



FOR CONFIRMATION

PUBLIC

CLOSED SESSION

TO: Executive Committee

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PRESENTER:

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DATE: June 3, 2019 for June 10, 2019

AGENDA ITEM: 4(g)

ITEM IDENTIFICATION:

Establishment of an Extra Departmental Unit C (EDU: C) – Centre for Child Development, Mental Health, and Policy

JURISDICTIONAL INFORMATION:

Section 5.8.1 of the Campus Affairs Committee (CAC) terms of reference outlines the responsibility of the CAC in the establishment, disestablishment or restructuring of Academic Units. Proposals for Extra-Departmental Units are considered and recommended for approval, pursuant to the *Guidelines for Administrative Functions and Protocols for Extra-Departmental Units (EDU)*.

GOVERNANCE PATH:

1. UTM Campus Affairs Committee [For Recommendation] (May 2, 2019)
2. UTM Campus Council [For Approval] (May 27, 2019)
3. **Executive Committee [For Confirmation] (June 10, 2019)**

PREVIOUS ACTION TAKEN:

No previous action has been taken.

HIGHLIGHTS:

This is a proposal to establish an Extra-Departmental Unit (EDU): C – Centre for Child Development, Mental Health, and Policy (CCDMP) to be housed at the University of Toronto Mississauga (UTM), effective July 1, 2019. An EDU:C is a multi-disciplinary and/ or multi-departmental research and/ or academic unit with a defined research domain in a particular area

of academic work. It exists to foster research and scholarly interest in the area, but does not register students.

The Centre for Child Development, Mental Health, and Policy will be a multi-disciplinary centre that fosters cutting-edge research in the area of child development and mental health, focusing on biological and environmental determinants in two sensitive periods from a comparative perspective. In doing so, the CCDMP will address essential challenges and successes for generating in-depth knowledge on child social-emotional development, its biological underpinnings and environmentally affected pathways, as well as associated mental health outcomes across the lifespan. Additionally, the CCDMP will aim to develop, implement, and disseminate research-based intervention strategies for child development and mental health.

The CCDMP will provide responses to apt questions on how to promote the development of healthy, peaceful, and responsible citizens and reduce the risk of psychopathology in a number of ways:

1. By establishing an institutional framework that allows the multidisciplinary study of these topics with methodological rigour;
2. By providing a platform for the development and application of practice innovations informed by research-based knowledge;
3. By creating community partnerships which make it possible to reach out to high-risk populations with complex needs; and
4. By providing unique training opportunities for students, emerging translational scientists, and practitioners with hands-on academic training and mentorship with scientists and community leaders that links research with practice and social policy.

The goals of UTM's Academic Plan 2017 – in particular, enriching the student experience through community involvement, educating future leaders to be global citizens, showcasing the world-class research at UTM, and creating a sustainable and cohesive community through transformation and innovation, are well reflected in the priorities of the CCDMP. The Centre also aligns well with the themes of UofT's Institutional Strategic Research Plan - “discover” (i.e. advancing an understanding of the human mind and its development), “promote” (i.e. promoting human development and mental health in sensitive periods and across the lifespan), “build” (i.e. strengthening research-practice partnerships and increasing integration and well-being in diverse communities), and “advance” (i.e. preventing conflict and promoting inclusiveness and social justice). As such, the CCDMP represents a unique research-practice-policy model that facilitates multi-disciplinary research to promote our understanding of child development and mental health during two sensitive periods as well as the biological and environmental mechanisms of this development, enabling us to facilitate its integration into services and policy.

Faculty participants will initially be drawn from the Departments of Psychology, Biology, Anthropology, Sociology, Philosophy, Language Studies, and Management as well as from the Faculty of Medicine, OISE, and Social Work. External collaborations include partnerships with the City of Mississauga, Region of Peel, Peel Public Health, Early Year and Child Care Services, Public Health Niagara Region, Bookworm Club, Canadian Mental Health Association, Children's Aid Foundation of Canada, Children's Aid Society of Algoma, Children's Aid

Society of Oxford County, LOFT Community Services, Malton Youth Wellness Hub, Mothercraft, Ontario Association for Children's Aid Society.

Wide consultation was sought during the development of the CCDMP, including faculty from the Departments of Psychology, Anthropology, Biology, Language Studies, Management, Philosophy, and Sociology at UTM. Additionally, Psychology Departments at the St. George and Scarborough campuses, the Faculty of Medicine, the Factor-Inwentash Faculty of Social Work, Dalla Lana School of Public Health, OISE, and the Department of Ecology and Evolutionary Biology were involved in the development of this proposal.

The CCDMP Director will report to the Vice-Principal Academic & Dean, UTM on academic and budgetary matters.

FINANCIAL IMPLICATIONS:

There are no net implications for the campus' operating budget.

RECOMMENDATION:

Be It Confirmed by the Executive Committee

THAT the proposed establishment of the Centre for Child Development, Mental Health, and Policy as an Extra-Departmental Unit C (EDU:C), dated April 15, 2019, be approved, effective July 1, 2019.

DOCUMENTATION PROVIDED:

Item Proposal for a new EDU:C: Centre for Child Development, Mental Health, and Policy

Proposal for the Establishment of a new
Extra-Departmental Unit (EDU): C

Centre for Child Development, Mental Health, and
Policy (CCDMP)

University of Toronto Mississauga

April 15, 2019

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1. Statement of Purpose

We propose the establishment of a new EDU-C at the University of Toronto Mississauga (UTM) - the “Centre for Child Development, Mental Health, and Policy” (CCDMP). CCDMP will be hosted at UTM with tri-campus involvement by faculty, students, and staff. UTM will be the lead division for CCDMP and assume the active administrative and budgetary responsibilities for the unit.

The proposed start date of the CCDMP is July 1, 2019.

2. Academic Rationale

The CCDMP will be a multidisciplinary research centre with close ties to practice and policy.

2a. Background

It is well known that behavioural and emotional disturbances in childhood and adolescence, such as depression, substance abuse, and exposure to violence, are associated with a broad array of other risks, such as school failure and dropout, affiliation with peers involved in risky behaviors, teen pregnancy, and chronic adult mental health problems. The inaction surrounding child and adolescent mental health problems also incurs significant fiscal costs for the economy. Thus, mental health problems clearly have a significant negative impact on children, families, and communities. Given these data, there is a clear consensus that it is important to generate in-depth knowledge about causes and mechanisms underlying mental health challenges in childhood and youth, as well as to implement research-based intervention strategies as early, effectively, and sustainably as possible. Nevertheless, all too often this knowledge is not translated into practice, and it is also well known that high rates of children and adolescents with diagnosable mental health problems receive no services at all.

Against this background, the *main aim* of the Centre is to examine essential challenges and successes for generating in-depth knowledge on child social-emotional development with a focus on sensitive periods, its biological underpinnings and environmentally affected pathways, as well as associated mental health outcomes across the lifespan. In addition, it aims at developing, implementing, and disseminating research-based intervention strategies for child development and mental health.

2b. Vision

The vision of the CCDMP is to create global leadership in child development and mental health research. The CCDMP will be a multidisciplinary centre dedicated to increasing the understanding of child development and mental health and integrate this knowledge into practice and social policy through collaborative research, teaching, research-practice partnerships, and policy engagement. The overt agenda of the CCDMP is to understand how biological mechanisms and environmental adversity affect child development and mental health in humans and other species in sensitive periods, and to elaborate on practice and policy implications.

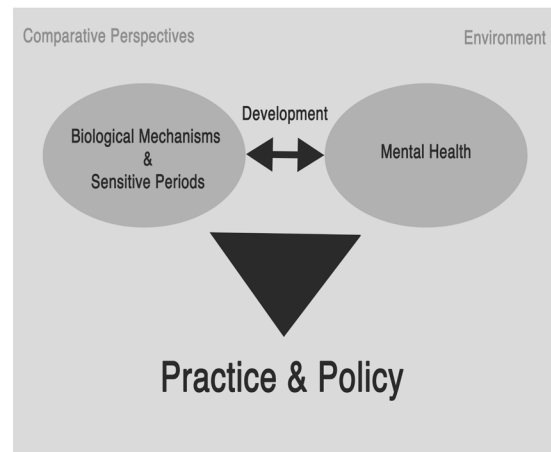
Members of the CCDMP will aim to foster the generation of new knowledge on child development in areas such as epigenetic mechanisms of neuroplasticity and mental health outcomes, experiences of migration and child development, environmental adversity and resilience, prevention and intervention of youth mental illness, and family and community interventions to reduce mental health risks and promote positive development, caring, and inclusion. The CCDMP community utilizes cutting-edge methodology and brings together the necessary inter-disciplinary expertise, creativity, and resources to implement longitudinal and intervention designs effectively to generate new knowledge, innovate practice in this area, and ultimately create global impact. The training environment is poised to become a role model for implementing the principles of diversity, inclusion, and equity.

2c. Objectives

There are three main objectives of the CCDMP: First, the multi-disciplinary study of social-emotional development and growth in two sensitive periods: early childhood and adolescence. Second, a focus on the biological mechanisms and adverse environmental factors that affect social-emotional development and mental health across the first two decades of life and across the lifespan using a comparative perspective (i.e., both cross-species [human and non-human models] and cross-national [international comparison data]). Third, the development, implementation, and evaluation of an integrated system of child development and mental health research, practice, and policy.

To promote community engagement and partnerships with policy makers, community organizations, families and young people themselves, the establishment of strong links to community organizations in the Region of Peel, such as the Peel Children's Centre (see Appendix B), is proposed. By implementing this research agenda through the work of expert and emerging translational scientists from many areas and creating sustainable research-practice partnerships in the local region, the CCDMP ultimately aspires to facilitate research of the highest quality on the complexities of child development and mental health and create global impact. Figure 1 summarizes the focus domains of the CCDMP.

Figure 1. The core areas of the CCDMP.



2d. Strategic Goals

The overall scientific goal of the CCDMP is to foster cutting-edge research in the area of child development and mental health. Its focus on the biological and environmental determinants of development and mental health in two sensitive periods and from a comparative perspective (i.e., cross-species comparison, such as behaviour in humans, rodents, and nonhuman primates; and cross-national comparisons; such as cross-national differences in exposure to early

adversity and effects on child well-being) is highly innovative, leverages the strengths of its multi-disciplinary faculty, and will generate new knowledge that can help understand the causes and mechanisms underlying healthy trajectories, productive development, and interpersonal sensitivity in contexts of varying environmental adversity. The focus on policy and translation of research-based knowledge to promote the exchange of information among scholars, practitioners, and policy-makers is urgent in times of health crisis, social conflict, and a divided world.

The Centre will provide responses to apt questions on how to promote the development of healthy, peaceful, and responsible citizens and reduce the risk of psychopathology:

First, by establishing an institutional framework that allows the multidisciplinary study of these topics with methodological rigour, including the systematic utilization of longitudinal designs, implementation of cross-species and cross-national comparative designs, and state-of-the art multivariate data analysis.

Second, by providing a platform for the development and application of practice innovations informed by research-based knowledge, as well as by creating community partnerships which make it possible to reach out to high-risk populations with complex needs. This will advance knowledge about what evidence is acceptable for roll-out, why interventions for children are effective and under what conditions, and what findings can be trusted in the real world and in diverse populations of children in Canada. Ultimately, the CCDMP will make a substantial contribution toward the application of child development concepts to promote data-driven decision-making that informs social service governance and planning at the policy-level.

Third, by providing unique training opportunities for students, (emerging) translational scientists, and practitioners, with hands-on academic training and mentorship with scientists and community leaders that links research with practice and social policy. The CCDMP aspires to provide a prime environment for honing leadership skills in trainees who will become the next leaders in translational science, practice, and policy.

Currently, there are limited institutions in this field that offer students a supreme training for supporting leadership, academic capacities, and transferable career skills. Trainees will be provided opportunities to engage in developmental research and its application. The Centre will provide graduate students and postdoctoral fellows with research and community engagement prospects through partnerships with non-governmental and governmental organizations. Co-curricular activities for undergraduate students will be offered as well, for example in collaboration with UTM's Centre for Student Engagement. The CCDMP will ensure to include students from underrepresented groups, including women, ethnic minorities, and members of other underrepresented groups.

It also aims to provide professional training curricula for practitioners and researchers across different service sectors to build capacity for practice based on cutting-edge child development research.

With its three strategic priorities, CCDMP fits into several goals of UTM's Academic Plan¹. Specifically, CCDMP aligns well with goal 2 (i.e., demonstrate that UTM is a home for world-class research), goal 3 (i.e., enrich the student experience by embracing opportunities for community involvement), goal 4 (i.e., educate future leaders to be global citizens meeting global challenges), and goal 5 (i.e., focus on transformation and innovation to create a sustainable and cohesive community).

Furthermore, CCDMP also aligns well with several thematic priority areas of the University of Toronto's Institutional Strategic Research Plan². In particular, the CCDMP fits into the themes "Discover" (i.e., advancing an understanding of the human mind and its development), "Promote" (i.e., promoting human development and mental health in sensitive periods and across the life span) and "Build" (i.e., strengthening research-practice partnerships and increasing integration and well-being in diverse communities). Its focus on the study of environmental adversity also fits into the "Advance" theme (i.e., preventing conflict and promoting inclusiveness and social justice).

2e. Education Mandate

The CCDMP will serve as a prime training environment for graduate students and post-doctoral fellows, and also engage in co-curricular activities for undergraduate students. The graduate students will be enrolled in their home program but will access CCDMP and its opportunities through their supervisors which will be CCDMP members. Because of the multi-disciplinary character and diverse faculty of CCDMP, it is anticipated that graduate students from various home graduate programs will participate in CCDMP-related activities. These programs may include psychology, biology, public health, social work, education, sociology, anthropology, psychiatry, management, and others. Students will be engaged through involvement in research projects, research-practice initiatives, and training opportunities offered by CCDMP-affiliated faculty and practice partners, including workshops and conferences.

In addition to multi-disciplinary research and publications, students may also receive opportunities to engage with practice and policy partners (e.g., through internships). Intellectual property (IP) agreements will be made with CCDMP trainees, students, and affiliate members on an individual basis in consultation with IP offices located on UTM and St. George campuses. In all cases, University of Toronto's research policies and IP guidelines will be followed.

Knowledge translation experiences for students can include activities such as presenting to a practice audience, or developing a practice-related resource for practitioners and can result in publication in a professional journal. There will also be a community engagement process where students will be given the opportunity to build their own community of practice by being involved with community committees and interest groups.

¹ https://www.utm.utoronto.ca/dean/sites/files/dean/public/shared/UTM_AcademicPlan_V1C.pdf

² <http://www.research.utoronto.ca/wp-content/uploads/documents/2018/01/2018-2023-ISRP-final.pdf>

2f. Distinctiveness

An environmental scan of university-based research institutes and centres was conducted to understand the landscape of existing organizational research entities that focus on child development, mental health, and policy.³ The search revealed that the number of existing institutes with both a basic and applied focus is rather limited. Geographically, most child and family-focused institutes are situated in North America (we identified 51 institutes in Canada and 138 in the United States), followed by Europe with 67 university-based research institutes.

Two Centres at the Ontario Institute for Studies in Education (OISE), the Atkinson Centre for Society and Child Development and the Dr. Eric Jackman Institute of Child Study, show some limited overlap with the CCDMP. Specifically, all three centres focus on child populations. However, CCDMP is unique in its mission to conduct multidisciplinary developmental research, facilitate research-practice partnerships in the community, and engage in links to policy. The Atkinson Centre focuses on public discourse and public policy in the early years, whereas CCDMP has a strong focus on longitudinal research on child development from a comparative perspective and focuses on two sensitive periods, i.e., early childhood and adolescence. The Eric Jackman Institute of Child Study's specializes on teacher education, whereas the CCDMP's mandate is on applied developmental and mental health research, as well as on the training of students and practitioners to facilitate research-practice partnerships in community settings.

General international trends suggest that despite an overall focus on child development, mental health and/or practice, or policy, there is limited emphasis on the two sensitive periods of development, particularly from a longitudinal, cross-species comparative perspective. Although some research institutes in North America have a strong link between developmental research and practice or policy (e.g., Centre for Child and Family Policy at Duke University), the majority of institutions have a focus on one area of research (e.g., either developmental processes or mental health), the research-practice link, or policy development. Some countries, such as the UK, place a strong emphasis on the research-practice link for special needs groups (e.g., children receiving out-of-home care) and policy and practice with limited integration of a developmental perspective.

The two institutes that are the most similar are 1) the Center on the Developing Child (CDC) at Harvard University and 2) the Oregon Social Learning Center (the OSLC). In contrast to the

³ For this purpose, a comprehensive search across universities from North America, Europe, Africa, Latin America, Australia, and Asia was conducted. In a first step, national and international research institutes with a focus on child development, mental health, and policy were searched. To be included in the search, research institutes had to have focus on the relevant areas, i.e., child development (e.g., social-emotional development, cognitive development), mental health and learning disabilities (e.g., ADHD, autism), adversity (e.g., poverty, child maltreatment, vulnerable youth), family wellbeing, intervention, community engagement, and policy development. Although research institutes that focus primarily on education were excluded, those with an emphasis on health outcomes and child development were reviewed and included if relevant. The search identified a total of 300 research institutes worldwide that are relevant to the CCDMP. In a second step, the search process focused on institutions that combine research and practice and/or policy in the area of child development and mental health.

Centre proposed here, the CDC at Harvard has a broader scientific focus on global interventions from a lifespan perspective, but does not specialize in child mental health, developmentally sensitive periods, comparative perspectives, and partnerships with local communities. The OSCL in Oregon does focus on the study of social processes related to healthy development and emphasizes family functioning and practice, but not policy.

As such, the CCDMP represents a unique research-practice-policy model that facilitates multi-disciplinary research to promote our understanding of child development and mental health during two sensitive periods, biological and environmental mechanisms of development, enabling us to facilitate its integration into services and policy.

3. Consultation

The creation and development of this proposal has involved an extensive consultation process across various departments, faculty, and administrators cross-campus. In addition, we consulted with national and international experts and engaged in conversations with numerous community organizations in the Peel region.

3a. Consultation with Department, Faculty and Administrators Across Campuses

Initial discussions with the Chair of The Department of Psychology at UTM (Ashley Monks) began in March 2018. Professor Tina Malti drafted a summary statement in April 2018, which provided a starting point for discussions with faculty in Psychology, across departments at UTM and U of T, and with administrators at the UTM, UTSG, and UTSC campuses. Below is a list of academic and non-academic units that were consulted and expressed support for the establishment of the CCDMP. It is not expected that this support will involve or incur resource implications or affect workload agreements.

Unit/ Office	Contact	Campus/ Affiliation
Vice-President & Principal	Ulli Krull	UTM
Psychology	Ashley Monks, Chair	UTM
Psychology	Alison Chasteen Susanne Ferber, Chair Nick Rule, Associate Chair	UTSG
Psychology	Mark Schmuckler	UTSC
Biology	Joel Levine, Chair	UTM
Applied Psychology and Human Development	Earl Woodruff, Chair	OISE (UTSG)
Psychiatry	Benoit Mulsant	Faculty of Medicine (UTSG)
Factor-Inwentash Faculty of Social Work	Barbara Fallon, Associate Dean, Research Faye Mishna, Dean	UTSG
Experiential Education Unit, Office of the Dean	Rima Abu-Shakra Adriano Pasquali	UTM

Academic Programming & Change, Office of the Dean	Rosa Ciantar	UTM
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Following these conversations, individual meetings with various faculty members across the three campuses were held. Feedback on the draft proposal from several faculty members, experts, and community organization leaders who had expressed an interest in the CCDMP was incorporated into the final draft. The majority of individuals contacted expressed enthusiasm for potential synergy and collaboration.

Additional consultation with Chairs, Deans, and senior administration in cognate departments, faculties, and units were undertaken. Feedback has been incorporated within this proposal.

We continue to consult with a variety of faculty members to confirm their interest for collaboration and have listed those who have expressed an interest to become a CCDMP fellow (see Appendix A).

3b. Consultation with External Experts

Consultation with external experts and professionals was done to ensure that the CCDMP vision and mandate will be implemented with the highest standards of excellence, integrity, and responsibility. These experts provided strategic direction related to research and knowledge translation activities. Consultations yielded strong support for a centre in this area, stressing the need for building the necessary infrastructure to implement complex longitudinal and intervention research, world-class training opportunities, innovative research-practice partnerships, as well as sustainable research-policy partnerships. Below is a list of external experts that were consulted for their relevant expertise in establishing research and translational initiatives in the areas of child development, mental health, and/or policy. It is not expected that these individuals will be involved in the establishment or governance of CCDMP.

Organization	Contact	Title
Public Health Agency of Ontario	Peter Donelly	CEO & President
McMaster University	Harriet MacMillan	Distinguished University Professor
Duke University	Ken Dodge	Director, Center for Child and Family Policy, Pritzker Professor of Early Learning Policy Studies and Professor of Psychology and Neuroscience
Friedrich Schiller University Jena	Andreas Beelmann	Director, Centre for Research on Right-Wing Extremism and Civic Education, Professor
University of Maryland	Ken Rubin	Director, Center for Children, Relationships, and Culture Professor, and Distinguished Scholar-Teacher

University of Ottawa	Robert John Flynn	Emeritus Professor and Senior Researcher
University of Maryland	Melanie Killen	Professor of Human Development and Quantitative Methodology, Distinguished Scholar-Teacher, and Program Director, Human Development

3c. Consultation with Community Organizations

To gain a Peel community perspective on expectations related to the CCDMP, a number of consultations in the Peel Region were conducted with key leaders from mental health, regional government, child welfare, and education. These organizations include the Canadian Mental Health Association – Peel Dufferin, Early Years and Child Care Services, Region of Peel, Human Services Department, Peel Children’s Aid Society, Peel Public Health, YMCA Hamilton Burlington Brantford, and Peel Children’s Centre. Conversations with community organizations highlighted existing strengths as well as needs in practice and policy across the social service sectors. Three key themes emerged. First, multiple organizations discussed the need to facilitate routine integration of child-development concepts into service delivery.

Areas of opportunities include the development of professional training (e.g., Region of Peel), integration of developmentally sensitive assessment tools to promote data-driven decisions (e.g., Peel Children’s Centre), and quality assurance and understanding the impact of services on child outcomes (e.g., Children’s Aid Society of Oxford County).

The second theme focused on the need for community-based infrastructure support to ensure the promotion of mutually beneficial partnerships. A community presence, coupled by mechanisms such as data sharing agreements and co-governance structures, were mentioned as promising strategies to sustain partnerships between the CCDMP and community partners. Lastly, there was a strong interest in offering opportunities to strengthen the research-practice link through the CCDMP by facilitating practice innovation.

Taken together, this process of extensive consultation ensured that this proposal represents a collective vision of the faculty who will form the core members of CCDMP, as well as leadership at the global level, both in terms of research excellence, research-practice-policy partnerships, and training impact. We continue to consult with community organizations to confirm participation and interest for collaboration (see Appendix B).

4. Participation

The CCDMP is dedicated to building and strengthening a diverse community of academic researchers, policy makers, and community and practice/clinical leads with expertise in child development and mental health. It will draw its initial associates from Psychology, Biology, Public Health, Psychiatry, Education, Anthropology, Social Work, Sociology, Philosophy, Language Studies, and Management. Faculty from any department or discipline (Humanities, Life Sciences or Social Sciences) can participate. The CCDMP will also draw on faculty from across the three campuses, and over 40 faculty members at UTSG and UTSC have expressed a desire to be affiliated with CCDMP, including faculty from Psychology, Public Health, OISE,

Social Work, and Medicine/Psychiatry.

A list of the CCDMP's membership is provided in Appendix A (as of January 2019). As an EDU:C, the CCDMP will only hold non-budgetary cross-appointments of tenure- and teaching-stream faculty. External collaborations and governmental and non-governmental agencies will also have the capacity to participate in the CCDMP through joint grants, collaborative research, and training and intervention efforts with CCDMP faculty. Intellectual property (IP) agreements will be made with collaborators on an individual basis in consultation with IP offices located on UTM and St. George campuses.

In all cases, University of Toronto's research policies and IP guidelines will be followed. Community organizations (primarily in the Region of Peel) which have expressed a strong desire to be affiliated with the CCDMP are listed in Appendix B (as of December 2018).

Members of the CCDMP will actively participate in its research activities, research-practice partnerships, and initiatives and events. CCDMP members will be notified about lectures, workshops, and funding opportunities. They will also be informed about, and asked to participate in, training opportunities for undergraduate students, graduate students, and postdoctoral fellows. CCDMP members will also get access to CCDMP's infrastructure as well as research and practical resources. In addition, membership benefits will include unique opportunities for collaborating on exciting multidisciplinary research, knowledge translation initiatives, and service innovations in the area of child development and mental health. IP agreements will be made with CCDMP research fellows and community organizations on a case-to-case basis. In all cases, University of Toronto research policies and IP guidelines will be followed and IP offices located on UTM and St. George campuses will be consulted throughout the process.

5. Collaborations

CCDMP members have existing collaborations or are in the process of building associations with the following governmental, non-governmental, and industry/for-profit organizations:

Governmental

- City of Mississauga, Regional Government, Region of Peel
- Early Years and Child Care Services, Region of Peel: Human Services Department: Peel Public Health
- Public Health Niagara Region

Non-Governmental

- Bookworm Club
- Canadian Mental Health Association – Peel Dufferin
- Catholic Children's Aid Society
- Children's Aid Foundation of Canada
- Children's Aid Society of Algoma
- Children's Aid Society of Oxford County

- Hamilton Mountain Mosque
- LOFT Community Services
- Malton Youth Wellness Hub
- Mothercraft
- Ontario Association for Children's Aid Society
- Peel Children's Aid Society
- Peel Children's Centre Practice and Research Together YMCA Hamilton Burlington Brantford

For-Profit/Industry

- Ocean Education

6. Administrative Structure

The CCDMP will require the allocation of space for appointed research and administrative staff. The proposed hierarchical structural elements of the new Centre include a director, affiliate faculty members, an advisory board, and affiliate community organizations.

The Director will lead the operation and direction of CCDMP in consultation with an advisory board.⁴ The Director will be appointed by the Vice-Principal, Academic and Dean. The Director will be responsible for directing CCDMP research and training activities, with oversight provided by the Office of the Dean, all components of the proposed CCDMP, including the Institute's operation, policies, CCDMP membership and scientific events, and establishment of external collaborations. The proposed CCDMP is an EDU:C and as such, the Director is not appointed under the Policy on Academic Administrative Appointments.

The CCDMP Director will meet at least every four months with a Decanal representative and will meet at least annually with the Vice Principal, Academic and Dean to review the Institute's progress in relation to the CCDMP's objectives in the areas of research, collaborations, education, scholarly connections, and outreach. The effectiveness of current resources as well as development of new collaborations (within UTM and externally) will also be considered. In addition, the Director will be responsible for providing annual reports and a review of the Institute's operations and activities to the Vice-Principal Academic and Dean of UTM.

The Director of the CCDMP will appoint the advisory board in consultation with departmental Chairs and the Dean. The advisory board will consist of CCDMP-affiliated faculty members from different departments, one graduate student, external representatives from governmental, industrial and non-governmental agencies, and youth and family representatives.

⁴ The membership and function of the Advisory Board will be consistent with the Provost's "Statement on the Role of Advisory Bodies," under which "the advice offered by advisory bodies assists the University officer who holds authority for decisions under University policy" and ensures "the University that all its teaching and research activities are governed by the principles of academic freedom and integrity."

In line with normal practice, as an EDU: C, the CCDMP will be subject to periodic review by the Vice-Principal Academic and Dean at UTM. The review will coincide with the appointment or re-appointment of a Director (normally every 5 years) and, where appropriate, will involve external reviewers. The review would normally assess the CCDMP's sustainability as an EDU and performance and achievements relative to the goals and objectives set out in section 2. Possible outcomes of the review could include closure. The anticipated first review of the CCDMP will be in 2023-2024.

7. Budget

As an EDU:C, the CCDMP may not administer research funds or enter directly and on its own authority into commitments/ agreements/ contracts. All monies and research funding will flow through the Office of the Dean in line with the Faculty's normal practice. Any research contracts or agreements similarly require approval and the signature of the Dean.

The CCDMP will require leveraging of funding and resources, as well as seed funding and space to launch research, training, and networking activities.

The projected annual budget is designed to achieve CCDMP's short-term objective and long-term vision of being a global leader in research, training, education and outreach related to child development and mental health issues. This includes funds for: one 100% FTE administrative staff to support the daily operation of the CCDMP, knowledge translation and operations with community partner organizations (i.e., building sustainable community partnerships, representing CCDMP on community-based committees, overseeing the implementation of training opportunities); one post-doctoral research position to facilitate cross-disciplinary research within CCDMP; the development of internships and pilot projects, such as feasibility studies for building the foundation of large-scale, community-based interventions to support child development and mental health; a seminar series and networking events, such as multidisciplinary research workshops on core themes of CCDMP, including common biological or social mechanisms of social-emotional development, or policy related to child mental health; teaching release for the Director, and the Director's stipend. The necessary space includes office space for the administrative staff, the postdoctoral research position, and space for hosting a data-management platform. The proposed budget and resources have been approved by the Vice-Principal Academic and Dean at UTM.

The CCDMP Director will report to the Vice-Principal and Dean of UTM and Associate Dean, Graduate, on budgetary matters and provide the managerial oversight for support staff associated with CCDMP. The advisory board will work with the Director to define guidelines on how funds will be competitively and equitably awarded to researchers, post-doctoral fellows and students, and community partners.

8. Appendices

Appendix A – Faculty List

The following is a list of faculty members who have expressed an interest to become a CCDMP fellow. As an EDU:C, CCDMP will only hold non-budgetary cross-appointments of tenure and teaching stream faculty or affiliate status faculty (“CCDMP fellows”).

Name	Rank	Primary Appointment
Tracey Galloway	Assistant Professor	Department of Anthropology (UTM)
Joel Levine	Professor, Chair	Department of Biology (UTM)
Marie-Paule Lory	Assistant Professor	Department of Language Studies (UTM)
Sonia Kang	Assistant Professor	Department of Management (UTM)
Amy Mullin	Professor	Department of Philosophy (UTM)
Ashley Monks	Associate Professor, Chair	Department of Psychology (UTM)
Doug VanderLaan	Assistant Professor	Department of Psychology (UTM)
Elizabeth Johnson	Associate Professor	Department of Psychology (UTM)
Mary Lou Smith	Professor	Department of Psychology (UTM)
Erika Carlson	Assistant Professor	Department of Psychology (UTM)
Judith Andersen	Associate Professor	Department of Psychology (UTM)
Melissa Holmes	Associate Professor	Department of Psychology (UTM)
Norman Farb	Assistant Professor	Department of Psychology (UTM)
Samuel Ronfard	Assistant Professor	Department of Psychology (UTM)
Stuart Kamenetsky	Associate Professor, Teaching Stream	Department of Psychology (UTM)
Melissa Milkie	Professor and Chair	Department of Sociology (UTM)
Patrick McGowan	Associate Professor	Department of Biology (UTSC)
David Haley	Associate Professor	Department of Psychology (UTSC)
Laura Cirelli	Assistant Professor	Department of Psychology (UTSC)
Mark Schmuckler	Professor	Department of Psychology (UTSC)
Christina Starmans	Assistant Professor	Department of Psychology (UTSG)
Amy Finn	Assistant Professor	Department of Psychology (UTSG)
Meg Schlichting	Assistant Professor	Department of Psychology (UTSG)
Daphna Buchsbaum	Assistant Professor	Department of Psychology (UTSG)
Charles Helwig	Professor	Department of Psychology (UTSG)
Brendan Andrade	Assistant Professor	Department of Psychiatry (MED)

Faculty List (cont'd)

Name	Rank	Primary Appointment
Laura Rosella	Assistant Professor	Dalla Lana School of Public Health (U of T)
Meng-Chuan Lai	Assistant Professor	Department of Psychiatry (MED)
Barbara Fallon	Professor and Associate Dean, Research	Factor-Inwentash Faculty of Social Work (U of T)
Faye Mishna	Dean and Professor	Factor-Inwentash Faculty of Social Work (U of T)
Mihaela Pirvulescu	Associate Professor and Associate Chair, Graduate	Department of Language Studies (UTM)
Marla Sokolowski	Professor	Department of Ecology and Evolutionary Biology (U of T)
Jenny Jenkins	Professor	Applied Psychology and Human Development (OISE)
Kang Lee	Professor	Applied Psychology and Human Development (OISE)
Patricia Ganea	Associate Professor	Applied Psychology and Human Development (OISE)
Earl Woodruff	Associate Professor and Chair	Applied Psychology and Human Development (OISE)
Astrid Guttmann	Professor	Dalla Lana School of Public Health (U of T)
Arjumand Siddiqui	Associate Professor	Dalla Lana School of Public Health (U of T)
John D. Haltigan	Assistant Professor	Department of Psychiatry (MED)
Margot Taylor	Professor	Department of Psychology (UTSG)
Tomas Paus	Professor	Department of Psychiatry (MED)

Appendix B – List of Community Organizations

The following is a list of organizations which have participated in the consultation process and which have expressed a strong interest in partnerships with the CCDMP.

Name of Organization	Sector	Description
Peel Children's Centre	Child and Youth Mental Health	<ul style="list-style-type: none"> Lead Child and Youth Mental Health agency in the Region of Peel
Canadian Mental Health Association – Peel Dufferin	Youth and Adult Mental Health	<ul style="list-style-type: none"> Community-based mental health service provider that services the Region of Peel and Dufferin County
Catholics Children's Aid Society	Child Welfare	<ul style="list-style-type: none"> Provider of child-welfare services on behalf of the Catholic community
Children's Aid Society of Oxford County	Child Welfare	<ul style="list-style-type: none"> Provides child-welfare services to children and families residing in Oxford County
Practice and Research Together	Child Welfare	<ul style="list-style-type: none"> A child-welfare knowledge dissemination organization that links research to child-welfare practice
The Bookworm Club	Child Welfare	<ul style="list-style-type: none"> Provincial-level literacy initiative that delivers books to children and youth receiving out-of-home care across Ontario
Early Years and Child Care Services, Region of Peel, Human Services Department	Regional Government	<ul style="list-style-type: none"> Oversees and manages a wide range of services to help families and children in Peel access safe and affordable child care and receive the supports they need to thrive
Peel Public Health	Regional Government	<ul style="list-style-type: none"> Oversees a wide range of services and initiatives to continually improve the health and prevent illness in the Peel Region
Hamilton Mountain Mosque	Religious Institution	<ul style="list-style-type: none"> Provides ethno-cultural and religious services to the Muslim community residing in Hamilton
Ocean Education	Education	<ul style="list-style-type: none"> Offers ethno-cultural specific training to Chinese students to help them integrate into Canadian society
YMCA Hamilton Burlington Brantford	Community Support Service	<ul style="list-style-type: none"> Service organization supporting individuals through health programs for women, families, seniors, and people with special needs.

Appendix C – Proposed Performance Measures

Academic Success: CCDMP research will be made available to researchers, non-profit institutions for use in research, and policy makers. Indicators of success are: Successful acquisition of funding; high productivity, including quantity and quality of publications and scientific output; visibility and impact on field.

Possible metrics to monitor success include:

- Total number of successful funding applications and total dollar amount awarded for research
- Number of peer-reviewed publications and conference presentations
- Leadership visibility in the scientific community
- Number of academic councils, committees, expert panels of which affiliate faculty members are part of

Training Success: The CCDMP will offer opportunities to postdoctoral fellows, as well as undergraduate and graduate students interested in child development, practice, and policy. Students may also receive opportunities to engage with practice and policy partners (e.g., through internships). In addition to an affiliate member of the CCDMP, students might also be supervised by a practice partner. There will also be a community engagement process where students will be given the opportunity to build their own community of practice by being involved with community committees and interest groups.

Possible indicators of training success include:

- Number of students participated in research projects, publications, and initiatives
- Change in stakeholder knowledge, attitudes and application of child-development, research methodology and knowledge translation concepts (e.g., perceived effectiveness on practice, attitude towards evidence-informed practice, change in knowledge)
- High fidelity of implementation across all students
- Longer-term success metrics can include number of students/trainees placed in academic jobs and leading policy and practice positions

Community Engagement Success: Practice Innovation and Knowledge Transfer: Affiliated faculty and staff from the CCDMP will work closely with policymakers and practitioners, responding to requests for research information, data management, and evaluation of intervention. CCDMP's partnerships will facilitate research in local schools and community centers, linking organizations with UTM undergraduate students, graduate students, PDFs, and faculty.

Possible indicators of community engagement success include:

- Number and quality of engaged community organizations and partnerships with different stakeholders
- Number of ongoing and completed knowledge translation initiatives

- Amount of funding associated with these initiatives
- Governance structures that support the integrated knowledge dissemination (e.g., co-applicant/co-investigator status for practice partner on grants)