topics are considered.	FY25 Winter
Community engagement	CCEM Management to review employment equity/career development/wellness questions on annual user survey to ensure equity, inclusion, and diversity topics are considered.	FY25 Winter
	Update NextGen Microscopist Program Application/Selection Criteria.	FY26 Winter
	NextGen mentorship program and year-end science fair	FY26 Spring
	Panel discussions on EDI topics in science/microscopy	FY26 Winter

Completion timelines follow the trimester timing of the Directors' Report:  
Spring: 1 May – 31 August; Fall: 1 September – 31 December, Winter: 1 January – 30 April.

- **NextGen Microscopist Program:** This 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.
- **Remote offering of CCEM Academy programming:** CCEM will develop remote access programming as part of the CCEM Academy, including offering remote access to Equipment Training Modules.

## 2.6 Assessment, Follow-up, and Reporting

**Assessment:** Evaluating diversity among CCEM staff and users is outside the direct scope of this Framework and CCEM’s objectives due to the small team size, which raises concerns about maintaining anonymity in self-identification. However, the Centre will assess inclusion and equity through comprehensive staff and user surveys conducted every three years. These surveys will feature targeted questions designed to capture perceptions of CCEM’s culture, sense of belonging, and experiences within both the Centre and the broader CCEM community. This cadence ensures a balance between allowing enough time for meaningful cultural shifts to emerge, while also providing timely insights to identify and address any emerging negative trends. Comparisons between survey results over time will serve as a valuable tool to monitor and guide the evolution of CCEM’s culture and reinforce its commitment to equity and inclusion.

**Follow-up:** If a survey or direct communication reveal signs of inequity, discrimination, harassment, or exclusion, CCEM Management will take appropriate action, provided sufficient information is available to guide their response. In cases where anonymity limits direct follow-up, all Management and staff will be required to attend at least one in-person group training session within six months of the issue being identified. These sessions will be facilitated by McMaster’s Equity and Inclusion Office, ensuring professional guidance and fostering a more inclusive and equitable environment at CCEM.

**Reporting Outside the Surveys:** Incidents or behaviors that fall outside the scope or timing of the surveys may be reported in accordance with McMaster University’s Discrimination & Harassment Policy. Complaints can be submitted through the relevant intake offices, as listed below:

McMaster Agency	Responsive to	Contact
Equity and Inclusion Office (EIO)	All community members	x27581 equity@mcmaster.ca
Student Case Management Office (SCM)	Students	X20220 scm@mcmaster.ca
Employee and Labour Relations	Faculty and staff members	X22247 hr.mcmaster@mcmaster.ca

Complaints may also be reported to CCEM management, who will maintain confidentiality as required, and if needed, see to addressing the matter as per McMaster’s Discrimination & Harassment Policy.

# Part 3: Annex

## 3.1 McMaster's EDI Strategy: Definitions

CCEM's EDI Framework uses the following definitions taken from McMaster's EDI Strategy. For more information, visit <https://equity.mcmaster.ca/strategy/towards-inclusive-excellence/>

- **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'.
- **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 Human Resource (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).

## 3.2 Acronyms Defined

CCEM	Canadian Centre for Electron Microscopy
EC	Executive Committee
EDI	Equity, Diversity, and Inclusivity
EDIA	Equity, Diversity, Inclusion, and Accessibility
EIO	Equity and Inclusion Office
FY	Fiscal Year
GB	Governing Board
HR	Human Resources
MEGO	Manager of Education, Governance, and Outreach
SCM	Student Case Management Office