Canadian Neutron Beam Laboratory EDI Plan

December 2024

Overview

The Canadian Neutron Beam Laboratory (CNBL) is a national research facility located at McMaster University. McMaster University is a recognized leader in its commitment to excellence in equity, diversity and inclusion (EDI). With the leadership of McMaster's Associate Vice President, Equity and Inclusion, McMaster has produced an [EDI Strategy](#) which is intended to serve 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, CNBL shares and supports these EDI aspirations.

EDI is a priority at CNBL. We are committed to taking an intentional approach to identifying EDI priorities and goals, and ensuring that EDI is embedded in our management and governance practices.

CNBL Culture Statement

We believe that a diverse community of users and stakeholders greatly enhances our scientific impact. Each member of the CNBL team will strive to create and promote a culture of openness, transparency, and dialogue, and to build an environment that mitigates systemic barriers for everyone who engages with the CNBL. Respect for all persons forms the foundation of this culture. We believe that people from diverse backgrounds bring a breadth and wealth of perspectives, skills, and experiences which are crucial for building and sustaining a strong research team.

We are committed to identifying and raising awareness of systemic barriers that affect members of traditionally under-represented groups in STEM, and may limit their opportunities to participate in neutron research. We are dedicated to fair and impartial practices that help to overcome these systemic barriers so that all individuals can achieve their full potential. We hold ourselves accountable for making progress on diversity and inclusion in our workplaces.

Scope

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

Plan Governance

This plan is the responsibility of the CNBL Director, who is accountable to the University Research Infrastructure Oversight Board and the Associate Vice-President of Research (Nuclear). This Plan will undergo a systematic review and update as part of the annual CNBL business cycle, and this update will serve to inform annual business planning.

Actions

The CNBL was officially launched in November 2024. At this initial stage of CNBL's development, we are committed to the following high priority actions:

- **Management and staff training:** CNBL management and staff will complete McMaster course offerings on equity and inclusion, human rights, dispute resolution, and mental health. This training will help to build organizational understanding and capacity regarding EDI.
- **Remote access:** CNBL will continue to build options for automation and remote access into its instruments to enable users to control and participate in experiments from a distance. This will minimize travel requirements for users with caregiving responsibilities, and reduce physical barriers for those with mobility limitations.
- **Inclusive recruitment:** CNBL is committed to recruiting and retaining individuals from diverse groups. We will ensure that all recruitment materials are accessible, inclusive, and widely distributed.
- **Mentorship opportunities for staff:** CNBL is committed to providing fair and equitable career growth opportunities for staff and trainees, by offering one-on-one mentorship support and opportunities for participation in other mentorship programs, workshops, conferences, networking and professional development activities.
- **Evidence-based decision making:** The CNBL is committed to assessing the progress of its diversity and inclusion efforts by analyzing the gaps in representation on our teams, from management to staff and trainees. This quantitative data will help us improve our strategies for supporting traditionally under-represented groups.

Over the coming two years, as the CNBL continues to grow and develop, we expect the facility to adopt more rigorous management practices, expand the user program, and launch CNBL advisory committee(s), summer schools, and outreach activities. In addition, we propose to take the following longer-term actions:

- **Composition of proposal review committees and advisory bodies:** When establishing peer-review committees and advisory bodies, the CNBL will proactively encourage participation from candidates from traditionally under-represented groups.
- **Beam time applications:** When establishing beam time application procedures, the CNBL will consult with large-scale neutron and x-ray sources that are

recognized as EDI leaders in order to determine best practices for EDI in such processes.

- **User Group:** When a CNBL user group is formed, the CNBL will regularly seek input from this group to gain insight into users' perspectives, including those related to the performance and effectiveness of this EDI policy.
- **Events:** When organizing summer schools and other onsite events, the CNBL will endeavour to provide opportunities for remote and virtual participation. EDI will be a consideration in selection of speakers, instructors, participants, and discussion panels.
- **Outreach:** When developing outreach programs, the CNBL will do so in partnership with the McMaster Nuclear Reactor in order to leverage their expertise and experience in EDI best practices.

Appendix: McMaster EDI Strategy

EDI Framework – Four Pillars

Strategic Pillar 1: Institutional Commitment & Capacity – *Focus/Impact on 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 on 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: Interactional Capabilities & Climate – *Focus/Impact on 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 – *Focus/Impact on 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.

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.

Continuous improvement – by undertaking research, assessment, and evaluation to inform planning and evidence-based decision-making.