



ACADEMIC COUNCIL AGENDA
Wednesday, April 15, 2:30 p.m. to 4:30 p.m.
Wemple Hall, Room 166

MISSION: An engaged liberal arts university community in which our Catholic character, Catholic intellectual tradition, and commitment to reconciliation and equity inform unique learning experiences that promote critical thought, creativity, and articulate expression.

- 1.0 Land Acknowledgment
- 2.0 Opening Prayer
- 3.0 Approval of Prior Meeting Minutes
- 4.0 Committee Reports
 - 4.1 **Strategic Enrolment Management Committee**
 - 4.2 **Governance and Nominations Committee**
- 5.0 Executive Reports
 - 5.1 **President**
 - 5.2 **Vice-President Academic Dean (Interim)**
 - 5.3 **King's University College Student's Council**
- 6.0 Consent Agenda
 - 6.1 **Educational Policy Committee**
 - 6.2 **Mission Integration and Inclusion Committee**
 - 6.3 **Scholarship and Bursary Committee**
- 7.0 Items Removed from the Consent Agenda
- 8.0 New Business
- 9.0 Adjournment



Paul Wilton

Strategic Enrolment Management Committee
Report to Academic Council
April 8, 2026

As noted in last month's report to Academic Council, the SEM Committee is preparing a draft of a Strategic Enrolment Plan based on feedback from the presentation to the community on March 11, 2026, and will present an update to Academic Council at this month's meeting.



Mark Yenson
Vice President and Academic Dean (Interim)

STRATEGIC ENROLMENT PLAN

2026/27 – 2030/31

*Academic Council
April 15th, 2026*

STRATEGIC ENROLMENT MANAGEMENT PLAN

Overview

King's is implementing a comprehensive **Strategic Enrolment Management (SEM)** framework to strengthen long-term sustainability, align enrolment with institutional priorities, and enhance the student experience.

This approach represents a shift from reactive, siloed planning to a coordinated, data-informed model that integrates academic planning, recruitment, student success, and financial sustainability.

Phased Approach

- **Phase 1: Stabilize and Execute (2025)**

Focused on stabilizing enrolment through enhanced coordination, improved systems, and strengthened recruitment efforts.

- **Phase 2: Strategize and Segment (2026)**

Emphasizes market segmentation, improved student experience, strengthened retention planning, and clearer institutional positioning.

- **Phase 3: Align and Optimize (2027+)**

Fully integrates enrolment strategy with academic and institutional planning, enabling continuous improvement and long-term alignment.

Current Context

King's serves approximately 3,200 full-time students and has recently achieved record enrolment levels.

Despite this progress, the institution operates in a highly competitive and evolving environment shaped by:

- Increasing financial pressures and reliance on tuition revenue
- Policy changes affecting international student growth
- Shifting student expectations toward career outcomes and support services
- Growing competition within Ontario, Canada, and globally
- Demographic and mobility trends that have and will continue to reduce the available, traditional, student-age population

These factors reinforce the need for a strategic, coordinated approach to enrolment.

ENROLMENT OUTLOOK

King's is planning for modest, sustainable enrolment growth to arrive at a full-time student population of 3,700 over the next five years, supported by:

- Enhanced academic offerings and pathways
- Improved retention and student success
- Expanded academic offerings and pathways
- Continued investment in systems, partnerships, and infrastructure

The highest full-time student population in our history was 3,415 students in 2020-21.

Growth of the entire student population will be modest, targeting at an average annual rate of 3% over a five year period. Long-term and annual plans will be data-informed and aligned with capacity potential and priorities.

As our data capturing becomes more advanced, our variance to projection will be reduced.

Student Type	ACTUAL 2025-26 (September 12, 2025)			PROJECTED 2026-27				PROJECTED 2027-28			
	Dom	Int'l	Total	Dom	Int'l	Total	% Change	Dom	Int'l	Total	% Change
YEAR 1	834	65	899	860	58	918	2%	906	68	974	6%
YEAR 2*	856	102	958	779	66	845	(12%)	879	77	876	4%
YEAR 3*	670	90	760	661	86	747	(2%)	608	58	652	(13)%
YEAR 4	623	122	745	580	78	658	(12)%	577	73	652	(1)%
TOTAL	2,983	379	3,362	2,880	288	3,168	(6%)	2,970	276	3,154	0%

Student Type	PROJECTED 2028-29				PROJECTED 2029-30				PROJECTED 2030-31			
	Dom	Int'l	Total	% Change	Dom	Int'l	Total	% Change	Dom	Int'l	Total	% Change
YEAR 1	949	69	1018	5%	996	71	1067	5%	1,036	74	1110	4%
YEAR 2*	836	87	923	5%	871	89	960	4%	909	74	983	2%
YEAR 3*	702	50	752	15%	734	59	793	5%	764	76	840	6%
YEAR 4	536	48	584	(10)%	633	41	674	15%	662	51	713	6%
TOTAL	3,023	254	3,277	4%	3,234	260	3,494	7%	3,371	275	3,646	4%

*Upper year admits have been added

- See Exhibit at the back of the document for domestic and international retention rates
- Assumes increase in PAL allocation

SEM STRATEGIC PRIORITIES

The plan is anchored in eight core priorities that collectively address the full student lifecycle—from attraction and recruitment through to retention, graduation, and outcomes—while remaining grounded in our mission.

Eight Priority Areas

1. Create Academic Alignment

Ensure programs and learning experiences are responsive to student, societal, and labour market needs.

2. Build Brand and Awareness

Strengthen visibility and clearly communicate King's distinctive student experience.

3. Domestic: Protect Foundation

Maintain strong enrolment from local and regional markets, while increasing conversion rates.

4. Domestic: Growth

Expand reach across underdeveloped enrolment areas in Ontario and enter new provinces in Canada, to diversify the student base and off-set declines in International.

5. International Stability

Sustain international enrolment, respecting caps, in historically strong markets.

6. International Diversification

Broaden recruitment across multiple global regions to reduce risk, using a three-tiered approach to resource allocation

7. Student Retention

Improve persistence through enhanced academic and student supports.

8. Access and Inclusion

Expand opportunities for underserved and underrepresented students.

SEM STRATEGIC PRIORITIES

1. Academic Alignment and Student Experience (Phase 3 completion in 2027)

King's is developing an academic plan that advances King's mission, vision, and values. The SEM Plan will align with the Academic Plan.

Key Work in Progress directions:

- Maintain and protect academic standards to support retention
- Strengthen program and skill relevance to achieve sustainability
- Build a programmatic framework that helps to crystalize individual student purpose
- Expand experiential and work-integrated learning opportunities
- Enhance pathways and partnerships to further educate in areas outside of King's scope
- Modernize learning environments and student experiences

Intended outcomes:

- Improved student satisfaction and clarity of purpose
- Balanced and sustainable enrolment across the institutions program portfolio
- Clearer connections between academic experience and career pathways
- Durable skills that serve as a King's differentiator to attract prospective students and employers

2. Institutional Brand and Awareness

A clear, consistent and unique institutional identity is essential in a competitive environment.

Key directions:

- Communicate King's distinctive strengths, including personalized learning, purpose clarity and community impact
- Increase visibility through coordinated marketing and outreach
- Strengthen engagement with students, alumni, and partners as ambassadors
- Demonstrate relationship of brand investment to growth

Intended outcomes:

- Increased aided awareness 3% annually from 26% to 41% by 2031
- Increased brand attribute awareness and consideration among prospective students
- Growth in applications from 4,608 to 5,300 by 2031
- Investment growth relationship to market share growth

SEM STRATEGIC PRIORITIES

3. Strengthen the Domestic Foundation

King's will continue to build on its strong regional presence as we improve our efficiency with pre-established applicant, enrolment and conversion targets, by school.

Key directions:

- Utilize a "Grow/Build/Protect" Highschool segmentation framework
- Deepen relationships with local secondary schools and partners
- Enhance engagement within the surrounding community
- Maintain strong pathways from local education systems

Intended outcomes:

- Increased "First Choice" Applications
- Sustained enrolment from core regional markets
- Stabilize conversion strength from an average of 17%, median of 20% and a range of 0%-30% to a reduced range of 15%-25% among targeted schools
- Strong community engagement and institutional presence

4. Expanding Domestic Reach

To ensure long-term resilience, King's will strengthen its resources to deepen relationships among schools where we have had peripheral relationships previously and broaden its geographic reach to enter new provincial areas east of Ontario.

Key directions:

- Enter new markets in Eastern Canada
- Increase engagement and lead generation across Ontario and selected Canadian regions
- Strengthen relationships with schools and postsecondary partners with assigned recruitment and school approach
- Expand pathways for transfer and non-traditional students from the workforce

Intended outcomes:

- Increasing "First Choice" applicant growth
- Increase first-year, full-time enrolment from 1,063-1,260 over a 5-year period
- Increase conversion rates, within a 15%-25% range to guide resource allocation and target regions for expansion
- More geographically diverse student population
- Increased high school partnerships

SEM STRATEGIC PRIORITIES

5. Reduce dependence on International Enrolment

International students remain an important part of the King's community, but we are reducing our dependence of this population, from a revenue standpoint, as a result of caps. In 2020, we had the highest percentage of International students, which represented 23% of King's student body and 46% of King's revenue. This five-year plan we will reduce the International students to 23% of the student body and 46% of our revenue.

Key directions:

- Maintain a stable and sustainable international enrolment base with King's recruiters
- Strengthen existing agent partnerships and recruitment practices
- Prioritize recruitment of international students from within Canada, with new domestic high school partnerships

Intended outcomes:

- Reduce proportion of International students to under 10% of our student population
- Should the international cap be lifted, establish a guideline ceiling of 15% of the student population
- Create stable international enrolment aligned with policy and capacity
- Improved student experience and outcomes
- Improved agent performance

6. Diversifying International Markets

A diversified approach reduces risk and supports long-term growth.

Key directions:

- Expand recruitment across multiple global regions, reducing dependence on China as a single source market
- Identify a three-tiered approach to resource allocation, with the third tier utilizing an agent-only approach
- Amplify a team-based approach to enter the U.S. market
- Take a target-school approach to build new strategic partnerships and pathways
- Adapt to changing global conditions and student mobility patterns

Intended outcomes:

- Reduce reliance on offshore international students from China from 90% to 30%
- More balanced international student population across close to 20 markets
- Establish a top 5 market strategy for marketing, partnerships and visits
- Build knowledge to build capacity, should government restrictions change

SEM STRATEGIC PRIORITIES

7. Improving Student Retention

Student success and persistence are core to King's educational mission and vital for institutional stability.

Key directions:

- Enhance early identification of students needing support
- Introduce comprehensive international student support
- Expand mentorship, teaching assistant and research opportunities for high performing students
- Improve career preparation support and expand work integrated learning into curriculum

Intended outcomes:

- Gradual improvement in retention rates from 86% to 90% in domestic students and 85%-89% in international students.
- Stronger student outcomes and graduate rates
- Institutional stability and professional career success for alumni

8. Advancing Access and Inclusion

King's remains committed to expanding access to higher education among an underserved student population

Key directions:

- Identify and strengthen pathways for underrepresented and underserved students
- Enhance financial support through donor or government funded scholarships and bursaries
- Promote inclusive admissions practices
- Strengthen access and belonging for Indigenous students

Intended outcomes:

- Increased participation from diverse student populations
- Stronger alignment with institutional mission and values
- Increased financial aid from private, government and institutional sources

CONCLUSION

This **Strategic Enrolment Management Plan** establishes a clear and coordinated path forward for King's. It balances growth with sustainability, it will align enrolment with academic priorities, and reinforce the institution's commitment to mission, academic integrity, student and alumni success.

By focusing on awareness, differentiation, academic quality, student experience, and strategic growth, **King's is positioned to strengthen its role as a destination for students seeking a personalized, meaningful and holistic university experience** that empowers graduates to lead a life of fulfilling purpose.

This document has resource dependencies. There is an assumption that growth will require a commitment to advertising levels as part of operations, that will be brought forward in 2027.

This is a public version of the Strategic Enrolment Management Plan that has been intentionally presented at a high level to ensure transparency, while protecting sensitive operational and competitive information. Detailed tactics, market strategies, and partnership plans are maintained in internal documents to preserve institutional competitiveness.



EXHIBIT

STUDENT TYPE	RETENTION RATES
Domestic Year 1 to 2	80.6%
Domestic Year 2 to 3	85.5%
Domestic Year 3 to 4	90.2%
International Year 1 to 2	74.7%
International Year 2 to 3	81.5%
International Year 3 to 4	87.0%



Report to: Academic Council
From: Governance and Nominations Committee
Re: Report of April 2026 Meeting
Date: April 7, 2026

The Governance and Nominations Committee (GNC) met on Thursday April 2, 2026.

Decisions

1. Research Ethics Review Committee Terms of Reference

Draft Motion: That Academic Council recommend to the Board that the Research Ethics Review Committee (RERC) Terms of Reference be amended to reflect revisions aligning with TCPS 2 requirements, clarifying roles and composition, and affirming independence in ethics decision-making while maintaining appropriate governance and accountability.

Rationale: The Governance and Nominating Committee (GNC) considered the revised RERC Terms of Reference to address feedback previously provided by Academic Council and to ensure compliance with **TCPS 2, Chapter 6**. The revisions clarify committee composition, confirm representation from all faculties and schools, introduce staggered terms to support succession planning, and define the role of research facilitators as providing essential expertise and support. The revisions also confirm GNC's responsibility for populating RERC membership.

Discussion: GNC reviewed governance and reporting language, noting concerns that removing explicit reference to Academic Council could be perceived as diminishing oversight. Members discussed the need to balance TCPS 2-mandated independence in ethics decision-making with institutional accountability and historical practice. The committee agreed to remove language stating that RERC is not a committee of Academic Council, retain clear language affirming independence, and proceed with the revised Terms of Reference as presented.

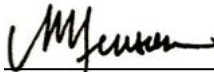
Appendix A: Draft amendments to the Research Ethics Review Committee Terms of Reference (attached).

Information

Meeting Agenda

Consistent with its duty in Academic Council's bylaw the Governance and Nominating Committee reviewed and approved the agenda for the April 15 Academic Council meeting.

Respectfully,



M. Yenson (Chair)

KING'S RESEARCH ETHICS REVIEW COMMITTEE

TERMS OF REFERENCE

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Summary

Sections 1-4: Governance Structure, Scope, and Jurisdiction of King's RERC

These sections outline the governance structure, scope, and jurisdiction of King's Research Ethics Review Committee (RERC) as outlined in the 2022 edition of Canada's federal compliance government governing the responsible conduct of research involving humans issued by Canada's Panel on Research Ethics: [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 \(2022\)](#).

Sections 5-9: RERC Commitments

These sections outline the RERC's commitments to Academic Freedom; principles of equity, diversity, inclusion, and decolonization (EDID); confidentiality; managing conflicts of interest; and availability for consultation. The commitments complement and enhance the guidance provided in TCPS2-2022.

Section 10: Human Ethics Training Commitments and Requirements

This section outlines the human ethics and responsible conduct of research training commitments and requirements for both 1) members of the RERC and 2) members of the King's community conducting human research that requires RERC review, approval, and oversight. The primary aim of this training is to ensure that research carried out at King's is conducted in an ethical, respectful, and safe manner meeting the professional standards established by academics working at Canadian post-secondary institutions. The secondary aim is to avoid unnecessary delays in RERC review and approval that can sometimes result from a lack of understanding by RERC members or those applying to the RERC about the human ethics requirements relevant to the studies proposed.

Section 11: Summary of RERC Duties

This section summarizes the core duties of the RERC and, in particular, outlines some of the processes the RERC commits to follow in carrying out its duties and serving the King's community.

Section 12: Navigating Expressions of Research Ethics Concerns or Complaints

This section outlines the process that the RERC will follow if concerns or complaints related to human research ethics are brought to its attention. It clarifies that the RERC will follow the procedures outlined in the appropriate collective agreements at King's such as the "Guide to the Proper Conduct of Research at King's University College" (as appended to the KUCFA Collective Agreement in effect at the time of the complaint) or the *King's Student Code of Conduct*. It clarifies how the RERC's processes will respect existing mechanisms of due-process and avoid unnecessary duplication of policies and procedures while still meeting its own unique responsibilities to ensure ethical and safe conduct of research while such processes are carried out.

A Note on the Inclusion of Text from TCPS2-2022

Previous versions of the Terms of Reference merely made mention to TCPS2 and only sometimes indicated specific sections that were relevant to the terms being presented. While this practice lends itself to a shorter and more succinct document, a significant drawback is that it forces the reader to independently navigate TCPS2-2022 to provide important context and/or language that can be important for conducting ethical research and/or preparing applications for RERC review, approval, and oversight.

This version continues the tradition of the Terms of Reference (2022) version which departed from this practice and made a concerted effort to reproduce (with appropriate citation) important passages from TCPS2-2022 within this document itself. This prevents the reader from having to switch between documents and so will hopefully also make it easier to clarify governance, policy, and process questions when they arise.

A Note on Policy vs. Procedure

This document primarily refers to policy governing the structure, decisions, and procedures of the RERC. It does not aim to provide an exhaustive account of the RERC's procedures. A comprehensive and complete account of those procedures will be provided and regularly maintained as a Standard Operating Procedures (SOP) document to be published on King's RERC website.

1 Preamble

Canadian federal research funding is distributed through three funding agencies known collectively as “the Tri- Agencies”: Social Sciences and Humanities Research Council (SSHRC), Natural Sciences and Engineering Research Council of Canada (NSERC), and the Canadian Institutes of Health Research (CIHR). **To be eligible to receive Tri-Agency funding, Canadian institutions, such as King’s, must abide by the requirements mandated by the Tri-Agencies’ “[Panel on Research Ethics](#)”.** The Panel on Research Ethics produces the national guidelines for human research ethics with the most recent guideline entitled [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 \(2022\)](#). Occasionally, the Panel on Research Ethics also publishes authoritative [Interpretations](#) of TCPS.

TCPS2-2022 requires institutions to establish an independent body to review, approve, and oversee all human research included within the scope of TCPS2-2022. TCPS2-2022 states the following:

The highest body within an institution shall: establish the REB [research ethics board] or REBs; define an appropriate reporting relationship with the REBs; and ensure the REBs are provided with necessary and sufficient ongoing financial and administrative resources to fulfill their duties. REBs are independent in their decision making and are accountable to the highest body that established them for the process of research ethics review. (TCPS2-2022, [Article 6.2](#))

In accordance with the requirements of TCPS2-2022, King’s has established the Research Ethics Review Committee (RERC) to act as King’s independent decision-making body responsible for the review, approval, and oversight of all research activities within its jurisdiction as defined in TCPS2-2022 (jurisdiction is described below). While independent in its decision making, King’s RERC is accountable (through its Chair) to King’s Academic Council for the execution of its duties under TCPS2-2022 and the efficiency and effectiveness of its operations. ~~While the RERC is not a committee of Academic Council, the Governance and Nominating Committee of Academic Council is tasked with populating the RERC membership.~~

Operationally, King’s RERC will be supported through the Vice-President Academic Dean’s Office and the Research Office. Through King’s budgetary process, the Office of the President, in consultation with the Chair of the RERC, will ensure that the RERC is provided adequate funds and resourcing to carry out its duties as defined in TCPS2-2022. Funding and resourcing will be proportionate to the data-informed forecasted demand for RERC review and oversight.

The fundamental obligations of the RERC are:

1. To ensure the protection of the dignity, wellbeing, and rights of human research participants in all research activities carried out by people affiliated with King’s (faculty, staff, or students) or carried out using King’s’ resources.
2. To help members of King’s conduct research activities in accordance with the Guidelines set in [the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS2 \(2022\)](#) ~~the [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS2 \(2022\)](#)~~ through constructive collegial feedback and through proactive educational initiatives.

The committee aims to carry out these fundamental obligations in a collegial and participatory way.

TCPS2-2022 provides a synopsis for the core obligations of any research ethics review committee, the tensions that the RERC will sometimes have to navigate with the help of the ethical principles outlined in TCPS2-2022, and the collegial and participatory approach required to navigate such issues. It states:

The importance of research and the need to ensure the ethical conduct of research requires both researchers and REB members to navigate a sometimes-difficult course between the two main goals of providing the necessary protection of participants and serving the legitimate requirements of research. The three core principles that express the value of human dignity [**Respect for Persons, Concern for Welfare, and Justice**] provide the compass for that journey. Their application will help ensure that a balance between these two goals is maintained. Applying the core principles will also maintain free, informed and ongoing consent throughout the research process and lead to sharing the benefits of the research. These results will help to build and maintain the trust of participants and the public in the research process. (TCPS2-2022, [Chapter 1B, Conclusion](#)).

2 RERC Jurisdiction

2.1 Jurisdiction

According to TCPS2-2022, an institution's independent research ethics board's authority and accountability (i.e., its "jurisdiction") extend *only* to research activities carried out by people formally affiliated with that institution ("faculty, staff or students") and/or using the institution's resources "regardless of where the research is conducted" (TCPS2-2022, [Article 6.1](#)).

2.2 Multi-Jurisdictional Review

TCPS2-2022 Chapter 8 outlines guidelines for cases where research activities are being conducted by people affiliated with various institutions and/or using resources from multiple institutions, either entirely within Canada or in Canada and other countries. Multi-jurisdictional projects must meet one or more of the following criteria:

- The research team includes member(s) affiliated with different institutions;
- A research project conducted by a researcher who has multiple institutional affiliations (e.g., two universities, a university and a college, or a university and a hospital. See Application of Article 6.1);
- The data of several projects independently conducted by researchers affiliated with other institutions are combined at some point to form one overall research project;
- A research project conducted by a researcher affiliated with one institution, but that involves collecting data or recruiting participants at different institutions;
- A research project conducted by a researcher at one institution that requires the limited collaboration of individuals affiliated with different institutions or organizations (e.g., social workers, public health, school teachers).

Under TCPS2-2022 each institution's REB maintains its independence, and each is accountable for independently ensuring the appropriate approval and oversight of the research activities for which its affiliated people and/or resources are involved. REB's can (and should) communicate and coordinate their independent reviews; however, no REB is bound by the decisions of another REB.

TCPS2-2022 encourages institutions to streamline ethics review by adopting a model of single ethics review for a multi-jurisdictional research that is deemed to be minimal risk. The Panel on Research Ethics has provided [guidance](#) for a single ethics review model. For more than minimal risk research, formal institutional agreements of Delegated or Reciprocal ethics review are required. Under such agreements, REB's can accept the decisions of a partnered REB without conducting its own review. In the absence of such formal agreements, each institution's REB must conduct its own review and approval for any activities involving people affiliated with the institution and/or the institution's resources.

Western University is a legally distinct institution from King's with its own independent research ethics boards. There is currently no formal agreement in place for Delegated or Reciprocal ethics review between King's, Western, or any of Western's other affiliates, and so **projects involving people from these various institutions must be submitted to each institution's REB for separate review, approval, and oversight.**

3 RERC Scope: Activities requiring research ethics review, approval, and oversight

The scope of activities requiring review, approval, and oversight of an independent research ethics board are defined in TCPS2-2022 Article 2.1. The following requires ethics review and approval by an REB **before** the research commences. Research involving:

- a. living human participants;
- b. human biological materials, as well as human embryos, fetuses, fetal tissue, reproductive materials, and stem cells. This applies to materials derived from living and deceased individuals.

TCPS2-2022 defines "research" as follows:

For the purposes of this Policy, "research" is defined as an undertaking intended to extend knowledge through a disciplined inquiry and/or systematic investigation. The term "disciplined inquiry" refers to an inquiry that is conducted with the expectation that the method, results and conclusions will be able to withstand the scrutiny of the relevant research community. For example, a study seeking to explore the

narratives of teens coping with mental illness would be evaluated by the established standards of studies employing similar methods, technologies and/or theoretical frameworks. (TCPS2-2022, Article 2.1)

All research activities involving living human participants or human biological materials must be submitted for review, approval, and oversight by an independent research ethics board having jurisdiction over the activities **except for research that solely employs activities under the following exceptional categories (TCPS2-2022, Articles 2.2-2.6):**

3.1 Category A: Research Exempt from Research Ethics Board Review (Articles 2.2-2.4)

The following research activities, considered in isolation from any other associated activities, are deemed exempt from RERC review:

1. Research activities relying *exclusively on information:**

- a. “publicly available through a mechanism set out by legislation or regulation and that is protected by law (ex. information gathered through Freedom of Information requests, data provided through Statistics Canada, records released by Libraries and Archives Canada); or
- b. in the public domain and the individuals to whom the information refers have no reasonable expectation of privacy.” (TCPS2-2022, Article 2.2)

2. Research activities *exclusively “involving the observation of people in public places where:**

- a. “it does not involve any intervention staged by the researcher, or direct interaction with the individuals or groups;
- b. individuals or groups targeted for observation have no reasonable expectation of privacy; and
- c. any dissemination of research results does not allow identification of specific individuals.” (TCPS2-2022, Article 2.3)

All other activities falling under TCPS2 definition of “research” and conducted by people affiliated with King’s and/or using King’s’ resources are subject to review, approval, and oversight by King’s RERC.

*As soon as any other non-exempted research activities are included in the research activities, the research project as a whole will require RERC review, approval, and oversight.

3.2 Category B: Non-Research Activities Employing Methods and Techniques Similar to those Used in Research

TCPS2-2022 identifies two kinds of activities that it does not consider “research” under its definition, even though such activities may use methods and techniques similar to those used in research.

1. Assessments of Organizational Performance Used Exclusively for Internal Organizational Management (Article 2.5)

- a. “Article 2.5 refers to assessments of the performance of an organization or its employees or students, within the mandate of the organization, or according to the terms and conditions of employment or training. Those activities are normally administered in the ordinary course of the operation of an organization where participation is required, for example, as a condition of employment in the case of staff performance reviews, or an evaluation in the course of academic or professional training. Other examples include student course evaluations, or data collection for internal or external organizational reports. Such activities do not normally follow the consent procedures outlined in this Policy. If data are collected for the purposes of such activities but later proposed for research purposes, it would be considered secondary use of information not originally intended for research, and at that time may require REB review in accordance with this Policy. Refer to Section D of Chapter 5 for guidance concerning secondary use of identifiable information for research purposes.” (TCPS2-2022, Article 2.5)

2. Creative Activities (Article 2.6)

- a. Activities restricted solely to the “creative practice” are not considered research and so are not subject to RERC review (though they may be covered by other professional codes or copyright acts in the cultural sector. TCPS2-2022 defines “creative practice” as “a process through which an artist makes or interprets a work or works of art. It may also include a study of the process of how a work of art is generated” (TCPS2-2022, Article 2.6)
- b. NOTE: “research that employs creative practice *to obtain responses from participants that will be analyzed to answer a research question* is subject to REB review.” (TCPS2-2022, Article 2.6, italics added)

As is the case above, **as soon as any other non-exempted research activities are included in the research activities being conducted** by people affiliated with King's and/or using King's' resources, **the research project as a whole will require RERC review, approval, and oversight.**

The Chair of the RERC will make the final determination as to whether or not certain research activities require RERC review, approval, and oversight. Where questions arise as to whether RERC approval is required, the burden of proof will be on the researcher(s) to show that the proposed activities are exempt as outlined under TCPS-2022, Articles 2.2 - 2.6.

Where researchers are unsure as to whether RERC review, approval, and oversight is required, they are encouraged to seek the RERC Chair's collegial opinion.

3.3 Scholarly Review

In accordance with TCPS2-2022, Article 2.7, RERC will limit its consideration of methods and design solely to ethical implications.

Article 2.7

As part of research ethics review, the REB shall review the ethical implications of the methods and design of the research. (TCPS2-2022, Article 2.7)

It is important to note, however, that **a lack of minimally acceptable scholarly quality can have ethical implications.** A core consideration of ethical review, as outlined in TCPS2-2022, is consideration of the reasonable balance of potential harms and benefits to both researchers and participants. If there is a reason to believe that the proposed study designs or methods would not meet the minimal standards of scholarly peer-review in the relevant disciplines, then the project may be unlikely to achieve any scholarly benefits. In such cases, there is strong reason to believe that the potential benefits of the study are unlikely to outweigh the potential harms identified. As such, RERC members may raise legitimate ethical concerns about the minimally acceptable scholarly quality of the proposed study in the context of consideration of the balance of proposed harms and benefits.

However, in its deliberations and decisions the RERC must limit itself to the threshold of 'minimally acceptable scholarly quality'. Once the RERC establishes that the minimal quality threshold is met, it should refrain from suggestions about how to improve the rigor/quality of design or methods proposed (except perhaps as friendly/collegial suggestions provided as supplements to the official RERC decision/feedback).

The RERC will not conduct scholarly peer-review of studies submitted for review to the RERC. However, at its discretion, the RERC can request that a proposed study provide evidence of passing such review (according to the relevant standard practices of scholarly review for the proposed study) before granting its final approval.

4 Composition of RERC

4.1 TCPS2-2022 Minimum Requirements

TCPS2-2022 outlines specific requirements for the composition of any research ethics board (Article 6.4): at minimum, research ethics boards must have "at least five members, including both men and women," **each acting as a representative of one of three required categories:**

Category 1: Research Discipline Experts (broad representation across disciplines should be represented)

Category 2: Knowledgeable in Ethics (at least 1 member)

Category 3: Community Member (at least 1 member not affiliated with King's whose primary role is to reflect the perspective of the participant, and so prior experience as a research participant is an asset)

TCPS2-2022 (Article 6.4) also identifies an additional category that is **optional** for non-medical REBs.

Category 4: Legal Expert (cannot be institution's legal counsel)

According to TCPS2-2022, **each committee member should only formally represent one membership category.** However, this does not prevent members from contributing to the review of applications from more than one perspective (i.e., members are *not* restricted from providing input from multiple perspectives).

4.2 Voting-Membership Positions Comprising King's RERC

King's RERC will consist of a minimum of 9 voting members, each officially representing one of the following categories:

6 Research Discipline Experts:

To ensure comprehensive disciplinary expertise, RERC distributes disciplinary representation as follows:

- 1 from Psychology
- 1 from School of Social Work
- 1 from School of Management, Economics, and Mathematics
- 1 from Philosophy, Religious Studies, English, French and Writing
- 1 from Sociology, [Thanatology Politics and International Relations, and History](#)
- 1 from [Politics and International Relations, History](#), Social Justice and Peace Studies, Childhood and Youth Studies, Disability Studies ([School of Policy, Law, and Social Change](#)), ~~and Thanatology~~

~~2 Members with expertise or knowledge in TCPS and research ethics~~

1 Community Member with no affiliation to King's University College

1 Legal Expert (not King's legal counsel or risk manager)

*1 Member representing King's non-academic staff or professional officers

*1 Academic Librarian (optional)

*1 Student Representative (optional)

*1 Indigenous Community Member (optional)

Ex-Officio (non-voting)

Research Facilitators

**Non-mandated representatives: Kings has opted to include certain non-mandated representatives on the RERC to foster broader participation and input into the research ethics review process.*

The Chair and Vice-Chair of the RERC can each officially represent one (but no more than one) of the mandatory member categories (a research discipline expert or ethics expert). In practice, this means that in addition to the Chair and Vice-Chair, there will be 9 other voting members.

As outlined in TCPS2-2022, Article 6.4 "To ensure the independence of REB decision making, institutional senior administrators shall not serve on the REB." As such, any person serving King's in a Vice-President [and Academic Dean](#), President, [Dean](#), Associate Dean, or equivalent role cannot be a member of King's RERC while they hold that position.

The term for each new RERC member commences on July 1 of each year. The length of term for all RERC's members is 3 years as approved by the Governance and Nominations Committee of King's Academic Council, except for the student representative, where the term is 1 year.

4.3 RERC Executive: Chair and Vice-Chair of RERC

4.3.1 Term

The positions of Chair and Vice-Chair of the RERC are held by faculty members on the Committee who have expertise in TCPS and research ethics.

The RERC will have a Chair and Vice-Chair, each serving a 2-year term. At the end of the Vice-Chair's two-year term, they will automatically become the Chair of the committee for a two-year term, unless a decision has been agreed in advance that the Chair will continue (see below). This structure will ensure stability across the committee each year and will ensure that Chairs have an opportunity (as Vice-Chair) to learn the workings of the committee and the requirements of TCPS2-2022~~48~~ before taking on full responsibility for the RERC.

The RERC is free to nominate former Chairs and Vice-Chairs to serve again if they choose to do so (i.e., there is no statutory limitation on how many terms any individual can serve as either Vice-Chair or Chair); however, the RERC is encouraged to nominate people who have not served as Chair or Vice-Chair in the past in order to foster diversity of experience and leadership.

If a scenario arises where the current Vice-Chair is unwilling or unable to take on the role of Chair at the end of their two-year term, the current Chair will be provided the option to remain as Chair for two additional years. If the current Chair is

unwilling or unable to stay on for two more years, candidate for a new Chair and a New Vice-Chair will be presented by RERC to ~~Faculty Academic~~ Council for confirmation using the process described for nomination/confirmation just outlined.

In cases where the Chair resigns before the end of their two-year term, the Vice-Chair will automatically assume the role of Chair as of the Chair's resignation date. The VPAD will then appoint a new Vice-Chair in consultation with the current RERC membership according to the process outlined in 12.3.2.

4.3.2 Selection Process

The RERC members will be confirmed by the Governance and Nominations Committee of King's Academic Council. The nominee does not have to be a member of the RERC at the time of nomination (however they must meet all eligibility requirements outlined below, which includes previous service to the RERC).

Six months before the end of the current Vice-Chair's term, the RERC will elect a new Vice-Chair. The nominee will assume the role of Vice-Chair on the next July 1st. (If the Vice-Chair role is vacant at the time of nomination, RERC may appoint the nominee as Vice-Chair effectively immediately).

4.3.3 Qualifications of Chair and Vice-Chair of RERC

- **Required:**
 - Has expertise in TCPS 2 and past research experience.
 - Served as principal or co-investigator on at least three completed research projects that required human research ethics approval.
 - Served at least one term on King's RERC (or a comparable research ethics board/committee at another academic institution)
 - Completed all research ethics training mandated by the Canadian Tri-Agencies.
 - Has never been found guilty of an offense against academic integrity by a duly recognized academic institution through a duly recognized academic integrity investigation process.
- **Advantageous:**
 - Completed some form of advanced/supplementary research ethics training beyond the online training provided by the Tri-Agencies (if available) through King's, Western, or any other institution eligible to hold government-issued research funding.
 - Completed training in how to identify, prevent, and mitigate bias (implicit or explicit).
 - Evidence of scholarly output in the last 7 years.

4.3.4 Removal of Chair or Vice-Chair

To maintain the independence of the RERC, a Chair or Vice-Chair can only be removed from their positions during their term under any of the following circumstances:

- a) The Chair or Vice-Chair is no longer employed by King's University College.
- b) The Chair or Vice-Chair is found to have committed an offence against academic integrity through the formal process outlined in the Collective Agreement between KUCFA and King's University College.
- c) A super-majority (2/3) of the RERC membership votes to remove the Chair or Vice-Chair. The VPAD must be informed immediately of any successful motion to remove a Chair or Vice-Chair (unsuccessful motions do not need to be communicated outside of the RERC).

4.4 Non-Voting Members

4.4.1 RERC Administrative Assistant (Mandatory)

Under TCPS2-2022, King's is institutionally obligated to provide the RERC "necessary and sufficient ongoing financial and administrative resources to fulfill their [the RERC's] duties" (Article 6.2). As such, King's (via the Vice-President Academic Dean's Office) will assign the RERC an administrative assistant on at least a part-time basis to provide administrative support to the RERC Chair, Vice-Chair, and RERC as a whole. The level of administrative support to be provided to the RERC by the Office of VPAD will be determined annually based on trends of submissions and requests processed by the RERC (the review should be conducted in accordance with the annual budget process/schedule).

The RERC Administrative Assistant is not a member of the RERC and should not serve as a member of the RERC while also acting as Administrative Assistant. In order to carry out their administrative duties, the Administrative Assistant will attend all RERC meetings as a non-voting observer.

Responsibilities of the Administrative Assistant may include (but are not limited to): coordination of meetings; taking minutes; document management, processing, and filing; maintaining the RERC email inbox (ethics@kings.uwo.ca);

technological support; etc.

4.4.2 ~~RERC Administrative Officer~~ Research Facilitator (Ex-officio) Optional

~~TCPS2-2022 states that: "Where research ethics administration staff have the requisite experience, expertise and knowledge comparable to what is expected of REB members, institutions may appoint them (based on the written policies and procedures of the institution) to serve as non-voting members on the REB" (Article 6.4). As such, where qualified individuals exist (as described in the quote above), King's RERC can appoint one person employed by King's as the RERC Administrative Officer.~~

The ~~Administrative Officer~~ Research Facilitator will be a non-voting member of the RERC with rights to attend all RERC meetings in an advisory role. The ~~Administrative Office~~ Research Facilitator will directly support the Chair and Vice-Chair in carrying out their administrative responsibilities, including (but not limited to): providing initial assessments of risk to determine the appropriate level of review (full vs. delegated review); providing expert advice on the application of TCPS2-2022 to particular situations; keeping the RERC up-to-date on revised/updated human research ethics guidance from the Tri-Agencies (or other relevant bodies); and the regular review/revision of the RERC's Standard Operating Procedures (SOPs).

4.5 Quorum

The requirements for quorum are outlined in TCPS2-2022, Article 6.9 as follows (bolding added for emphasis):

Institutions shall establish quorum rules for REBs **that meet the minimum requirements of membership representation outlined in Article 6.4**. When there is less than full attendance, decisions requiring full review should be adopted **only when the members in attendance at that meeting have the specific expertise, relevant competence, and knowledge necessary to provide an adequate research ethics review of the proposals under consideration. ... Ad hoc advisors, observers, research ethics administration staff and others attending REB meetings should not be counted in the quorum for an REB**. Nor should they be allowed to vote on REB decisions (Article 6.5). Decisions without a quorum are not valid or binding.

King's RERC will establish quorum whenever:

- a) there at least 6 voting-members present; **and**,
- b) where the members present officially represent each of the 3 mandatory membership categories required by TCPS2-2022 for non-medical research ethics boards:
 - **At least 3** Research Discipline Experts (having expertise in the discipline(s) with submissions under consideration).
 - **At least 1** Ethics Expert
 - **At least 1** Community Member

(Note: each member can only officially represent one membership category.)

5 Commitment to Academic Freedom

The RERC is committed to principles of academic freedom, in particular as they are outlined in the Collective Agreement between the King's University College Faculty Association (KUCFA) and King's University College. As such, the RERC is committed to approving all research that meets the ethical standards outlined in TCPS2-2022, even if the subject matter is otherwise deemed controversial or offensive to particular RERC members.

6 Commitment to Equity, Diversity, Inclusion, and Decolonization (EDID)

King's RERC is fully committed to integrating principles of equity, diversity, inclusion, and decolonization (EDID) in relation to its composition, processes, and reviews. The RERC is committed to ensuring that such EDID considerations (and others) contained in TCPS2-2022 are core considerations in its review of submissions and the feedback provided to researchers. Acknowledging that considerations of EDID are grounded in fundamental principles of ethics and justice, the RERC is also committed to ensuring that EDID training is mandatory for both researchers seeking review and approval from the RERC and for all RERC members.

6.1 EDID in TCPS2-2022

Considerations of EDID are contained in various parts of TCPS2-2022. In particular, considerations relevant to EDID are rooted in TCPS2's core ethical principles, especially the principle of Justice:

Justice refers to the obligation to treat people fairly and equitably. Fairness entails treating all people with equal respect and concern. Equity requires distributing the benefits and burdens of research participation in such a way that no segment of the population is unduly burdened by the harms of research or denied the benefits of the knowledge generated from it. Treating people fairly and equitably does not always mean treating people in the same way. Differences in treatment or distribution are justified when failures to take differences into account may result in the creation or reinforcement of inequities. (TCPS2-2022, Article 1.1).

When considering equity, TCPS2-2022 asks researchers and REB members to keep in mind how “limited access to social goods, such as rights, opportunities and power” may give rise to important differences in the kinds of experiences and burdens borne by participants situated within varying intersecting identities and circumstances. (TCPS2-2022, Article 1.1). TCPS2-2022 also requires researchers and REB reviewers to carefully consider who is included and excluded from participation in the study (both through inclusion criteria and strategies for recruitment) and to ensure that particular groups are not “excluded from research arbitrarily or for reasons unrelated to the research question” (Article 1.1). Chapter 4, “Fairness and Equity in Research Participation” provides detailed guidance on issues related to equity, diversity, and inclusion in the design of studies, selection of appropriate methodologies, and recruiting of participants.

TCPS2-2022 also includes an entire chapter dedicated to “Research Involving the First Nations, Inuit and Métis Peoples of Canada” (TCPS2-2022, Chapter 9). While not sufficient on its own to ensure responsible Indigenous Research, this chapter does provide researchers and RERC reviewers a foundation upon which to think about the extent to which research with potential relevance to Indigenous Peoples has appropriately engaged Indigenous communities and/or Indigenous researchers in a way that ensures the research will be respectful, reciprocal, responsible, and relevant. This chapter is noteworthy insofar as it challenges researchers and RERC members to think beyond the paradigm of “individual autonomy” that saturates the rest of TCPS2-2022, and instead think about autonomy, consent, and well-being in the context of participation and community. The participatory approach and the emphasis on community engagement (vs. the mere engagement of individuals) outlined in Chapter 9 can be applied to interactions with many other communities in addition to Indigenous communities. As such, the RERC recognizes that Chapter 9 not only informs the RERC’s consideration of ethical implications related to decolonization, but also EDID more broadly.

6.2 Limitations and Possibilities of TCPS2-2022

The RERC also acknowledges that there are legitimate grounds for criticizing TCPS2-2022 from considerations of EDID. TCPS2-2022 is not perfect, nor should it be assumed to be comprehensive on its own. There are a number of scholarly peer-review articles outlining concerns with TCPS2-2022 (and other standards of research ethics) available for consideration. While TCPS2-2022 represents a necessary minimum standard, in many ways researchers need to go beyond the minimal requirements outlined in TCPS2-2022 to more fully ensure studies meet the ethical imperatives of EDID. Many disciplines, organizations, and funders are publishing discipline specific EDID guidelines and directives and researchers are strongly encouraged to consult such resources and build in such best practices into their own research projects.

The RERC also acknowledges that while it is bound to adhere to the guidance outlined in TCPS2-2022 in order to receive federal Tri-Agency funding, it is also the case that TCPS2-2022 does not represent the totality of ethical and moral frameworks adopted by people in good-faith through years of experience and reflection at both the individual and communal level. TCPS2-2022 arises from a specific Anglo-American, secular, academic tradition (recognized for lacking sufficient diversity within its ranks) and is framed in the concepts and structures of that tradition. The RERC accepts that there are many communities and cultures that have developed their own ethical frameworks according to their own concepts, symbols, and ceremonies and respects these traditions. Therefore, the RERC will make every effort to recognize the diversity of ethical frameworks used by various communities to express ethical ideas and will do the work to translate such frameworks alongside TCPS2-2022 for the purpose of assessing the ethical implications of the proposed research project.

The RERC also acknowledges that it is part of the network of power relationships inherent in research activities.¹ While research ethics committees play a legitimate role in ensuring that appropriate measures are in place to prevent power-asymmetries between researchers and participants from producing harm through research activities, research ethics committees must also ensure that they are aware of the power-asymmetries that exist between the committee and researchers and/or the committee and participants when assessing applications and providing feedback.

6.3 Research Ethics Implications of Sections 318-320 of the Criminal Code of Canada (Criminal Offenses Related to “Hate Propaganda”)

It should be noted that some acts of hate (such as “advocating genocide”, “public incitement to hatred”, and “wilful promotion of hatred”) are declared harmful and illegal under Canadian laws² and so can be deemed unethical by the RERC under the TCPS2-2022 ethical principles of Respect for Persons, Concern for Welfare, and Justice. Where concerns are raised about the possibility of reasonably foreseeable acts hate prohibited under Canadian law arising within the proposed research activities, the RERC will not grant its approval for the research activities unless, and until, it is satisfied the risks of reasonably foreseeable acts of hate or violence have been acknowledged and appropriately addressed. The RERC will seek appropriate

legal advice and subject-matter expertise to guide their decisions and the advice provided to researchers.

7 Statement of Confidentiality

To protect the confidential nature of research projects submitted to the RERC for review and consistent with TCPS2-2022's guidelines related to confidentiality and governance, RERC meetings, documents, and web-based discussions are in-camera. Members are required to maintain confidentiality and to protect the privacy and identity of the individuals involved, even when charged with consulting outside the committee on an issue.

8 Reconsideration and Appeal Process

A Principal Investigator may appeal the decision of the RERC if the disagreement between the PI and the RERC cannot be resolved through the reconsideration process. The RERC shall follow the appeals process described in the relevant Standard Operating Procedures.

9 Conflict of Interest

A perceived conflict of interest for any committee member (regarding the applicant or project) will be brought to the attention of the RERC Chair (ex. if the applicant collaborates with a RERC member). A conflict of interest for the Chair will be brought to the attention of the committee as a whole. When a committee member is in a conflict of interest the member will leave the room while the rest of the committee deliberates on the application and makes a decision.

10 Option to Consult

The RERC Chair will act in a consultative capacity for those Researchers who would like to discuss their research project and its ethical aspects. The RERC Chair, and the RERC as a whole, will also seek out advice and expertise beyond the RERC membership as appropriate and as required (being sure to maintain all requirements of confidentiality in such consultations).

¹ Juritzen, Truls I, Herald Grimen, and Kristin Heggen. "Protecting vulnerable research participants: A Foucault-inspired analysis of ethics committees," *Nursing Ethics* 188.5 (2011), 640-650. <https://doi-org.proxy1.lib.uwo.ca/10.1177/0969733011403807>

² Walker, Julian. "Hate Speech and Freedom of Expression: Legal Boundaries in Canada." *Library of Parliament: Research Publications*. Publication No. 2018-25-E (June 29, 2018). https://lop.parl.ca/sites/PublicWebsite/default/en_CA/ResearchPublications/201825E

11 Required Training

11.1 RERC Members:

Within 1 month of appointment, and prior to actively participating in the ethics review process, all members on the King's University College Research Ethics Review Committee are required to complete the following training:

- 1) **Research Ethics Training:** the most up-to-date version of the online *TCPS2 Course on Research Ethics (Core)* provided by the Tri-Agency's "Panel on Research Ethics".
- 2) **Equity, Diversity, Inclusion, and Decolonization (EDID) Training:** All RERC members are expected to review the following online resources.
 - a. **SSHRC: Best Practices in Equity, Diversity and Inclusion in Research** (<https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx>)
 - b. **SSHRC: Guide to Addressing Equity, Diversity and Inclusion Considerations in Partnership Grant**

Applications (https://www.sshrc-crsh.gc.ca/funding-financement/apply-demande/guides/partnership_edi_guide-partenariats_guide_edi-eng.aspx)

- c. **CIHR: Bias in Peer Review Learning Module** (<https://cihr-irsc.gc.ca/lms/e/bias/>)

11.2 Submitting to the RERC

Researchers submitting their ethics applications to King's RERC for review, approval, and oversight must complete the following training *prior to starting any research involving humans* and it is *strongly recommended* prior to uploading their first RERC submission. Completing the training *before* submitting a proposal to the RERC will ensure that researchers are familiar with ethical policies, guidelines, and standards the RERC will be using to assess their submission.

- 1) **Research Ethics Training:** the most up-to-date version of the online *TCPS2 Course on Research Ethics (Core)* provided by the Tri-Agency's "Panel on Research Ethics".
- 2) **Equity, Diversity, Inclusion, and Decolonization (EDID) Training:** All people submitting applications to the RERC are expected to read/watch the following online resources.
 - a. **SSHRC: Best Practices in Equity, Diversity and Inclusion in Research** (<https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx>)
 - b. **SSHRC: Guide to Addressing Equity, Diversity and Inclusion Considerations in Partnership Grant Applications** (https://www.sshrc-crsh.gc.ca/funding-financement/apply-demande/guides/partnership_edi_guide-partenariats_guide_edi-eng.aspx)

RERC members and those engaged in research activities at King's are also strongly encouraged to attend professional development opportunities related to research ethics to be offered on a regular basis through King's Research Office in partnership with the RERC.

12 Duties of the Research Ethics Review Committee

- a) A proportionate approach to research ethics review will be used. *TCPS2 (2022) Section 1C and Article 6.12* recognizes two levels of review: 1) full review; and, 2) delegated review of minimal risk research.
 - i. **By default**, all proposals submitted to the RERC will be initially assigned to **full review** (i.e., review by the full RERC membership). (*TCPS2-2022, Article 6.12*)
 - ii. Research proposals judged by the RERC Chair as "minimal risk" will be re-assigned to delegated review. Such proposals, after appropriate delegated review, can be approved by the RERC Chair without review and approval by the full RERC. A delegated review normally involves assigning one or more members of the RERC with appropriate expertise/experience to assess the research proposal.
 - iii. *TCPS2 (2022)* defines "minimal risk" research as:

"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. In their assessment of the acceptable threshold of minimal risk, REBs have special ethical obligations to individuals or groups whose situation or circumstances make them vulnerable in the context of a specific research project, and to those who live with relatively high levels of risk on a daily basis. Their inclusion in research should not exacerbate their vulnerability (Article 4.7)." (Section 2B).
 - iv. The RERC Chair may engage the RERC's administrative team to conduct initial triaging of applications and provide a recommended risk designation to the RERC Chair.
 - v. The RERC Chair will, report all projects approved under delegated review to the RERC as a whole at each meeting of the RERC.
 - vi. Delegated reviewers can either:
 - 1) Recommend that the RERC Chair approve the research project.
 - 2) Refer projects they recommend be resubmitted with amendments for approval to the Full RERC outlining the concerns they have with the project. Only the full RERC can decline to approve a project on ethical grounds.
- b) To review research projects falling under its defined jurisdiction and scope for compliance with *TCPS2* prior to the research being done, at least annually thereafter for multi-year projects, and upon the completion of the project

(TCPS2-2022 Chapter 6).

- c) As outlined in TCPS2 (2022) **research projects conducted by students affiliated with King's** are defined as research activities under the RERC's scope and so must be reviewed through the RERC (Article 6.12). The review of **minimal-risk course-based research activities conducted for pedagogical purposes** may qualify for **special delegated review** by non-RERC members as outlined in TCPS2(2022) Article 6.12. A consultative, collegial, and participatory process for special delegated review of minimal risk course-based research activities for pedagogical purposes will be developed by the RERC in consultation with Academic Unit Heads and published in an appropriate section of King's website (ex. under the RERC section of the King's webpage).
- d) To ensure that up-to-date versions of the *TCPS2 - Tri-Council Policy Statement* be made available on the King's University College website. Current instructions for submission and resources required to conduct all required training shall be made available on the King's University College web site.
- e) To meet as a committee at regular intervals to review submissions. Meeting dates will be posted publicly on the appropriate section of the King's website (webpage for the Research Ethics Review Committee). The dates by which submissions must be provided to be considered at each sitting of the RERC will be included in the publicly posted meeting schedule.
- f) Under TCPS2(2022) the jurisdiction of King's RERC only extends to research being conducted by King's faculty, staff, or students and/or that involves King's resources (regardless of where the research is being conducted) (Art. 6.1) As such, the Committee shall only consider submissions from faculty, staff, or students affiliated with King's.
- g) Failure to comply with research ethics guidelines is considered a breach of research integrity. Such failures by faculty members shall be addressed by the Associate Dean of Research which may (if appropriate) involve following the process outlined for "Misconduct in Research" as outlined in the KUCFA collective agreement. Such failures by students shall be addressed according to the Code of Student Conduct. Failures by staff will be addressed by the Associate Dean of Research, in accordance with existing HR policies and/or collective agreements.

13 Expressions of Research Ethics Concerns or Complaints

As the body ultimately responsible for research ethics oversight for human research activities conducted by people formally affiliated with King's (ex., faculty, staff, professional officers, students, etc.), the RERC maintains the right to officially receive any concerns or complaints related to research ethics from any member of King's or any member of the public. The RERC will ensure that a user-friendly process for filing complaints is published on the Letters of Information and Consent and King's website as per accessibility standards.

Violations of TCPS2-2022 are considered violations of academic integrity and as such are subject to all relevant procedures and potential penalties in place to address failures of academic integrity at King's. Upon receipt of a complaint, the RERC Chair will immediately initiate the Research Integrity Procedure outlined in the *Guide to the Proper Conduct of Research at King's University College (as appended to the KUCFA Collective Agreement in effect at the time of the complaint)*. If students are implicated in the complaint (ex. student-led research or student RA's working on a research project), the RERC Chair will also initiate appropriate procedures as outlined in *King's Student Code of Conduct*. If staff members or professional officers are implicated, the RERC Chair will also initiate appropriate procedures related to employee conduct and discipline as set out in King's HR policies and any relevant agreements or memoranda in place with the affected employee groups.

Regardless of the research integrity and conduct procedures in effect at the time, King's RERC Chair retains the authority established under TCPS2-2022 to temporarily suspend research activities for the purpose of protecting research participants from possible harm. Any mandated suspension of research activities will follow the RERC review and approval procedures in place at the time the risks are brought to the Chair's attention. Such decisions (in accordance with the proportional approach underlying TCPS2-2022) must always weigh the risk of harms of suspending a study against the risk of harms in allowing the study to continue. Where the risk of suspending a study can be reasonably expected to cause more harm than allowing the study to continue, the Chair may choose to allow the study to continue (with the option of requiring certain modifications aimed at reducing the risk of further harm). Such suspensions of studies are independent of the Research Integrity Procedure insofar as that procedure aims at establishing whether the investigator violated norms of research integrity and the RERC Chair's primary aim in suspending a study is to protect participants from unnecessary or disproportionate harm. (It is possible that participants could face unnecessary or disproportionate harm even if the investigator is not guilty of violations of academic integrity. Even in cases where investigators are cleared of any accusation of academic offense, the RERC Chair may still require the investigator to adapt the study protocol to reduce/mitigate any credible harms identified in the complaint.)

14 Revision History

RERC Terms of Reference

Approved Revisions to the RERC Terms of Reference:

- September 24, 2025
- April 13, 2022 (v2022.04.04 approved by Faculty Council)
- April 8, 2015 (*Approved by Faculty Council: April 6, 2016*)
- December 10, 2014
- October 3, 2014
- August 30, 2013

RERC Terms of Reference Originally Approved: September 2009.

Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2

Prior Versions of TCSPS2-2022 (no longer in effect) referred to in previous versions of King's RERC Terms of Reference:

- TCPS2-2018: https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html
- TCPS2-2014: https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_initiatives.html
- TCPS2-2010: https://publications.gc.ca/collections/collection_2011/ger-pre/MR21-18-2010-eng.pdf
- TCPS2-1998 (with 2000, 2002, 2005 amendments):
https://publications.gc.ca/collections/collection_2009/irsc-cihr/MR21-18-2005E.pdf



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VPAD Report to Academic Council

The Interim VPAD will offer an oral report and an enrolment update will be presented by the Registrar

EPC Report to Academic Council

EPC met on April 1, 2026, and brings the following items forward for Academic Council.

For information:

Course/modular proposals

EPC approved the following proposals

1. Department of English
 - a) That effective April 1st, 2026, a course titled "English 2261E: Reading in Time: Seasonality, Ecology, Literature" be added to the offerings of the English program at King's University College revised as shown.
 - b) That effective April 1st, 2026, a course titled "ENG 3207F/G: Ecocriticism" be added to the offerings of the English program at King's University College revised as shown.
2. Department of Philosophy
 - a) That Effective September 1, 2026, Philosophy 3355F/G: Ethical Issues in Death, Dying and Bereavement be introduced at King's University College revised as shown.
3. Department of Psychology
 - a) That effective as of September 1st, 2026, the pre-requisites of Psychology 4692E: Practicum at King's University College be revised as shown.

**Subcommittee on Undergraduate Academic Courses (SOC)
Submission for ENG 2261E**

This Submission is for (please check all that apply):

- New Course(s) Revision to Course(s) Withdrawal of Course(s)
- Module/Program Revision

If this is a module/program revision involving the addition of new courses (please check one):

- New courses being added to the module/program have been approved
- New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Conversion of a Special Topics course into a permanent English course. We will retain the Special Topics course code (English 2090E) and introduce a new code for the “Reading in Time” course (English 2261E).

Motion: That effective September 1st, 2026, English 2261E: Reading in Time: Seasonality, Ecology, Literature be added to the offerings of the English program at King’s University College as shown.

Rationale:

This course has been offered as a Special Topics course for the past two years and it has been positively received, with nearly full enrolment this year. It complements the “stream” of environmental offerings that the Department of English, French, and Writing is committed to offering in each year of undergraduate study, beginning with ENG 1028F/G Climate Change Fiction and including courses such as ENG 2262F/G Water and Our World: Literature, Ecology, Activism.

Link to Current Calendar Copy (if applicable):

N/A

Please see the sample syllabus attached for specific details of the course. Note that the sample syllabus is from the Special Topics course, ENG 2090E

Proposed Calendar Copy (if applicable):

ENGLISH 2261E

Long Title: Reading in Time: Seasonality, Ecology, Literature (50)

Short Title: Reading in Time (15)

Course Description: This course will examine selected literature about seasons and natural cycles. Close reading will reveal how seasonality informs our thinking about literary form. Key topics include attention and social observance, the more-than-human, weather, and global climate. Authors considered may include Shakespeare, Keats, Brontë, Dickens, as well as lesser-known authors. (49)

Prerequisite(s): none

Antirequisite(s): English 2090E if taken in 2024-2025, 2025-2026.

Extra Information: 3 lecture hours

Course Weight: 1.00

Breadth: Category B

Subject Code: ENGLISH

Course Summary (for information):

Learning Outcomes:

1. using the theme of seasons, cultivate a sense of inquiry for students with little or no prior knowledge of literary study
2. become familiar with formal and generic categories, along with some of the major historical periods of English literature
3. conduct close reading and discourse analysis of primary texts
4. write a research essay
5. consider a diverse range of ethical stances and positionalities that intersect with environmental justice
6. improve sustained concentration, and nurture a sense of the value of literature in a world of dischrony

Course Evaluation:

1. See the course site for due dates and detailed descriptions of each assignment.
2. Fall Term Passage Analysis (750-1000 words) 20%
3. Year-Long Reading Diary (6 monthly entries [Sept/Oct/Nov/Jan/Feb/March] of about 250-300 each=2000-2400 words total) 20%
4. Research Essay (1850-2000 words) 25%
5. Final Exam (take-home style) 35% due April TBA
https://registrar.uwo.ca/academics/examinations/exam_schedule.html

Associate Dean – Academic (or Equivalent) Contact: Dr. Josephine Gemson, Associate Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact: Dr. Ian Rae, Department Chair for English, French, and Writing, King's University College, irae@uwo.ca

**EPC and Approval Date:
Consultation:**

Jan Plug, Associate Dean, Academic, Faculty of Arts and Humanities, Western University, jplug@uwo.ca

Darren Meister, Associate Dean, Ivey Business School, Western University, dmeister@ivey.ca

Anton Puvirajah, Associate Dean, Teacher Education, Faculty of Education, Western University, apuvira@uwo.ca

Jeff Wood, Associate Dean, Undergraduate Studies, Faculty of Engineering, Western University, jtwood@uwo.ca

Andrew Johnson, Associate Dean, Undergraduate Programs, Faculty of Health Sciences, Western University, ajohnson@uwo.ca

Susan Knabe, Associate Dean, Undergraduate, Faculty of Information and Media Studies, Western University, sknabe@uwo.ca

Chris Sherrin, Associate Dean, Academic, Faculty of Law, Western University, csherrin@uwo.ca

Brad Urquart, Acting Associate Dean, Basic Medical Sciences Undergraduate Education, Schulich School of Medicine & Dentistry, Western University, Brad.Urquhart@schulich.uwo.ca

John Cuciurean, Associate Dean, Undergraduate Admissions & Programs, Don Wright Faculty of Music, Western University, jcuciure@uwo.ca

Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University, aadasci@uwo.ca

Wolfgang Lehmann, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, socsci-adu@uwo.ca

Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University College, vsweeney@huron.uwo.ca

TBD, Executive Director, Western Continuing Studies,

Results:

**Subcommittee on Undergraduate Academic Courses (SOC)
Submission for ENG 3207F/G**

This Submission is for (please check all that apply):

- New Course(s) Revision to Course(s) Withdrawal of Course(s)
- Module/Program Revision

If this is a module/program revision involving the addition of new courses (please check one):

- New courses being added to the module/program have been approved
- New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Conversion of a Special Topics course into a permanent English course.

Motion: That effective September 1st, 2026, a course titled “ENG 3207F/G: Ecocriticism” be added to the offerings of the English program at King’s University College as shown.

Rationale:

This course was offered as a Special Topics course (ENG 3209F/G) in the fall of 2025 and was positively received, with solid enrolment. We will retain the Special Topics course number (3209F/G) and add the new Ecocriticism course number (3207F/G). The proposed Ecocriticism course complements the “stream” of environmental offerings that the Department of English, French, and Writing is committed to offering in each year of undergraduate study, beginning with ENG 1028: **The Storyteller’s Art II, Climate Change Fiction** and including courses such as ENG 2262F/G Water and Our World: Literature, Ecology, Activism.

Link to Current Calendar Copy (if applicable):

N/A

Proposed Calendar Copy (for approval):

ENGLISH 3207F/G
Course Title: Ecocriticism (12)

This course provides an overview of ecocritical theory. It examines some of the foundational texts associated with this still-evolving critical field; considers topics such

as ecological formalism, re-enchantment, dark ecology, and ecogrief; and tests the possibilities of ecocritical reading and interpretation against a handful of selected literary texts. (48)

Prerequisite(s): At least 60% in 1.0 of English 1020-1999 or permission of the Department.

Antirequisite(s): English 3209F/G if taken in 2025-2026

Extra Information: 3 hours

Course Weight: 0.50 **Breadth:** Category B

Subject Code: ENGLISH

Course Summary (for information):

Course Delivery Format and Technology Requirement: This is a fully online, fully asynchronous course that uses King's learning platform, OWL Brightspace. It will require that students have an internet connection in order to access the course materials and to submit the course assignments.

Prerequisite(s): At least 60% in 1.0 of English 1020-1999, or permission of the Department.

Antirequisite(s): None

Textbooks: There are no textbooks that need to be purchased for this course. Instead, pdfs of all of the readings for the course will be posted on the Brightspace OWL course site.

Learning Outcomes:

1. **Understand** the formation and foundations of the field of ecocriticism, with attention to some of its more current theoretical expressions and cross-pollinations
2. **Develop** intellectual curiosity and independent inquiry
3. **Build on** existing skills in close reading and discourse analysis of primary texts, immersing students in a range of theoretical texts (with some attention to adjacent literary texts)
4. **Conduct** research using both print and digital resources, developing information literacy and inclusive citation practices and incorporating this research into one's own analyses
5. **Consider** ecocriticism's intersections with decolonization and environmental justice
6. **Cultivate**, through reading, thinking, and writing, a sense of sustained concentration and wonder as one means of responding to climate change in the age of the Anthropocene

Course Evaluation:

See the course site for the due dates and descriptions of all assignments.

1. Article Critique (750 words) 20%
2. Field Notes (3 monthly entries of about 250 words each=about 750 words total) 20%
3. Research Essay (1500-1750 words) 25%
4. Final Exam (take-home style: format announced on the OWL course site) 35%

E-mail Policy: I am happy to respond to questions about the course (about the readings, lecture notes, assignments, etc.). Please allow me a day or two to reply.

Technology Assistance: If you have questions about OWL (how the course online system works, how to submit essays through OWL, or any sort of technical assistance), submit a request for help (a "ticket") by going to this link: <https://www.kucits.ca/cgi-bin/wrdb2/workRequest.pl?pid=1420221742> Here is some more information about how to access OWL or IT support: <https://www.kings.uwo.ca/its/services/help-desk/>

Late Penalty and Last Day to Submit: In keeping with many other courses in the English Program at King's, late assignments are penalized 1% per day, including weekends. *Essays must be submitted within a week of the deadline; normally, no essays will be accepted after the seventh day* (unless the student has been granted Academic Consideration by the Academic Dean's Office). Also, *normally no assignments will be accepted after the last day of classes in April* (again, unless the student has been granted Academic Consideration). You may, of course, submit assignments early if you wish.

Use of Chat GPT or other AI services, including translation and grammar-checking tools, is prohibited in all assessments and assignments and exams for this course. Use of AI will be subject to academic discipline.

Associate Dean – Academic (or Equivalent) Contact: Dr. Josephine Gemson, Associate Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact: Dr. Ian Rae, Department Chair for English, French, and Writing, King's University College, irae@uwo.ca

EPC and Approval Date:

Consultation:

Jan Plug, Associate Dean, Academic, Faculty of Arts and Humanities, Western University, jplug@uwo.ca

Darren Meister, Associate Dean, Ivey Business School, Western University, dmeister@ivey.ca

Anton Puvirajah, Associate Dean, Teacher Education, Faculty of Education, Western University, apuvira@uwo.ca

Jeff Wood, Associate Dean, Undergraduate Studies, Faculty of Engineering, Western University, jtwood@uwo.ca

Andrew Johnson, Associate Dean, Undergraduate Programs, Faculty of Health Sciences, Western University, ajohnson@uwo.ca

Daniel Robinson, Associate Dean, Undergraduate, Faculty of Information and Media Studies, Western University, drobin@uwo.ca

Chris Sherrin, Associate Dean, Academic, Faculty of Law, Western University, csherrin@uwo.ca

Brad Urquart, Acting Associate Dean, Basic Medical Sciences Undergraduate Education, Schulich School of Medicine & Dentistry, Western University, Brad.Urquhart@schulich.uwo.ca

John Cuciurean, Associate Dean, Undergraduate Admissions & Programs, Don Wright Faculty of Music, Western University, jcuciure@uwo.ca

Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University, aadasci@uwo.ca

Wolfgang Lehmann, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, socsci-adu@uwo.ca

Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University College, vsweeney@huron.uwo.ca

TBD, Executive Director, Western Continuing Studies,

Results:

**Subcommittee on Undergraduate Academic Courses (SOC)
Department of Philosophy at King's University College**

This Submission is for (please check all that apply):

- New Course(s) Revision to Course(s) Withdrawal of Course(s)
- Module/Program Revision

Subject: Introduction of Philosophy 3355F/G at King's University College.

Motion: That Effective September 1, 2026, Philosophy 3355F/G: Ethical Issues in Death, Dying and Bereavement be introduced at King's University College as shown.

Rationale: This is a housekeeping item to formalize the cross-listing with Thanatology 3355F/G, a permanent listing on the academic calendar.

Proposed Calendar Copy (for approval):

Course Title:

Philosophy 3355F/G: Ethical Issues in Death, Dying and Bereavement
Short Title: ETHCL ISS IN DEATH, DYNG & BRV (30 characters)

Course Description:

Overview of ethical issues pertinent to end of life and bereavement aftercare. Exploration of various theoretical frameworks and specific relevant topics such as euthanasia, assisted suicide, informed choice and decision-making capacity, patient rights, research ethics, medical futility, resource allocation, and quality of life issues.

Antirequisite(s): Thanatology 3355F/G.

Extra Information: 3 lecture hours; cross-listed with Thanatology 3355F/G.

Course Weight: 0.50

Breadth: Category B

Subject Code: PHILOSOPH

Anticipated Grading Structure:

Assessment:	Weight:
Participation	20%

Reflective Journal	25%
Research Essay (3,000 words)	30%
Case Study Presentation	25%

Associate Dean – Academic (or Equivalent) Contact: Dr. Josephine Gemson, Associate Academic Dean, King’s University College, associate.dean@kings.uwo.ca

Department/Program Contact: Dr. Russel Duvernoy, Chair and Associate Professor, Department of Philosophy, King’s University College, rduverno@uwo.ca

EPC and Approval Date:

Consultation:

Jan Plug, Associate Dean, Academic, Faculty of Arts and Humanities, Western University, jplug@uwo.ca

Wolfgang Lehman, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, dashrubs@uwo.ca

Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University College, vsweeney@huron.uwo.ca

Corey Dyck, Chair, Philosophy Department, Western University, cdyck5@uwo.ca

Stephen Bland, Chair and Associate Professor, Department of Philosophy, Huron University College, sbland2@huron.uwo.ca.

Eunice Gorman, Chair, Department of Thanatology, King’s University College, egorman@uwo.ca.

The following will also be copied for information:

Martha Maznevski, Associate Dean, Ivey Business School, Western University, mmaznevski@ivey.ca

Anton Puvirajah, Associate Dean, Teacher Education, Faculty of Education, Western University, apuvira@uwo.ca

Jeff Wood, Associate Dean, Undergraduate Studies, Faculty of Engineering, Western University, jtwood@uwo.ca

Andrew Johnson, Associate Dean, Undergraduate Programs, Faculty of Health Sciences, Western University, ajohnson@uwo.ca

Daniel Robinson, Associate Dean, Undergraduate, Faculty of Information and Media Studies, Western University, drobin@uwo.ca

Chris Sherrin, Associate Dean, Academic, Faculty of Law, Western University, csherrin@uwo.ca

Brad Urquart, Acting Associate Dean, Basic Medical Sciences Undergraduate Education, Schulich School of Medicine & Dentistry, Western University, Brad.Urquhart@schulich.uwo.ca

John Cuciurean, Associate Dean, Undergraduate Admissions & Programs, Don Wright Faculty of Music, Western University, jcuciure@uwo.ca

Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University, aadasci@uwo.ca

Consultation End Date:

Feedback, Results, Correlated Updates:

- Note: the revisions to Thanatology 3355F/G to include the appropriate antirequisite and extra information to formalize the cross-listing with Philosophy 3355F/G is on the SOC agenda for April 1, 2026.

Subcommittee on Undergraduate Academic Courses (SOC)

This Submission is for (please check all that apply):

- New Course(s) Revision to Course(s) Withdrawal of Course(s)
- Module/Program Revision

If this is a module/program revision involving the addition of new courses (please check one):

- New courses being added to the module/program have been approved
- New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Revision to Psychology 4692E: Practicum pre-requisites at King's University College.

Motion: That effective as of September 1st, 2026, the pre-requisites of Psychology 4692E: Practicum at King's University College be revised as shown.

Rationale: Housekeeping.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_030454_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Psychology 4692E
PRACTICUM

Course Description

Through supervised placements in selected community/clinical settings, students will be introduced to the integration of psychological knowledge with practical human services practices. Placements hours are typically one full day per week in addition to scheduled seminars throughout the year.

Pre or Corequisites

Prerequisite(s): [Psychology 2301A/B](#), [Psychology 2840F/G](#) (or [Psychology 2801F/G](#), [Psychology 2802F/G](#), the former Psychology 2800E, the former Psychology 2820E, [Psychology 2830A/B](#), [Psychology 2855F/G](#) or [Psychology 2856F/G](#)) and registration in fourth year Honours Specialization in Psychology, Honours Specialization in Applied Psychology, or Honours Double Major in Psychology at King's University College. Registration is by special permission only and must be obtained from the course instructor in the Spring/Summer before the course begins in the Fall term.

Extra Information

Extra Information: Typically, one day placement per week, 2 seminar hours.

Course Weight: 1.00

Breadth: CATEGORY A

Subject Code: PSYCHOL

Associate Dean – Academic (or Equivalent) Contact:

Dr. Josephine Gemson, Interim Associate Academic Dean, King's University College,
associate.dean@kings.uwo.ca

Department/Program Contact:

Dr. Laura Melnyk Gribble, Chair, Department of Psychology, King's University College,
laura@uwo.ca

EPC and Approval Date:

Consultation:

Jan Plug, Associate Dean, Academic, Faculty of Arts and Humanities, Western University, jplug@uwo.ca

Paul Minda, Associate Chair (Undergraduate Affairs), Department of Psychology, Faculty of Social Science, jpminda@uwo.ca

Wolfgang Lehmann, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, socsci-adu@uwo.ca

Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University College, vsweeney@huron.uwo.ca

The following have also been copied for information:

Martha Maznevski, Associate Dean, Ivey Business School, Western University, mmaznevski@ivey.ca

Anton Puvirajah, Associate Dean, Teacher Education, Faculty of Education, Western University, apuvira@uwo.ca

Jeff Wood, Associate Dean, Undergraduate Studies, Faculty of Engineering, Western University, jtwood@uwo.ca

Andrew Johnson, Associate Dean, Undergraduate Programs, Faculty of Health Sciences, Western University, ajohnson@uwo.ca

Daniel Robinson, Associate Dean, Undergraduate, Faculty of Information and Media Studies, Western University, drobin@uwo.ca

Chris Sherrin, Associate Dean, Academic, Faculty of Law, Western University, csherrin@uwo.ca

Brad Urquhart, Acting Associate Dean, Basic Medical Sciences Undergraduate Education, Schulich School of Medicine & Dentistry, Western University, Brad.Urquhart@schulich.uwo.ca

John Cuciurean, Associate Dean, Undergraduate Admissions & Programs, Don Wright Faculty of Music, Western University, jcuciure@uwo.ca

Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University, aadasci@uwo.ca

TBD, Executive Director, Western Continuing Studies

Results:



Report to: **Academic Council**
From: **Mission Integration and Inclusion Committee**
Re: **Report of April 2026 Meeting**
Date: **April 8, 2026**

The Committee reports that the **2026–2027 Veritas Lecture Series** will focus on the theme “**The Courage of Encounter**,” shaped by a Franciscan emphasis on peace and reconciliation in alignment with the 2026 Special Year of St. Francis.

The Committee is pleased to confirm that **Tanya Talaga** will deliver the **President’s Lecture** on **September 24, 2026**. All lectures in the series will be held from 5:30–6:30 p.m. in the Kenny Theatre. Speaker confirmations are underway for the **Christ the King Lecture** on **November 19, 2026**, and an **Open Lecture** in **Winter 2027**. Further details will be shared once finalized.

Respectfully submitted,

Allyson Larkin,
Committee Chair



Report to: Academic Council on April 15, 2026
From: Scholarships and Bursary Committee
Re: Report Submitted by Foundations to S&B Committee on April 1, 2026
Date: April 8, 2025

1. For Information:

Foundation Awards:

Denomy Family Award

Established through a pledged commitment of \$225,000 from the Denomy Family, to be fulfilled over five years. Annual contributions of \$45,000 will be made each year, beginning in April 2026.

Selection:

These awards are structured to support six students - two students in each of second, third, and fourth year of study annually. Recipients may receive the award for up to three consecutive years, provided they continue to meet the renewal criteria. If a recipient does not meet the renewal requirements in any given year, the student loses future eligibility for this award. As a result, a new eligible student in that same year of study will be selected to receive the award. At all times, the award will maintain support for two students in each of second, third, and fourth year of study.

Calendar description:

These awards, made possible by the generosity of the Denomy Family, will be granted to 2nd, 3rd or 4th year full-time domestic King's students with a minimum cumulative average of 75% based on a minimum of 4.0 courses in their previous full-time Fall/Winter term. Preference will be given to students from a single parent household, students supporting dependents, and those admitted as mature students.

Award Criteria:

Granted to 2nd, 3rd or 4th year full-time King's students with a minimum cumulative average of 75% based on a minimum of 4.0 credits in their previous full-time Fall/Winter term.; Students must demonstrate financial need.; Applicants must be a Canadian citizen, a Permanent Resident, or a Protected Person under subsection 95(2) of the Immigration and Refugee Protection Act (Canada).; Applicants must be an Ontario Resident, as specified by the Ontario Student Assistance Program (OSAP).

The Denomy Family Awards are renewable for up to three years, provided the recipient continues to register full-time in a minimum of 4.0 credits and maintains a minimum cumulative

average of 75% each year based on 4.0 or more credits and continues to meet the eligibility criteria. If the recipient does not meet the renewal requirements in any given year, a new eligible recipient will be selected.; Each candidate must submit the following: A short paragraph of not more than 250 words, explaining how receiving this award would support your pursuit of higher education and help you realize your full potential. Consider describing the ways in which the award will assist you academically, personally, or professionally, and how it aligns with your long-term goals.;

May be held with other King's funded awards to a maximum value of \$7,500. Total award value not to exceed the total cost of tuition and ancillary fees.

A student cannot receive the award more than once each academic year/level, and the award only applies to a student's first undergraduate academic career at King's. For clarity purposes, if a student receives this award in their third year of study, they are only eligible for their third year, and if they meet continuing eligibility, their fourth year. They will only receive the award for two years, not the maximum term allowable (up to three years).

Value of Awards: \$7,500 each

Number of Awards: Six annually

Effective: Fall 2026

Applications Accepted: Aug 01 - Sep 30

Colleen Butler Memorial Award

Established in 2026 thanks to a generous pledge of \$5,000 from family and friends of Colleen Butler. The purpose is to provide one award of \$1,000 annually to a Politics and International Relations student at King's University College to provide crucial financial support and recognize and reward student leadership.

Calendar description:

This award, made possible by friends and family, was established in 2026 in memory of Colleen Butler (née Feehely), BA '98. Colleen earned her degree in Political Science at King's before going on to complete a Masters in International Affairs and a law degree, building a meaningful career in law.

The award is granted to a 2nd, 3rd, or 4th year full-time student who is registered in a program within the Department of Politics and International Relations, and has achieved a minimum average of 75% in the previous Fall/Winter term. It honours Colleen's spirit and legacy at King's by recognizing student leadership and providing financial support to help alleviate financial barriers.

Preference will be given to a student who demonstrates an interest in pursuing a career in law.

Award Criteria:

Granted to a 2nd, 3rd, or 4th year full-time King's student who is registered in a program within the Department of Politics and International Relations, and has achieved an average of at least 75% in the previous Fall/Winter term.; Students must demonstrate financial need.; Applicants must be a Canadian citizen, a Permanent Resident, or a Protected Person under subsection 95(2) of the Immigration and Refugee Protection Act (Canada).; Applicants must be an Ontario Resident, as specified by the Ontario Student Assistance Program (OSAP).

Each candidate must submit a short paragraph of not more than 250 words outlining their volunteer and extra-curricular contributions, and what they hope to achieve after graduation. Please highlight any intentions of pursuing a career in law.

The successful recipient may hold this award with other student awards.

Value of Award: \$1,000

Effective: Fall 2026

Applications Accepted: Aug 01 - Sep 30

Respectfully submitted,



Josephine Gemson, PhD

Interim Associate Academic Dean, and Chair,
Scholarship & Bursary Committee



**ACADEMIC COUNCIL
MINUTES OF MEETING
March 25, 2026**

The meeting was held in Labatt Hall, Room 103, and via Zoom.

COUNCILORS:

Aidan Bobkowicz
Graham Broad
Arashdeep Chahal *
Adrienne Co-Dyre
John Dool *
Russell Duvernoy
Jordan Fairbairn
Josephine Gemson
Eunice Gorman
John Grant
Tom Gray
Chaya Halberstam
Erin Hannah 🌐
Joe Henry
Peter Ibbott

Liam Kennedy
Allyson Larkin
Miriam Love
Braedan Lovie
Krista Lysack
Donna Maynard
Alison Meek
Laura Melnyk Gribble
Brian Patton
Marcie Penner
Jeff Preston
Felipe Rodrigues
Patrick Ryan
Jane Sanders

Jennifer Silcox
Derek Silva
Natalie Spruce
Karen Thomson
Renfang Tian *
Thomas Tiekou
Paul Tufts
Joseph Turnbull
Robert Ventresca
Corinne Walsh *
Ruth Wilson
Paul Wilton
Mark Yenson

* Regrets
🌐 Zoom

OBSERVERS:

MINUTE TAKER: Ann Hoffer

R. Ventresca, Chair, called the meeting to order at 2:34 p.m.

1.0 Land Acknowledgment

C Lessard provided a personalized land acknowledgement for our first meeting of 2026 Spring Equinox.

2.0 Opening Prayer

A. Bobkowicz acknowledged the current demands of the academic period and invited members, on a voluntary basis, to participate in the Our Father.

Chair R. Ventresca welcomed Mr. Tyler Waddilove to his first meeting as the Indigenous Community member of Academic Council. Tyler briefly addressed Council, sharing reflections on his background and his respect for Catholic faith and tradition.

The Chair reported that Western has announced its honorary degree recipients and noted that Elder Liz Akiwenzie will be awarded an honorary degree at Convocation on June 11 at 10:00 a.m. King’s will co-host Elder Liz with the Office of Indigenous Initiatives, with a special luncheon to follow at the Wampum Learning Lodge.

Members were reminded of the Spring Open House taking place this Saturday, and the Chair thanked those supporting recruitment efforts.

The Chair noted two agenda revisions: item 6.1, Strategic Enrolment Management Committee was removed from the Consent Agenda and added as item 7.1; and, as there is no written report from the King's University College Students' Council, item 6.3 was removed from the Consent Agenda and added as item 5.3, with Mr. Braedan Lovie providing a verbal report.

3.0 Approval of Prior Meeting Minutes

Motion: That the minutes of the February 11, 2026 meeting be approved.

Moved by: B. Lovie, L. Melnyk Gribble

CARRIED

4.0 Committee Reports

4.1 Educational Policy Committee

EPC Committee Chair M Yenson brought forward two reports of meetings since last the Academic Council meeting.

4.1.1 February Meeting Report

EPC reviewed the proposal to revise proctor ratios as presented by Registrar T. Gray, bringing it forward to Council for review/approval.

MOTION: That, on the advice of EPC, Academic Council approve the proctor ratios for December, April, and Summer examination periods as presented, effective April 1, 2026.

Moved by: Educational Policy Committee

CARRIED

Highlights from a 14-minute discussion:

- Council discussed proposed proctoring ratios in the context of academic integrity and recent increases in academic offences. The EPC Chair advised that the standard ratio was determined to maintain assessment integrity and noted that departments may request additional proctors where warranted. It was emphasized that instructors exercise discretion in consultation with department Chairs to ensure consistency across multiple course sections and to address assessment security and safety considerations.
- Members raised concerns regarding examinations overseen by a single proctor or instructor and sought clarification on processes for requesting additional support. The EPC Chair clarified that while Western's scholastic discipline policy does not stipulate a specific number of proctors, examination support resources are available, including hall monitors, the Exam Office, and established reporting mechanisms for suspected academic misconduct.
- A suggestion was made to develop a protocol for responding to incidents of academic dishonesty during examinations, including real-time support from the Dean's Office. The EPC Chair indicated this suggestion would be brought forward for EPC consideration.

- Council also discussed a reported \$50,000 budget reduction for the upcoming term. The Registrar clarified that the reduction applies only to summer in-person examinations associated with section 570 course codes and confirmed that plans are in place for Summer 2026. The EPC Chair noted that proctoring services will continue to be provided for courses.

Amendment

A friendly amendment to Appendix A of the motion was accepted, replacing the phrase “identified as ‘high risk’” with “at the discretion of instructors.”

MOTION: That, on the advice of EPC, Academic Council approve the revised examination instructions as presented.

Moved by: Educational Policy Committee

CARRIED

EPC Chair M. Yenson reported that the policy was last reviewed in 2006 and is therefore being brought forward for review and update. A 3-minute discussion ensued.

- A member noted emerging methods of academic misconduct involving specialized devices. Chair Yenson advised that specifying devices in policy is impractical given evolving technology and that existing language allows instructors to clearly identify permitted aids.

4.1.2 March Meeting Report

SUBJECT: Sociology/Criminology Integration with Thanatology

MOTION: That Academic Council approve the integration of the Thanatology program with the Department of Sociology, and approve changes to the constitution of the Department of Sociology as shown.

Moved by: Educational Policy Committee

CARRIED

Highlights from 3-minute discussion:

- A member questioned whether the proposed integration involving the Thanatology Department would have proceeded if additional faculty hiring had been possible. The EPC Chair noted that the proposal originated with the two departments and deferred to them. Department Chair E. Gorman advised that discussions with Sociology had been ongoing for over a year and that, given current financial constraints, the integration was considered an appropriate academic fit. Concern was expressed regarding the timing of the proposal in relation to the Thanatology Program’s 50th anniversary.

SUBJECT: Revisions to Constitution of the School of Social Work

MOTION: That Academic Council approve the revisions to the School of Social Work Constitution as recommended by the Social Work School Council, as shown.

Moved by: Educational Policy Committee

CARRIED

4.2 Scholarship and Bursary Committee

Motion: That, effective May 1, 2026, entrance and continuing scholarships be subject to proration. This policy shall apply to both automatic and application-based entrance and continuing scholarships and awards, whether funded by King's or by donors. Proration shall be determined in accordance with the framework outlined above.

Moved by: Scholarship and Bursary Committee

CARRIED

Chair J. Gemson reported on scholarship procedures for students who withdraw or reduce a full-time course load, noting the absence of clear pro-ration guidelines and an increase in such cases. It was clarified that these procedures do not apply to students registered with Accessible Education, and the proposed formula was highlighted.

Discussion:

- A member noted that while a full-time course load is defined as 3.5 courses or above, tuition rates are the same for course loads of 4.0 and above, and asked whether the current formula required adjustment. It was noted that no adjustment was required.

Chair J. Gemson proposed considering the following motions together, adding that the latter motion still requires confirmation of agreement with the Diocese of London.

Motion: To modify the criterion "Demonstrate large financial need as determined by Student Finance" to "Demonstrate financial need as determined by Student Finance."

Moved by: Scholarship and Bursary Committee

CARRIED

Chair J. Gemson noted the removal of the word "large" was to broaden eligibility and provide greater access.

Motion: To approve the revised criteria for the Bishop John Michael Sherlock Catholic Leadership Award, effective May 1, 2026 (pending confirmation of agreement from the Dioceses).

Moved by: Scholarship and Bursary Committee

CARRIED

4.3 Governance and Nominating Committee

Motion: That Academic Council recommend to the Board that the Educational Policy Committee's Terms of Reference be amended to include Associate Directors with voice and vote.

Moved by: Governance and Nominating Committee

Committee Chair M. Yenson reported that EPC's proposed revisions to committee composition were discussed at GNC, including considerations related to balanced

membership. He noted that references to specific Schools were omitted pending further deliberation on broader academic unit structures.

Summary of 21-Minute Discussion:

- Council discussed the proposed amendments, including the rationale for adding: Associate Directors, considerations of equity and representation across academic units, and the potential role of program coordinators. Members raised questions regarding proportional representation, expertise versus enrolment-based considerations, workload, and alignment with collective bargaining structures. It was noted that EPC had discussed the matter extensively and supported the revisions, while recognizing the need for continued discussion regarding committee composition more broadly.

Motion: To refer the amendments to EPC membership back to committee for further discussion and study.

Moved by: A. Meek, D. Silva

DEFEATED (10 in favour, 14 opposed, 4 abstentions)

Following the defeat of the referral motion, the original motion was put to a vote and **CARRIED** (4 opposed, 6 abstentions).

Motion: That Academic Council recommend to the Board that the Appointments, Promotion, and Tenure Committee Terms of Reference be approved.

Moved by: Governance and Nominating Committee

CARRIED

Committee Chair M. Yenson noted that the proposed revisions constitute housekeeping changes.

5.0 Executive Reports

5.1 President

President R. Ventresca thanked members for their collaborative work on the operating and capital budgets, noting the significant effort involved both within and beyond formal governance processes. He highlighted the implementation of Slate CRM and Data Management as a positive example of cross-departmental collaboration that supports a more seamless and effective organizational approach and contributes to long-term institutional success. No questions were raised.

5.2 Vice-President Academic Dean (Interim)

Interim VPAD M. Yenson reported on recent changes to provincial funding and their potential implications for King's, noting that updates will be shared as further information becomes available. He also advised that on March 13, Western's Senate approved a policy on [Mandatory Training for Undergraduate Students](#), including Gender-Based and Sexual Violence and academic integrity tutorials, and that student records will be sealed if requirements are not completed by the specified deadline.

M. Yenson reported that 389 students and 742 guests are registered to attend Open House, representing record attendance, and thanked faculty, staff, and students for their efforts in welcoming prospective students to campus.

Referring to the Appointments, Promotion, and Tenure Report included in the Consent Agenda, M. Yenson congratulated faculty on contract renewals and promotions, with particular recognition given to those promoted to Associate Professor with Tenure and to Full Professor.

Highlights from a 7-minute discussion:

- A general discussion took place regarding enrolment trends and the approved enrolment corridor. It was reported that the enrolment ceiling has been reached for both the previous and current academic years, and that corridor mid-points will be adjusted to 2024–25 levels in alignment with Ministry projections.
- Members discussed targeted provincial funding opportunities and advocacy. It was noted that advocacy primarily occurs through Western and the provincial government, and that further discussions will take place regarding program alignment with provincial priority areas and potential funding envelopes.

5.3 King's University College Student's Council

KUCSC President B. Lovie provided a verbal report, offering congratulations on several recent achievements. He acknowledged:

- Dr. Erin Hannah and her team for a successful Research Week;
- Dr. Eunice Gorman and the Department of Thanatology on the program's 50th anniversary at King's;
- The KUCSC Executive Team elected on March 19 for the 2026–2027 academic year, comprising of:
 - o President-elect Breandén Dunn
 - o Vice-President Student Affairs Himm Lai, and
 - o Vice-President Student Events Matt Booth;
- Patricia Kellie (BMOS Program), who was recognized as Valedictorian for the 2025–2026 graduating class and addressed attendees at the Grad Ball.

6.0 Consent Agenda

6.1 Removed (now 7.1)

6.2 Appointment, Promotion, and Tenure Committee

Motion: That items under the Consent Agenda be approved.

Moved by: L. Melnyk Gribble, B. Lovie

CARRIED

7.0 Items Removed from the Consent Agenda

7.1 Strategic Enrolment Management Committee (formerly 6.1)

Committee Chair M. Yenson noted a required correction to a hyperlink in the community presentation and opened the floor for discussion of the SEM Report.

Highlights from a 5-minute discussion:

- It was noted that the report indicates the SEM Plan would be presented to Academic Council for information only. M. Yenson clarified that this language reflects the current drafting status of the plan and that a more complete version had been intended for presentation, but further review by committees was required prior to sharing the plan with Academic Council and the Board. Mark indicated he would consult with the SEM Committee regarding the possibility of bringing a more formal report forward. He added that Academic Council will have an opportunity to discuss the plan.
- A member asked why the SEM Plan was shared with the broader community prior to Academic Council. M. Yenson explained that while the plan was initially intended for Community Assembly and subsequently Academic Council, revisions necessitated delays. K. Thomson added that the community presentation was a high-level overview, whereas Academic Council will receive a comprehensive written report.

8.0 New Business

None.

9.0 Adjournment

Motion: To adjourn at 411 pm

Moved by: P Ibbott, P Ryan

CARRIED

Robert Ventresca,
Chair

Paul Wilton,
University Secretary