

GUIDE

# RESPONSIBLE AND ETHICAL CONDUCT OF COLLEGE RESEARCH, A GUIDE

**LA CITÉ**   
LE COLLÈGE D'ARTS APPLIQUÉS  
ET DE TECHNOLOGIE

**ARC** | Association  
pour la recherche  
au collégial

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The *Responsible and Ethical Conduct of College Research* guide and the accompanying tutorial are primarily concerned with demystifying the key principles concerning college research, ethical research involving humans, and the responsible conduct of research. They also aim to ensure that users—namely colleges, individuals responsible for research, college researchers, as well as students new to the area of research—better understand their roles and responsibilities in such matters. The team behind this initiative welcomes any questions or suggestions concerning these documents.

Organizations are encouraged to use the information and adapt it to their own situations. The information in this guide comes from two publications: The *Tri-Agency Framework: Responsible Conduct of Research* (2016) and the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (TCPS2, 2018). The Natural Sciences and Engineering Research Council of Canada (NSERC), the Social Sciences and Humanities Research Council (SSHRC), and the Canadian Institutes of Health Research (CIHR) require that all research institutions that wish to obtain or maintain their eligibility to administer grants and awards must meet the requirements listed in both these documents. It therefore constitutes a commitment that was formalized with the signing of the *Agreement on the Administration of Agency Grants and Awards by Research Institutions*.

## What is research?

Research is an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation conducted with the expectation that the method, results, and conclusions will withstand the scrutiny of the relevant research community, regardless of whether or not the undertaking is funded.

It may involve living or deceased individuals, their data and their biological or reproductive materials, animals, and even controlled substances or organisms. It can be conducted in different contexts, including course-based research activities.

### Is the foreseen activity considered research?

Does it aim to expand knowledge in a field or discipline?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know
Will it resolve an issue or provide an answer to a question?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know
Is it intended to develop results that are applicable in the field?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know
Does it involve the use of data already collected (secondary use) or to be collected (primary use) through quantitative or qualitative techniques?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know
Does it involve an introduction to one or more research methods?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know

If the answer to any of these questions is **YES**, the activity may be research. If all the answers to the questions are **NO**, the activity is probably not research. When in doubt (in the case of research involving humans), seek advice from the Chair of the Research Ethics Review Board.

## How is college research unique?

“College research is unique in several respects. One of the distinctive features is that the [teachers] researchers willingly engage in research, with no professional obligation to do so<sup>1</sup>”, as suggested in Piché (2011). In fact, while the primary mission of colleges remains teaching, their involvement in research continues to grow (Fisher, 2010; Lapostolle, 2017). College research is often focused on improving the processes, procedures, and practices,

particularly when involving humans. In order to maintain their eligibility for funding and meet the requirements of the funding agencies, colleges must ensure that their research governance is based on good practices. Therefore, it is in the best interests of all those who conduct research—teachers, professional staff and students—to participate in the development of these practices.

<sup>1</sup> Translation: Angelina Bondi, C. Tr.

## How can each individual contribute to a better research environment?

**By staying** up-to-date on matters pertaining to the ethical and responsible conduct of research.

**By participating** in the development of institutional policies on ethics or the responsible conduct of research.

**By participating** in consultations about the strategic planning or development of research.

**By joining** committees that review research activities or applications for grants or prizes.

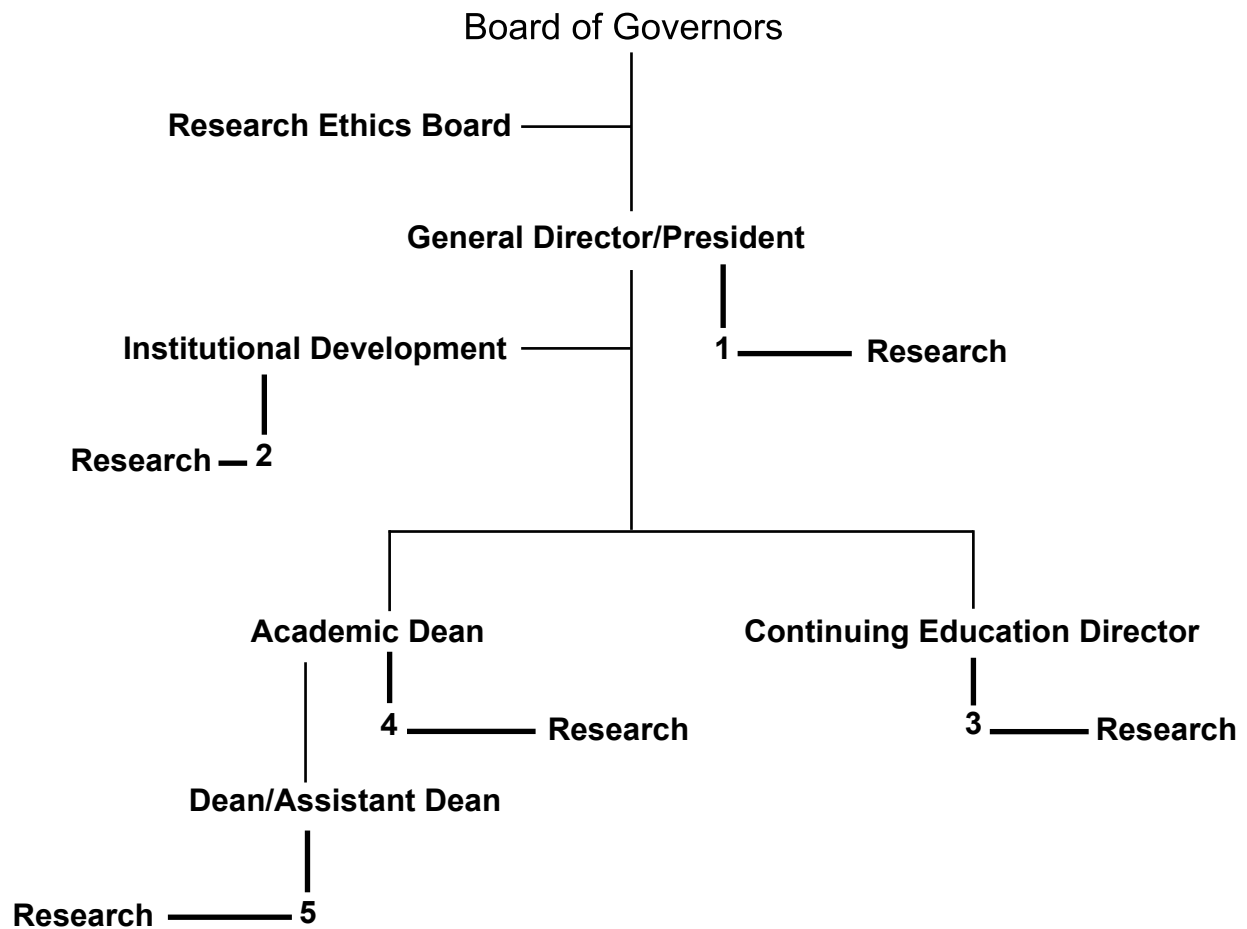
**By serving** as a member of the REB or any other research committee as might be relevant.

**By helping** to promote good practices in the ethical and responsible conduct of research.

College research results can be disseminated through various channels. While some college researchers publish articles in international scientific journals, college research outputs may take many different forms, including articles in professional or technical journals, internal or business communications and reports, seminar presentations, among others.

## Here are a few non-exhaustive examples of how research is structured within colleges.

Oversight of research within an organizational structure can vary widely from one institution to another. Consequently, research may fall under the purview of different departments or offices. Five of these options are set out in the organizational chart below.



### Legend

- 1 Research falls under the purview of the General Director or President
- 2 Research falls under the purview of the Institutional Development office
- 3 Research falls under the purview of the Continuing Education department
- 4 Research falls under the purview of the Academic Dean
- 5 Research falls under the purview of a Dean or Assistant Dean





## Key points of the Agreement on the Administration of Agency Grants and Awards by Research Institutions


To be eligible for funding from SSHRC, NSERC, or CIHR (also called the Agencies), Canadian institutions such as colleges must sign a document entitled *Agreement on the Administration of Agency Grants and Awards by Research Institutions*. This Agreement is effective from April 1, 2018, to March 31, 2023.

### Here is a partial list of obligations for institutions having signed the *Agreement on the Administration of Agency Grants and Awards by Research Institutions*:

- Provide** an adequate physical and organizational infrastructure for the conduct of research;
- Develop** and implement effective policies, administrative systems, procedures, and controls to ensure all research activities are conducted in compliance with the Agreement requirements;
- Verify** and endorse each application for funding that will be reviewed by one of the Agencies;
- Confirm** the eligibility of each Grant or Award applicant;
- Monitor** the eligibility of its Recipients throughout the term of the Grant or Award;
- Comply** with the requirements set out in the *Tri-Agency Framework: Responsible Conduct of Research* and maintain an updated policy;
- Comply** with the TCPS2 (2018), as amended, and maintain its own policy and procedures on the subject, or have a formal agreement with another institution for this purpose, and ensure that Researchers of the institution are informed of their obligations;
- Maintain** a valid certificate of *Good Animal Practice*<sup>®</sup> from the Canadian Council on Animal Care or any other agency, as may be required;
- Ensure** that the decision-makers avoid situations that could place them in a conflict of interest or, if unavoidable, take appropriate measures to mitigate the risks thereof;
- Administer** and expend the funds that it receives in accordance with the applicable Guides;
- Assume** and retain ownership of the equipment and facilities funded by SSHRC, NSERC, or CIHR, unless otherwise agreed in writing or required by law;
- Assist** SSHRC, NSERC, and CIHR in fulfilling their responsibilities under the *Canadian Environmental Assessment Act, 2012*.

**Do you have a copy of the Agreement signed by your College?  
For an unsigned version, go to:**

[http://www.science.gc.ca/eic/site/063.nsf/eng/h\\_56B87BE5.html](http://www.science.gc.ca/eic/site/063.nsf/eng/h_56B87BE5.html)



The rights and obligations of the Parties shall remain in full force and effect for a period of seven years after the termination of this *Agreement* regarding elements of financial administration related to auditing mechanisms, to performance reports and results, and to independent reviews, shortcomings, and remedies.

The requirements of the Agreement apply to all research involving a researcher from a college, whether funded by SSHRC, NSERC, CIHR or other sources, or not funded, regardless of where it is conducted.

*For example, it applies if a college professor takes part in a research project conducted in collaboration with a university, whether the activities are carried out within one of these institutions, in a field, or in a forest.*

## Responsible Conduct of Research

As indicated in the above-mentioned *Agreement*, colleges must have an up-to-date policy on the responsible conduct of research. A template for such a policy is available in the appendices to this document. The *Tri Agency Framework: Responsible Conduct of Research* (2016) describes the policies and requirements related to applying for and managing agency funds, performing research, and disseminating results, as well as the processes to follow in cases of alleged breaches of policy.

In the Introduction to the Framework, the following guiding principle is formulated: In order to maximize the quality and benefits of research, the environment must support and promote the responsible conduct of research, whose scope is wider than that of scientific integrity. For researchers, this implies duties of honest and thoughtful inquiry, rigorous analysis, commitment to the dissemination of research results, and adherence to the use of professional standards at every step of their research. For institutions, it calls for a commitment to foster and maintain an environment that supports and promotes the responsible conduct of research.

### Responsible conduct of research

*Generic term that refers not only to scientific integrity, in the broadest sense of the concept, but to any research-related activity, including the management of funds.*

### Scientific integrity

*The coherent and consistent application of values—honesty, fairness, trust, accountability, and openness—essential to encouraging and achieving excellence in the search for, and dissemination of, knowledge.*

## Quality of the Research Environment

The responsible conduct of research, or RCR, is based on the fundamental values of honesty, rigour, impartiality, reliability, responsibility, objectivity, benevolence, justice, independence, openness, trust, and transparency. These values apply to researchers, leaders of research teams, as well as institutions.

RCR also covers conflict of interest situations. Conflicts of interest may arise when activities or situations place an individual in a real, potential, or perceived conflict between the duties or responsibilities related to research, and personal, institutional, commercial, business, financial, or other interests.

Situations of real, potential, or perceived conflict can pertain to the individual, their family members, friends, or their former, current or prospective professional associates.

*Thus, a conflict of interest exists if a researcher is involved in a research project with a private company owned by the researcher's spouse.*

### Real, potential, or perceived conflict

*The conflict either compromises the integrity of decisions made and thus causes harms and erodes the public's trust in the organization and its members; exists when private interests are substantial enough that they could tempt a person to prioritize those interests at the expense of their professional duties; or has no actual bias but exists when there is a reasonable apprehension, which reasonably well-informed persons could properly have, that a conflict of interest exists.*

RCR applies to all members of an institution involved in research, whether it is carried out in a classroom setting or elsewhere and whether it is funded or not.

## Responsibilities of the Various Actors

The RCR Framework sets out the responsibilities for researchers and institutions which foster an environment that is conducive to the responsible conduct of research.

### What are the Responsibilities of Researchers?

Researchers must strive to follow the best research practices honestly, accountably, openly, and fairly. They must follow the requirements of applicable institutional policies and professional or disciplinary standards and shall comply with applicable laws and regulations.

At a minimum, researchers must:

- Demonstrate scholarly and scientific rigour at every stage of the research;
- Keep complete and accurate research records;
- Provide accurate references and, where applicable, obtain permission for the use of all published and unpublished work;
- Include as authors, with their consent, all those who have made a substantial contribution to the contents of the document;

## Addressing Allegations of Breaches

What types of breaches or behaviours may result in an allegation or breach of responsible conduct of research?

- Integrity (falsification, fabrication, destruction of research records to avoid the detection of wrongdoing, plagiarism, redundant publication or self-plagiarism, invalid authorship, inadequate acknowledgement or mismanagement of conflicts of interest);
- Misrepresentation in an Agency application or related document (including the provision of incomplete, inaccurate or false information, applying for an Agency grant or award when ineligible, or listing of collaborators or partners without their agreement);
- Mismanagement of grants or awards (improperly using or misappropriating funds, contravening policies, providing incomplete, inaccurate or false information on documentation);
- Failure to comply with the requirements of relevant policies;
- Agency review processes (including non-compliance with the conflicts of interest and confidentiality policy or participating in an Agency review process while under investigation).

- Acknowledge all those who have contributed to the research;
- Appropriately identify and address any real, potential, or perceived conflicts of interest.

### What are the Responsibilities of Institutions?

Institutions must strive to provide an environment that supports the best research. They shall do so by:

- Establishing and applying appropriate policies and procedures;
- Reporting to the Secretariat on Responsible Conduct of Research (SRCR), when necessary;
- Promoting education on, and awareness of, the importance of the responsible conduct of research.

#### Breach of responsible conduct of research

*Failure to comply with any Agency policy throughout the life cycle of a research project – from application for funding, to the conduct of the research, and the dissemination of research results.*

#### NOTES

1. In determining whether an individual has breached an Agency policy (CIHR, SSHRC, NSERC), it is not relevant to consider whether a breach was intentional or a result of honest error.
2. However, intent is a consideration in deciding on the severity of the recourse that may be imposed.
3. The following appendices outline procedures for handling allegations of breaches of responsible conduct of research.

## Ethical Conduct for Research Involving Humans

As indicated in the *Agreement*, colleges must have an updated policy for ethical research involving humans, whether they have individuals doing such research or not. As a matter of fact, any college specialized in technological applied research may have a staff member or a student recruited to participate in a research activity from another institution. In such a case, the research activity must be submitted for ethical review to the college's Research Ethics Board (REB) or another REB mandated by the highest body within the institution. A policy template can be found in Appendix 2.

The TCPS2 (2018) is a joint policy of the three federal agencies that applies to all research (whether funded or not) conducted at institutions eligible to receive funds from these Agencies. The TCPS2 is regularly updated, with the most recent version available online.

For more information on the minimum requirements to be implemented, a tutorial on research ethics [CORE] is available at: [[https://ethics.gc.ca/eng/education\\_tutorial-didacticiel.html](https://ethics.gc.ca/eng/education_tutorial-didacticiel.html)]. All researchers who intend to engage in research with human participants are advised to follow this or any other tutorial, or to count on the input from an experienced researcher. The college's REB can also be contacted for relevant advice.


### Value, Principles, and Application of the TCPS2

The underlying value of the TCPS2 (2018) is respect for human dignity, that is to say, the requirement that research involving humans be conducted in a manner that is sensitive to the inherent worth of all human beings and the respect and consideration that they are due.

For application purposes, this value is expressed through three core principles in the TCPS2 (2018).

- 1. Respect for Persons**  
*Recognizes the intrinsic value of human beings and the respect and consideration that they are due.*
- 2. Concern for Welfare**  
*The quality of that person's experience of life in all its aspects, whether it is in relation to their physical, mental and spiritual health, or their physical, economic and social circumstances.*
- 3. Justice**  
*The obligation to treat people fairly and equitably, in other words, treating all people with equal respect and concern.*

These principles are complementary and interdependent. How they apply and the weight accorded to each will depend on the nature and context of the research being undertaken, in the context of the TCPS2 (2018) as a whole.



In the context of research involving humans, many ethics-related topics merit further consideration. One of them more often than not leads to confusion, namely respect for privacy and confidentiality. The following descriptions help to clarify what it involves:

**1. Directly identifying information**

*The information identifies a specific individual through direct identifiers (e.g., name, social insurance number, personal health number).*

**2. Indirectly identifying information**

*The information can reasonably be expected to identify an individual through a combination of indirect identifiers (e.g., date of birth, place of residence, or unique personal characteristic).*

**3. Coded information**

*Direct identifiers are removed from the information and replaced with a code. Depending on access to the code, it may be possible to re-identify specific participants (e.g., the principal investigator retains a list that links the participants code names with their actual name so data can be re-linked if necessary).*

**4. Anonymous information**

*The information never had identifiers associated with it.*

**5. Anonymized information**

*The information is irrevocably stripped of direct identifiers, and a code is not kept allowing for future re-linkage.*

In accordance with the TCPS2 (2018), personal information generally denotes identifiable information about an individual. Regarding data linkage, special attention must be paid to the process used, which could give rise to new forms of identifiable information or allow for the identification of individuals.

## REBs: Their Structure, Composition, and Functioning

The highest body within an institution must establish or appoint an REB to review the ethical acceptability of all research involving humans that meets the following criteria: either it is conducted by its faculty, staff or students, or the latter are the subjects of the research, regardless of where the activity is held, or it is conducted within the institution by individuals who are not part of its staff or student population. This body shall define an appropriate reporting relationship for the REB and other institutional bodies, taking into account any real, potential, or perceived conflicts of interest. Moreover, it must ensure the REB is provided with necessary and sufficient ongoing financial and administrative resources to fulfil its duties. The REB makes its decisions independently, ideally through consensus, and remains accountable to the highest body of the institution that established it for the ethics review process.

All REBs must consist of at least five members, including both men and women, of whom at least:

- two members have expertise in relevant research disciplines, fields, and methodologies covered by the REB;
- one member is knowledgeable in ethics;
- one community member has no affiliation with the institution;
- one member is knowledgeable in the relevant law. That member should not be the institution's legal counsel or risk manager. This member is mandatory for biomedical research and is advisable, but not mandatory, for other areas of research. In all cases, an understanding of relevant legal issues and contexts is expected for all REBs. In the event that the REB does not include a member with competent knowledge of applicable laws, the fifth member will be a person (such as a student) with good knowledge of the projects typically reviewed by the REB or with an interest in becoming more familiar with the ethics process.

These five members, at the least, constitute the quorum necessary for REB plenary meetings. In the event the REB comprises more than six members, the proportion of community members shall be commensurate with the size of the board. To ensure the independence of REB decision making, institutional senior administrators shall not serve on the REB.

Institutions are encouraged to nominate substitute REB members. Moreover, the REB should have provisions for consulting ad hoc advisors in the event that the research projects require members with specific expertise.

There are two levels of research ethics review, based on the criteria of proportionality set out in the TCPS2 (2018):

1. the full board review is the *default* requirement whereby all REB members review the research activity, preferably face-to-face, and where quorum must be met;
2. the delegated review is carried out by one or a few REB members whenever a research activity entails only minimal risk. In situations where delegated review applies to minimal risk research activity done by students within a course, one or a few individuals who are not REB members may review this activity; however, these individuals must have the experience, expertise, and knowledge required of an REB member and not be in a conflict of interest situation. These individuals are then accountable to the REB for the decisions rendered. In fact, the REB continues to be responsible for any type of delegated review process and must therefore be advised “in a timely and appropriate manner” of all actions and decisions of the delegated reviewer(s).

If the REB refuses the ethics approval for a research activity or if it considers that the revisions requested compromise the integrity or feasibility of the proposed research, the researcher is entitled to request reconsideration of the REB decision. If that is not successful, the researchers or institutions may appeal using the established appeal mechanism developed in accordance with the institution’s procedures. In all cases, a negative REB decision about a research activity can only be made during a full board review meeting.

#### **Minimal risk**

*The probability and magnitude of the potential harm associated with the research are no greater than those inherent in everyday life.*

## **Questions Prior to Conducting a Research Activity**

### **Does the project include research?**

| See page 2.

### **Do research projects involving humans all require an ethics review?**

| There are some exemptions and exceptions; however, while researchers can express their views, the decision regarding application rests with the REB concerned.

### **How can research ethics principles and guidelines be integrated at the earliest possible stages when developing a research plan?**

| Several tools exist, including the TCPS2 (2018), the tutorial that comes with this guide, and webinars.

| **Note:** *It is important to incorporate ethical concerns from the earliest stages of the research – before the formal ethics review – in order to find solutions.*

### **How long does it take to obtain all the required ethics approvals?**

| Several elements must be taken into consideration, namely the clarity of the documentation provided, the number of REBs involved, the requirements and schedules of each, the variability of decisions among the REBs (the ethics review can lead to discussions and different decisions according to specific parameters), discussions between the REBs and researchers, and possible requests for modifications.

### **Is it possible to start recruiting participants before obtaining ethics approval?**

| No. Researchers must submit their research proposals for REB review and approval of their ethical acceptability before any participant recruitment or data collection can begin.

*If unsure about any project or procedure, it is always best to consult with the REB Chair.*





## Other Resources

Besides the *TCPS2 (2018)* and the *Framework*, some types of research may also require certifications or the implementation of processes or mechanisms to guide such activities. Thus, it is important to consult the appropriate regulations for any research involving animals/animal products, biohazards, controlled substances, etc.

Below is a list of resources to consult whenever necessary.

- [Canadian Council on Animal Care Policies and Guidelines](#);
- Licenses for research in the field (to be verified with local authorities);
- [Laboratory Biosafety Guidelines](#);
- [Controlled Goods Program](#);
- [Canadian Nuclear Safety Commission Laws and Regulations](#);
- The [Canada Food and Drugs Act](#);
- The [Canadian Environmental Assessment Act](#).

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## Appendix 1

### Elements of a Responsible Conduct of Research Policy

What elements should be included in a Responsible Conduct of Research Policy?

Since institutions are free to design their own policy on responsible research, lists such as the one presented here are open-ended and non-exhaustive. A review of existing policies in the college network can provide a list of those in effect. While the order and titles of the various elements vary from one policy to another, institutions that so wish to do so can use the list below as a guide to develop their own document.

- Introduction (or purpose)**
- Intended recipients**
- References to other institution policies**
- Definition of terms**
- The process**
  - General principles of responsible research
  - Elements for applying the policy
  - Considerations in regard to the responsible conduct of research when developing a research proposal, managing funds, and collecting and disseminating research results and data
  - Description of what constitutes misconduct
  - Procedure for handling conflicts of interest
- Procedure for handling allegations of misconduct**
  - Receipt of allegation and inquiry process
  - Investigation and notification of results
  - Appeals procedure
  - Record-keeping
  - Follow-up with funding agencies and research partners, as necessary

## Appendix 2

### Elements of an Ethics Policy on Research Involving Humans

What elements should be included in an ethics policy on research involving humans?

Since institutions are free to design their own ethics policy on research involving humans which includes elements that they consider essential to their specific activities, such a policy must at the very least comply with the standards set out in the *TCPS2* (2018). A review of existing policies in the college network can provide a list of common elements. While the order and titles of the various elements vary from one policy to another, institutions that so wish to do so can use the list below as a guide to develop their own document.

- Introduction (or Purpose, or Objectives)**
- Scope or Intended Recipients**
- References to Other Institution Policies**
- Definitions**
- Scope of Application**
- Ethics Framework**
  - Reference Framework
  - Values
  - Guiding Principles
  - Balancing Harms and Benefits: Minimize Harms and Maximize Benefits
- Responsibilities**
  - Research Subjects
  - Teaching and Research Units
  - Institution
- Governance**
  - Board of Directors
  - Research Ethics Board
    - Mandate, Authority, Roles and Responsibilities
    - Composition, Appointment of Members, and Terms of Appointment
    - Meetings, Quorum, and Minutes
    - Conflicts of Interest
- Review Procedures**
  - Submission of Project Proposal
  - Choice of Review Method
  - Review of Scholarly Criteria (as applicable)
  - Ethics Review of the Activity and its Context, and Decision-Making
  - Reconsideration of Decisions
  - Appeal of Decisions
  - Continuing Review
  - Review of Multi-Site Research
  - Ethics Review During a Publicly Declared Emergency
  - Review of Multi-Jurisdictional Research or Research Conducted in Other Countries
  - Review of Course-Based Research Activities for Teaching Purposes
- Allegations of Policy Breaches**
  - Receiving Allegations
  - Interim Measures
- Conflicts of Interest**
  - Regulatory Framework and Principles
  - Procedure for Handling Conflicts of Interest
- Free and Informed Consent**
- Individual Privacy and Data Confidentiality**
- Interpreting the Policy**

## Appendix 3

### Glossary of terms used in this document.

#### **Anonymized Information**

The information is irrevocably stripped of direct identifiers, and a code is not kept to allow future re linkage.

(Source: <https://ethics.gc.ca/fra/documents/tcps2-2018-fr-interactive-final.pdf>, p. 65, our translation)

#### **Anonymous Information**

The information never had identifiers associated with it.

(Source: <https://ethics.gc.ca/fra/documents/tcps2-2018-fr-interactive-final.pdf>, p. 65, our translation)

#### **Breach of Responsible Conduct of Research**

Failure to comply with any Agency policy throughout the life cycle of a research project – from application for funding, to the conduct of the research, and the dissemination of research results.

(Source: [https://rcr.ethics.gc.ca/eng/documents/Framework2016-CadreReference2016\\_eng.pdf](https://rcr.ethics.gc.ca/eng/documents/Framework2016-CadreReference2016_eng.pdf), p. 6)

#### **Coded Information**

Direct identifiers are removed from the information and replaced with a code. Depending on access to the code, it may be possible to re-identify specific participants (e.g., the principal investigator retains a list that links the participants' code names with their actual names so data can be re-linked if necessary).

(Source: <https://ethics.gc.ca/fra/documents/tcps2-2018-fr-interactive-final.pdf>, p. 65, our translation)

#### **Concern for Welfare**

According to the TCPS2 (2018), the welfare of a person is the quality of that person's experience of life in all its aspects, whether in relation to their physical, mental and spiritual health, or their physical, economic and social circumstances.

(Source: <https://ethics.gc.ca/eng/documents/tcps2-2018-en-interactive-final.pdf>, p. 7)

#### **Conflict of Interest**

The incompatibility of two or more duties, responsibilities, or interests (personal or professional) of an individual or institution as they relate to the ethical conduct of research, such that one cannot be fulfilled without compromising another.

(Source: <https://ethics.gc.ca/eng/documents/tcps2-2018-en-interactive-final.pdf>, p. 192)

#### **Direct Identifying Information**

The information identifies a specific individual through direct identifiers (e.g., name, social insurance number, personal health number).

(Source: <https://ethics.gc.ca/eng/documents/tcps2-2018-en-interactive-final.pdf>, p. 58)

#### **Indirectly Identifying Information**

The information can reasonably be expected to identify an individual through a combination of indirect identifiers (e.g., date of birth, place of residence, or unique personal characteristic).

(Source: <https://ethics.gc.ca/eng/documents/tcps2-2018-en-interactive-final.pdf>, p. 59)

#### **Institutional Conflict of Interest**

An incompatibility between two or more substantial institutional obligations that cannot be adequately fulfilled without compromising one or another of the obligations.

(Source: <https://ethics.gc.ca/eng/documents/tcps2-2018-en-interactive-final.pdf>, p. 197)

## **Justice**

According to the TCPS2 (2018), justice refers to the obligation to treat people fairly and equitably, i.e., treating all people with equal respect and concern.

(Source: <https://ethics.gc.ca/eng/documents/tcps2-2018-en-interactive-final.pdf>, p. 8)

## **Minimal Risk Research**

Research in which the probability and magnitude of possible harms implied by participation in the research are no greater than those encountered by participants in those aspects of their everyday life that relate to the research.

(Source: <https://ethics.gc.ca/eng/documents/tcps2-2018-en-interactive-final.pdf>, p. 22)

## **Perceived Conflict of Interest**

Conflict that exists when a third party may reasonably perceive that an individual has a personal, professional, material, or financial interest, without it being proven.

(Source: <https://www.ulaval.ca/fileadmin/recherche/documents/services/documents-officiels/policy-on-conflicts-of-interests-research.pdf>, our translation)

## **Potential Conflict of Interest**

Conflict that exists when an individual's personal, professional, material, or financial interest could at some point influence their decision making, at the expense of their professional obligations and duties, if they are called upon to exercise judgement in a specific situation.

(Source: <https://www.ulaval.ca/fileadmin/recherche/documents/services/documents-officiels/policy-on-conflicts-of-interests-research.pdf>, our translation)

## **Real Conflict of Interest**

Conflict that exists when an individual's personal, professional, material, or financial interest conflicts with obligations related to their status or position and requires measures to prevent such interests from interfering with the independent, objective, and impartial exercise of the individual's duties.

(Source: <https://www.ulaval.ca/fileadmin/recherche/documents/services/documents-officiels/policy-on-conflicts-of-interests-research.pdf>, our translation)

## **Research**

An undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation conducted with the expectation that the method, results, and conclusions will be able to withstand the scrutiny of the relevant research community, regardless of whether or not the undertaking is funded.

(Source: <https://ethics.gc.ca/eng/documents/tcps2-2018-en-interactive-final.pdf>, p. 5)

## **Researcher Conflict of Interest**

Situations of conflict that may compromise the independence, objectivity or ethical duties of loyalty of the researchers and even REB members who find themselves in such situations.

(Source: <https://ethics.gc.ca/eng/documents/tcps2-2018-en-interactive-final.pdf>, p. 92)

## **Respect for Human Dignity**

According to the TCPS2 (2018), respect for human dignity requires that research involving humans be conducted in a manner that is sensitive to the inherent worth of all human beings and the respect and consideration that they are due.

(Source: <https://ethics.gc.ca/eng/documents/tcps2-2018-en-interactive-final.pdf>, p. 6)

## **Respect for Persons**

According to the TCPS2 (2018), respect for persons recognizes the intrinsic value of human beings and the

respect and consideration that they are due.

(Source: <https://ethics.gc.ca/eng/documents/tcps2-2018-en-interactive-final.pdf>, p. 6)

### **Responsible Conduct**

A generic term that refers not only to scientific integrity, in the broadest sense of the concept, but to any research-related activity, including the management of funds.

(Source: <https://view.genial.ly/5ecd13456e2b920db7d55e40>, p. 7)

### **Scientific Integrity**

The coherent and consistent application of values—honesty, fairness, trust, accountability, and openness—essential to encouraging and achieving excellence in the search for, and dissemination of, knowledge.

(Source: [https://rapports-cac.ca/wp-content/uploads/2018/10/ri\\_report\\_fr.pdf](https://rapports-cac.ca/wp-content/uploads/2018/10/ri_report_fr.pdf), p. 38)

## **Acronyms**

<b>CIHR</b>	Canadian Institutes of Health Research
<b>CORE</b>	Course on Research Ethics
<b>NSERC</b>	Natural Sciences and Engineering Research Council of Canada
<b>PRCR</b>	Panel on Responsible Conduct of Research
<b>PRE</b>	Panel on Research Ethics
<b>REB</b>	Research Ethics Board
<b>RCR</b>	Responsible Conduct of Research
<b>SRCR</b>	Secretariat on Responsible Conduct of Research
<b>SSHRC</b>	Social Sciences and Humanities Research Council
<b>TCPS2</b>	<i>Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans</i>



**Questions? Suggestions?  
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