Questions for RCR program administrator

- What is the message from the top (Chancellor; Provost; President)?

    o What is the evidence of this message (*e.g.*, signed memos sent campus-wide; direction to faculty to participate; message to students, *etc*.)

[if not known already]
- To whom do you report about the RCR program? How often?   Do you receive feedback?

[if there are questions from reviewing the University's plan, ask here]
- How is the RCR program structured? [*e.g.*, format and content—online vs face-to-face; didactic seminars/lectures vs discussion of case studies; compliance vs educational oriented?; tracking of participants]

    o What factors/criteria are used to determine who takes what, when, and how much training?

- What differences in instruction, if any, are given to the undergraduate, graduate, and post-doctoral levels?

  [if not specifically addressed above]
- Do you conduct a risk assessment in your determination of the above?

- What, if any, is the relationship/similarities/differences between your RCR program(s) for NSF and NIH? Are they combined? Why/why not?

- What is your message/expectation for the RCR program (facilitator, teachers, participants) and how is that communicated?

- What are the standards of the training program and how, and how often, do you communicate these standards?

- Who is responsible for funding the program? How much funding/resources does University put into the program (includes faculty or admin FTEs)?

[If you not the person responsible for funding]

o   What authority do you have to allocate resources and make changes to the program? [How difficult is it to get more resources]

- How do faculty and students respond to the RCR program and what is the evidence of this response? [assuming they are aware of it—see above Q]

- Faculty/student involvement:

  o   Are faculty involved in the program?

  o   If yes, what is the basis for faculty participation (*e.g.*, volunteers, assignments, *etc*.)? [the number of volunteers could be a measure of the tone from the top]

  o   If no, in order for faculty members to serve as effective role models to trainees, how are faculty trained in teaching the concepts of RCR?

  [if not answered above]

  o   Are any faculty members taking any RCR training?

- o Does the university require subjects of RM inquiries and investigations to take RCR training?

- o What, if any, is the incentive for faculty participation and how is that communicated? Is it part of faculty Tenure & Promotion evaluation?

- o Are students who are not required to, taking any RCR training?

- o How do you know if the proper people have taken the training?

- o Does the university offer appropriate incentives for participation and disciplinary measures for violations?

- What are the pressure points working against the program?

- How do you provide oversight (monitor and audit) the program to evaluate its effectiveness?

  [if not specifically mentioned above]

o How will you take reasonable steps to respond to deficiencies to ensure they are addressed, including modifying the program?