



The Canadian Association of Sociology of Education (CASE) and the Canadian Sociological Association (Sociology of Education Cluster) Presents:



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THE ETHICS DILEMMA: THE IMPACT OF RESEARCH ETHICS REVIEW ON RESEARCH ACTIVITIES, TEACHING, AND LEARNING

**MARCH
27, 2025**

**12PM EST TO
1:15PM EST**

Register Here



**Alexandra
Pulchny**

PhD Candidate, Sociology,
McMaster University



**Dr. Kelly
Gallagher-Mackay**

Principal Investigator,
Associate Professor, Wilfrid
Laurier University

<https://www.csa-scs.ca/news/the-ethics-dilemma-the-impact-of-research-ethics-review-on-research-activities-teaching-and-learning>

The Ethics Dilemma: The impact of Research Ethics Review on research activities, teaching and learning

Webinar date: March 27, 2025

Time: 12:00 PM EST to 1:15PM EST

Dr. Karen Robson, Department of Sociology, McMaster University

Alexandra Pulchny, Ph.D. Candidate, Sociology, McMaster University

Dr. Kelly Gallagher-Mackay, Associate Professor & Program Coordinator, Law and Society, Wilfrid Laurier University

Research Ethics Boards are a mandatory part of the conduct of research with human subjects in Canada's post-secondary environment. Designed with the goal of protecting the dignity of research subjects and preventing harm, there is limited data on either the effectiveness of Reb's nor on the unintended effects of these highly bureaucratic processes on core university functions of research, teaching and learning. This study is an effort to fill this gap and systematically explore these unintended effects.

Using data collected from a Qualtrics survey disseminated to postsecondary faculty and students in Social Sciences and Humanities across Canada (n=620), our research presents self-reported data suggesting several significant impacts. A significant majority of respondents reported that challenges in the research ethics process adversely affected their willingness to undertake research at all (including minimum risk research), the design of their projects, the extent to which they study vulnerable populations, the advice offered to students about empirical research projects, and limits student experiential learning opportunities. Qualitative findings from open-ended questions emphasize the frustrations of faculty and students who emphasize time constraints, red tape, and questionable advice. We find ourselves asking, what systemic changes need to occur to promote critical primary data collection, while continuing to safeguard realistic ethical standards? To answer this question, we provide recommendations for potential institutional changes.