## BROCK UNIVERSITY RESEARCH ETHICS BOARD Tuesday, May 2, 2017 12:00 – 2:00 p.m. PL 500A

## Minutes of the SREB Meeting

## Attendance

Sandra Bosacki Lynn Dempsey Ann-Marie DiBiase Christina Garchinski Karen Julien Linda Morrice Miya Narushima Christine Tardif-Williams Regrets Mahfuz Hassan

MINUTES				
IT	EM	DISCUSSION	ACTION	
1	Motion to appro Approved		Motion to approve: SB Seconded: MN All in favour	
	Motion to appro Approved	ve March & April Decision Reports	Motion to approve: LD Seconded: LM All in favour	
	Motion to appro Approved	ve March Minutes d.	Motion to approve: LM Seconded: KJ All in favour	
	Approved		Motion to approve: LD Seconded: CG All in favour	
2	New Business	<ul> <li>The REB Sub-Committee on Guidelines, Practice, and Procedure (GPP) <ul> <li>The new documents to be approved by SREB today were reviewed:</li> </ul> </li> <li>Proposed Revision to the Requirement for Graduate Student Researchers to Complete the CORE Tutorial (proposed change to the Faculty Handbook): <ul> <li>This document initially indicated that if graduate students were conducting human participant studies strictly based on secondary analysis of a) human tissue or bodily fluids or b) data from non-public sources (provided there was no involvement or interaction with human participants), they were only required to complete Modules 1 (core principles), 2 (defining research) and 5 (privacy and confidentiality) as a minimum (but were encouraged to complete the tutorial in its entirety).</li> <li>The revised requirement now applies to all graduate students preparing a thesis, exit project, or course-based research as part of their degree requirements and to students working as research/laboratory staff, project managers or research assistant where they will be</li> </ul></li></ul>		

		responsible for recruiting or interacting with human participants or have access to data in an identifiable	
		form.	
		<ul> <li>The office informed the board that the Panel on</li> </ul>	
		Research Ethics (PRE) has recently indicated they will	
		not be able to revise the CORE tutorial as a result of	
		technical difficulties. Any additional chapters and changes they are making they will disseminate as	
		PowerPoint presentations rather than revising the	
		current modules. For this reason, it is anticipated that	
		the tutorial will eventually become obsolete (given it will	
		slowly become out of date). There has been push back	
		from the ethics community because many institutions	
		have made the training mandatory for researchers. This	
		is a crucial piece for PRE to address given that	
		education is party of their mandate. In fact, it is already	
		considered out-dated because it does not include a	
		module for Chapter 9. We plan to continue requiring that our researchers complete the tutorial given that is the	
		only educational tool right now however, this is	
		something to consider moving forward (adapting our	
		policy if a better, more up to date tool is released).	
		<ul> <li>A motion was put forward by AMD to approve the</li> </ul>	
		changes made to the graduate student requirements.	
		Seconded by SB. All members voted in favour.	
	2.	Proposed Requirement for Undergraduate Student	
	2.	Researchers to Complete the CORE Tutorial (proposed	
		requirement to be passed by the Undergraduate Student	
		Affairs Committee):	
		<ul> <li>It is being proposed that as part of any application for</li> </ul>	
		human ethics clearance, all undergraduate students	
		must complete the CORE tutorial in its entirety as well,	
		prior to their involvement with human participants in research. The same parameters would apply as outlined	
		above for graduate students.	
		<ul> <li>Both these documents need to first be approved by the</li> </ul>	
		REBs before taken to Senate and the Undergraduate	
		Student Affairs Committee for approval, respectively.	
		LW informed the board that 1842 Brock affiliates have	
		completed the CORE tutorial since it was made	
		mandatory for graduate students in 2014. When you	
		examine the breakdown of demographics, it appears	
		that 70% of these completions were by undergraduate students. Therefore, in practice it would seem that	
		Faculty supervisors are having their undergraduate	
		students complete the tutorial anyways. Making it a	
		requirement should not be onerous on researchers or	
		students. In fact, when speaking with professors of	
		methods courses, several of them have used the CORE	
		tutorial as a 10% assignment for their students.	
		It was also clarified that the REB's original intention	
		when putting the CORE tutorial requirements forward	
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		was to implement the undergraduate student requirements a year after the graduate student	

3	<ul> <li>requirements were released. However, this did not come to fruition. The Chair asked if there were any objections to the undergraduate requirements moving forward as intended. No objections were brought forward.</li> <li>A motion was put forward by AMD to approve the proposed requirement. Seconded by LD. All members voted in favour.</li> <li>REB Standard - Ethics Education for Student Researchers (for circulation to researchers, e.g., website):</li> <li>This document provides a synopsis of the CORE tutorial and the requirement of student completion, should they be conducting research with human participants. This document will be circulated to researchers and put on the website for informative and educative purposes.</li> <li>A motion was put forward by AMD to approve the REB standard. Seconded by CTW. All members voted in</li> </ul>	
	favour.	
4	<ul> <li>REB Guideline – Secondary Use of Data:</li> <li>The Chair outlined the changes that had been made to the secondary use of data guideline: the difference between anonymous and anonymized data was further explained; the guideline now outlines what is exempt from REB review.</li> <li>It was clarified that even when data are anonymized, the project still must come to the REB for review as "secondary use of data." The perception is that if the identifiers have been removed, the data can be passed on to other researchers or used for different study purposes without REB review. However, if a researcher intends to make data available to other researchers (who may analyze the data for other purposes, outside of the original purpose), both researchers have to go through their respective boards for secondary use of data REB approval.</li> <li>A motion was put forward by AMD to approve the changes made to the secondary use of data guidelines. Seconded by MN. All members voted in favour.</li> </ul>	
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	and better clarifying what is pedagogical work versus	
	actual research that would need to be seen by the REB.	
	<ul> <li>When the Secretariat is referring to course-based</li> </ul>	
	research, they believe it is strictly students learning to	
	conduct research in research methods courses.	
	However, in the consultation, many institutions pointed	
	out that this type of work is not only occurring in	
	research methods courses. Some professors (in other	
	courses – not research methods) are asking students to	
	conduct research outside of the classroom as part of	
	their curriculum. In these courses, professors are not	
	necessarily teaching proper research methods or ethical	
	considerations, and are not recognizing risk in some of	
	the topics students choose.	
	This is a concern for many institutions because the	
	students are being asked to conduct research	
	independently, without the background information,	
	knowledge or expertise that a pedagogical approach to	
	research would provide.	
	The office confirmed that even if course-based research	
	is removed from REB purview in the TCPS2, this	
	represents a minimal standard. Brock could decide	
	these projects still require REB review if we felt we	
	wanted to go over and above the TCPS2.	
	<ul> <li>More work needs to be completed with regards to defining source based reasonable conducting reasonable on</li> </ul>	
	defining course-based research; conducting research as	
	a course assignment in the revised TCPS2.	
	A number of institutions commented that if these course     accommentations out of the TCRS2, there would	
	assignments were taken out of the TCPS2, there would	
	be very minimal oversight of the projects (the	
	Secretariat was not aware that although the course syllabus needs to be reviewed and approved by the	
	department, in reality, Faculty are provided with a great	
	deal of freedom when overseeing these assignments).	
	Across the country, REBs agreed that professors are	
	assigning rather substantial research projects that in	
	some cases are more than minimal risk. In the proposed	
	changes, the REB would not see these projects given	
	that the Policy would consider this pedagogical. This is	
	a concern.	
	<ul> <li>If research assignments were treated as strictly</li> </ul>	
	pedagogical, it would be up to each department and	
	Faculty to oversee these activities and ensure the safety	
	of any potential participants. The concern from REBs is	
	whether all departments are up to date on the ethical	
	standards. They are not necessarily looking at these	
	ethical considerations (e.g., qualifications of the	
	instructor to oversee those activities) when they approve	
	the course outline. This also relies on Faculty to	
	understand what is minimal risk research – are all	
	Faculty trained to properly make this assessment?	
	Further, many institutions hire sessional or graduate	
	student instructors to teach courses. Even if all long-	
	term Faculty are trained on this, it does not account for	
	the number of short-term or contract positions.	
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<ul> <li>It was clarified for board members the difference between a professor conducting their own Faculty research with their students, and conducting research as a course assignment.</li> <li>Course-based research accurs when professors allow their students to conduct research as part of a class assignment. This is not considered an undergraduate thesis or Major Research Paper. This involves research that is minimal risk, involves data collection outside of the classroom, where all students are either doing the same research project (instructor-designed research), or students are designed their own data collection measures but the professor is providing specific guidelines for recruitment, type of measurement, procedures, data storage and disposal, and reporting of results (instructor-guided research). This assignment would have an evaluative component that would contribute to their mark in the course.</li> <li>Course-based research pedigogical activities often refer to activities that are not meant to add to the literature; instead, simply teaching students the concepts of research.</li> <li>Faculty research where professors retain class work from their students would go through our usual delegated approach (with the standard application).</li> <li>In other cases, professors may offer course marks for completing a research participant (this could lead to exploitation of students for additional effort, give professor are not exploitation of students for eaker and end of the size are not exploited to challengate dargoment however, professors are not exploited to challengate dargoment however professors are not exploited to challengate dargoment however, professors are not exploited to challengate dargoment however, professors are not exploited to challengate dargoment however, undensing a students are addited to achieve course objectives atc.).</li> <li>The bacar dasked for darification on what is considered research where professors are not exploited to cheline research exploited to a stheora of addited to a</li></ul>		
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<ul> <li>assurance pieces. Therefore, reviewers should focus on the purpose of the work, versus whether or not investigators intend to publish.</li> <li>Reviewers should also consider the difference between research ethics and one's professional code of ethics (e.g., Doctor). We need to be careful in making this distinction and not comment on anything considered part of the professional code, given it is outside our mandate.</li> <li>A motion was put forward by AMD to approve the guidelines for conducting research as a course assignment as is, without considering any of the proposed changes to the TCPS2. Seconded by CG. All members voted in favour.</li> <li>REB Guideline – Meetings, Quorum, and Attendance: <ul> <li>It was clarified that all these documents will go back to</li> </ul> </li> </ul>
<ul> <li>It was clarified that all these documents will go back to the Senate Sub-Committee (Research and Scholarship Policy Committee), as part of their mandate is to review and advise our policies, procedures, guidelines, etc.</li> <li>The office clarified that the boards meet a minimum of 10 times a year. We generally try to cancel the December and August meetings if there are no full board files to review.</li> <li>Board members felt some of the wording in the guideline gave the impression that researchers whose projects are coming to full board review can dictate the date of the meeting. However, scheduling of the meetings should be based on the board members' availability (i.e., we meet at a time convenient for the majority of members and invite the researchers to the already scheduled date).</li> <li>However, if the researchers are unable to make the next scheduled meeting and delaying them to the next month would greatly delay their research, we will look to either move the meeting or schedule an ad-hoc meeting.</li> <li>This is done at the discretion of the office and the Chair to determine what is reasonable to ask of the board.</li> <li>The office also pointed out that we are able to</li> </ul>
<ul> <li>accommodate researchers by Skype of teleconference if they are unable to attend the meeting in-person.</li> <li>Board members asked that this wording be modified in the guideline: to say while we will attempt to accommodate requests from researchersor the board will make reasonable effort to accommodate researchers etc. This will be taken back to the GPP for revision.</li> <li>Board members would also like GPP to clarify quorum requirements for business meetings (where no full board files are being reviewed). Can board members vote via proxy without attending the meeting in-person?</li> <li>7. REB Standard – Faculty Supervisors and Student Researchers: <ul> <li>The board discussed whether post-docs would be</li> </ul> </li> </ul>

<ul> <li>considered students in this standard. The post-doc</li> <li>position appears to offfer across Faculties and each one is unique (e.g., some are paid by the university, some are fellowships).</li> <li>Members would like the standard to specify/define who "student" refers to.</li> <li>It was discussed that although Senate regulations require graduate students completing a major research paper or thesis to submit and have approved by their supervisory committee a proposal of research prior to securing ethics clearance (see Faculty Handbook III:B9.2A-B), we still see applications submitted to the office that have not completed the proposal.</li> <li>This is an issue because once the committee meets, the researchers often need make edits to the protocol/design. These changes come back to the office as a modification request which is rather resource intensive for us. Further, if the protocol is not concrete, it often leads to a number of clarification/secommendations from our reviewers, which can appear intimidating for researchers and students.</li> <li>The board asked for clarification on how this cricumstance might be handled: Faculty research (using a research assistant becomes a graduate student and wants to use the data for their own Masters thesis/project. The office clarified that the preson will be using data for their thesis in the analual report, at minimum (given that we already knew they are assisting with the project and would have accellary outlined in the Faculty project. We should be told that this person will be using data for their busis in the annual report, at animum (given that we already knew they are assisting with the project and would have accellary project and would have accellary project and would have accellary project in the annual report, at an would have accellary project in the annual report, at an innimum (given that we already knew they are explected to write up a cultination of oresearch. This department has an applied research explores that alterady have ethics clearance.</li></ul>		
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researchers for the names of any RAs that will be
assisting with the research and have access to the data.
With regards to the previous example, if a student
crossed the line into becoming a RA (versus a student
fulfilling course requirements), this change would need
to be reported back to the office.
<ul> <li>The board discussed again whether the standard should</li> </ul>
include post-docs as students. It was determined that
they still require a supervisor on a grant and therefore,
may fall under this definition of individuals who require
supervision.
<ul> <li>The office indicated the next document about who can</li> </ul>
be a Principal Investigator (PI) will address some of
these issues as well. We intend to involve the Office of
Research Services when drawing up with document to
determine who can hold a grant (e.g., sessionals,
Emeritus, Adjunct etc.).
<ul> <li>Right now, we do not allow sessionals/limited term</li> </ul>
appointments to act as the PI for their own personal
research because if their contract does not get renewed
but the research is ongoing, they have no affiliation with
Brock. However, if an external researcher wants to
apply to Brock to use our resources, participants etc.,
we currently review those applications with the external
applicants as the PI (and no representative from Brock).
The rationale behind this is because these externals are
affiliated with another institution (and not just wandering
researchers).
The Board would like GPP to include more information
about whether a student needs individual ethics
clearance for their own project if it falls under the
Faculty work, or whether they are covered under their
supervisor's clearance.
The office also agreed to meet with Graduate Studies to
determine what constitutes a "proposal" in each department (some allow the supervisor to approve the
student's proposal on behalf of the committee, etc.).
8. Note small revisions (e.g., grammar edits) to the Standard for
Maximum Number of Annual Renewals (approved December
2016) already approved by the REBs.
The Office also updated the board on some small
revisions that were made to the Standard for Maximum
Number of Annual Renewals. This already approved by
the REBs in December 2016 however, GPP made some
minor revisions to allow leeway in applying this standard
in extenuating circumstances. For example, if a project
was only collecting data for a few more months, we may
not require a full resubmission.
As well, the office has revisited some of our internal
procedures regarding annual renewal: right now, we set
all expiry dates for ethics clearance to the last business
day of the month. However, if clearance is initially
provided before the last business of the month, this
would technically mean that clearance is provided for

<ul> <li>more than 365 days. The Tri-Council has recently been reinforcing their policy on this, indicating that renewals must be processed and granted 365 days or before the initial clearance day. Further, if researchers submit their renewal request on the same day their clearance - the Tri-Council has identified this as non-compliance at other institutions. We have now changed our procedures so that all clearances expire on the first of the month (meaning clearance is only provided for 365 or less days), and files are immediately closed and require resubmission if the annual renewal request is not submitted with ample time to process the request and provide clearance for an additional year.</li> <li>9. Update on the Annual Report (2013-2016):</li> <li>The Office explained that the Annual Report has been delayed for the past several years as we were waiting to confirm process regarding governance (i.e., who the report go to).</li> <li>Now that these questions have been cleared up, the report sgo to).</li> <li>Now that these questions have been cleared up, the report will be made public on our website.</li> <li>The board was invited to ask any questions or propose any revisions to the report.</li> <li>A current board machine that the of the report contains a great deal of background information that was included to ensure Senate could fully understand our board, structure and reporting, workload etc.</li> <li>However, information pertaining to how the Office participates in community engagement may be new to the board.</li> <li>The Office explained that when our REB split into two boards, Senate was concerned that BREB was not seeing equitable workload ot to SREB who reviewed 82 applications, as opposed to SREB who reviewed 82 applications, as opposed to SREB who reviewed 82 applications as opposed to SREB who reviewers on SREB files. This meant overall workload for each REB members and 22 applications as ayear for BREB members. These numbers increased to 57 and 22 applications as ayear for SREB members and 22</li></ul>
science).

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		<ul> <li>applications, which are only reviewed in the Office. Some of the numbers reported above would be undergraduate projects so they would not contribute to the board reviewer's workload numbers. This further closes the gap between the boards in terms of workload.</li> <li>LW indicated that the report first went to the Research and Scholarship Policy Committee who accepted it with two questions: who constitutes the Aboriginal Research Advisory Circle (ARAC) and how do they judge research. It was clarified for committee members that ARAC performs a cultural review of the project.</li> <li>ARAC was explained to SREB board members who were not familiar: ARAC was established in 2009 through partnership with the Tecumseh Centre for Aboriginal Research and Education at Brock. ARAC is an advisory committee, normally comprised of 5 people. Members come from inside and outside the Brock community however, must self-identify as Aboriginal. ARAC completes a cultural protocols, histories, and traditions.</li> <li>LW also explained to board members that Aboriginal research applications that fall under the guidance and definition of TCPS2 Chapter 9: Research Involving the First Nations, Inuit and Métis Peoples of Canada, with consideration for cultural protocols, histories, and traditions.</li> <li>LW also explained to board members that Aboriginal research is not exclusive to research involving Aboriginal participants. For example, if a researcher wanted to specifically report on demographics (i.e., Aboriginal participants yielded these results), this would have to come to ARAC for review. They would examine the information and determine whether it may single out or stigmatize a group unfairly.</li> <li>The Research and Scholarship Policy Committee (RSPC) also inquired about the possibility of having separate reports for SREB and BREB, and whether it would be possible to have the Chairs write the reports.</li> <li>LW and the BREB Chair both attended the meeting to field these questions.</li></ul>	Motion to move in camera All in favour
3	Adjourn	Meeting adjourned at 1:54 p.m.	Motion to adjourn: LD Seconded: CG
			All in favour