

**AGENDA**

Page

***OPEN SESSION***

1. MINUTES OF PREVIOUS MEETING – SEPTEMBER 21, 2022 (OPEN SESSION)
2. BUSINESS ARISING
3. CHAIR'S COMMENTS AND UPDATE
4. MCMASTER ACCESSIBILITY COUNCIL 2021 ANNUAL REPORT  
3 - 18 *Information*  
[McMaster 2021 Internal Accessibility Activity Report](#)
5. PROPOSAL FOR THE CREATION OF THE WILSON COLLEGE OF LEADERSHIP AND CIVIC ENGAGEMENT  
19 - 26 *Approval*  
[Creation of the Wilson College of Leadership and Civic Engagement](#)
6. PROPOSAL FOR THE CENTRE FOR ADVANCED RESEARCH FOR MENTAL HEALTH AND SOCIETY  
27 - 66 *Approval*  
[Establishment of the Centre for Advanced Research for Mental Health and Society](#)
7. NAME CHANGE PROPOSAL  
67 *Approval*  
[Department of Classics Name Change](#)
8. REPORT FROM UNDERGRADUATE COUNCIL  
68 - 91 *Approval*  
[Undergraduate Council Report](#)
  - a. New Certificate of Attendance Program
  - b. Revisions to Existing Certificate and Diploma Programs
9. OTHER BUSINESS



## McMaster Accessibility Council

### 2021 Annual Accessibility Activity Report

#### MEMO

**DATE:** October 7, 2022

**SUBJECT:** McMaster Accessibility Council – 2021 Annual Accessibility Activity Report

**TO:** David Farrar, President

Susan Tighe, Provost and Vice President (Academic)

Saher Fazilat, Vice-President (Operations and Finance)

**FROM:** Anne Pottier, Chair, McMaster Accessibility Council (MAC)

Kate Brown, Accessibility Program Manager, Equity and Inclusion

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Please find enclosed, for your review, the twelfth (12<sup>th</sup>) annual accessibility activity report from the [McMaster Accessibility Council \(MAC\)](#), covering a period up until December 31, 2021.

The McMaster Accessibility Council, supported by the Equity and Inclusion Office Access Mac Program, is dedicated to advancing equity and inclusion for the diversity of persons with disabilities in our university community. The Council is responsible for ensuring the University's adherence to the Accessibility for Ontarians with Disabilities Act (AODA).

While it is encouraging that McMaster was found to be compliant across most measures in the last compliance reporting cycle to the Ministry of Seniors and Accessibility, there is still much work ahead to ensure the University meets updated compliance benchmarks set for 2025.

Over the last few years, efforts have been made to highlight the work done to shift culture and to establish strategic plans and frameworks related to accessibility, so specific compliance activities have not been the focus. This past year saw a re-introduction of compliance focus for certain levels of the university (senior leaders and directors), while we continued with culture shifting activities for managers, employees, students, and community members. Much work was undertaken to develop and administer an AODA Compliance Survey across all major areas of the University. The results of this

survey, as well as the AODA Website Audit, have provided the re-imagining of a roadmap to support working toward full compliance by provincial deadlines of 2025.

Furthermore, the MAC will be urging the University to continue to meet and move beyond compliance to realize more aspirational accessibility, equity, and inclusion goals, giving continued attention to:

- raising awareness
- ensuring accessibility in virtual environments which have become a staple for operational and academic excellence
- the need for additional resources to support all this work.

This year's report is being presented in a different format so that all the varied work related to accessibility being done on campus can be highlighted. The report is broken down into summarized sections of compliance-related activities that have taken place over the last year, with links and contacts for more information.

## Table of Contents

<b>Part I: AccessMac Accessibility Program Annual Report 2020-2021 .....</b>	<b>4</b>
Executive Summary .....	4
<b>Part II: 2021 Accessibility Policy Review and Redevelopment .....</b>	<b>5</b>
Executive Summary .....	5
Next Steps .....	5
<b>Part III: 2021 AODA Compliance Environmental Scan Survey .....</b>	<b>6</b>
Executive Summary .....	6
High-Level Results .....	6
Central Unit Processes, Policies, and Responsibilities .....	7
Distributed Unit Awareness and Responsibilities .....	7
Conclusion .....	10
Next Steps .....	11
<b>Part IV: AODA Website Audit and Reporting Results .....</b>	<b>11</b>
Executive Summary .....	11
Next Steps .....	12
<b>Part V – Campus Accessibility Action Plan Updates .....</b>	<b>12</b>
Executive Summary .....	12
Next Steps .....	13
<b>Part VI – McMaster Accessibility Community Updates .....</b>	<b>14</b>
McMaster’s Employee Accessibility Network .....	14
Accessibility and Disability Inclusion Update 2020-2021 .....	15
December 3 <sup>rd</sup> : International Day of Persons with Disabilities Programming 2021 .....	15
<b>Moving Forward .....</b>	<b>16</b>

# Part I: AccessMac Accessibility Program Annual Report 2020-2021

## Executive Summary

The [AccessMac Accessibility Program](#) within the Equity and Inclusion Office (EIO) has existed for over a decade. Its mandate is to form deliberate and strategic partnerships with faculty, staff, and students to create and maintain a culture of accessibility and disability inclusion on campus, to act as subject matter experts and provide consultation to the McMaster Accessibility Council (MAC), and to coordinate compliance obligations under the [Accessibility for Ontarians with Disabilities Act](#) (AODA 2005, S.O. 2005, c.11) on behalf of the University.

As reported in the [EIO's 2020-2021 Annual Report](#), the AccessMac Program has experienced substantial and unsustainable growth from 2018-2022. There has been increased demand and need for support with institutional strategic planning, project management and analysis, broad educational development and programming, disability community development and facilitated access, as well as individual / unit-level consultations. The Accessibility Program Manager has reported an increase of 177% in accessibility and disability inclusion-related consultations for McMaster community members over the 2018-2021 period, as well as a 25% increase in disability / support related consultations for students, staff, and faculty members with disabilities. Additional increases in educational programming, project, policy, and process development are documented in the 2020-2021 EIO Annual Report.

These increases can be attributed to several factors, including:

- the development of the EDI (Equity, Diversity, and Inclusion) Framework and Strategic Action Plan;
- the development of the Accessibility Program Manager Position;
- the increased focus on community-engaged and educationally focused strategies to underpin Program operations and approach;
- the overall rise in awareness of accessibility across the province and locally (rapidly increased by the shift to remote work/study environments due to COVID-19);
- web accessibility legislation requirements coming into effect this past January 1, 2021; and
- the ongoing development of the AODA Post-Secondary Education Standard.

The expectation of the Accessibility Program Manager is that consultations will continue to increase, with the rollout of the Campus AODA Web Accessibility Roadmap (co-sponsored by EIO and UTS (University Technology Services)) and the forthcoming movement of the [Post-Secondary Education Accessibility Standards \(PSEA\) Final Recommendation Report](#) into regulatory legislation in the coming months. Additional resourcing of the AccessMac Program is required to meet current programming capacity gaps, as well as to prepare the campus for the proposed PSEA Standard, comprised of approximately 185 new AODA recommendations (regulatory and non-regulatory) spanning all operations of the University, both academic and non-academic.

Additional AccessMac Program information, including full program data reporting and examples of notable successes and opportunities, is available from the [2020-2021 Equity and Inclusion Annual Report](#), beginning on page five (5).

## Part II: 2021 Accessibility Policy Review and Redevelopment

### Executive Summary

McMaster's Accessibility Policy has undergone continued and extensive review and redevelopment during 2021, including significant initial revising by the Associate Vice President (AVP) Equity and Inclusion, the Director Human Rights and Dispute Resolution Program, and the Accessibility Program Manager, in close consultation with the Chair and members of the MAC. The current draft focuses primarily on:

- Strengthening McMaster's commitments to accessibility as per the AODA and disability inclusion best practices, to facilitate both greater access and a sense of belonging for McMaster students, staff, and faculty members with disabilities.
- Formalizing policy review and reporting structures to strengthen cyclical reporting responsibilities and policy upgrades, as requirements under the [AODA's Integrated Accessibility Standards Regulation \(IASR\)](#) continue to shift and evolve.
- Naming specific scope, roles, and responsibilities to facilitate a clearer understanding of centralized and distributed rights, expertise, and roles and responsibilities as they relate to current and future processes, policies, and units that operationalize AODA IASR requirements within a post-secondary context.
- Aligning the policy framework and definitions with other related campus-wide policies.

### Next Steps

From 2020-2022, various iterations of the Accessibility Policy Draft have been shared with all members of the MAC for authoring, consultation, and iterative integration of feedback to facilitate the development of a final draft to submit to the University Secretariat. The Accessibility Program Manager, in collaboration with Senior Human Rights Officers from the Equity and Inclusion Office and the MAC Co-Chairs, is coordinating with the Secretariat's Office to project manage and schedule public consultation for fall 2022. The Policy is expected to be presented to Senate and Board by late fall 2022 / early winter 2023.

## Part III: 2021 AODA Compliance Environmental Scan Survey

### Executive Summary<sup>1</sup>

In preparation for the province's December 31, 2021, biennial AODA compliance reporting activities, McMaster Accessibility Council Co-Chairs co-sponsored in spring 2021 the development of an AODA Compliance Environmental Scan Survey. Institutional goals identified that the Survey sought to address included:

- (1) Facilitating the completion of the biennial 2021 Provincial Compliance Report with participation from all members of the MAC.
- (2) Identifying both central processes established, as well as distributed take up across units, of various accessibility policies and practices developed and facilitated to meet specific requirements under the AODA IASR.
- (3) Compiling and analyzing 2021 data to inform the ongoing development of McMaster's accessibility policy, accompanying multi-year accessibility strategy / plan, as well as future iterations of the Survey.

This self-reported data activity increased cross-institutional confidence when preparing and submitting the 2021 biennial report. However, a noted limitation has been identified in the collection and analysis of this data, primarily, that this was a Pilot year for the launch of the AODA Environmental Scan Survey and as such, unfamiliarity with the questions being asked as well as challenges in interacting with the tool itself were anticipated. Further iterations of this Survey and subsequent data collection will need to be refined and built into reporting cycles to ensure that the most accurate data is being collected and represented in future internal annual accessibility reports. An additional limitation should be noted that as the MAC is primarily comprised of administrative leaders across campus, academic leaders were excluded from participation in this Survey and were asked to focus their attention on participation in the AODA Website Audit Activity described in section four (IV) of this report.

This Survey was designed twofold as a campus-wide educational activity, and therefore incorporated communications, resources, and 1-1 support options for those participating when it was launched in fall 2021

### High-Level Results

The results are divided into Central Unit Responsibilities and Distributed Cross-Unit/Campus Responsibilities to better understand centralized process and policy development and cross-campus awareness and adoption of process/responsibility.

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<sup>1</sup> Please contact the Accessibility Program Manager at [access@mcmaster.ca](mailto:access@mcmaster.ca) for the full version of this report.

Please note that question fourteen (14)<sup>2</sup> from the 2021 compliance report related to web accessibility was excluded from this activity's analysis and taken up solely through the AODA Website Audit and Reporting Project detailed in section four (IV) of this report.

## Central Unit Processes, Policies, and Responsibilities

Based on an 86% "Yes" response rate to **questions asked to and answered by five (5) central units<sup>3</sup> that oversee central accessibility processes and procedures**, McMaster University filed "**Yes, in compliance**" to questions listed on the 2021 Provincial Compliance Report that these units were able to answer in the affirmative. Further inquiry and analysis are required related to units reporting "I Don't Know" and "Blank" (14% response rate), to discern if (1) the requirement listed as **centralized oversight / responsibility** fits better under the section of **distributed awareness / responsibility** and / or (2) the requirement requires a central process and / or mechanism for compliance evaluation to be put in place to meet the requirement and enhance future reporting confidence.

## Distributed Unit Awareness and Responsibilities

Seven AODA IASR requirements were selected based on their distributed nature (i.e., Cross-campus application and distributed take-up) and translated into statements to which respondents could answer "Yes", "No", "Not Applicable", or "I Do Not Know". **A total of forty-six (46) reports** were completed and returned to the Accessibility Program Manager by MAC-identified unit leads, who could choose to report as either **a single unit or as several separate units** reporting to the same MAC member / senior leader.

Table 1. 2021 AODA Compliance Environmental Survey Distributed Responsibility Statements

Statement #	Statement
1	Emergency procedures for my unit / area are accessible or able to be made accessible for persons with disabilities, upon request (e.g., if someone requests an accessible or alternative format).
2	All employees (including NEW employees) within my unit / area of responsibility have been made aware of existing University accessibility and accommodation supports available to them, including accommodation policies.
3	Accessible formats and communication support are provided for all employees with disabilities within my unit/area, when requested, to enable job and workplace understanding and responsibilities.

<sup>2</sup> As of January 1, 2021, do all of your organization's internal websites conform to World Wide Web Consortium Web Content Accessibility Guidelines 2.0 Level AA (except for live captions and pre-recorded audio descriptions)?

<sup>3</sup> Equity and Inclusion Office, Facilities Services, Strategic Procurement, Human Resources Services, and McMaster Libraries.



4	My unit / area is aware of and enacting McMaster's policy commitments regarding the Use of Service Animal and Support Persons On-Campus.
5	My unit / area is aware of and enacting McMaster's Posted Notice of Temporary Disruptions of Service protocols where applicable.
6	Leaders, current employees, new employees, volunteers, and subcontractors within my unit / area are aware of and have taken McMaster's central AODA and Human Rights Code training (approx. 30 mins to complete).
7	Where my unit / area provides feedback mechanisms to the McMaster / public, these mechanisms can be made accessible to persons with disabilities, upon request (e.g., provisions of alternative formats, communication supports, etc.).

### Survey Quantitative Highlights

#### 1. Zero (0) statements provided yielded 100% "Yes, in compliance" responses

- a. Three (3) statements yielded a "Yes" response of between 84-87%
- b. Two (2) statements yielded a "Yes" response of between 75-78%
- c. Two (2) statements yielded a "Yes" response of between 61-69%

Preliminary data might suggest a need for strategic planning and partnerships across campus to be strengthened or formed, to support both meeting distributed IASR regulatory requirements, as well as to support the maintenance of compliance once it has been met. Many of the IASR requirements that were translated into statements for this Survey have been regulatory for close to a decade and during the time that they were rolling into effect, policies, processes, and services may have been established to meet what may have been interpreted at the time as a **finite or time bound** requirement.

However, many AODA IASR requirements are not time bound and therefore require specific roles and maintenance plans to be established, as well as awareness around the requirements (rights and responsibilities) to be communicated on an ongoing basis. As an example, to support the completion of this Survey, the Accessibility Program Manager worked with specific unit leaders to create cross-campus communications explicitly stating requirements, and what employees and leaders could do to quickly come into compliance by / before the December 31<sup>st</sup>, 2021, provincial reporting deadline, increasing both unit-level and institutional confidence in responding "Yes" to questions on the 2021 Provincial Compliance Report. These communications were distributed to all MAC members, so that they could be further disseminated to all units under MAC members' areas of responsibility. In future, these communications could be updated and recirculated across distributed units early in the year (January 1) preceding a provincial compliance reporting year (December 31 of that same year) for those requirements that simply require frequent reminders or awareness raised.

The following section will provide examples of qualitative themes and examples emerging from the 2021 Survey.

## Survey Qualitative Highlights

Thematic Analysis: Statement One (1) – “Emergency procedures for my unit / area are accessible or able to be made accessible for persons with disabilities, upon request”

Statement one (1) within the AODA Environmental Scan Survey was specifically analysed for common themes and quantitative responses, given the health and safety implications of this statement, in addition to conversations and consultations held with survey respondents prior to survey completion, indicating confusion and unawareness surrounding the requirement.

In total, 13 / 46 reports were returned to the Accessibility Program Manager with non “Yes, in compliance” responses, that is to say that **28% of participating units did not respond “Yes, in compliance” to Statement one (1)**. Additionally, out of the forty-six (46) reports returned, only three (3) provided specific plans detailing how the unit would provide emergency response plans in accessible or alternative formats, if requested by an employee with a disability(ies).

Further thematic analysis available from Appendix I of this report pointing to health and safety implications arising from the lack of awareness or misunderstanding of this specific requirement has resulted in a direct action to communicate results to McMaster’s Central Joint Health and Safety Committee via the MAC Co-Chairs, as well as Employee Health and Occupational Support Services via the Accessibility Program Manager, EIO. These groups have committed to developing and communicating a process to address Emergency Evacuation plans in the coming months.

### Additional Qualitative Themes Arising from Preliminary Analysis

The below section provides a snapshot summary of salient themes arising from additional context provided for “No”, “I Do Not Know”, “N/A”, “Partially”, and “Blank” responses to the question “Are you in compliance with these seven (7) distributed statements” included in the 2021 Survey and listed above. Qualitative responses provided for “Yes” responses were intentionally not included in this analysis to identify gaps more easily in awareness, process, and implementation of distributed AODA IASR responsibilities.

#### **Theme #1: Lack of disability representation and/or awareness in the workplace:**

Responses provided when responding “No” and “N/A” to distributed responsibility statements were at times related to unit leads stating that they had no employees with disabilities working in their unit (or that they were not aware of employees with disabilities working in their unit). Some units further indicated that should a request for support be made, action to put a process or plan into place, or to provide an alternative format, would be met.

This theme surfaced mostly in relation to statements that indicated a need for an employee with a disability to identify to their employer/manager a specific need for an accessibility support (e.g., accessible emergency response plan, accessible communication supports, workplace accommodation, etc.).

#### **Theme #2: Absence of accountability mechanism / procedure to validate compliance:**

Several units when responding “No”, “I Do Not Know”, and “Blank” (no response) indicated an assumption or belief that other units (i.e., not their unit) would or should be overseeing AODA compliance for their unit.

Other areas expressed not knowing who would be responsible for checking or validating specific compliance requirements to be able to confidently respond “Yes” or “Partially” on the Survey. Additionally, where a unit may have responded “I Do Not Know,” “Partially,” or “Blank,” responses indicate that the unit may have made staff **aware** of the requirement but did not indicate **how / if** they would be able to validate compliance with the requirement.

Overall, this theme surfaced most prevalently in relation to responding to distributed responsibility statement six (6): *Leaders, current employees, new employees, volunteers, and subcontractors within my unit / area are aware of and have taken McMaster’s central AODA and Human Rights Code training.*

**Theme #3: Lack of knowledge and/or confusion regarding AODA legislative compliance requirements:**

Units were provided team and leadership support by the Accessibility Program Manager in completing this Survey, where it was anticipated that there might be a lack of awareness of certain AODA requirements that had not previously appeared on a biennial government compliance report or had never previously been asked to campus community members broadly. This support helped to minimize the number of responses of this nature appearing on individual reports. There were, however, several responses provided that have identified several specific units as possibly requiring more targeted communication and implementation support efforts regarding distributed AODA IASR requirements.

Additional responses provided that are lacking in detail regarding **if / how** compliance is being achieved (either proactively or should the need arise) might also indirectly indicate that units could be experiencing confusion around understanding requirements, or the need for more training and unit-level planning regarding compliance requirements and distributed responsibilities.

**Theme #4: Appear to Comply, But Not Responding “Yes”**

Finally, and related to previous themes two and three, there were several qualitative responses provided that included thorough detail regarding how a given unit was taking steps or had taken steps to achieve compliance, but where the unit still replied, “I Do Not Know” or “No” to the question of “are you in compliance with XYZ requirement?”. There may be several reasons to explain a unit’s hesitancy in responding “yes” to compliance with institutional or unit-level confidence, including the newness of the requirement, a lack of compliance measurement mechanisms existing across the institution to validate compliance and/or a lack of full understanding surrounding the requirement itself.

## Conclusion

Participation across units under MAC members’ areas of responsibility was excellent with forty-six (46) reports to the Accessibility Program Manager in total, indicating a strong commitment and willingness to participate in AODA compliance-related activities across administrative areas of the University. It must be once again stated that this was the first time McMaster has conducted such an in-depth AODA compliance analysis, and as such, this activity will need to be carried out in future iterations to refine

self-reported data and interpretation. Preliminary data is already providing clarity regarding next steps in the development of a roadmap to meet updated AODA compliance benchmarks for 2025.

Initial areas of focus will include enhanced elevation of disability awareness and presence of persons with disabilities on campus and specifically in the workplace; clearer and more consistent communication of unit-level compliance roles and responsibilities to be developed in consultation with and distributed to units via MAC members; as well as the establishment of anticipated cyclical AODA auditing and reporting activities to correspond with provincial reporting cycles. One positive outcome from this year's activity has been the preliminary establishment of a distributed network for compliance reporting, which is of utmost importance in preparing for the release of the upcoming AODA Post-Secondary Education Standard, as this standard will require a steep increase in government compliance reporting requirements. The coordination of a such a complex distributed network will require focused oversight and resourced support to maintain activity sustainability.

### Next Steps

- The MAC Co-Chairs and Accessibility Program Manager will facilitate connect-backs to relevant unit leaders to share raw data and discuss further opportunities for development and support for their units.
- The AODA Scorecard will be reviewed for usefulness in documenting internal levels of compliance across units indicated through this year's Pilot activity, particularly where the "Yes, in compliance" responses were below 75%.
- The MAC Co-Chairs, the MAC, and the Accessibility Program Manager will collaborate to discuss actions moving forward, exploring where strategic planning can be built into or aligned with the development of MAC members' current strategic plans and / or if the development of a specific Accessibility Strategic Multi-Year Roadmap and Action Plan is required.

## Part IV: AODA Website Audit and Reporting Results

### Executive Summary

McMaster University senior leadership endorsed and provided support for an institution wide AODA Web Accessibility Compliance Roadmap in 2021. The Roadmap has successfully advanced over the last two semesters with the first AODA Website Audit and Reporting Project. The report that was generated from this activity provides an update on key accomplishments and a summary of the data collected from the AODA Website Audit and Reporting Project, providing a benchmark on compliance to date as well as projected timeframes for meeting compliance across all areas of the institution. The full Web Accessibility Audit Report has not been included in this Accessibility Activity Report but can be accessed by contacting the McMaster Accessibility Council at [access@mcmaster.ca](mailto:access@mcmaster.ca). As a result of the reporting information gathered, McMaster has indicated a **Non-Compliance status** on web accessibility as part of its overall AODA Reporting obligations, in late 2021. Recommendations for next steps in moving forward institutional priorities and accompanying actions listed within the Web Audit Report are listed below:

## Next Steps

Given the report results, the following recommendations (non-exhaustive) have been developed for consideration and to inform the next project in the AODA Web Accessibility Compliance Roadmap, slated for Winter 2022. There will need to be discussion and endorsement of these activities before proceeding, with accountability at the Dean and AVP level, or above.

- Share the Web Audit report with all the AODA Website Audit respondents and accountable unit leaders
- Communicate to the campus community that the first phase of the AODA Website Audit Reporting Project has been completed and share high level findings and next steps (including communicating the imperative and timelines to achieve AODA compliance and aspiration beyond compliance, and the need for a networked leadership approach to achieve these goals through unit-level investment and implementation supported by central coordination and auditing responsibilities)
- The Web Accessibility Strategist will develop, in consultation with the Accessibility Program Manager, a Web Accessibility Resource Guide to support web developers, designers and content managers in the ongoing translation, implementation, and validation of currently regulated 2.0 AA compliance standards while aiming for 2.1 compliance levels where possible for future proofing
- Working with the Web Accessibility Strategy team and using a templated planning document provided by the team, unit leaders will examine challenges in achieving compliance by December 31, 2022, and develop a plan for accelerating compliance which includes resources needed
- Unit plans will be compiled by the Web Accessibility Strategy team and presented to the McMaster Accessibility Council for review and recommendation on how to resource implementation
- Include in the new Accessibility Policy an accountability mechanism for unit leaders to approve and sign-off on AODA compliance reports, including web accessibility audits
- Engage Communications and Public Affairs leads on the task of aligning brand standards with AODA Compliance requirements to ensure all centrally provisioned/designed/templated websites are consistent
- Ensure the continuity of the web accessibility priority by imbedding in strategic EDI and IT (Information Technology) plans and governance mechanisms.

## Part V – Campus Accessibility Action Plan Updates

### Executive Summary

The first Campus Accessibility Action Plan (CAAP) five-year plan was submitted and approved in 2012 and finished in 2017. Subsequently, [CAAP Phase 2](#) was approved in 2018 and we are in the last year of this plan.

**Numerous CAAP projects were undertaken and completed in 2021-22:**

- Campus Services Building (CSB) Accessibility Upgrades Grant Application (Federally supported [Enabling Accessibility Fund](#))
- Accessibility audits for McMaster University owned buildings, which will be completed by fall 2022
- Water fountain / water refill audits and multi-year master plan for future installation
- Applied Dynamics Laboratory (ADL) - elevator installation
- General Science Building (GSB) - 3<sup>rd</sup> floor accessible washroom addition
- John Hodgins Engineering (JHE) - barrier free washrooms (south and north washrooms)
- Chester New Hall (CNH) - accessible washrooms B110 and B111 upgrades
- Hamilton Hall (HH) - accessible washrooms upgrades (all levels)
- Nuclear Research Building (NRB) - accessible washroom upgrades
- Ivor Wynne Centre (IWC) - barrier free washroom renovations
- Chester New Hall (CNH) - barrier free washroom 506A modifications
- General Science Building (GSB) – modifications to accessible parking and new accessible sidewalk to the main entrance door
- Psychology Building A 205 and A203 - barrier free washroom modifications
- Automated door operator in corridor to Smith Gym
- SAS (Student Accessibility Services) testing centre washroom – Automated Door Operator (ADO) installation
- Modifications to Mills Library – improvements to signage, barrier free washrooms, and stairs

**The following projects are planned for the upcoming months:**

- Modifications to barrier free washrooms in Togo Salmon Hall (TSH) B119, B120 and 202A
- Spinal Cord Injury washroom accessibility upgrades.
- Upgrading all-genders washroom signage of all washrooms across campus to McMaster's new Barrier Free standard.
- Adding an additional all-genders barrier free washroom in Thode Library (205/B).
- Feasibility study for adding an elevator to make the sub-basement level of Burke Science Building (BSB) accessible.
- Campus Services Building accessibility project that will add a ramp, elevator, barrier free washrooms, accessible reception counter and accessible meeting room to the building (Project estimated at \$2M with \$1M coming from the Enabling Accessibility Fund).
- Water fountain upgrades

## Next Steps

Facility Services expects to complete accessibility audits of all McMaster University buildings by August 2022. The audit results and recommendations will form the basis for the CAAP Phase 3. The current funding level of \$337,000 per year is inadequate based on current estimates and CAAP Phase 3 will need additional funding to implement the recommendations laid out in the accessibility audits.

The approval of the Enabling Accessibility Grant for \$1M is the biggest grant Facility Services has obtained to date. Previously, Facility Services obtained \$50,000 each on two occasions from the Enabling Accessibility Fund. The Campus Services Building (CSB) and the Applied Dynamics Lab (ADL) were two important multi-level, highly trafficked, and physically inaccessible buildings on campus. To date, ADL has been fitted with an elevator - project completed last year - and is now elevator accessible. With funding from the Enabling Accessibility Fund, funding contributions from CAAP Phase 2, as well as additional monies from Facility Operating Capital, the CSB will become an accessible building.

## Part VI – McMaster Accessibility Community Updates

While the new reporting focus of McMaster’s Annual Activity Report has shifted to specific AODA-compliance related activities, one section of this report will continue to shed light on accessibility cultural and community development-related activities across the institution that have taken place within that given calendar year.

### McMaster’s Employee Accessibility Network

Established in 2017, the [Employee Accessibility Network \(EAN\)](#) was created for employees with disabilities at the University to connect, network, and collaborate. The Network was also developed to act as one of the main consultative groups to the McMaster Accessibility Council, and the University at large, in areas of:

- Disability inclusion;
- Accommodations;
- Legislative compliance; and
- Aspirational accessibility and disability-inclusion planning for Disabled employees / employees with disabilities.

Comprised of more than 100 list serve members and growing, the EAN also offers a lens of lived experience to institutional work carried out that may disproportionately impact employees with disabilities in the absence of consultation.

**This past year, the Network has worked together to consult and provide feedback in several areas, including:**

- Feedback on the disproportionately negative impacts of COVID on members of the McMaster community with disabilities – particularly those who are immune-compromised and/or experience communication barriers – was shared with the Associate Vice-President, Equity and Inclusion (AVP EI), as well as Return to Campus Planning committees, during summer 2021.
- Feedback on integrating critical accessibility and disability perspectives into the emerging Inclusive Excellence Guide for Researchers under the University’s [Equity, Diversity, Inclusion, and Accessibility Strategy](#).

To read more about the Network’s consultative and peer support work, please read the [Employment section](#) from this year’s [Accessibility and Disability Inclusion Update 2020-2021](#).

## Accessibility and Disability Inclusion Update 2020-2021

[The Annual Accessibility and Disability Inclusion Update](#) is now in its 4<sup>th</sup> year of publication, collecting and highlighting accessibility and disability-inclusion related projects, activities, networks, research, and scholarship generation carried out by McMaster students, staff, and faculty in any given year.

This year's publication expanded its 2021 Call for Submissions into winter 2022 and was released to mark celebration and raise awareness for [McMaster's National Accessibility Week 2022](#). Containing more than seventy (70) updates from close to fifty (50) contributing individuals and units, the Update has been moved this past year into an accessible, open-source Pressbooks format and contains the following table of contents to learn more about incredible collective work being carried out across the institution in different areas:

- [Community Building and Engagement at McMaster](#)
- [Community Building Beyond McMaster](#)
- [Employment](#)
- [Policies and Plans](#)
- [Scholarly Community-Engaged Publications and Publications](#)
- [Spaces and Environments \(Built and Virtual\)](#)
- [Student Initiatives](#)
- [Student Support and Service Delivery Upgrades](#)
- [Teaching and Learning: Accessibility and Disability Inclusion in Research, Instruction, and Course-Level Enhancements](#)
- [Teaching and Learning: Accessible Online and Technology-Enabled Learning](#)

## December 3<sup>rd</sup>: International Day of Persons with Disabilities Programming 2021

The AccessMac Program (EIO) and the [Disability Inclusion, Madness, Accessibility, and NeuroDiversity \(DIMAND\)](#) Working Group (President's Advisory Committee for Building an Inclusive Community) collaborated to co-create three (3) consecutive days of programming commemorating and celebrating December 3<sup>rd</sup>: International Day of Persons with Disabilities 2021, including:

1. **Critical Mad / Disability Flash Presentations (December 1<sup>st</sup>)** – A full day event of “flash” presentations to highlight Critical Mad and Disability Studies scholarship, with a focus on supporting new / upcoming scholars.
2. **The 3 Fs of Food (In)Accessibility Disability DIScussion (December 2<sup>nd</sup>)** – Led by [MSU \(McMaster Student Union\) Maccess](#), this talk focused on intersectional impacts of food inaccessibility for persons with disabilities and allergies, low-income people, and persons of faith.
3. **Assistive Technology – Lived Experiences and Uses (December 3<sup>rd</sup>)** – A panel discussion led by AccessMac and DIMAND, this event highlighted the expertise of fluent users of assistive technologies, with broader discussions facilitated around assistive technology experiences and use for accessibility testing and best business practice.

These events were wonderfully attended – spanning 50 – 100 participants per event / day – supporting the centring of intersectional Disabled voices in work, scholarship, and community. For more



information about these events, as well as goals and institutional recommendations put forth by PACBIC DIMAND members to the University for the upcoming year, please read [PACBIC's 2021-2022 Annual Report](#).

## Moving Forward

This past year saw an additional change to the composition of the McMaster Accessibility Council, with the addition of the office of the AVP, Research. This addition ensures we are communicating with all areas of the University which need to be involved in enabling our current Accessibility Plan and to participate as we start planning for the work to be done as part of the pending AODA Post-Secondary Education Standard.

The 2020-2021 academic year continued to see increased collaboration and communication around the many accessibility related initiatives which took place across campus, culminating in the development of the 4th annual [Accessibility and Disability Inclusion Update](#). It was wonderful to read the more than 70 submissions which came in from 50+ units and to reflect on what inspirational and creative work is being in this area across campus. Additionally notable has been the increase in submissions from McMaster's academic community – researchers, faculty, course instructors, course designers, and Teaching Assistants – accounting for more than 1/3 of the entire 2020-2021 publication, across several Update categories.

This past year also saw the inaugural launch of the new AODA Compliance Environmental Scan Survey which provided a snapshot of where we are in terms of overall AODA compliance for our core administrative units on campus, as well as the completion of the initial AODA Website Audit and Reporting Project.

For the coming year we will be sharing the updated University's Policy on Accessibility, working on next steps related to institutional accessibility planning based on the past year's findings, working towards completion of the next phase of the AODA Web Accessibility Compliance Roadmap, and developing implementation plans related to the pending AODA Post-Secondary Education Standard legislation. Early work in all these areas indicates there will be a need for more resourcing and coordinated efforts across campus, something which will need to be monitored over the next several years.

We continue to be excited looking ahead to how accessibility and disability-inclusion flourishes in 2022.

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To: University Planning Committee

From: Pamela Swett, Dean of Humanities  
Jeremiah Hurley, Dean of Social Sciences

Date: October 7, 2022

Re: Creation of the Wilson College of Leadership and Civic Engagement

Below please find a proposal for the creation of a new joint program of the Faculties of Humanities and Social Sciences entitled Wilson College of Leadership and Civic Engagement (hereafter, "Wilson College"). Made possible by the recent generous gift of \$50 million by former Chancellor, Lynton "Red" Wilson, Wilson College will train future leaders to foster and sustain a civic culture for Canada that engages all citizens; emphasize the importance of collaboration between McMaster's academic community and local, regional and national leaders in building a stronger Canada and sustainable, resilient communities; and integrate education, research, practice and public engagement to advance our understanding of how to create a civic culture for a flourishing Canada. As such, Wilson College will include educational programs, research and scholarly activities, and a variety of externally focused engagement activities.

This memo details and seeks approval for the creation of Wilson College that will function as a program. The University definition of 'program' is a Senate-approved, interdisciplinary course of study at the undergraduate or graduate level which is not the sole administrative and academic responsibility of any one Department.

As a joint initiative of the two Faculties, Wilson College will be governed by an Internal Governing Board with membership from both Faculties that will be supported by an External Advisory Council, within a framework set out in a joint Memorandum of Agreement (MOA) between the two Faculties. As a program (rather than a department or school), Wilson College will not be home to academic faculty appointments. Faculty affiliated with Wilson College will hold academic appointments in existing departments and schools in the Faculties of Humanities and Social Sciences. Enrolled students will obtain a proposed joint Honours BA degree in Leadership and Civic Studies and an existing Honours BA program in Humanities or Social Sciences.

The proposal was developed by the two Deans and last week it was approved separately by the Faculty Council in Humanities and in Social Sciences. As directed by the University Secretary, it has been prepared in accordance with the format for the Process of Approval for New Programs or Major Changes to Existing Programs of the New and Revised Undergraduate Programs Policy Approved by the McMaster University Senate December 2020, adapted for the creation of such a program rather than an educational program. Future approvals will be sought for the establishment of the degree and minor.

The proposal enjoys the strong support of the Provost and the President.

The proposal was approved by both the Faculty of Humanities and Social Sciences at the Faculty Meetings for each Faculty.

## **Program Proposal: Wilson College of Leadership and Civic Engagement**

### **Program Overview**

The Wilson College of Leadership and Civic Engagement, made possible by a generous gift from former Chancellor Red Wilson, is a unique, interfaculty program designed to train future leaders to foster and sustain a civic culture for Canada that engages all citizens; it emphasizes the importance of collaboration between McMaster's academic community and local, regional and national leaders in building a stronger Canada and sustainable, resilient communities; and it integrates education, research, practice and public engagement to advance our understanding of how to create a civic culture for a flourishing Canada. To achieve this mission, the College is built on five essential pillars:

- a. Residential experience: Wilson College offers a unique living & learning community that supports and amplifies College activities.
- b. Educational Programming: Wilson College will develop Canada's only Honours B. A. and minor in Leadership and Civic Studies, which includes a unique interdisciplinary curriculum and experiential opportunities, including internships and other placements, working with public and private sector practitioners. The major will be available only to students enrolled in Wilson College; the minor will be available to undergraduate students across McMaster.
- c. Research: led by the endowed Wilson Chair in Leadership and Civic Studies, the College will boast a team of affiliated faculty researchers and visiting fellows from the public and private sectors, who create new scholarship and lead innovative programming for College students and others on campus.
- d. Practice: With guidance from an External Director and the External Advisory Council, Wilson College will develop external activities and opportunities to expand the impact of the College in Canadian public and academic life.
- e. Leading the Public Conversation: Wilson College fellows, professors, and students will seek to understand "where the puck is going" and shape discourse on key issues of concern in Canadian public life through high-profile talks, debates and a robust digital media presence.

Specific elements of the programming to be offered by Wilson College include the following:

- a. Living and Learning Community. Located in a specially designed building that includes a student residence, innovative learning and collision spaces, and administrative offices, Wilson College will provide affiliated students, scholars, and guests a dynamic living-learning community that develops intellectual curiosity, collaboration, creative exchange, leadership skills, and a sense of responsibility for the common good.
- b. Undergraduate Degree and Minor. An Undergraduate Honours BA in Leadership and Civic Studies (a joint degree with an existing program in the Humanities or Social Sciences) as well as a minor in Leadership and Civic Studies for students from across campus.
- c. Graduate Programming. A graduate interdisciplinary seminar in the near term, with a potential MA in Civic Studies to be developed at a later stage and a Graduate Diploma available to doctoral candidates in Humanities and Social Sciences

- d. Internships. To support student development, Wilson College will develop relationships with government, business, non-governmental, and civil society organizations to implement a robust internship program.
- e. Wilson Leadership Scholar Awards. The existing Wilson Leadership Scholar Awards will continue and be attached to the College. These prestigious undergraduate and graduate student awards prepare award holders to become Canada's next generation of leaders through experiential opportunities and problem-based learning.
- f. Civic Engagement Opportunities. Wilson College will put civic education into practice by promoting and organizing various civic engagement opportunities for students, including activities such as Model United Nations competitions, "civic health hackathons," possible membership as Canada's first Open Think Tank network site, and collaboration with existing units on campus such as the Office of Community Engagement
- g. Annual Visiting Fellows Program. Fellows will be recruited from outside McMaster University. Applications will be welcomed from academics and non-academics from diverse fields in the liberal arts, government, civil society, and the private sector, especially those with forward-thinking, innovative research or engagement projects.
- h. Engagement Accelerators. Engagement Accelerators will bring together academics, students, and leaders from government, business, and non-governmental organizations to connect academic and non-academic leaders across disciplinary and professional boundaries.
- i. Wilson Commentaries Annual Public Lecture Series. The annual Wilson Commentaries host an invited luminary to address significant, contemporary issues in Canada related to leadership and civic engagement.

This proposal pertains solely to the creation of Wilson College itself. A separate proposal for the undergraduate degree program will follow.

### **Consultations**

The design of Wilson College and its programming was led by the Deans of Humanities and Social Sciences, Pamela Swett and Jeremiah Hurley, with guidance from President David Farrar and Provost Susan Tighe, other campus leaders such as Dean of Students and Associate Vice-President Students and Learning, Sean Van Koughnett, and the Associate Deans in each of Humanities and Social Sciences. Since the public announcement of Red Wilson's transformative gift, Dean Swett and Dean Hurley have begun broader consultations within each of their Faculties, including consultations with the Chairs and Directors of existing departments, schools and programs and whole-Faculty meetings open to all faculty.

### **Consistency with McMaster's Mission and Strategic Goals**

Wilson College will advance McMaster's core mission in education, research and service, and specific strategic goals articulated in McMaster SMA agreement and the President's Strategic Priorities.

- Wilson College fully reflects McMaster's mission
  - It will offer activities and programming in each of education, research, and community-engagement and service
  - It aims to integrate learning and knowledge across all four areas.

- **McMaster's SMA Agreement**
  - It will develop an interdisciplinary joint Honours BA program, consistent with McMaster SMA priority on interdisciplinary programming
  - It will fully integrate experiential learning of diverse types into its programming
  - It will produce graduates who will place well in job market following graduation
- **McMaster Strategic Priorities and Goals**
  - Advancing societal health and well-being is the ultimate goal of Wilson College
  - Interdisciplinarity: as noted, interdisciplinary education, learning, engagement and extracurricular activities are central to the vision for Wilson College
  - Inclusive Excellence: The policies, practices and programming of Wilson College will incorporate best practices regarding inclusive excellence.
  - Teaching and Learning: Wilson College will feature innovative teaching and learning inside and outside the classroom, with integrated experiential learning, community/external engagement, and related programming.
  - Research and Scholarship: Affiliated faculty and students will conduct leading-edge research and scholarship on leadership and civic studies. Wilson College aims to be a thought leader in both academia and externally in the broader community.
  - Operational Excellence: The novel design of its governance and administration across two Faculties will embody operational excellence. College staff will work closely with existing Faculty-specific staff to ensure the efficiency and effectiveness of Wilson College programming.
  - Civic University: Wilson College is an exemplar of that to which McMaster aspires as a Civic University.

### **Student Recruitment/Admission**

Students will apply for admission to Wilson College at Level 1, i.e., on entrance to McMaster University. The College will engage in active recruitment campaigns to attract the best and most inquisitive students from diverse backgrounds in Canada and the world. The recruitment efforts will be supported by College-specific entrance awards (in addition to McMaster's general entrance awards). Entrance decisions will be based on secondary-school grades plus a supplementary application designed to identify those whose goals, interests, commitments, and/or previous experiences align well with the mission of Wilson College. The supplemental application will also conform with accessible and equitable admission processes and practices. It is too early to know exactly what the admission standards will be, but we expect Wilson College to attract top students given the living-learning community, experiential education, internship and mentorship opportunities, and the in-demand skills they gain from a world-class institution.

### **Structure and Governance**

We propose that the College be governed by a Memorandum of Agreement (MOA) between the Faculty of Humanities and the Faculty of Social Sciences. The MOA will articulate the governance and administrative structure, as well as the cost and revenue sharing of its programs and activities. The College will be overseen by an Internal Governing Board chaired by the Deans of Humanities and Social Sciences, with membership as listed below (see also the attached Figure) that includes senior leadership,

5

faculty, staff, students, and rotating membership by one other Dean.

- The Wilson College Internal Governing Board (See Figure 1 below)
  - Co-Chairs: Dean, Faculty of Humanities and Dean, Faculty of Social Sciences
  - Ex Officio: President  
Provost  
Associate Dean (Academic), Faculty of Humanities  
Associate Dean (Academic), Faculty of Social Sciences
  - Wilson Faculty Representatives: 1 faculty member affiliated with Wilson College from each of Humanities and Social Science
  - Wilson Student Representatives: 2 Wilson College students
  - Non-Humanities/Social Sciences Dean Representative: One Dean from another Faculty on a rotating basis
  - Staff Representative: Director of Finance and Administration from Humanities or Social Sciences on a rotating basis
- The Administrative Home for Wilson College will be the Faculty of Humanities.
- The operations and management of the college will be overseen by the Academic Director, supported by administrative staff as appropriate. The Academic Director is envisioned to be a faculty member who will take the lead on "internal" operational matters pertaining to the academic programs (initially a joint Honours BA and a minor), research and scholarly activities, and the affiliated faculty (who will hold academic appointments in existing departments), Wilson Fellows, and staff.
- The External Director, envisioned as a high-profile non-academic, will be appointed to a part-time role for a multi-year term. The primary responsibility is to Chair the Wilson College External Advisory Council (itself comprising diverse leaders external to McMaster) and to act as a liaison between Wilson College and others in the public, private, and third sectors. The individual will promote the interests of the College, draw on their network to create opportunities for the College and its students, and facilitate programming that engages with sectors outside the university to integrate education, research, and practice. The College's Governing Board will appoint the External Director and members of the External Advisory Council and maintain oversight of its activities.

## Resources

**Space:** Wilson College will be situated in new space to be constructed over the footprint of the existing Robinson Theatre and thus centrally located on the Arts Quad between the two Faculties. Current plans call for this building to include approximately 75 residence spaces plus a mix of spaces designed to foster collaboration and creativity, and nurture networks in a dynamic living-learning community. The centerpiece will be a collision space where students and teachers meet to collaborate, exchange ideas, transfer knowledge, and turn concepts into groundbreaking, transformative results. Around this will be further learning spaces, meeting spaces, event spaces, and offices.

## People:

- **Wilson College Staff**
  - External Director
  - Wilson College Administrator. Senior staff member who reports to the Academic Director. Functionally analogous to Academic Department Managers.
  - Administrative Support. Various administrative support staff as appropriate who report to the Wilson College Administrator.
  - Events Coordinator. Will oversee, coordinate, and manage events sponsored by Wilson College (e.g., lectures series, workshops, public speakers, etc.)
  - Experiential Learning Manager. Oversees experiential learning programming, working in coordination with the experiential program staff in the Faculties of Humanities and Social Sciences.
  - Experiential Programming Staff Assistant. Reports to the Experiential Learning Manager
  - Academic Advisor. Provides academic counselling and advice to Wilson College students.
- **Faculty**
  - Faculty affiliated with Wilson College, including the Academic Director, will hold appointments in existing departments in Humanities and Social Sciences and will be affiliated with Wilson College through explicit secondment agreements that define expectations and responsibilities and financial flows back to home departments.
  - Wilson College Endowed Chair in Leadership and Civic Engagement. Currently being recruited through an international search, the Wilson Chair in Leadership and Civic Engagement will be a senior scholar from any relevant discipline who specialize in a field related to the mission and vision of the college. Areas of scholarly focus for the Endowed Chair will evolve over time. The Chair will carry a five-year term (renewable once).

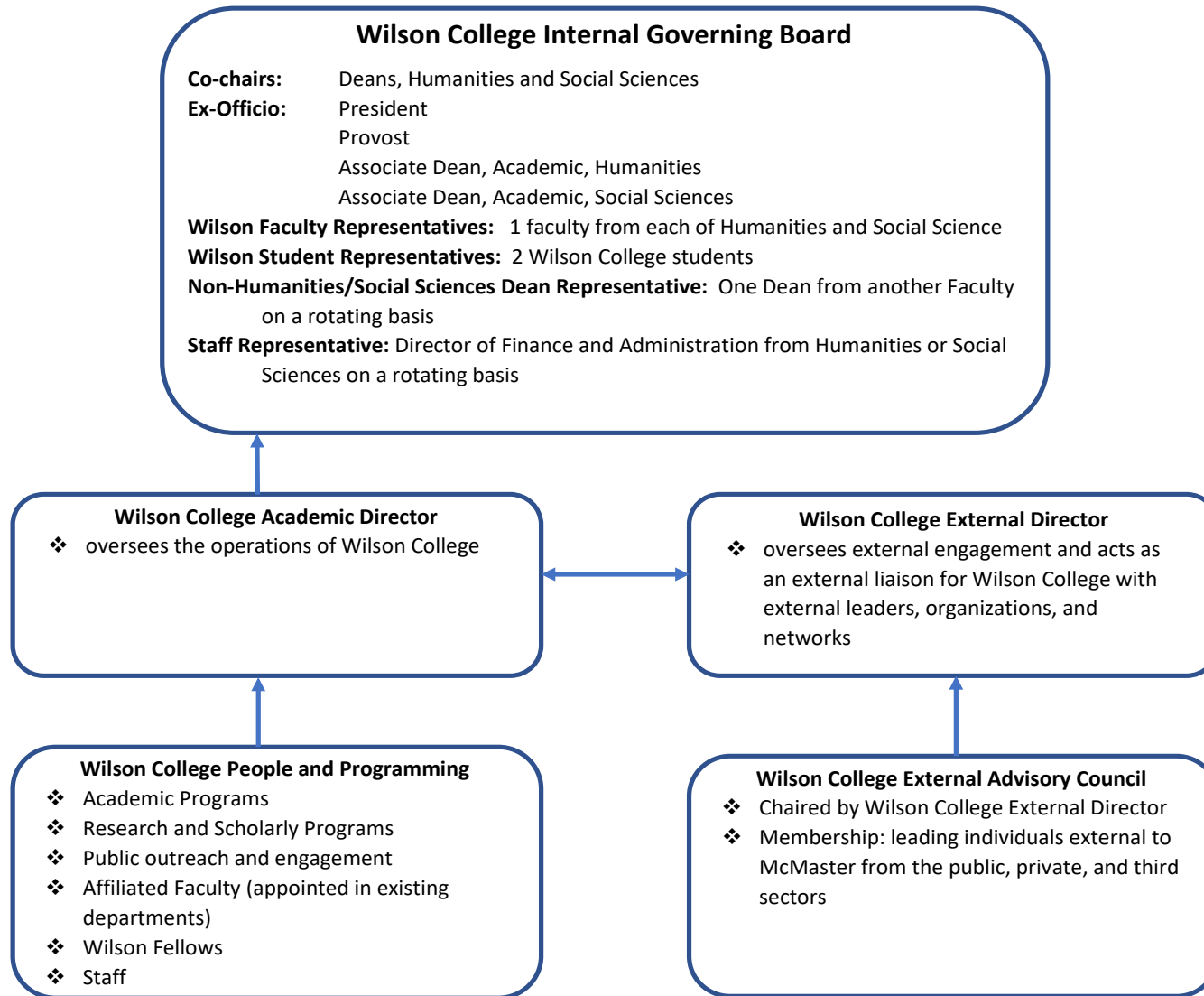
**Financial:** Wilson College will incur both capital and annual operating expenditures.

**Capital.** The major capital expenditure will be that associated with constructing the Wilson College building, which will house the residence, administrative offices, and learning and meeting spaces. The capital costs will be financed through a combination of the gift from the Wilson Foundation (tentative allocation of \$12 million) and McMaster University. The McMaster contribution will primarily finance the residential component whereby the initial capital outlay will be repaid over a period of years by Housing and Conference Services through residence fees charged to students living in the residence.

**Annual Operating Costs.** Annual operating costs include faculty salaries, Wilson College programming costs, and governance and administrative costs. Operating costs will be funded from four primary sources: the annual return on the Wilson Chair endowment, Wilson College endowment, Wilson College revenues, and McMaster University contributions. The Wilson Chair endowment (\$3 million) will include contributions from the Wilson gift (\$2 million) and McMaster (\$1 million) and will be allocated to salary costs for the Wilson Chair in Leadership and Civic Engagement. The Wilson College endowment (\$36 million) will comprise the balance of the \$50 million gift after deducting the capital allocation and the Wilson Chair endowment allocation. The annual return on this endowment will fund programming costs, staff salaries, and the like. Wilson College revenue will include student tuition and fees, plus miscellaneous revenues associated with some Wilson College events. McMaster contributions will cover faculty salary costs and some administrative costs and will come from various sources, including the President's Strategic Fund, the University Fund, and the two Faculties.



## Wilson College Governance Model



Date: October 12, 2022

TO: University Planning Committee

FROM: Karen Mossman, Vice-President, Research



**RE: Centre for Advanced Research for Mental Health and Society Proposal**

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The Committee on Research Institutes, Centres and Groups (CRI) has reviewed and unanimously approved the attached establishment proposal for the Centre for Advanced Research for Mental Health and Society (ARMS).

Please include this as an agenda item for the next University Planning Committee Meeting on October 19, 2022.

KM:jt

Attach.

cc: Provost and Vice-President (Academic)  
Vice-Provost and Dean of Graduate Studies  
Dean of Social Sciences  
University Secretariat

## Proposal for the Establishment of the Centre for Advanced Research on Mental Health and Society (ARMS)

**Submitted by:** Marisa Young, Faculty of Social Sciences

An Institute ☐

A Centre ☒

***\*Core Members:***

- Will contribute regularly to the Centre's programs and attend Centre team meetings
- Will be involved with independent research projects on mental health, wellness, and society that are consistent with the vision of ARMS (and publicly connect these projects to the Centre as key "pillar/impact" projects of ARMS)
- Will contribute to grant writing efforts for the sustainability of the Centre
- Will participate in knowledge exchange, mobilization, translation, and dissemination (having these efforts promoted on the ARMS website, blog, and newsletter)
- Will aid with pedagogical efforts, including teaching, mentorship, advising, and preparing/distributing teaching materials
- Will collaborate with other ARMS members, especially in grant writing efforts
- Will provide independent reports and updated CVs every year to help with the preparation of the Centre's annual report
- The Director of ARMS will review core and associate member lists annually and confirm in a written report whether each member has met the obligations of membership as stated.

Name	Faculty and Department	Expertise
Marisa Young	McMaster University Sociology Faculty of Social Sciences	Family-Friendly Communities and Mental Health; The Work-Family Interface and Mental Health
James Gillett	McMaster University Health, Aging & Society Faculty of Social Sciences	Resilience and Mental Health; Mental Health and the Life Course
Tara Marshall	McMaster University Health, Aging & Society Faculty of Social Sciences	Social Media and Mental Health; Multiculturalism and Mental Health
Ameil Joseph	McMaster University School of Social Work Faculty of Social Sciences	Immigration and Mental Health; Critical Mental Health Perspectives
Mat Savelli	McMaster University Health, Aging & Society Faculty of Social Sciences	Mental Health in the Classroom and Critical Mental Health
Kathy Georgiades	McMaster University Psychiatry & Behavioural	Youth Mental Health and Academic Achievement;

	Faculty of Health Sciences Neurosciences, Offord Center	Ethnic Inequalities in Youth Mental Health
Andrea Gonzalaz	McMaster University Psychiatry & Behavioural Neurosciences, Offord Center	Youth Mental Health and Academic Achievement; Ethnic Inequalities in Youth Mental Health
Catherine Munn	McMaster University Psychiatry & Behavioural Neurosciences Faculty of Health Sciences	Student Mental Health
Jim Dunn	McMaster University Health, Aging & Society Faculty of Social Sciences	Housing, Mental Health, and Development

***\*Associate Members:***

- Will collaborate with core ARMS members on their “pillar/impact” projects and through grant-writing efforts
- Will participate in pedagogical efforts, including through training programs and community internships
- Will provide independent reports and updated CVs every year to help with the preparation of the Centre’s annual report

<b>Name</b>	<b>University, Faculty and Department</b>	<b>Expertise</b>
Isabela Granic	Radboud University Developmental Psychopathology McMaster University Health, Aging & Society Faculty of Social Sciences	Interactive Media and Mental Health; Technological Interventions and Mental Health Solutions
Nick Kates	McMaster University Psychiatry, Family Medicine Faculty of Health Sciences	Mental Health Care Systems; Mental Health and Primary Care
Kevin Schafer	Brigham Young University Sociology McMaster University Health, Aging & Society Faculty of Social Sciences	Men’s Mental Health, Paternal Mental Health

Daniel Vigo	University of British Columbia Psychiatry Faculty of Medicine	Mental Health Care Systems, E-Mental Health, Substance Disorders
Alex Bierman	University of Calgary Sociology Faculty of Arts	Health, Illness and Medicine, Aging and the Life Course
Jason Schnittker	University of Pennsylvania Sociology Arts & Sciences	Social Impacts on Health, Genetic-Environmental Wellbeing, Incarceration and Health
Julia Woodhall-Melnik	University of New Brunswick Sociology Faculty of Arts	Social Determinants of Physical and Mental Health and Addiction
Sue Phipps	Canadian Mental Health Association	Community Mental Health

**Space Needs:**

Sq. Ft
TBD

New Space Required?

Location Confirmed? L.R. Wilson Hall 3<sup>rd</sup> Floor rm. 3803

Space cost allocation covered by lead Faculty?

No	
Confirmed	X
Yes	X

**Plans for Organizational Review:**

Frequency of Internal: Annual Review

Frequency of External: Every 5 years

*Please provide names below and check box to verify that approval has been obtained from each:*

Department Chair/Area Director: n/a

Faculty Dean or Director of Administration: Jeremiah Hurley

Other (specify): n/a

**A. Background**

**What events led to this proposal for a new Centre/Institute?**

*Global Mental Health Crisis*

Mental health problems are proliferating internationally, indicating an ongoing and increasingly

burdensome global mental health crisis. In North America, this urgent concern has become particularly salient (National Institute of Mental Health, 2019; Health Canada, 2022). These trends have become even more apparent with the context of the COVID-19 pandemic and its potential long-lasting impact (Canadian Mental Health Association (CMHA), 2020; Akin, Neve, Dunn et al., 2021). The individual and societal consequences of mental health struggles indicate an urgent need for innovation in mental health research that probes the understanding of these conditions.

These trends are not unique to the current COVID context. The Centre for Addiction and Mental Health reports that one in five individuals will experience a mental health diagnosis in their lifetime. This figure likely underestimates the true prevalence since many individuals suffering psychological problems remain undiagnosed. A more realistic number is one in two individuals (CMHA, n.d). Those who do not experience mental health problems themselves are likely impacted by the mental health of a loved one (National Institute of Mental Health, 2019). The societal costs of mental health are also staggering. A recent report by the Conference Board of Canada (2016) notes that the Canadian economy losses approximately \$50 billion per year due to anxiety and depression alone, which contributes to lost productivity, absenteeism, job turnover and chronic unemployment (Dewa & Dermer, 2010; Institute of Health Economics, 2007).

#### *Interdisciplinary Approach of the Centre*

The purpose of the Centre for Advanced Research on Mental Health and Society (ARMS) is to lead the way for mental health research in the social sciences. The interdisciplinary Centre will encourage collaboration between health sciences, social sciences, and community engaged perspectives by involving the combined expertise of faculty, students, and community leaders with diverse knowledge backgrounds in the effort to address issues of mental health. Multiple factors contribute to mental health outcomes (ex: institutional, social, political-economic, environmental, developmental, biomedical, etc.); therefore, multiple theoretical perspectives must be assembled to understand and address mental health from a holistic and societal point of view (George 2017; Schnittker 2017; Wheaton et al., 2012). ARMS takes the approach that mental health cannot be understood using one perspective alone. It is through the dialectic engagement of multiple frameworks that real insight can be gained. The Centre will create a social and physical space for this interdisciplinary engagement to take place, specifically highlighting the often-overlooked *social science orientation to understanding mental health processes*.

#### *Existing Research in Health Science*

The dominant framework that has guided existing research on mental health originates from the domain of health sciences. Academic disciplines including psychology, psychiatry, epidemiology, genetics, and public health have shaped dominant perspectives on mental health (Wheaton, Young, Montazer, & Stuart, 2012). Knowledge produced from these disciplines highlights individual pathology from a biological, cellular, and genetic perspective. While there have been undoubtable advancements in our understanding of mental health from the health sciences, the hegemony of scientific understandings of mental health has been critiqued and described as an abandonment of “bio-psycho-social” research in favor of a “bio-mania” approach (Schnittker 2017; Wheaton et al., 2012). The establishment of ARMS will engender innovative research that seeks to understand mental health from outside these taken for granted frameworks. Since critiques of biologically determinant understandings of mental health should offer “no opposition without proposition,” ARMS is a solution-oriented, evidence-based proposal for

escaping the silos of mental health research (Whitley 2014, p. 501).

#### *New Approaches in Social Science*

The Centre's approach to mental health is innovative and focuses on the structural and societal aspects of mental health rather than pathological understandings of mental disorders. The Centre's vision underscores that social science perspectives must be prioritized in the effort to address the burden of mental health problems. Rather than focusing on individual struggle or pathology, social scientific perspectives can be used to investigate social determinants of mental health, societal experiences of distress, and structural causes of mental health inequalities (Mikkonen & Raphael 2010, Raphael et al. 2020). This is essential because "many stressful experiences, it should be recognized, don't spring out of a vacuum but typically can be traced back to surrounding social structures and people's locations within them" (Pearlin, 1989, p. 242). ARMS will bring awareness to the social dimensions of mental health and will highlight structural influences on individual and societal well-being. In doing so, the vision of the Centre moves beyond the diagnosable definition of "mental illness" as a pathological category toward an understanding of *mental health* as a universal experience that is affected by the social world.

#### *Centre Overview*

ARMS will be a critical site for interdisciplinary mental health research from a social science perspective. It will be the first centre of its kind at McMaster to embrace a social science perspective on mental health research. ARMS will work in collaboration with experts from other Centres and Institutes at McMaster like the *Offord Centre*, the *McMaster Institute for Health Equity* (MIHE), the *Gilbrea Centre for Studies in Aging*, McMaster's *Secure Empirical Analysis Lab* (SEAL); and, SPARK: a centre for social research innovation in order to shape the unique research program of ARMS. The ARMS Team is currently in contact with the Directors of each of these centres/institutes.

ARMS diverges in several respects from these institutions, however, given the ARMS' unique focus on how social contexts impact individual-level mental health outcomes, including neighbourhood of residence, workplaces, secondary and post-secondary educational institutions, and family environments. ARMS employs innovative methodological triangulation to combine datasets across multiple layers of social reality, including data from the individual-, community-, workplace-, and family-level. Social science research of this nature, using broad population survey and administrative data, is limited due to insufficient infrastructure across Canada and the US.

McMaster has achieved global renown as a leading institution in the health sciences; the Centre will be an important space for quantitative, qualitative, mixed-methods, and interdisciplinary research, which will broaden the scope of the university's impact and innovation in the area of mental health. Collaborative project grant writing will be focal to the Centre as well as pedagogical activities like student mentorship and graduate student development. Finally, community engagement and development are key goals of the Centre's vision. Details on all these components will be provided below in Section B (Objectives and Proposed Activities). The attached *Five-Year Timeline* document offers additional information, as well. The need for this Centre as well as its alignment with McMaster's Strategic Research Plan will be elaborated upon below in Section C (Rationale).

### How do those events relate to academic/research priorities?

ARMS will bring attention to the structural contributors to experiences of mental health from a non-diagnosable approach. The Diagnostic and Statistical Manual of Mental Disorders, which categorizes symptoms into clusters that become known as “mental illnesses,” overlooks the lived experiences of people with mental health problems. We will fill this knowledge gap by emphasizing the societal and environmental contributors to individuals’ well-being. The Centre will concentrate on endeavours highlighting the social dimensions of mental health experiences across all segments of society. There are three core research themes that guide the Centre’s initiatives. These themes are reflected in the core members’ research programs.

#### *Life Transitions*

Over the life course, we transition into and out of statuses across various institutions. These transitions and contextual circumstances have both short and long-term influences on our mental health, which can differentially result in positive and negative outcomes (Kessler 1979, Lee & Gramotnev 2007). Examples include transitions from early family life to post-secondary education; more subtle daily transitions into and out of work and family roles; or, more disadvantaged transitions from employed to unemployed, or housed to homeless. A core theme of the Centre addresses how such transitions into and out of such statuses and institutions influence individual and societal well-being.

#### *Social Inequality*

Mental health problems are not experienced the same across the population. Certain social groups are exposed to more stressors, for example, while others might be more vulnerable to the psychological distress following stress exposure. Instances of social conditions that give rise to structural distress include racism, poverty, state violence, and dislocation (Beneduce 2019, Kienzler 2020, Luhmann 2001, McIsaac 2019, Stevenson 2012). For example, the root cause of proliferating depression can be understood as partially resulting from the stressors of late-stage capitalism, as opposed to an issue rooted solely in neurotransmitters (Cvetkovich 2012). The structure of social statuses and the societal meanings attached to those statuses influence these processes and ultimate well-being of the individual; it is well documented in the social science literature that culture impacts the experience, expression, and outcomes of mental health (Jenkins 2015, Good 1992, Kleinman 1988, Nichter 1981). For example, the poor may endure greater hardships than the rich; women might face more discrimination in the workplace than men; some minority groups may face greater stigma around their mental health than others; the educated may cope better with stress compared to the uneducated. These and other disadvantages faced by certain social groups influence mental health experiences. A core theme of the Centre addresses these processes of inequality and how they shape experiences of mental health.

#### *Media and Technology*

We are in an unprecedented era of rapid technological change and media exposure. These circumstances have wide-reaching implications for not only our experiences of mental health, but also our understanding of what constitutes ‘mental health’ or ‘illness.’ For example, certain behaviours can be packaged or branded as ‘good’ or ‘bad’; media serves as a conduit for cultural transmission that influences our perceptions of normal versus abnormal behaviour, which impacts stigma and help-seeking (Stuart 2006). Engagement with visual and digital media has the



capacity to influence mental health and even resilience against suicidality (Philipps 1974, Santana da Rosa et al. 2019). A popular news story from 2021 saw a whistleblower leaking internal research at Facebook, showing the devastating effects of Instagram on the mental health of teen girls (Gayle 2021). Further, the technological advances we see around us change our interactions with one another, our social support systems, and the institutions with which we engage daily. Digital data and new technological innovations have inspired interventions that improve understandings of mental health and advance new forms of care (Bemme et al. 2020, Semel 2021). For example, media has also emerged as an essential form of informal peer support in the context of mental health (Naslund et al. 2016). A core theme of the Centre critically addresses the role of media and technology in shaping our understanding and experiences of mental health in both positive and negative ways.

#### **How will creating this Centre/Institute improve and enhance research that will address these priorities?**

A Centre will provide a social and physical space to advance and make contributions to mental health research. There will be collaboration between academics, students, and community members about the social, structural, and institutional influences on mental health. ARMS will focus on the following themes: (a) past and future research on mental health from a social science perspective; (b) current events and societal issues related to mental health; and, (c) interdisciplinary collaborations within and across institutions. The Centre's mission will prioritize mental health advocacy, research, and prevention moving forward.

ARMS will also function as a nexus for collaborations to further a *social sciences of mental health* perspective in research and pedagogy for the purposes of (a) mental health risk identification, and (b) preventative interventions prior to the onset of mental health problems.

The Centre will facilitate creative space to discuss the definition, meaning, and measurement of mental health in the social sciences, and establish protocols or "best practices" surrounding managing and sharing data on community-based mental health surveys within and across institutions.

### **B. Objectives and Proposed Activities**

#### **Objectives**

##### **a) Discuss Impact on Key Stakeholders**

###### *Academic Stakeholders*

ARMS will serve as a foundation for mental health-related research to other academics, who will benefit from this cross-disciplinary space that will create and share innovative knowledge on mental health from a social science perspective. The Centre's opportunities for student involvement will also help to develop the knowledge and expertise of a cohort of future academics working in the area of *mental health from a social science perspective*. These initiatives will begin in year 1, with the start of the internal conference and speaker series.

### *Community Stakeholders*

The Centre will mobilize its efforts to individuals outside the university, including community members, not-for and for-profit businesses, and public organizations, (including CMHA and YWCA). Several of our core members have ongoing and proposed research and mobilization projects in collaboration with these organizations (for example through SSHRC Partner Engagement and Development Grants, and Mitacs Internships). A variety of venues will be used to disseminate and translate academic research and knowledge from the Centre, including written reports, speaker series, as well as the Centre's website and newsletter. Written reports in collaboration with some community organizations will be released on the ARMS website during year 1 and the Winter 2023 speaker series will feature a talk by a core member on community-engaged research methods, new developments in data management and data security for collaborative research.

### **b) Potential for collaboration**

#### *Faculty Membership*

The goal is to bring together faculty across disciplines in the social sciences, who bring unique perspectives to the study of mental health. ARMS will take an interdisciplinary approach and aims to recruit faculty into the Centre from across the Faculty of Social Sciences' departments as well as the department of Psychiatry and Behavioural Neurosciences in the Faculty of Health Sciences. There will be a central number of selected faculty who will serve as core members and whose research is focal to the Centre's identity. Each member's research program will be featured on a rotating basis to establish the core themes of the Centre (see suggested themes below). Public features will also highlight the research projects, programmatic developments, and community efforts from our Associate members, whose diverse academic expertise in societal mental health across several institutions enrich our faculty membership. Every month, a website and newsletter (described below) will highlight the work being done by one of the Centre's core members. These spots may address recent publications, research efforts, and grant proposals. This will (a) centrally highlight the core faculty members of the Centre, promoting their work; (b) help to broadcast McMaster as an institution with innovative interdisciplinary research; and (c) create a tight-knit community among the Centre involving a core group of academics who are committed in their ongoing involvement and collaborative research efforts. Core members will also engage in leading grant applications for future Centre events that will focus on their respective research program.

#### *Community Membership*

ARMS will also recruit prominent members of the community across various sectors including public and private organizations (CEO's, MLA's, city council members, board members of mental health groups, etc.) This variation in the Centre's membership will help facilitate community and academic collaborations around mental health issues. For example, we envision a partnership between the Centre and the Canadian Mental Health Association (CMHA), Canada's most extensive community mental health organization. We already have a strong relationship and commitment from the C.E.O. of the CMHA Hamilton branch, Sue Phipps—who is also an adjunct assistant professor in the Department of Social Work. By partnering with the CMHA in a cooperative effort to address mental health issues, we open opportunities for community engaged research opportunities. As well, the association's network of advocacy, programs, and resources

will help extend the reach of the Centre's impact outside of McMaster to the broader Hamilton community. Community partners like the CMHA will be associate members who help guide the direction of ARMS and who also participate in pedagogical efforts, for example through training programs and community internships.

#### *Student Membership*

Graduate and undergraduate students will be integral to the Centre and its activities. Not only will they help facilitate the Centre's operations through research assistantships and grant-writing efforts, but they will also participate in and advance the Centre's pedagogical goals. To this end, student members will be invited to have meaningful learning and teaching opportunities to advance mental health research in their individual fields. Annually, we will have around 10-15 graduate students' members from multiple graduate programs across the university. The student members will participate in research activities that can advance their degree requirements, for example collecting or accessing data that will contribute toward a major research paper or dissertation. Each student will be paired with a Core or Associate member, who may serve as a mentor in the capacity of a graduate advisor or RA employer. Student membership will include participation in an annual graduate student conference (starting fall 2024) hosted by the Centre and the development of a Student Advisory Board (see *Five-Year Timeline* document for details). The specific activities and involvements of students are elaborated below under the Human Resources Needs of section E (Detailed Business Plan).

**Proposed Activities** (see *Five-Year Timeline* document for details of all activities)

#### *Speaker series*

The Centre's speaker series will be held on an ongoing scheduled basis (once per academic semester) and will feature presentations from core and associate faculty membership. The event will comprise a formal presentation followed by a question-and-answer period, and will conclude with a social gathering for informal interaction and networking. This event will create an opportunity for members to become familiarized with the ongoing work of key members of the Centre. Graduate students will also be given opportunities to present their work at the speaker series.

#### *Conferences*

Half and full-day conferences will be hosted by ARMS annually. These events will include full and round table sessions with academic, community, and student participants. Some possible themes for these conferences include:

- The Mental Health Landscape across Generation and Cohorts of Social Change
- Mental Health in the Context of Rapid Social Technological Change
- Mental 'Wealth', Inequality and Social Hierarchies
- Mental Health in Transition: Identity, Status and Social
- Urban Stressors and Mental Health: Culture, Community and Context

#### *Workshop series*

ARMS will organize a series of workshops (in collaboration with McMaster's SPARK: a centre for social research innovation) that will facilitate impactful research on mental health. The

workshops will be a half-day learning opportunity for attendees to receive guidance and resources on various aspects of conducting mental health research such as: the different approaches to research methods in mental health research, grant writing in mental health research, best practices and resources for instructors on teaching mental health topics at the university level.

Themes for this workshop series include:

- Knowledge translation and dissemination
- Quantitative and qualitative approaches to mental health research
- Lessons on teaching mental health topics in a University context
- Grant writing

#### *Mentorship program*

By bringing together students (both undergraduate and graduate), faculty members, and community members with common interests in mental health, the Centre will serve as a critical site for the mentorship of an emerging cohort of leaders focused on understanding and promoting human wellbeing. Key community partners may enhance the mentorship program by offering internships to students.

#### *Grant writing initiatives*

ARMS will bring together focal members around common mental health themes and projects, which will facilitate the cooperative writing of project grants. Specific Centre resources will be dedicated to these efforts, in collaboration with the FSS' and ROADS' resources.

#### *Youth Engagement Program*

The Centre will actively involve youth (15 to 18 years old) from the community through local high schools and youth outreach programs with partnered organizations, including the YWCA, for example. The YWCA has already been engaged through a proposed Youth Engagement Program that will connect student (including high schoolers) with academic and community connections around mental health. Each year the Centre will engage youth in ongoing research projects, solicit feedback, and introduce some of the key resources/experiences of post-secondary education through the Centre's focus on mental health. The Centre will work closely with the Office of Community Engagement, and the Student Recruitment Office to develop and sustain the program.

#### *Website*

The ARMS website will be hosted through McMaster's Faculty of Social Sciences' main webpage. The website will feature focal members' profiles, the Centre's activities, blog posts related to recent mental health issues, job postings, access to teaching resources, mental health conference/sessions deadlines, etc. The website will be an important space for highlighting the work being done by the Centre's core and student members.

#### *Newsletter*

A monthly newsletter will be distributed to members including key research updates, community initiatives, job and internship opportunities, and recent noteworthy publication on mental health. The newsletter will be an important space for highlighting the work being done by the Centre's

core members.

#### *Student Mental Health Working Group*

The Centre for Advanced Research on Mental Health and Society (ARMS) will advance research that addresses mental health and well-being from a wide range of societal perspectives. One specialized working group within the Centre will be devoted to projects that relate specifically to post-secondary student mental health. The “Student Mental Health Working Group” will connect faculty members, students, graduate researchers, campus stakeholders (ex: Student Wellness Centre, student deans), and community partners (ex: Canadian Mental Health Association, Centre 3) to advance research that improves our understanding of post-secondary student mental health. The issue of mental health on campus is deeply contextual and requires a unique set of conversations and approaches. There are a growing number of projects related to student mental health at McMaster, and ARMS is uniquely positioned to house and connect these projects and the expertise working on them. Student members will participate in efforts directed at student mental health projects at the levels of grant writing, project development, data collection and analysis, and knowledge mobilization. A central component of the working group will be to connect students with faculty working on student mental health research endeavors. Several ongoing and emerging student mental health projects led by core ARMS members that will attract and include student members include:

- “Archway” First-year Transition and Mentorship Program
- World Mental Health International College Student Survey Initiative
- WHO Pathway Through Care Qualitative Interview Project

All the listed Student Mental Health Working Group projects are already linked to ARMS to varying degrees. First, the Archway Initiative is a first-year transition program that facilitates matriculation for first-year undergraduate students. The program involves placing students into interest-based groups that host social and academic activities, and pairing students with an upper-year mentor. Several members of ARMS are involved in the “Archway” first year transition program, leading with current knowledge mobilization efforts and programmatic reviews (Dr. Catharine Munn, Dr. James Gillett). Second, the World Health Organization’s World Mental Health International College Student Survey Initiative (WMH-ICS) is a large-scale survey run out of Harvard Medical School that seeks to determine the prevalence of and contributors to mental health disorder among post-secondary students. The Canadian consortium for this project is led nationally by an associate member (Dr. Daniel Vigo) and locally by a core member (Dr. Marisa Young). Third, the WHO Pathway Through Care Qualitative studies are a series of interview projects that have emerged from the WMH-ICS survey, using the survey tool as a recruitment method to speak with students about their lived experiences of mental health. These interview projects are also led by ARMS members (Dr. James Gillett, Dr. Daniel Vigo, and Loa Gordon, and ABD PhD Candidate who will be a graduate student member). All three of these initiatives have been fruitful in connecting a key student mental health group who meets regularly.

### *Student Advisory Board*

A select number of student members of ARMS will sit on a student advisory committee. The Committee will exist within ARMS and will consist of students from each of the ARMS research pillars. The ARMS Student Advisory Board will be a scholarly, productive, and supportive space for the many research assistants connected to the Centre. This student will be a representative from the working group who will meet monthly with RAs from other pillar projects in other areas of societal mental health and well-being to:

- Connect and collaborate with other students working in the areas of societal well-being
- Present the progress of the “Student Mental Health Working Group”
- Have opportunities for collective workshopping and feedback

### *Data Repository*

ARMS will create a repository of data related to student well-being that will be generated from its pillar projects. The “Student Mental Health Working Group” will have access to this data repository, which will contain troves of data generated from large-scale survey, interview, and evaluation projects housed under ARMS. To ensure data security, we will work closely with the McMaster Research Ethics Office to develop a sophisticated data security protocol that follows best practices. The mental health data repository will be housed in Faculty of Social Sciences Secure Empirical Analysis Lab --a leading and reputable database hosting service. All data uploaded into the repository will be encrypted, accessible only to ARMS members with password access approval. Many projects on student mental health and well-being generate immense amounts of complex data that, while essential for understanding the campus mental health crisis, never get analyzed or transformed into findings. By formalizing a repository where these data can exist, students can help faculty in efforts to interpret and mobilize research findings. The data repository will help establish McMaster as a research-intensive leader in the student mental health space by significantly increasing the university’s ability to mobilize their research. The data repository will also advance student training and provide both undergraduate and graduate students with opportunities to analyze data and create research outputs, including:

- Course of study projects like undergraduate and Master’s theses, PhD dissertations
- Academic outputs like journal articles, book chapters, and conference proceedings
- External reports for use by groups like the Student Wellness Centre or the IRA

## **C. Rationale**

### **Why is there a need for this Centre/Institute?**

The mission for ARMS is to provide a space—both physical and social—where academics, students, and community members can gather to advance the understanding of individual and societal mental health and well-being. To bring awareness to the importance of mental health research from a social science perspective, there needs to be a new “space”. Currently, there are multiple faculty working on mental health-related research in the FSS. However, connections between these faculty, and attention to their work is overshadowed by a more medical-based approach of understanding mental health. This is especially the case at McMaster, where the Health Sciences are notable for their contribution to research on both physical and mental health.

The purpose of the Centre is to join these endeavours and contribute to McMaster's mission of ***advancing human and societal health and well-being***. We need to create something substantial to effectively engage faculty, students, and community members. The Centre will do so, but from a unique social science perspective. The Centre's approach will expand McMaster's health expertise by prioritizing societal impacts to mental health. In an increasingly globalized world where discussions about equity have come to the fore, critical mental health research must also attend to the non-medical, social determinants of health, including: employment and socioeconomic status, education, food security, housing and living conditions, social inclusion and non-discrimination, and health care (WHO). An unparalleled strength of ARMS will be its interdisciplinary and cross-faculty approach to addressing how these complex societal issues come to bear on our distress, resilience, and well-being.

Furthermore, the Centre will support new and existing collaborations between partners across various sectors pursuing knowledge acquisition, translation, and dissemination related to mental health issues—within and across the Social Sciences and Health Sciences, as well as other faculties. The Centre will also provide a foundation for pedagogical advancement of mental health scholars, undergraduate and graduate students, and community participants. All of these activities will promote the strength of McMaster through social science research given the university's already strong health science background. Projects in the *social sciences of mental health* have been burgeoning across campus and by bringing the people involved in their realization together through the Centre, collaborative discussions can take place and the research impact can be multiplied.

#### **Discuss the alignment with McMaster's Strategic Research Plan**

The proposed goals, aims, and activities of ARMS all align with the "Core Values" outlined in McMaster's Strategic Plan for Research 2018-2023:

##### *Our Commitment to Fundamental Research*

The Strategic Plan highlights "Fundamental Research," or research that generates new knowledge driven by curiosity and exploration, new perspectives, and observation. ARMS will embody this call to action by spearheading innovative and interdisciplinary investigations into the determinants, outcomes, and treatment of mental health. We are taking a new approach to the study of mental health that does not focus on the pathological or diagnosable aspects of mental illness but instead investigates mental health as a structural and societal concern. By bringing together faculty, students, and community leaders with various expertise in mental health and society, the Centre will encourage the development of ongoing fundamental research.

##### *The Face of a Great Research University*

The strategic plan seeks to expand McMaster as a "Great Research University" that informs social good. ARMS will potentiate widespread social good by inciting new research developments on the social determinants of mental health and by developing best practices in mental health research. Our commitment to community engaged scholarship is also in line with this core value by extending the Centre's influence and impact.

##### *Paradigm-Shifting Research for the Greater Global Good*

One of the fundamental paradigm shifts that the strategic plan aims to address is "Human Health

& Social Determinants.” Mental health is a global health concern that has reached crisis level proportions, disabling people around the globe. The Centre’s agenda will promote human health and social good by addressing this health crisis using a social science lens.

*Strategic Initiatives to Meet Complex Challenges: Our Future Directions*

ARMS’ mission speaks to three of McMaster University’s ‘Strategic Initiatives to Meet Complex Challenges’, as stated in our Strategic Plan for Research 2018-2023, the most salient of which includes emphasis on *Equitable, Prosperous and Sustainable Societies*. The pillar research projects underscore inequalities in experiences of racialization and mental health; student mental health and well-being; community and neighbourhood context and health inequity to promote sustainability across communities, families, workplaces, and individuals across Canada and beyond.

Key to the research conducted through ARMS is both a conceptual and methodological longitudinal approach, which contributes to our understanding of Canadian’s experiences over the life course and speaks to McMaster’s Strategic Initiative of *Aging Across the Life Span*.

Finally, ARMS’ mission speaks to a third initiative outlined in McMaster’s Strategic Plan: *Addressing the Growing Burden of Chronic Disease*: Mental health problems are considered a progressive and unprecedented chronic disease that burdens Canadian society—socially and financially (Deraspe, 2013). The research programs of ARMS’ focal and associate members address fundamental chronic stressors in work, family, neighbourhoods, and communities, that lead to parents’ and children’s accelerated mental health problems.

*Enhancing our Research Enterprise*

ARMS will contribute to the McMaster research enterprise, which includes a vast network of collaborating institutions and organizations, by highlighting community and organizational involvement in our Centre. The CMHA—among other organizations—will be central to this pursuit. Further, by involving students in the research enterprise the Centre will promote their success and create opportunities for their futures. Together, we aim to produce quality research with widespread impact and application.

**Discuss the expected regional, provincial, national, global impact**

*Local impact*

The local impact of ARMS includes the McMaster University community as well as the broader Hamilton community. Participating faculty and student members from McMaster will be at the forefront of interdisciplinary research efforts to improve mental health from a social science perspective. Their research, funding, and pedagogical efforts will advance McMaster’s status as a well-rounded research institution. Likewise, the Centre’s community membership from the wider city of Hamilton (ex: CMHA) will have novel opportunities to disseminate knowledge and participate in teaching and research efforts through collaboration. As well, the overall landscape of mental health at the university and beyond will be positively impacted by research initiatives aimed at improving student and community mental health, wellness, and resilience (see *impact projects* below for examples).



### *Broader impact*

There are three directions that will expand and extend the impact of ARMS provincially, nationally, and globally. First, the Centre will bring together scholars on a provincial and national basis. The core and associate members of ARMS will connect with scholars (pre-existing and new research partnerships) from interdisciplinary fields working on mental health projects. Second, the Centre will offer opportunities to advance mental health research, which will be disseminated provincially, nationally, and globally. Data, findings, publications, and developments of best practices will be critically useful for scholars and stakeholders addressing the mental health crisis and outputs from ARMS will have international appeal and relevance. Third, several core projects that form the foundation of the Centre will be sites for provincial, national, and global knowledge dissemination and research collaboration. Scholars from other universities, stakeholders from other wellness domains, and members from other communities across provinces, countries, and globally will benefit from and be able to contribute to the Centre's projects. Some of these key "pillar projects" will now be outlined:

### *Pillar Impact Projects:*

McMaster's *The Family-Friendly Community Resources for Better Health and Well-Being Project* (FFCR-BWH; Dr. Marisa Young, PI) is an example of a project attached to the Centre that will have provincial and national impact. This project extracts and analyzes public data on FFCR across Canada with a particular focus on Ontario. These community-level data have been matched to existing individual-level longitudinal data from the Canadian Work Stress and Health Study (2010-2019), which includes measures of "work-family conflict," a pernicious modern day mental health risk for parents with children (Schieman & Young 2013, Young et al. 2014). A unique repository with the combined data will be created for other researchers to use. This project will have significant impact by increasing the accessibility of data and preparing students and highly qualified personnel to work with big data across the province's private and public firms. With support from the Centre, this project will provide data access to all through a publicly available data repository and technical reports across Canadian regions, while bringing together faculty, students and community members with aligned interests in residential communities, health and well-being.

*The World Health Organization World Mental Health International College Student Survey Initiate* (WMH-ICS; Dr. Marisa Young, PI) is another example of a project attached to the Centre with international impact. McMaster was invited to join the WMH-ICS, a global landmark study out of Harvard Medical School that seeks to determine the contributors to and prevalence of mental health problems among university students, and we successfully launched this program in January 2020. This study is longitudinal in design with an international focus, which provides insight into students' mental health experiences across cultures over time. McMaster joins approximately twenty other participating universities (three of which are Canadian: University of British Columbia, Simon Fraser University, University of Toronto) across sixteen different countries in this study that is ground-breaking in its scope and potential to benefit students and post-secondary institutions. The survey initiate prioritizes the evaluation and creation of targeted interventions designed to reduce the onset of mental health problems and to increase academic resilience. Several outputs involving ARMS members have already generated meaningful findings relating to the impacts of COVID-19 on student mental health, determinants of mental

health treatment coverage, barriers to care, effects of service specialization (Harris et al. 2022, Ricardo et al. 2022, Vigo et al. 2021, Vigo et al. 2022) In collaboration with McMaster's Department of Psychiatry and Behavioural Neurosciences, we aim to contribute to these intervention initiatives. With the support of the Centre, we plan to support the McMaster arm of the study. The success of this project will bring international collaboration and wide-scale attention to the Centre, and—by extension—the University. Recently, we have mobilized the survey as a recruitment tool for a series of critical qualitative interview projects that investigate the mental health of students, including a SSHRC Partnership Engage Grant funded project with CMHA Hamilton about student self-care. ARMS will mobilize McMaster faculty and students working on the WMH-ICS to promote collaboration, pedagogy, and the longevity of the project. The project is currently moving into phase 2 of its plans, which include the design and implementation of an electronic CBT app for students to access for free. ARMS will play a central role in helping to mobilize and launch phase 2 of the project – an endeavor that is estimated to occur over the course of three years 2023-2026.

*Psychoactivity for Sale (PI: Mat Savelli, Co-PI: Erika Dyck, USask)* is a study that will be attached to the Centre with a focus on psychoactive substances. Although humankind has long made use of psychoactive substances - those capable of altering feelings, thoughts, and behaviours - the twentieth century witnessed what historian David Courtwright dubbed the 'psychoactive revolution' (2001). During this period, psychoactive consumer goods became entrenched in people's day-to-day routines, becoming important tools for managing the self. This project explores the role of advertising in shaping public perceptions of psychoactive products, ranging from alcohol, nicotine, and caffeine to painkillers and psychiatric medications (Savelli & Dyck 2019). Drawing from several case studies across the globe (Canada, Colombia, West Africa, Yugoslavia, and India), it explores how advertisers sought to educate consumers about psychoactive self-management in the period 1881-2001. This project is currently funded by a SSHRC Insight grant and builds upon Dr. Savelli's previous SSHRC Insight Development funded project "*Selling Abnormality: A Global History of Psychopharmaceutical Advertising*."

*Seeing the Individual, Treating Society: Social Psychiatry in Communist Yugoslavia (1945-1991)* (PI: Mat Savelli) is a project that will contribute the Centre's international research efforts. In the period after World War II, the newly established government of Yugoslavia sought to rebuild the country, embarking upon an ambitious modernization project that saw a substantial influx of funding for mental healthcare. Although the traditional areas of organic psychiatry and psychotherapy grew substantially during this time, a third alternative emerged as a series of practitioners carved out a niche for what they deemed social psychiatry. Building upon training experiences gained in the UK, as well as a global network of like-minded practitioners, social psychiatrists sought to alleviate mental health problems not only through individual consultation but through a wider transformation of Yugoslav society itself (Savelli 2018). This project examines the social psychiatry movement in Yugoslavia, drawing upon archival research, medical texts, and oral histories to understand how social psychiatry came to play such a substantial role in Yugoslav psychiatry during the Communist era. In particular, it explores the formation of alternative scientific networks beyond the West, examining how practitioners from across the Non-Aligned World collaborated in the context of the Cold War.

*The Ethics and Social Relations of Undesirability: Exploring the Experiences of Immigration Detention and Deportation for Canadian Immigrants with Histories of Mental Health Issues* (PI: Joseph Ameil) is a justice-oriented project that will be attached to the Centre. This research will be driven by two questions of relevance to social work practice and scholarship: How do criminal justice, immigration, and mental health systems together construct, authorize, and legitimate violence against residents of Canada without citizenship? Subsequently, what do not-yet citizens at this confluence demand for justice and care? The first objective of this study is to race the history of the social relations of treatment of people identified with mental health issues by criminal justice and immigration. The second objective is to identify the ethical gaps in the treatment, support, and care of not-yet citizens at the confluence of mental health, criminal justice, and immigration systems. This research is at the intersection of critical Disability Studies, Post-Colonialism, and Critical Race Theory and uses a Mixed Methods approach employing discourse analysis and focus groups.

*Grief, Memorials, and Loss Through COVID-19: Resources for Caring while Physical Distancing* (PI: Joseph Ameil) will be a community-engaged, resource creation-driven project attached to the Centre. Responding to grief in marked and meaningful ways is an effective way of dealing with loss and achieving a sense of integration. In the case of rapid and intense social change, people often feel an exacerbated sense of loss and disempowerment. This can magnify anxieties and regrets, worsening negative thinking and problematic behaviours. This project aims to develop new online resources designed to support people coping with COVID-19, those dealing with loss and grief and to share alternatives to social gatherings for memorials after the loss of a family member, colleague or friend. Our research team has partnered with community organizations like the Canadian Mental Health Association of Hamilton (CMHA) to develop online resources designed to support people coping with the infection, those dealing with loss and grief and to share alternatives to social gatherings for memorials after the loss of a family member, colleague or friend (<https://a-way-through.mcmaster.ca/>).

#### Overview of Core Members Project Funding\*

<b>Project and PI(s)</b>	<b>Funding Source</b>	<b>Funding Duration</b>
FFCR-BWH (PI: Dr. Marisa Young)	Early Research Award	2017-2023
	Canadian Research Chair	2020-2025
WMH-ICS (PI: Dr. Marisa Young)	Interdisciplinary Research Funds	2020-2025
Mental Health, COVID, and Paid Care (PI: Dr. Marisa Young)	CIHR Project Grant (to be submitted fall 2022)	2023-2027
Neighbourhoods, Work-Family Interface and Mental Health (Co-PI: Dr. Marisa Young)	SSHR IG (to be submitted fall 2022)	2023-2026
Psychoactivity for Sale (PI: Dr. Mat Savelli, Co-PI: Dr. Erika Dyck, USask)	SSHR IDG	2021-2023

Seeing the Individual, Treating Society: Social Psychiatry in Communist Yugoslavia (1945-1991) (PI: Dr. Mat Savelli)	SSHR IDG	2021-2023
Portraits of Care: A Qualitative Approach to the Study of Post-Secondary Student Well-Being (PI: James Gillett)	SSHRC IG	2022-2025
The Ethics and Social Relations of Undesirability: Exploring the Experiences of Immigration Detention and Deportation for Canadian Immigrants with Histories of Mental Health Issues (PI: Dr. Joseph Ameil)	SSHRC IG	2021-2025
Grief, Memorials, and Loss through COVID-19: Resources for caring while physical distancing (PI: Dr. Joseph Ameil)	MITACS	2021-2023
Does the Use of Social Media Influence Older Adults' Mental Health and Well-Being? (PI: Tara Marshall)	SSHRC IG	2020-2023
Thriving Together: Assessing the mental Health Needs of Newcomer Students and their Families (PI: Kathy Georgiades)	Hamilton Community Foundation (Hamilton, Ontario, CA)	2021-2023
Testing innovative approaches to refugee mental health assessment and monitoring (PI: Kathy Georgiades)	Immigration, Refugees and Citizenship Canada (IRCC) (Ontario, CA)	2021-2023
Monitoring the impact of the COVID-19 pandemic response on mental health and well-being of children, young people and their families in Ontario (PI: Kathy Georgiades)	Government of Ontario (ON, ON, CA)	2020-2022
Ontario Parent Study – Offord Centre for Child Studies (PI: Andrea Gonzalaz)	Canadian Research Chair in Family Health	2020-2025
Visual Attributes of Neighbourhoods and Early Child Development (PI: Jim Dunn; Co-PI: Marisa Young)	SSHRC IG	2019-2024

\*TBU=To be updated

#### **D. Criteria for Expanding the Membership**

##### **Could other academia, industry and government partners be added to membership at a later date?**

Yes, although ARMS will have a starting group of core members and regular associate members, we envision a strong network growing and building around the Centre over time. This may include new faculty members, new students, and new community partners. One such opportunity will be the new “Fulbright Canada Research Chair in Mental Health and Societal Wellbeing,” has been awarded for the 2022-2023 period, which will see a visiting scholar join McMaster’s Department of Sociology to concentrate on critical perspectives of mental health. The visiting scholar’s area of specialization will align with the research priorities of ARMS and includes the social science of mental health, resilience, mental health and life transitions, and the impact of technology on wellbeing. This is just one instance of how members with relevant experience may be included in the Centre over time after its initial establishment.

##### **If so, what are the expectations and criteria for membership?**

We would expect members to participate in the ARMS annual meeting and provide information to their students, RA’s / PDF’s about the Centre’s initiatives and opportunities.

We will invite members to the Centre events, and include them in invitations to collaborate of various projects and grant initiatives. Academic/faculty members will be invited to take part in our grant writing efforts to help the sustainability of the Centre.

Community organization/industry members will be involved in the Centre’s knowledge translation and mobilization efforts. For example, ARMS and CMHA currently schedules a monthly meeting to discuss ongoing projects, collaborations, and potential opportunities for ARMS affiliated students to engage with CMHA programs and clients. We hope to extend this model to future community partners.

#### **E. Detailed Business Plan**

##### **Financial Needs**

###### *a) Discuss/explain operating budget and attach Appendix A (Budget template)*

Funding will be generated from internal sources, external sources, and through donations. Expenses will include salary, research, and operating costs (see Appendix A in the Five-Year Timeline document).

###### *b) What is the amount of funding required?*

##### **Anticipated and Secured Sources of Support**

###### *a) Start-up funds? Faculty commitments? External funds?*

An annual \$30,000 has been committed to the Centre through Dr. Young’s Canada Research

Chair funds (CRC 2020-2025, with anticipated renewal). The Faculty of Social Sciences has also committed \$30,000 for 5 years.

### Space Needs

*a) Please expand on the detail from the “overview” page, identifying the existing or new space requirements for the Centre or Institute, noting whether the Faculty Dean has approved use of that space for this purpose.*

Faculty has dedicated guaranteed space to the Centre in 3808 on the 3<sup>rd</sup> floor of L.R. Wilson Hall through Dr. Young’s Canada Research Chair. Dr. Young has submitted a Canadian Foundation for Innovation Grant with FSS support.

*b) Identify the plans for the location and coverage of the space costs. Has this been approved by the Faculty Dean?*

Yes, approval has been provided by the Faculty Dean.

### Human Resources Needs

*a) Explain how the day-to-day operations will be managed.*

Daily operations will be managed with the help of a full-time Centre Executive Director who will work closely with the Centre Director to fulfill managerial, operational, and communication roles.

*b) Include faculty assistance or commitments*

The Faculty of Social Sciences provides research finance and HR support to Faculty-based centres and institutes. The Centre’s website (McMaster-based), strategic public-oriented communications (eg.. Daily News pieces, social media dissemination, etc), an) will be supported by the FSS Communications team

*c) Will there be hiring of employees?*

Hiring of employees will largely be limited to students hired as Research Assistants (RAs), who will help facilitate the research and knowledge dissemination activities of the Centre. In addition to the Executive Director, there will be two graduate RAs hired and two undergraduate students to help with the coordination of the Centre’s programs and events.

*d) Use of students?*

Graduate and undergraduate students will be recruited to engage in knowledge exchange around key issues surrounding mental health. They will be able to take part in the Centre’s activities, including workshops, speaker series, and knowledge translation and dissemination efforts with community partners, including potential internships. Students will also be invited to take part in the mentorship program where they will be assigned a faculty or sector member to meet with on a regular basis. The Centre will incorporate a fellowship program to recognize notable research by McMaster’s Faculty of Social Science graduate students. The involvement of students in the

Centre will create training opportunities for young scholars and provide them with advancement opportunities. Student membership will be facilitated through an in-development interdisciplinary Master's program in mental health.

**Student funding:** given the central involvement of students within the broader "Student Mental Health Working Group," securing funding for students will be essential for the continuity and sustainability of this group, which we envision will grow over time as the faculty, staff, and community partner membership grows and increases its capacity to partner with students throughout the first five years of ARMS.

**Undergraduate:** Every undergraduate member will be encouraged to apply for an Undergraduate Student Research Award (USRA), which will allow undergraduate students to participate in research advised by faculty with their own funding. Undergraduate students will be able to leverage the expertise of the "Student Mental Health Working Group" to craft successful USRA applications.

**Graduate:** Graduate student members will support focal faculty members of ARMS with grant writing, increasing the feasibility and success of more applications, where some of this funding can be directed toward the students as research assistants. Graduate students may also receive funding through partnerships with the Centre's community partners (ex: Mitacs internships). Moreover, students will have a higher likelihood of receiving their own external funding (ex: SSHRC, CIHR) through the support, resources, connections, and research experiences offered through this working group within ARMS.

**Post-doc:** The "Student Mental Health Working Group" will hire one post-doc through ARMS to oversee the specialized group. Their role will involve managing day to day operations, coordinating between projects, and organizational work. The "Student Mental Health Working Group" post-doc will receive funding through an ongoing World Health Organization project dedicated to students' mental health being run at McMaster.

## **.F. Organizational Structure**

### **Director**

The Director will guide the direction and set future goals for the Centre, including business and budgetary concerns. They will be accountable to the Governing Board and will lead the internal annual report. The appointment will be for 5 years (renewable following external review).

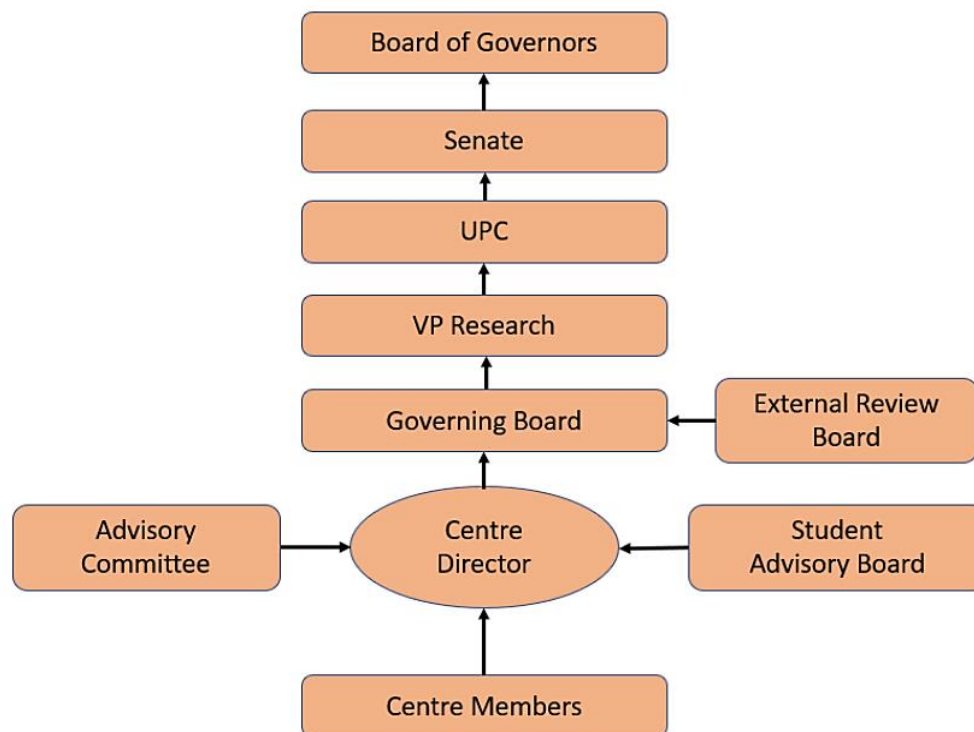
### **Governing Board and Role in Annual Review**

Dr. Jeremiah Hurley will serve as Chair of the Governing Board. Other members will include Drs. Tina Fetner (Sociology Chair), Jim Dunn, (HAS Chair), Nick Yates (PBN Chair).

### **Governing Board Diagram**

The governing body will function like previous RCIs (Figure 1).

**Figure 1. Governing Structure for ARMS**



In alignment with the *Guidelines for the Governance and Review of Research Institutes, Centres and Groups* ARMS will adhere to the following governing expectations:

The Governing Board (GB) will oversee the status, progress, and financial viability of the Centre. In accordance with the University's Guidelines for the Governance and Review of Research Centres, Centres and Groups, the GB will be comprised of Deans (or designates) from the Faculties with investment in the success of the Centre, including the Dean of Social Sciences . The Advisory Committee (see below) will provide advice to the Director with regard to scientific or scholarly priorities and the direction for the Centre. The Advisory Committee will be selected by the Director, and consulted annually.

- *Annual Report:* The Centre Director will report to the Governing Board on an annual basis. This report will include updates on research productivity, researchers, educational initiatives, external affiliations, the centre's administration and operations, financial status, grants-in-aid, strengths and weaknesses, objectives for the coming year and any other items of relevance to the operation of the Centre.
- *5 Year Review:* In accordance with the University's Guidelines for the Governance and Review of Research Centres, Centres and Groups, the Centre will undergo an external review every five years or sooner if requested by the Governing Board. The composition of the External Review Board will be determined by the Governing Board (chaired by the FSS Dean or delegate). The External Board will include representation from outside of



McMaster and comprise at least three caliber scholars, who will be arms' length from the Centre. The fourth member of the External Board will be determined in coordination with the Director and Governing Board. The goal of this evaluation is to assess the performance of the Centre's Director and its contribution to research and the university. Evaluation criteria will include comparison with those of (a) the Centre during the preceding 5 years and (b) with the performance of Centres of similar size in the same field of research. The recommendations of the External Board will include the renewal of the Director, and whether the Centre's performance is consistent with that of a Centre at McMaster University. Their report will be submitted in confidence to the Governing Board, and from there to the OVPR.

#### Advisory Committee

A committee will be organized to help advise the Director on the priorities of the Centre. The ARMS advisory committee will be mostly comprised of community members and potentially government representation from the Privy Council Mental Health Working Group. They will be consulted twice a year and on an ad-hoc basis as needed.

<b>Member*</b>	<b>Institution</b>	<b>Expertise</b>
Ron Kessler	Harvard Medical School Health Care Policy	Social Determinants of Mental Health and Illness
Bruce Link	University of California, Riverside Sociology, Public Policy	Sociology of Psychiatry, Epidemiology
John Mirowsky	University of Texas Sociology	Social Wellbeing, Health and the Life Course
Robin Simon	Wake Forest University Sociology	Gender and Social Determinants of Wellbeing and Mental Health
Celeste Licorish	McMaster University Office of Community Engagement	Pathways to Postsecondary Education for Underrepresented Groups
Catherine Ross	University of Texas, Austin	Mental Health and the Life Course
Sue Carr	541 Eatery & Exchange	Community Wellness
Bruce Cuthbert	National Institute of Mental Health	Mental Health, Anxiety
CMHA** contact	Sue Phipps	Mental Health & Community Outreach
CAMH*** contact	Mark Van der Mass	Mental Health, Addictions

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## Centre for Advanced Research on Mental Health and Society (ARMS) Five-Year Overview

Anticipated Winter 2023 Launch

*\*Program Acronyms*

YEP=Youth Engagement Program

GTMP=Graduate Training & Mentorship Program

MHEP=Mental Health Evaluation Program

KTM&R=Knowledge Translation & Mobilization and Recruitment

SAB=Student Advisory Board

OARMS=OpenARMS-Student Publication Outlet

MIHE=McMaster Institute of Health Equity

*\*Grant Acronyms*

SSHRC CG=Social Sciences and Humanities Research Council  
Connections Grant

SSHRC PDG=Social Science and Humanities Research Council  
Partnership Development Grant

	Events	Grant Applications		Programs & Outreach			
		Application Type & Lead	Deadline & Decision	YEP	GTMP	MHRT	KTM&R
<b>Year 1 (2022/23)</b>	<ul style="list-style-type: none"> <li>• Winter 2023 Centre launch</li> <li>• Winter 2023 internal conference (funded by CRC, Young)</li> <li>• Winter 2023 speaker series (funded by CG2)</li> </ul>	<ul style="list-style-type: none"> <li>• SSHRC CG3 - <i>Director lead</i></li> <li>• CIHR <u>Team</u> (Project) Grant <i>Director lead</i></li> </ul>	<ul style="list-style-type: none"> <li>• Apply in Nov. 2022</li> <li>• Decision in Jan. 2023</li> <li>• Apply in Winter 2022</li> <li>• Unknown schedule (<i>Project grant app. if no 2022 call</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop YEP as core program</li> </ul>			<ul style="list-style-type: none"> <li>• Featured Pillar Project (1)</li> <li>• Media spots</li> <li>• Member recruitment</li> </ul>

<b>Year 2 (2023/24)</b>	<ul style="list-style-type: none"> <li>• Fall 2023 Core member speaker event (funded by CG3)</li> <li>• Fall 2023 Keynote speaker event (funded by CRC, Young)</li> <li>• Winter 2024 external conference (funded by CG4)</li> <li>• Launch SAB</li> <li>• Launch MHEP</li> </ul>	<ul style="list-style-type: none"> <li>• SSHRC CG4 -<i>Core member lead</i></li> <li>• [Reapply for rejected grants, YRS 0 &amp; 1]</li> <li>• Reapply for CRC Tier 1 for 2025 to 2030 (<i>Young, PI</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Apply in Nov. 2023</li> <li>• Decision in Jan. 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Launch YEP program</li> </ul>	<ul style="list-style-type: none"> <li>• Develop GTMP as core program</li> <li>• OARMS development</li> </ul>		<ul style="list-style-type: none"> <li>• Featured Pillar Project (2)</li> <li>• Media spots</li> </ul>
<b>Year 3 (2024/25)</b>	<ul style="list-style-type: none"> <li>• Fall 2024 grad student conference (funded by CRC, Young)</li> <li>• Fall 2024 Keynote speaker event (funded by CG5)</li> <li>• Winter 2025 symposium (funded by CG5)</li> <li>• Winter 2025 Core member speaker event (funded by CRC, Young)</li> </ul>	<ul style="list-style-type: none"> <li>• SSHRC CG5 -<i>Core member lead</i></li> <li>• [Reapply for rejected grants from years 1 &amp; 2]</li> <li>• SSHRC PDG – <i>Director lead</i></li> </ul>	<ul style="list-style-type: none"> <li>• Apply in Nov. 2024</li> <li>• Decision in Jan. 2025</li> <li>• Apply in Nov. 2024</li> <li>• Decision in March. 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to advance YEP</li> <li>• Develop MHEP</li> </ul>	<ul style="list-style-type: none"> <li>• Launch GTMP program</li> <li>• Launch OARMS</li> </ul>	<ul style="list-style-type: none"> <li>• Develop MHRT program</li> </ul>	<ul style="list-style-type: none"> <li>• Featured Pillar Project (3)</li> <li>• Media spots</li> </ul>
<b>Year 4 (2025/26)</b>	<ul style="list-style-type: none"> <li>• Fall 2025 event (funded by PDG)</li> <li>• Fall 2025 Core member speaker event (funded by CG6)</li> <li>• Winter 2026 Keynote speaker event (funded by CG7)</li> <li>• Spring 2026 graduate student conference (funded by CRC, Young)</li> </ul>	<ul style="list-style-type: none"> <li>• SSHRC CG6 - <i>Director lead</i></li> <li>• CIHR Project Grant</li> <li>• [Reapply for rejected grants, YRS 2 &amp; 3]</li> </ul>	<ul style="list-style-type: none"> <li>• Apply in Nov. 2025</li> <li>• Decision in Jan. 2026</li> <li>• Apply in March, 2025</li> <li>• Decision in Oct. 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to advance YEP</li> <li>• Launch MHEP</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to advance GTMP &amp; OARMS</li> </ul>	<ul style="list-style-type: none"> <li>• Launch MHRT Program</li> </ul>	<ul style="list-style-type: none"> <li>• Featured Pillar Project (4)</li> <li>• Media spots</li> </ul>

<b>Year 5 (2026/27)</b>	<ul style="list-style-type: none"> <li>• Fall 2026 event (funded by PDG)</li> <li>• Fall 2026 Core member speaker event (funded by CG7)</li> <li>• Winter 2027 Keynote speaker event (funded by CG7)</li> <li>• Spring 2027 graduate student conference (funded by CRC, Young)</li> </ul>	<ul style="list-style-type: none"> <li>• SSHRC CG7 -<i>Core member lead</i></li> <li>• [<i>Reapply for rejected grants, YRS 3 &amp; 4</i>]</li> </ul>	<ul style="list-style-type: none"> <li>• Apply in Nov. 2026</li> <li>• Decision in Jan. 2027</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to advance YEP &amp; GTMP &amp; ORMS&amp; MHEP</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to advance MHRT Program</li> </ul>	<ul style="list-style-type: none"> <li>• Featured Pillar Project (5)</li> <li>• Media spots</li> </ul>
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## Detailed Overview of Five-Year Plan Activities

### Year 0 Plan (2022)

This past year leading up to the formal establishment of ARMS, efforts have focused on preparing for the Centre's successful launch and sustainability in 2023. A central goal of this preparatory year was to solicit interest, membership, and internal/ external funding.

Throughout the past year we have built what we refer to as the "Faculty of Social Science Initiative for Advanced Research on Mental Health and Society." We are excited to revise this, to acclaim a Centre.

While the following plan might seem ambitious, we would like to draw the committee members' attention to the following activities/endeavours our team has accomplished over the past two years (within the context of the pandemic)

- Symposium – In October, 2021 we hosted a virtual symposium to increase ARMS' presence. More details available here: <https://socialsciences.mcmaster.ca/advanced-research-on-mental-health-and-society/upcoming-events/events/arms-symposium-2021>
- Film Screening This past Spring we hosted a film screening to connect members of ARMS. More details available here: <https://dailynews.mcmaster.ca/events/film-screening-the-other-half/>
- YEP program. Based on Dr. Young's ERA grant from 2017, ARMS has embraced the Govt of Ontario's initiative to support high school youth. We therefore are continuing the Youth Engagement Program, led by Jessica Monaghan (recipient of the [President's Award of Excellence in Student Leadership](#)). More details of the YEP are available here: <https://www.ffcr.ca/yep>
- Website and features: ARMS has already secured a website, and features news about their focal and associate members ([arms.ca](https://arms.ca))
- MIHE – Presentation of ARMS. This past year, Dr. Young was the Acting Director of MIHE. In that time, she secured a number of networking opportunities and was able to present research on a pillar project from ARMS ([https://mihe.mcmaster.ca/seminar-series-marisa\\_young/](https://mihe.mcmaster.ca/seminar-series-marisa_young/))

### Year 1 Plan (2022/ 23)

In its first year, ARMS will focus on recruiting core and extant members and establishing itself as a high-impact and innovative research Centre. Year 1 will also see the start of a slow rollout of annual efforts. We will stagger the inauguration of annual events over several years to ensure the Centre is not overwhelmed in its first year of inception. Later annual events will build off the efforts, funding, and membership accrued in early years.

#### Events -Year 1

##### *Centre Launch Event*

A social event will be held to celebrate the launch of ARMS in Fall 2022. This event will facilitate the introduction of members to one another and will introduce key student members to faculty. This event will set the tone of interdisciplinary collaboration that the Centre upholds as an essential characteristic of successful research on mental health in the FSS. We anticipate that the Centre will be established by September 2022.



#### *Winter 2023 Event: Internal Conference*

In the winter of 2023 ARMS will host an internal conference amongst the Centre's core members. All core members will be invited to present their ongoing research, which will allow members to become familiarized with the Centre's Pillar Projects (see Centre Application for details). This conference event will also allow students to learn about mental health research at McMaster, which may help connect students with potential advisors, mentors, and employers. An internal event will be a cost-effective initial conference (funded by SSHRC CG, PI TBA).

#### *Fall 2023 Event: Speaker Series*

In the fall of 2023 ARMS will host a speaker series event. Two top researchers in the area of mental health and society will be invited to give presentations at McMaster. Since ARMS is focused on building membership and establishing name recognition in its first year, this smaller-scale speaker series will be an ideal event to draw interest to the Centre. After this speaker series event, one keynote speaker doing excellent work in the social sciences of mental health will be invited to give a presentation at McMaster on an annual basis.

#### *Programs – Year 1*

##### *Establishment of the Youth Engagement Program (YEP)*

The YEP is an inventive program that will provide young people from Hamilton and wider Ontario networks with community and post-secondary engagement. The YEP is an ideal program to launch in the Centre's first year, since it has been in the works for several years—provided the initiatives associated with the 2017 Early Research Award awarded to the proposed Director (Young --see Appendix B for details). The McMaster Office of Community Engagement as well as the Centre's community partners (ex: CMHA, YWCA, Centre3) will be involved. Each have existing programs that help promote youth/student involvement and training in the area of mental health. During Year 1, ARMS commits to building these community engaged partnerships and to working with the community partners to begin organizing programming (i.e., Canadian Mental Health Association, YWCA, Centre3; see Year 2 plan below for examples).

##### *Grant Applications for Centre Sustainability -Year 1*

In addition to the director, select core members will be encouraged to apply for a SSHRC CG to help aid the Centre's events. The focus of the respective members' research will define the "theme" for that year's events through the Centre. Again, the core member applicants will have support writing the SSHRC CG through ARMS, in coordination with ROADS and the FSS grant writing resources.

- SSHRC Connection Grant (CG3) – Director lead
- CIHR Team Grant – Director lead

#### *Outreach – Year 1*

##### *Featured Pillar Project (annual, starting in year 1)*

Every year, one of the core member's research projects will be highlighted as a Featured Pillar Project. The faculty member and their project will be promoted in the newsletter, across the website, and in other publications.

#### *Media Spots (annual, starting in year 1)*

ARMS is committed to accessible knowledge mobilization and to promoting the Centre's activities and outputs publicly. Every year, ARMS will put out two pieces in the Daily News to inform McMaster's population about research being done by the Centre, the project of a core member, or the success of an event. Additionally, every year ARMS will have a Conversation piece published about a popular mental health issue that aligns with the expertise of one of the Centre's members. The internal and external journalistic news items can be written by undergraduate students involved in the student training program.

#### *Member Recruitment*

Faculty, community, and university partner recruitment will be encouraged by the events and endeavors outlined above and will be a priority in Year 1. All academic and community partners will be highly valued, and this network will help shape the vision of ARMS in its early years. Student recruitment will be facilitated by the core members, whose RAs will be invited to join ARMS as student members. As well, ARMS will work with relevant departments (ex: psychology, sociology, anthropology) during their student admission process to connect with students interested in mental health research, who will be offered the opportunity to join the Centre in their first year at McMaster. Recruitment will primarily be framed around training opportunities for students such as:

- Connecting with experienced researchers in their areas of interest.
- Opportunities to work alongside faculty and help them in their grant writing efforts.
- Possibility of participating in and presenting at conferences and speaker series.
- Assistance with SSHRC Master's and Doctoral scholarship/fellowship writing.

### **Year 2 Plan (2023/ 24)**

After developing our membership and refining our vision in Year 1, the focus of year 2 will be to launch several programs that will become continuous anchors of the Centre.

#### *Events -Year 2*

##### *Core Member Speaker Event (annual, starting in year 2)*

Every year, the featured core member will present their Pillar Project as a speaker event. This keynote speaker series will be educational, will draw outside interest to the Centre, and will also promote the research efforts of the Centre's members. Based on the nature of the Pillar Project, a small, related workshop event may also be organized.

##### *Keynote Speaker Event (annual, starting in year 2)*

Every year, a high-profile keynote speaker will be invited to give a talk at McMaster. This keynote speaker series will be educational and will also draw outside interest to the Centre.

#### *Winter 2024 Event: External Conference*

In Winter 2024 ARMS will host its first large-scale external conference. The Centre will put out a call for abstracts from faculty across departments at McMaster and from other universities across Canada. The conference will include talks and workshops that will be centered around the Centre's chosen annual theme. This will also include presentations from the Centre's core members and perhaps from select graduate students. This conference will take place every two years and will be supported by the respective core member's successful SSHRC Connection Grant for that year.

#### *Programs -Year 2*

##### *Youth Engagement Program (YEP) Launch*

After centralizing the network and preparing the programming for the YEP in Year 1, ARMS will launch the program in year 2. Some of the program's efforts will include:

- Volunteer opportunities for students in Hamilton and Ontario
- Internship opportunities for student in Hamilton and Ontario
- Programs facilitating the student transition from high school to university in Ontario (this includes helping students understand what mental health research looks like at the post-secondary level and supporting their involvement in this area)
- Recruitment efforts to bring new students with an interest in mental health to McMaster.

##### *Mentorship Program Launch*

The mentorship program will match students with faculty based on shared interests in the social sciences of mental health. This program will also be connected to the YEP to provide mentorship to youth making the difficult transition from secondary to post-secondary education. Other offerings of this ARMS program include:

- Advising students on research efforts
- Facilitating student-faculty networking
- Mentors will help students with the revise/resubmit process for article submission, which will help with student research outputs at McMaster and will give students the expertise to help faculty with this process in turn.

##### *Student Advisory Board Launch*

The student advisory board will include key research assistants attached to ARMS who will connect and collaborate on projects related to societal well-being. They will have opportunities for collective workshopping and feedback and will occasionally present progress to the broader working groups. This program will provide students with the opportunity to get tangible experience consulting on research projects (ex: developing survey instruments and interview guides) and working in interdisciplinary, collaborative spaces while gaining research independence.

*Open ARMS* is an open-access student journal created to address the multidimensional nature of mental health by prioritizing social science perspectives. We have been in discussions through the library and have an ISBN to launch this initiative. The journal aims to highlight student mental health research from a variety of social science disciplines including, but not limited to: Sociology, Indigenous studies,

Psychology, Anthropology, History, Political Science, Labour Studies, Economics, Health, Aging, and Society, Social Psychology, Social Work, Religious Studies.

We welcome submission of variety of publication types for peer-review, including:

- Opinion pieces
- Critical reviews of current topics pertaining to mental health and society
- Research insights from undergraduate students involved in mental health research
- Brief literature reviews

Additionally, we will highlight individual and anecdotal perspectives, by including interviews with community members and mental health professionals. Through this, we wish to highlight the nature of mental health occurring at the intersection of multiple contributing factors, and how mental health is experienced on an individual level.

#### Grant Applications for Centre Sustainability -Year 2

- SSHRC Connection Grant (CG4) – Core member lead
- CFI – Director lead
- CRC Tier 1 Renewal – Young, PI lead

#### Outreach -Year 2

- *Media Spots (annual, starting in year 1)*
- *Featured Pillar Project (annual, starting in year 1)*

### Year 3 Plan (2024/ 25)

#### Events -Year 3

##### *Fall 2024 Event: Graduate Student Conference*

In the fall of 2024, ARMS will host its first annual graduate student conference. This conference will be established in year 3 so that graduate student members who received SSHRC grant writing training can present their projects, which will be underway by this point. The conference will give students the chance to present their research, receive feedback on their projects, and gain presentation experience. As well, it will help with recruitment efforts on an ongoing basis. For the first conference in Year 3, student organizers will receive guidance through the mentorship program. In subsequent years, the conference will be self-sustaining, with students training incoming cohorts on how to plan the conference. ARMS will promise to dedicate \$2,000 of its yearly budget to this effort.

##### *Winter 2025 Event: Symposium*

Details TBA.

#### (Continuing) Events -Year 3

- Core Member Speaker Event (annual, starting in year 2)
- Keynote Speaker Event (annual, starting in year 2)

#### Programs -Year 3

##### *Graduate Training & Mentorship Program*

- This program will be a “crash-course” on doing research in the social sciences of mental health.
- This will be a component of the Centre’s student training efforts. This can be offered as a workshop or training session during a conference, for example and will address:
- What issues and topics are at the forefront of the field
- How to understand and define mental health and illness
- How to publish in the social sciences of mental health

##### *New Programs Launched: Mental Health Evaluation Program: Community Consultation*

ARMS will work with community partners to assess the effectiveness, impact, and reach of their efforts. The key goal of this extension of ARMS is to facilitate relationships between students and community organizations. The academic job market is not as prosperous as once was—as is clear to-date. ARMS hopes to provide students with the skills /abilities to compete in the current labour market when it comes to research, data analysis, and program evaluation. The consultation arm of ARMS will aim to do just that. Students will work on contracts that help individuals and organizations understand the impact of their investments into community mental health. Along with consultation and assessment, the Centre will create publicly accessible reports. Students will help create these reports as a part of their training in public mental health scholarship and outreach.

#### (Continuing) Programs -Year 3

- Youth Engagement Program (ongoing, starting year 2)
- Community Consulting Program (ongoing, starting year 2)

##### *Grant Applications for Centre Sustainability -Year 3*

- SSHRC Connection Grant (CG5) – Core member lead
- SSHRC PDG – Director lead

#### (Continuing) Outreach -Year 3

- Media Spots (annual, starting in year 1)
- Featured Pillar Project (annual, starting in year 1)

### Year 4 Plan (2025/ 26)

#### Events -Year 4

##### *Fall 2025 Event*

TBD

##### *Winter 2026 Event*

In Winter 2026, ARMS will host its second large-scale external conference, which will take place every two years (2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup>, etc.). This conference will be organized around the Centre’s chosen annual theme and will be supported by the Core Member’s successful SSHRC Connection Grant.

#### (Continuing) Events -Year 4

- Core Member Speaker Event (annual, starting in year 2)
- Keynote Speaker Event (annual, starting in year 2)
- Graduate Student Conference (annual, starting in year 3)

#### Programs -Year 4

##### (Continuing) Programs -Year 4

- Youth Engagement Program (ongoing, starting year 2)
- Mentorship Program Launch (ongoing, starting year 2)
- Community Consulting Program (ongoing, starting year 2)
- Mental Health Evaluation Program (ongoing, starting year 3)

##### Grant Applications for Centre Sustainability -Year 3

- SSHRC Connection Grant (CG6) – Director lead
- CIHR Project Grant - Director lead

##### (Continuing) Outreach -Year 4

- Media Spots (annual, starting in year 1)
- Featured Pillar Project (annual, starting in year 1)

### Year 5 Plan (2026/ 27)

#### (Continuing) Events -Year 5

- Core Member Speaker Event (annual, starting in year 2)
- Keynote Speaker Event (annual, starting in year 2)
- Graduate Student Conference (annual, starting in year 3)

##### (Continuing) Programs -Year 5

- Youth Engagement Program (ongoing, starting year 2)
- Mentorship Program Launch (ongoing, starting year 2)
- Community Consulting Program (ongoing, starting year 2)
- Mental Health Research Training Program (ongoing, starting year 3)

##### (Continuing) Outreach -Year 5

- Media Spots (annual, starting in year 1)
- Featured Pillar Project (annual, starting in year 1)

### Anticipated Impact of ARMS Proposed Initiatives

#### Impact for Students at McMaster University

- The **Youth Engagement Program** is carrying over from Dr. Marisa Young's Early Research Award from the Ministry of Economic Development, Job Creation, and Trade. Through these endeavours, we have connected with over 400 high school students from underprivileged backgrounds who are often "first generation-post-secondary students." We work with the Office of Community Engagement to introduce the idea of university and its potential prospects. Our top team members deliver workshops to high school students about the research that is being conducted at McMaster university, in the Faculties of Social and Health Sciences. Students can receive credit towards their volunteer hours for degree by participating in our workshops. We hope to expand our capacity of offering these opportunities and recruiting more high school

students, especially those from disadvantaged backgrounds who might otherwise not look to post-secondary education as an option.

- **Impact:** Encouraging high school students to enrol in post-secondary education who might otherwise not.
- The **Mentorship Program** is designed to help students engage with other faculty and students beyond their current supervisors or committee members. The ARMS team identifies the importance of a mentor-protégé relationship beyond one's immediate committee. This will offer students the opportunity for additional research opportunities, as well as connections in their area of study. Networking is key to achieving success in the academic environment and ARMS will offer that opportunity for students across faculties to develop diverse social networks. The Executive Director will connect students and faculty of similar interests and during seminar series, keynote discussions, and symposiums connect the two. We aim to have a series of questions each member answers to ensure (a) compatibility; and (b) willingness to participate in the mentorship program.
  - **Impact:** Students having a better opportunity to navigate their current graduate degree and future employment opportunities.
- ARMS also offers an opportunity for students to engage in research development and execution through the **Student Advisory Board**. This is something proposed but yet to be implemented by other Centres (i.e., Gilbreath Centre). We are currently working with the Gilbreath Centre and MIHE to develop this board, that will be accessible to all three organizations. One of ARMS' team members has expertise in this area and will ensure that students' voices are at the forefront of the Centre's initiatives.
  - **Impact:** Both graduate and undergraduate students will become more engaged in research and have an opportunity to enhance research currently being conducted by associated faculty members.
- We expect impact on students through the **Graduate Student Conference & Open ARMS Journal**. Students struggle with opportunities to present or publish their research prior to being on the job market – when pursuing both academic and non-academic opportunities. ARMS is the first to offer this opportunity to graduate and senior undergraduate students. The *OpenARMS* journal will not only provide an opportunity for students to publish their preliminary work, but also peer-review others' which will offer insights to the publishing platform. Similarly, the conference will provide an outlet for students to present their research prior to engaging in a larger conference atmosphere to help mentor them with skills necessary to execute a successful presentation. The Executive Director of the Centre will coordinate these efforts.
  - **Impact:** To provide students studying mental health more opportunities to build up their CVs prior to graduation/job market searches.

#### Impact for Research at McMaster University

- The **Seminar Series** will be developed in collaboration with the McMaster Institute for Health Equity. ARMS supports the mental health theme of the Institute and will coordinate to ensure that the seminars and symposiums provided through ARMS are aligned with MIHE to avoid any overlap. The seminar series is an important part of ARMS agenda to ensure that key members' research is known to the broader university. The disconnect across faculties leads to a gap of knowledge in research being done. Which speaks to the very essence of ARMS: We hope to engage faculty, students, admin, and community members to ensure they are aware of the mental health research currently ongoing.
  - **Impact:** To provide an opportunity for the FSS & FHS researchers to engage with each other and members of the university more broadly regarding research on mental health. These endeavours will offer opportunities for collaboration and grant writing synergies.

- ARMS will have a **research community consulting** component. This is important in the long-term sustainability of the centre. Currently, ARMS has a contract with Green Shield Canada, and is in conversation with the Privy Council Office, consulting their Work & Mental Health working group. We anticipate other opportunities from Arcelor Mittal Dofasco, and Morneau Shepell, for example. Consulting contracts offer researchers an opportunity to put their research to practice and there are few outlets coordinating these efforts. The ARMS team is currently working closely with Spark to develop these options.
  - **Impact:** To provide researchers and students with an opportunity to translate their academic knowledge into practical pursuits and outcomes. The overall goal is to continue collaboration with Spark to ensure ARMS' sustainability in the longer term.
- The **Pillar Projects** outlined in the proposal are well-developed. However, that has been a product of the Initiative of ARMS over the past two years (prior to the Centre application). Since 2020 we have been developing what is currently called the "Faculty of Social Sciences Initiative for Advanced Research on Mental Health and Society" since we could not yet call it a Centre. Through this Initiative, these projects have grown in scope and impact given the support of the ARMS' team and members to-date. We present these pillars as suggested areas of growth, and key foci upon which ARMS would like to build.
  - **Impact:** To provide researchers with the support –both academically and financially –in terms of grant writing, to pursue their research programs and progress their current projects.



## APPENDIX A. Five-Year Budget for ARMS\*

\*Budget draft is updated as of September 19, 2022

	Year	Year	Year	Year	Year	Total	\$ Secured	\$ Anticipated
<b>OPENING BALANCE/CARRY FORWARD</b>								
<b>REVENUE - indicate whether secured or anticipated</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>Total</b>	<b>\$ Secured</b>	<b>\$ Anticipated</b>
<i>Please ensure that any anticipated revenue from grant funding will only support costs eligible for that grant and note funding available for indirect or general operations.</i>								
Internal Sources - Faculty/University (CRC & FSS)	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 300,000	\$ 300,000	\$ 300,000
External Sources - Grants	\$ 148,750	\$ 148,750	\$ 144,750	\$ 107,150	\$ 55,275	\$ 604,675	\$ 200,000	\$ 207,500
Donations						\$ -		
Other						\$ -		
						\$ -		
<b>TOTAL REVENUE</b>	<b>\$ 208,750</b>	<b>\$ 208,750</b>	<b>\$ 204,750</b>	<b>\$ 167,150</b>	<b>\$ 115,275</b>	<b>\$ 904,675</b>		
<b>EXPENSES</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>Total</b>	<b>\$ Secured</b>	<b>\$ Anticipated</b>
Salary Expenses								
Executive Director	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 500,000		
Research Expenses								
Research Assistants	\$ 54,000	\$ 54,000	\$ 54,000	\$ 54,000	\$ 54,000	\$ 150,000		
Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 25,000		
Research Supplies (STATA, SAS, GIS, Qualtrics)	\$ 5,850	\$ 5,850	\$ 5,850	\$ 5,850	\$ 5,850	\$ 29,250		
General research supply needs & maintenance (e.g. swag)	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 15,000		
Operating Expenses								
Maintenance and Repairs	\$ 1,280	\$ 1,280	\$ 1,280	\$ 1,280	\$ 1,280	\$ 6,400		
Meeting Expenses	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 15,000		
Programs & Events (Invited Speakers, Events, Workshops, Pro	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 35,000		
<b>Total Administrative Expenses</b>	<b>\$ 179,130</b>	<b>\$ 179,130</b>	<b>\$ 179,130</b>	<b>\$ 179,130</b>	<b>\$ 179,130</b>	<b>\$ 895,650</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Research Expenses</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>TOTAL EXPENSES</b>	<b>\$ 179,130</b>	<b>\$ 179,130</b>	<b>\$ 179,130</b>	<b>\$ 179,130</b>	<b>\$ 179,130</b>	<b>\$ 895,650</b>		
<b>IN-YEAR (Surplus/ Deficit)</b>	<b>\$ 29,620</b>	<b>\$ 29,620</b>	<b>\$ 25,620</b>	<b>-\$ 11,980</b>	<b>-\$ 63,855</b>	<b>\$ 9,025</b>		
<b>Funding and Expense Summary</b>								
Opening Balance (Year 1)						\$ -		
Total Revenue (Total Years)						\$ 904,675		
Total Available Funding								
Total Expenses (Total Years)						\$ 895,650		
<b>Net Position</b>						<b>\$ 9,025</b>		

Notes: Years 1-5 (\$) : CIHR (Young): 51,875; CFI-O&M Funds (Young): 15,275; SHHRC IG (Dunn & Young): Total: 88,797 = 44,400 x 2 years.  
SSHRC IG (Young): Total: 112, 726 = 37,600 x 3 years; CRC (Young): 40, 000.



Faculty of Humanities

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October 11, 2022

To: Senate Committee and Board of Governors

From: Dr. Pamela Swett, Professor &  
Dean of Humanities

Re: Proposal for Name Change for Department of Classics

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The faculty members in the Department of Classics would like approval to change the name of the department, to the Department of Greek and Roman Studies.

**Rationale:**

The rationale for the change is that the name "Classics" is not sufficiently representative of what the department does and what it offers to students in its programs (and to students outside the program and the faculty). Traditionally "Classics" applied to the study of ancient literature, and especially poetry. However, in our department, only two of our six current tenured members focus on this field. In addition we have two historians and two specialists in the material culture and archaeology of the Greek and Roman world. A name change would make it more clear what students can learn in our program: namely, almost any aspect of the civilizations of ancient Greece and Rome.

The decision to propose a name change came about as a result of discussion in the department over a number of years. This year a unanimous consensus was reached that the name should be changed and two options were proposed, one Greek and Roman Studies and the other Ancient Studies. A vote of all tenured faculty in the department was taken with a result of 5 to 1 for Greek and Roman Studies.

The name "Greek and Roman Studies" has wide acceptance in the field and is used by a number of Canadian universities, including University of Victoria, University of Calgary, University of Windsor, Carleton University and the University of Ottawa.

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**BRIGHTER WORLD**



UNIVERSITY  
SECRETARIAT  
• Board of Governors  
• Senate

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**REPORT TO THE UNIVERSITY PLANNING COMMITTEE  
from the  
UNDERGRADUATE COUNCIL**

**FOR APPROVAL**

**a. NEW CERTIFICATE OF ATTENDANCE PROGRAM**

At its meeting on October 4, 2022, the Undergraduate Council approved, for recommendation to the University Planning Committee and Senate, the proposal for a new Certificate of Attendance program in Cognitive Behavioural Therapy Fundamentals: Improving Your Clinical Practice with Core Skills. Details of the program are contained within the circulated materials.

**i. Cognitive Behavioural Therapy Fundamentals: Improving Your Clinical Practice with Core Skills**

It is now recommended,

**that the University Planning Committee approve the establishment of the Certificate of Attendance in Cognitive Behavioural Therapy Fundamentals: Improving Your Clinical Practice with Core Skills, as set out in the attached.**

**b. REVISIONS TO EXISTING CERTIFICATE AND DIPLOMA PROGRAMS**

At the same meeting on October 4, 2022, the Undergraduate Council approved, for recommendation to the University Planning Committee and Senate, revisions to the following existing certificate and diploma programs. Further details of the revisions are contained within the circulated materials.

- i. Certificate in Digital Marketing**
- ii. Health Informatics Diploma**
- iii. Diploma in Marketing**
- iv. Diploma in Business Administration with a Concentration in Marketing and the Diploma in Marketing (same course deletions in both programs)**
- v. Diploma in Business Administration with a Concentration in Retirement Community Management**

It is now recommended,

Motion:

**that the University Planning Committee approve revisions to the *Certificate in Digital Marketing*, as set out in the attached.**

Motion:

**that the University Planning Committee approve revisions to the *Health Informatics Diploma*, as set out in the attached.**

Motion:

that the University Planning Committee approve revisions to the *Diploma in Marketing*, set out in the attached.

Motion:

that the University Planning Committee approve revisions to the *Diploma in Business Administration with a Concentration in Marketing* and the *Diploma in Marketing*, as set out in the attached.

Motion:

that the University Planning Committee approve revisions to the *Diploma in Business Administration with a Concentration in Retirement Community Management*, as set out in the attached.

FOR APPROVAL: University Planning Committee  
October 19, 2022



**Certificate of Attendance Program Proposal**

Department and Program Information			
Program Name:		Cognitive Behavioural Therapy Fundamentals: Improving Your Clinical Practice with Core Skills	
Credential:		Certificate of Attendance	
Name of Representative		Dr. Jenna Boyd, PhD, C. Psych.	
Effective Date:		November 1, 2022	
Date of Submission		September 9, 2022	
Program Fee per Participant		\$449.00	
Academic Merit			
Program Overview		This course offers an introduction to the historical foundations and theory underlying Cognitive Behavioural Therapy (CBT) and in-depth learning of core CBT strategies for use with adolescents and adults. Designed to aid clinicians in flexibly applying CBT in their clinical practice using case formulation, the course content covers a variety of cognitive and behavioural strategies and when to apply these strategies to maximize benefit. Synchronous lectures include didactic learning as well as the opportunity for in-class practice and role-play.	
Learning Objectives		<ul style="list-style-type: none"><li>• Understand the predominant theories underlying CBT</li><li>• Develop skill in assessment and case formulation from a CBT perspective</li><li>• Learn and apply core cognitive change strategies</li><li>• Learn and apply core behavioural change strategies</li><li>• Identify and troubleshoot common challenges and barriers in CBT</li><li>• Refine skills in treatment termination</li></ul>	
Meeting Learning Objectives		The program will use a series of sessions to achieve the stated program objectives.	
Program Completion Requirements		To receive a Certificate of Attendance, participants must attend all 7 sessions.	
Program Delivery Format		Sessions will be delivered online using synchronous learning activities.	
Student Evaluations		n/a	
Course Evaluation		Attendees will be given an opportunity to evaluate the course at the end of the 7 weeks for future planning.	
Course Instruction		Facilitators are selected from a pool of qualified professionals in the Department of Psychiatry and Behavioural Neurosciences. Selection is based on academic background and/or experience within the program area.	
Listing of Module Topics			
Module (2 hrs each)	Topic(s)	Practical Issues/Applied Practice	Suggested Readings

1	<ul style="list-style-type: none"> <li>• Historical foundations of CBT</li> <li>• Overview of common anxiety and mood presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Build CBT model using case vignette</li> </ul>	Beck Chapter 1
2	<ul style="list-style-type: none"> <li>• Assessment from a CBT perspective</li> <li>• Case conceptualization/ formulation</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a case formulation</li> </ul>	Persons Ch. 1, 5, 6 Tolin Ch. 6
3	<ul style="list-style-type: none"> <li>• Cognitive strategies I               <ul style="list-style-type: none"> <li>- Thought records</li> <li>- Socratic Dialogue</li> <li>- Cognitive distortions</li> <li>- Modifying automatic thoughts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Complete a thought record and identifying cognitive distortions</li> <li>• Use the “evidence technique”</li> </ul>	Tolin Ch. 13-14 Beck Ch. 12, 13, 14
4	<ul style="list-style-type: none"> <li>• Cognitive strategies II               <ul style="list-style-type: none"> <li>- Eliciting assumptions and core beliefs</li> <li>- Additional strategies (<i>Possibility/responsibility pie, cumulative probability, exploring thought-action fusion</i>)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use downward arrow to elicit core beliefs</li> <li>• Case vignette: Identify and implement a cognitive intervention</li> </ul>	Beck Ch. 17, 18
5	<ul style="list-style-type: none"> <li>• Behavioural strategies I               <ul style="list-style-type: none"> <li>- Behavioural activation</li> <li>- Problem solving</li> <li>- Introduction to exposure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice using daily activity schedule to identify connections between activity level and mood</li> <li>• Identify mastery and pleasure activities</li> </ul>	Beck Ch. 7
6	<ul style="list-style-type: none"> <li>• Behavioural strategies II               <ul style="list-style-type: none"> <li>- Exposure hierarchies</li> <li>- Troubleshooting exposure</li> <li>- Behavioural experiments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Create exposure hierarchy</li> <li>• Plan behavioural experiment</li> </ul>	Tolin Ch. 11
7	<ul style="list-style-type: none"> <li>• Putting it into practice               <ul style="list-style-type: none"> <li>- Integrating cognitive and behavioural techniques</li> <li>- Troubleshooting common issues in CBT</li> </ul> </li> <li>• Preventing relapse</li> </ul>	<ul style="list-style-type: none"> <li>• Create a treatment plan based on case formulation</li> </ul>	Tolin Ch. 20 Beck Ch. 21, 22 Persons Ch. 7 and 11

**Suggested Accompanying Texts**

- Beck, J.S. (2020). *Cognitive Behavior Therapy: Basics and Beyond* (3<sup>rd</sup> Ed.). The Guilford Press.
- Persons, J. (2008). *The Case Formulation Approach to Cognitive-Behavioral Therapy*. The Guilford Press.
- Tolin, D.F. (2016). *Doing CBT: A Comprehensive Guide to Working with Behaviors, Thoughts, and Emotions*. Guilford Press.

**Certificate & Diploma Committee: Program Revision**

Department & Program Information	
Department:	McMaster Continuing Education (MCE)
Program Name:	Certificate in Digital Marketing
Name of Representative:	Chris Rotolo
Nature of Submission:	Program and Course Revision – For Approval
Effective Date:	November 1, 2022
Submission Date:	September 20, 2022
Rationale for Revisions:	MCE completed a program review of the Digital Marketing certificate program in 2021. The program review evaluated the program's status, effectiveness, and progress and helped identify the program's future direction, needs, and priorities. The proposed revisions to the program and its courses are based on the recommendations contained in the program review final report. In addition, the digital marketing supplementary document provided at the end of this submission provides the original course titles, descriptions and learning outcomes.
Revised Program Outcomes:	<p>The program review recommended a revision of the program's overarching learning outcomes. These outcomes do not substantially change the curriculum or intention of the program but provide better clarity for its scope and intent.</p> <p>Upon completion of the digital marketing program, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Integrate strategic marketing theories and principles with current best practices and marketing and media technologies.</li> <li>• Develop best practices in current and emerging digital marketing (such as social media and content marketing, email marketing, search engine optimization (SEO) and search engine marketing (SEM)).</li> <li>• Research and propose creative and results-driven solutions to real-life digital marketing challenges.</li> <li>• Apply ethical, privacy and professional considerations and conduct to the field of digital marketing.</li> <li>• Demonstrate skills, attitudes and behaviours required to work collaboratively with others.</li> <li>• Demonstrate professional, visual, written and oral communication skills in various media.</li> </ul>
Course Revision Details	

**Certificate & Diploma Committee: Program Revision**

The Digital Marketing certificate consists of 5 courses (3 units each). Successful completion of the certificate requires 15 units of study. Each course was reviewed as part of the program review process, which resulted in the recommendation to update the course descriptions to reflect current digital marketing practices and terminology. In addition, the course learning outcomes have been revised to align with the program's overall learning outcomes and current digital marketing practices. The important topics covered in each course have not significantly changed; however, content is updated to reference new digital marketing tools and strategies. Based on the program review recommendations, the program curriculum will be assessed annually to remain current with new techniques, tools and technologies required for new professionals in the field.

Course Name	Required/Elective	Unit Value	Pre-requisite(s)
<b>DMK 101 Fundamentals of Digital Marketing</b>	Required	3.0	Not applicable

**Revised course description:**

Drawing from foundational principles and marketing theories, learners will begin their journey to specialize in best practices in digital marketing. This course examines digital marketing strategies, platforms and techniques to reach, engage and capture an online audience. Focus is placed on providing essential tools and current industry tactics for effective digital marketers. Learners will analyze and apply practical scenarios that engage in the most up-to-date topics in the digital marketing field, including the use of the most current digital platforms to apply and develop skills for a digital marketing career.

**Revised course outcomes:**

- Identify and analyze relevant data to select and modify appropriate digital marketing tactics.
- Research and develop components and best practices for an effective digital marketing campaign.
- Demonstrate tactics that integrate across digital platforms and with traditional marketing to reach various audiences.
- Analyze how marketing and environmental trends impact digital marketing campaigns.
- Differentiate between ethical and unethical digital marketing tactics.
- Communicate and collaborate with peers to allocate and complete tasks in the service of shared project goals.

Course Name	Required/Elective	Unit Value	Pre-requisite(s)
<b>DMK 102 Digital Marketing Strategy</b>	Required	3.0	DMK 101

**Revised course description:**

A key factor to achieving business goals is developing a solid digital marketing strategy. Learners will research, plan, and analyze the components of a comprehensive digital marketing strategy for online channels. The course focuses on skills to develop campaigns that align with a business's overall strategy, establish proven marketing tactics to meet identified goals, and respond to consumer behaviour and data insights.

**Revised course outcomes:**

- Explain the strategic view, process and frameworks required for a digital strategy.
- Specify objectives for a digital strategy to guide the achievement of business goals.
- Analyze target markets using appropriate research methods and tools to determine consumer behaviours and insights.
- Select tactics and digital channels for target audiences in alignment with campaign parameters.
- Create a digital marketing strategy using the insights garnered during the strategic process.



**Certificate & Diploma Committee: Program Revision**

- Evaluate emerging digital innovations and disruptions to determine their impact on future strategy development.
- Communicate and collaborate with peers to allocate and complete tasks in the service of shared project goals.

Course Name	Required/Elective	Unit Value	Pre-requisite(s)
<b>DMK 103 Search Engine Optimization, Search Engine Marketing &amp; Digital Advertising</b>	Required	3.0	DMK 101, DMK 102

**Revised Course Description:**

Implementing a digital marketing strategy involves the identification of crucial tactics to grow a business. Learners will study strategies to expand audiences, generate buzz, drive traffic and convert audiences into qualified leads. This course focuses on the value of search engine optimization, search engine marketing and other forms of digital advertising as components of digital, mobile and ecommerce marketing campaigns. Learners will examine ways to conduct research and apply data-driven approaches to optimize search results.

**Revised Course Learning Objective(s):**

- Analyze how SEO, SEM and digital advertising can be integrated into a larger digital marketing strategy.
- Develop skills to research and understand the most commonly used search engines and their associated algorithms.
- Describe when and why to use programmatic advertising as part of a comprehensive marketing campaign.
- Prepare a Search Engine Optimization (SEO) audit and sitemap.
- Analyze current website data to optimize search engine results.
- Develop a SEM strategy and campaign based on budget, industry and location.
- Communicate and collaborate with peers to allocate and complete tasks in the service of shared project goals.

Course Name	Required/Elective	Unit Value	Pre-requisite(s)
<b>DMK 104 Content Management: Creating and Utilizing Dynamic Digital Content</b>	Required	3.0	DMK 101, DMK 102

**Revised Course Description:**

This course focuses on advanced practices of content marketing. Learners will expand and grow their skills in digital storytelling, social media, video, podcasts, blogs and image marketing. Emphasis is placed on the importance of exploring new media trends and developing awareness of industry practices that lead to success in today's complex media landscape.

**Certificate & Diploma Committee: Program Revision**

Revised course learning outcomes:

- Explain how to use growth-oriented digital marketing tools to support a brand's identity, voice and tone.
- Create a targeted content marketing strategy to optimize a brand's digital footprint and reputation.
- Develop multimedia content to attract and engage various audiences and build an engaged digital community.
- Identify channels of content distribution that align with user preferences and drive relevant customer action.
- Describe the metrics and analytics tools that are appropriate for evaluating the performance of digital and multimedia content.
- Communicate and collaborate with peers to allocate and complete tasks in the service of shared project goals.

Course Name	Required/Elective	Unit Value	Pre-requisite(s)
<b>DMK 105 Data Management: Digital Metrics and Measurement</b>	Required	3.0	DMK 101, DMK 102, DMK 103, DMK 104

Revised course title: Digital Data Management, Metrics and Measurement

Revised course description:

Successful businesses have turned to online channels to promote and distribute their products and services. Understanding digital metrics, what they mean and how they can help a business succeed has become essential for every marketing professional. In this course, learners will examine digital marketing best practices, including how to measure results and strategically implement data management technologies, tools, processes and analysis to inform decision making. Learners will explore how predictive analytics, marketing automation, and big data can positively impact digital marketing activities.

Revised course learning outcomes:

- Integrate tools and frameworks for data management and evaluation into digital marketing campaigns.
- Perform analysis of metrics to inform marketing decisions.
- Determine the success of a digital marketing campaign through key performance indicators.
- Use CRM and marketing automation to optimize
- Evaluate the potential value of available metrics and data.
- Summarize ethical and legal frameworks that apply to digital data management.
- Communicate and collaborate with peers to allocate and complete tasks in the service of shared project goals.

**McMaster Continuing Education – Digital Marketing Submission Supplement**

This document lists the original course titles, descriptions and learning outcomes for the Digital Marketing certificate.

**Program course #1: DMK 101 Fundamentals of Digital Marketing**

Unit value: 3 units

Course pre-requisites: Not applicable

Cross-listed courses: Not applicable

*Current course description:* Incorporating the foundational principles of marketing, with best practices, theories and experiential activities relevant to the digital space, this course gives professionals the essential tools and industry current tactics to be strong strategic digital marketers. The importance and relevance of strategic digital marketing, including social media and mobile practices, email marketing, analytics, search engine marketing, search engine optimization and content management will be examined through visual and online text communications. Application activities involving digital marketing tools, such as Google Analytics, platforms such as Facebook and Twitter, PPC samples, and a focus on optimizing all digital platforms will form the basis of this course.

*Current learning outcomes:*

- Create a digital marketing plan to support traditional marketing efforts.
- Analyze relevant data and make adjustments to identify and modify digital marketing tools.
- Identify appropriate digital marketing tools to use to reach a variety of audiences.
- Analyze marketing and environmental trends to determine impact on digital marketing campaigns.
- Differentiate between ethical and unethical digital marketing tactics.

**Program course #2: DMK 102 Digital Marketing Strategy**

Unit value: 3 units

Course pre-requisites: Not applicable

Cross-listed courses: Not applicable

*Original course description:* Strategic planning and the execution of digital marketing campaigns will be the focus of this course. Explore and examine the development of strategic analysis, e-commerce, CRM management, basic analytics practices and public relations online. Exercises are designed for students to analyze websites and campaigns in order to understand the connections between design, strategy, accessibility, operations, and maintenance in order to produce powerful digital marketing results.

*Original course learning outcomes:*

- Explain the strategic view, process and frameworks required for a digital strategy.
- Specify objectives for a digital strategy to guide the achievement of business goals.
- Analyze target markets using appropriate research methods and tools to determine consumer behaviours and insights.

**Certificate & Diploma Committee: Program Revision**

- Select digital tactics and channels for target audiences that align with campaign parameters.
- Create a digital strategy using the insights garnered during the strategic process.
- Evaluate emerging digital innovations and disruptions to determine their impact on future strategy development.

**Program course #3: DMK 103 Search Engine Optimization, Search Engine Marketing, and Digital Advertising**

Unit value: 3 units

Course pre-requisites: Not applicable

Cross-listed courses: Not applicable

*Original course description:* This course will delve further into specific tools, standards and practices in conjunction with application activities and projects to build effective campaigns involving search engine marketing. Specific topics will build upon the fundamentals of Google algorithm, measurement, search engine optimization analysis, and PPC.

*Original course learning outcomes:*

- Identify common business challenges and match them to a tactical digital marketing strategy
- Identify core SEO and SEM principles, ethical and legal considerations, and strategies as it relates to business strategy
- Prepare a Search Engine Optimization (SEO) audit and sitemap that consists of technical, on-site and off-site recommendations based on keyword research, and website analysis
- Prepare CRO (Conversion Rate Optimization) recommendations for landing pages based on user testing videos and analytics data
- Develop an SEM strategy and campaign based on budget, industry, and location

**Program course #4: DMK 104 Content Management: Creating and Utilizing Dynamic Digital Content**

Unit value: 3 units

Course pre-requisites: Not applicable

Cross-listed courses: Not applicable

*Original course description:* Course Description: Learn advanced practices of content marketing. Expand and grow your skills in writing for the web with digital storytelling, video, and image marketing, as well as user experience and user interface design. Bridge new media with traditional marketing practices and develop awareness of emerging new media trends that will affect the role of the strategic digital marketer.

*Original course learning outcomes:*

- Explain how to use various digital marketing tools to support a brand's identity, voice and tone.
- Develop digital content for a variety of audiences to maximize messaging reach and impact.
- Describe the metrics and analytics tools that are appropriate for evaluating the performance of digital content.



**Certificate & Diploma Committee: Program Revision**

- Identify channels of content distribution that align with user preferences to create an engaged digital community.
- Create a content marketing strategy to optimize a brand's digital footprint and reputation.

**Program course #5: DMK 105 Data Management: Digital Metrics and Measurement**

Unit value: 3 units

Course pre-requisites: Not applicable

Cross-listed courses: Not applicable

*Original course description:* The expansion of e-commerce, web analytics and business analysis drives the need to stay current and relevant specific to theories and principles of digital data management practices. Examine data management technologies, tools, processes and analysis for decision making. Explore theories and examples of predictive analytics and Big Data and the impact on business, business intelligence systems and strategies for employing data to digital marketing.

*Original course learning outcomes:*

- Classify various analytical tools based on their relevance to digital marketing.
- Integrate data management frameworks into digital marketing campaigns.
- Summarize ethical and legal frameworks that apply to digital data management.
- Perform basic analysis of data sets to inform marketing decisions.
- Determine the success of a marketing campaign through key performance indicators.

DATE: September-6-22

TO: Certificate & Diploma Committee

FROM: Dr. Sue McCracken, Associate Dean (Academic), DeGroote School of Business


RE: Proposal for Program and Course Revisions for Certificate in Digital Marketing

I have reviewed the proposal for program and course revisions for the Certificate in Digital Marketing presented by McMaster Continuing Education (MCE). I have determined that the proposed revisions meet all the criteria set out by the Undergraduate Council in its guidelines for certificates and diplomas. I, therefore, endorse this submission with the support of the DeGroote School of Business

At my request, this proposal was reviewed by Ruhai Wu. His conclusion is that the proposed program and course revisions are appropriate and reflect the skills required for the field of digital marketing. The program updates will maintain the academic standards and criteria for the designation of "Certificate". I concur with Ruhai Wu's assessment.

In conclusion, as the academic affiliate for the Digital Marketing program, the DeGroote School of Business supports the proposed changes to the program.

Sincerely,



**Susan McCracken** | Associate Dean (Academic), PhD, FCPA, FCA  
Professor in Accounting  
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Department & Program Information (complete all fields):	
Department:	McMaster Continuing Education
Program Name:	Health Informatics (Diploma)
Name of Representative:	Mahdi Eskandari
Nature of Submission:	Course Revision – For Approval
Effective Date:	November 1, 2022
Submission Date:	September 20, 2022
Course Details:	
<p>Course Title and Unit Value: HTH 101 Health Information Management I (3 units)</p> <p>Course Pre-requisites: Not applicable</p> <p>Current Course Description: The course covers fundamental theories and principles of health information management including data types, data acquisition, data standards, data quality and data uses and users. Learners will develop an appreciation of how data is collected, processed and used in healthcare settings and the role that data plays in decision-making (including an understanding of the complexities involved in transforming data into information and knowledge). The course will introduce learners to the roles and responsibilities of the HIM professional in the storage, use, retention and destruction of health records in both paper and electronic record systems and the central role of health information management in quality assurance and performance improvement, planning and management of resources, risk management, research and education.</p> <p><b>Revised Course Description:</b> The course covers fundamental theories and principles for the management of health information management. Learners will develop an appreciation of how data is collected, processed and used in healthcare settings and the role that data plays in decision-making, including an understanding of the complexities involved in transforming data into information and knowledge. In addition, the course introduces learners to the roles and responsibilities of health information professionals in the storage, use, retention and destruction of health records and the central part information management has in quality assurance and performance improvement, planning and management of resources, risk management, research and education.</p>	

**Certificate & Diploma Committee: Course Revision**

Course Title and Unit Value: HTH 103 Professionalism, Ethics and Professional Standards (3 units)

Course Pre-requisites: HTH 101 Health Information Management I

Current Course Description: This course will present the professional, ethical and legal standards expected of the Health Information Manager and Health Informatics professional. Learners will understand the guidelines and codes of conduct established by the professional associations for each field (CHIMA, COACH). A review of provincial, national and international HIM and HI organizations and their professional standards and code of ethics will be conducted to demonstrate the inter-related nature of the professional expectations for Health Information Managers and Health Informaticians. Course activities will encourage students to investigate the parameters of their legal and ethical duties as HIM and HI professionals, as they work collaboratively to understand the importance of ethics and professional standards for the protection of personal health information.

**Revised Course Description:**

This course presents the professional, ethical and legal standards expected of the health informatics professional. Learners will understand the guidelines and codes of conduct through a review of provincial, national and international health information organizations. Course activities encourage learners to investigate the parameters of their legal and ethical duties as they work collaboratively, to understand the importance of ethics and professional standards for protecting personal health information.

Course Title and Unit Value: HTH 104 Privacy, Confidentiality and Security (3 units)

Course Pre-requisites: HTH 101 Health Information Management I

Current Course Description: This course will examine the “concepts, principles and applications of the rights and obligations related to individual access, privacy and confidentiality of personal health information” (CHIMA, 2010, 21). This examination will involve health information data and records in both paper and electronic formats. The course will review legal regulations and legislations currently in place for the collection, use, storing and sharing of personal health information. Learners will study privacy requirements, responsibilities and risks associated with the life cycle of personal health information as Health Information Managers, Health Informaticians, and members of a health care organization. Various legal, ethical and professional standards as they relate to privacy and access will be presented, discussed and critically analyzed from the perspective of the consumer, organization and Health Information professional.

**Revised Course Description:**

This course reviews legal regulations and legislation for collecting, storing, and sharing personal health information. Learners will study privacy requirements, responsibilities and risks associated with the life cycle of personal health information as health information professionals. The various legal, ethical and professional standards related to privacy and access will be presented, discussed and critically analyzed from the perspective of the consumer, organization and health professional.

Are these courses currently offered? Yes





**Rationale for Revisions:**

The course descriptions are revised to remove outdated information about professional associations and to remove references to the health information management professional. The courses were approved originally as shared courses with the Health Information Management and Health Informatics diplomas. The Health Information Management program has closed; therefore, the course descriptions are rewritten for the Health informatics program.



**Dr. Robert Whyte**  
Vice Dean, Education  
Faculty of Health Sciences

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<https://healthsci.mcmaster.ca/>

DATE: 8 September 2022  
TO: Certificates and Diplomas Committee  
FROM: Dr. Robert Whyte, Vice-Dean of Education, Faculty of Health Sciences  
SUBJECT: Support of Proposal for Health Informatics Course Revisions, McMaster Continuing Education (MCE)

I have reviewed the proposal for revisions of the following courses from the Health Informatics (Diploma) program:

- HTH 101 Health Information Management I
- HTH 103 Professionalism, Ethics and Professional Standards
- HTH 104 Privacy, Confidentiality and Security

I have examined the submission document, and it is my finding that the proposed changes to the course descriptions are appropriate and supported by the rationale. The courses continue to meet the standards necessary for the academic diploma program. Students taking the courses will continue to meet the minimum requirements set out in the Senate's Certificate and Diploma Policy (2020) for Undergraduate Council.

Sincerely,

**Robert Whyte** | Vice-Dean of Education (Academic), PhD  
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Cc: Lorraine Carter, Director, McMaster Continuing Education  
Dan Piedra, Assistant Director, McMaster Continuing Education

**Department & Program Information (complete all fields):**

Department:	McMaster Continuing Education
Program Name:	Diploma in Marketing
Name of Representative:	Chris Rotolo
Nature of Submission:	New course
Effective Date:	01/11/2022
Submission Date:	20/09/2022

**New Course Details (complete all fields):**

Course Title: Social Media Strategy & Management

Course Description:

Social media is an integral part of many people's lives. This course examines effective social media strategies and technologies to reach, engage and influence social media users. The focus is on current platforms, tools and tactics marketers need to use to reach the right audience in an increasingly fragmented marketing landscape. This course will give students a framework for understanding how to create and manage opportunities for compelling social media communications.

Outline major topics and subtopics to be covered in the course:

- Research
  - Conduct a social media audit
  - Diagnosis and developmental research
  - Audience personas
- PESO model
  - Apply the PESO Model to social media planning, execution, and evaluation.
  - Differentiate between paid media, earned media, shared media, and owned media.
  - Apply converged media to social media planning.
- Content Management
  - Content strategy
  - Content creation
  - Content curation
  - Content management
- Strategic Storytelling
  - Storytelling and emotion

- Creating and sharing visual media
- Influencers and Advocates
  - Types of influencers
  - Influencer strategies
  - Influencer guidelines and regulations
- Social Media Management
  - Social media listening and monitoring
  - Engagement at scale
  - Setting up measurement program
- Social Media Marketing
  - Comparing social media marketing to organic posts
  - Principles and practices of social media marketing
  - Social media ad choices
- Social Media Governance
  - Crisis management
  - Analytics and modelling
  - Social media management tools
- Implementation and Actionable Measurement
  - Effective campaign budgets and schedules
  - Analyzing and interpreting data
- Future Social Media Trends
  - AI, chatbots, customer service, automation, mobile commerce
  - Ethics
  - Evaluating new platforms

Statement of Purpose: (Briefly explain how the course fits into the program)

This course replaces PUB 111 and PUB 113. Both courses were outdated in terms of focus and content and have experienced consistently low enrolments for 5 years. This course will address new and relevant strategies, platforms, tools, and technologies.

Course Delivery: Outline the format of the course (i.e. in-class, online, blended)

All courses will be delivered online, virtually and in-person. Delivery activities will include instructor presentations, group discussions, online resources (articles and videos), and practical application activities.

Method of Evaluation: Describe the evaluation methods for the course, and provide a percentage breakdown (if applicable).

This course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, application activities, individual and group projects, class participation, quizzes, third-party certification, or a combination thereof. Evaluations will be structured to assess participants' level of competency in achieving overall learning objectives. Grading will adhere to McMaster's academic grading scale.

Course Unit Value: 3 units

**Rationale:**

At present, there is no course within the Marketing program that fully explores how to use social media for marketing. This is an in-demand area of learning for our marketing students. At a conference held in mid-July 2022, Prabhakar Ragavan, senior vice-president of Google, said that “almost 40% of young people, when they’re looking for a place for lunch, they don’t go to Google Maps or Search. They go to TikTok or Instagram” ([Perez, 2022](#)). The need for marketing students to have in-depth knowledge of contemporary social media practices is self-evident.



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DATE: Sept 11, 2022

TO: Chair, Certificates and Diplomas Committee

FROM: Dr. Sue McCracken, DeGroote School of Business

RE: Proposal for new course Social Media Strategy and Management for Marketing Program

I have reviewed the Social Media Strategy and Management course submission presented by McMaster Continuing Education (MCE) and determined that it meets all relevant criteria set out by Undergraduate Council. As a result, I am pleased to endorse this submission with the support of the DeGroote School of Business.

At my request, the proposal for this course was reviewed by Ruhai Wu. His conclusion is that the objectives of the proposed course as well as teaching and learning methods including assessment strategies are viable. Social Media Strategy & Management will meet the needs of professionals wanting to work in the marketing field who necessarily require social media expertise.

As MCE's academic affiliate, we are pleased to provide both this initial review and ongoing support in the case of curriculum issues. Additionally, we have provided MCE with the guidelines needed by their students for possible use of the advanced standing rules for entering our degree programs with credit from completion of this course.

Sincerely,

**Susan McCracken** | Associate Dean (Academic), PhD, FCPA, FCA  
Professor in Accounting  
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**BRIGHTER WORLD**



**Certificate & Diploma Committee - Course Cancellation**

<b>Department &amp; Program Information (complete all fields):</b>	
Department:	McMaster Continuing Education
Program Name:	Diploma in Business Administration with a Concentration in Marketing and Diploma in Marketing
Name of Representative:	Chris Rotolo
Nature of Submission:	Course Cancellation/Removal, PUB 111 and PUB 113
Effective Date:	22-Nov-1
Submission Date:	22-Sep-20
<b>Course Details (complete all fields):</b>	
<p>Course Title: PUB 111 Building Social Media Relationships (3 units)</p> <p>Course Description: Building Social Media Relationships defines the terminology for online communications, explores the current applications and tools available, identifies some of the community, legal and ethical concerns around social media use, and creates a framework for understanding how to integrate it successfully into a marketing communications program.</p>	
<p>Course Title: PUB 113 Social Media Research and Techniques (3 units)</p> <p>Course Description: The application of social media tools and concepts to public relations practice is an evolving and challenging opportunity for public relations and marketing practitioners. It's an opportunity to engage with new audiences, create new opportunities for dialogue and execute even more compelling communications campaigns. Social Media Research and Techniques will build on the technical concepts and practices learned in Building Social Media Relationships, applying students' social media knowledge and skills to public relations and marketing practices.</p>	
<p>Rationale for Cancellation:</p> <p>These two courses have experienced low enrolment over the past few years and will be closing officially. A new course, Social Media Strategy &amp; Management, is being designed to replace PUB 111 and PUB 113. This new course aligns with the need for training specific to social media for marketing professionals.</p>	



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DATE: 6 September 2022  
TO: Certificates and Diplomas Committee  
FROM: Dr. Sue McCracken, Associate Dean (Academic), DeGroote School of Business  
SUBJECT: Course Cancellations for the Diploma in Business Administration with a Concentration in Marketing and Diploma in Marketing, McMaster Continuing Education

I have reviewed McMaster Continuing Education's proposal for the cancellation of two courses, PUB 111 Building Social Media Relationships and PUB 113 Social Media Research and Techniques, from the programs of Business Administration with a Concentration in Marketing (Diploma) and Marketing (Diploma). I am in support of this proposal based on the rationale provided. The proposed change to the programs is appropriate, and both programs continue to meet the standards set out in the Senate's Certificate and Diploma Policy (2020) for Undergraduate Council.

In conclusion, I support the cancellation of courses PUB 111 Building Social Media Relationships and PUB 113 Social Media Research and Techniques.

Sincerely,

**Susan McCracken** | Associate Dean (Academic), PhD, FCPA, FCA  
Professor in Accounting  
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**BRIGHTER WORLD**





**Certificate & Diploma Committee - Course Cancellation**

<b>Department &amp; Program Information (complete all fields):</b>	
Department:	McMaster Continuing Education
Program Name:	Business Administration with a Concentration in Retirement Community Management (Diploma)
Name of Representative:	Katey Savage
Nature of Submission:	Course Cancellation/Removal
Effective Date:	22-Nov-1
Submission Date:	22-Sep-20
<b>Course Details (complete all fields):</b>	
Course Title & Unit Value: BUS 104 Data Analysis for Quality and Process Improvement (3 units)	
<p>Course Description: This course will examine the exploration of data relevant to the management and operations of retirement community organizations. The course will present the analytics life cycle in the context of planning to solve a business problem and how to use data for quality metrics and process improvements. Common data visualization tools and techniques will be explored and used as students learn best practices for the presentation and communication of analytical solutions and insights.</p> <p>Rationale for Cancellation: Based on consultation with subject matter experts in the retirement community management field and discussions with the Ontario Retirement Community Association, it was determined that the content covered in this course is not a requirement for employment. To align the number of courses in this diploma with the number of courses in other diplomas (generally eight courses or 24 units), MCE is proposing to remove BUS 104 as a required course from the program.</p>	



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DATE: 6 September 2022  
TO: Certificates and Diplomas Committee  
FROM: Dr. Sue McCracken, Associate Dean (Academic), DeGroote School of Business  
SUBJECT: Course Cancellation for the Diploma in Business Administration with a Concentration in Retirement Community Management, McMaster Continuing Education

I have reviewed McMaster Continuing Education's proposal for the cancellation of the course, BUS 104 Data Analysis for Quality and Process Improvement, from the program of Business Administration with a Concentration in Retirement Community Management (Diploma). I support this proposal based on the rationale provided and MCE's consultation with professionals in the industry. The proposed change to the program is appropriate, and the program continues to meet the standards set out in the Senate's Certificate and Diploma Policy (2020) for Undergraduate Council.

In conclusion, I support the removal of BUS 104 Data Analysis for Quality and Process Improvement (3 units of study) from the Diploma in Business Administration with a Concentration in Retirement Community Management.

Sincerely,

**Susan McCracken** | Associate Dean (Academic), PhD, FCPA, FCA  
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