

## **Responsible Conduct of Research (RCR) Training Requirement**

### **For Graduate Students and Postdoctoral Scholars at UCR**

#### Purpose and Rationale

The University of California, Riverside is committed to maintaining the highest standards of integrity in research and scholarship. This commitment is grounded in systemwide policies of the University of California Office of the President (UCOP), which affirm that education and training are essential components of promoting ethical research conduct and preventing misconduct.

Graduate students and postdoctoral scholars play a central role in the University's research and scholarly enterprise. As research practices evolve, particularly with respect to data stewardship, collaborative scholarship, authorship, and the responsible use of emerging tools such as artificial intelligence, it is essential that all trainees share a common foundational understanding of responsible conduct principles.

This proposal establishes a campus-wide baseline requirement for Responsible Conduct of Research (RCR) training, consistent with UCOP policy and federal sponsor expectations, while preserving the autonomy of graduate programs and faculty mentors to provide discipline-specific instruction.

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#### Proposed Requirement

1. Graduate Students (research master's and PhD)
    - All graduate students must complete the Basic RCR curriculum (7 modules) through the CITI Program by the end of their first year of enrollment at UCR.
  2. Postdoctoral Scholars
    - All postdoctoral scholars must complete the same Basic RCR curriculum within three months of their appointment.
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#### UCOP Policy Alignment

This requirement is aligned with the UC Policy on Integrity in Research (1988; revised 2018), which applies to all members of the University community engaged in research and scholarship and emphasizes education and prevention as core institutional responsibilities. UCOP policy delegates to campuses the authority to implement appropriate education, training, and oversight mechanisms to uphold research integrity.

By establishing a uniform baseline RCR training requirement, UCR operationalizes these systemwide principles in a manner that is equitable, scalable, and consistent across disciplines.

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#### Justification for Using CITI as Baseline Training

The CITI Program is proposed as the baseline RCR training platform because it:

- Provides standardized, comprehensive coverage of core RCR topics applicable across scholarly fields
- Ensures consistency and equity, regardless of discipline, advisor, or funding source
- Is scalable and accessible, allowing institution-wide implementation
- Aligns with federal sponsor expectations recognized by UCOP

Importantly, completion of CITI training is intended to establish a shared foundation, not to replace more in-depth, discipline-specific instruction. The modular, online format allows programs and faculty mentors to build upon this baseline through contextualized training activities.

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#### Monitoring and Compliance

- Graduate Students  
Completion of the required CITI RCR modules will be monitored by the Graduate Division through the Annual Mentoring and Evaluation (AME) form, ensuring centralized oversight with minimal administrative burden on programs.
  - Postdoctoral Scholars  
Compliance will be monitored through established postdoctoral onboarding and appointment processes, in coordination with campus partners.
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#### Role of Graduate Programs and Faculty Mentors

Graduate programs and faculty mentors are strongly encouraged to supplement the baseline CITI training with discipline- and methodology-specific RCR education, including but not limited to:

- Program seminars or professional development courses
- Research group discussions on authorship, data management, and collaborative practices
- Case-based training relevant to fieldwork, archival research, creative practice, computational research, or clinical/translational contexts
- Mentored discussions addressing emerging issues, including the responsible use of AI in research and scholarship

This layered approach, combining institutional baseline training with localized, mentor-driven instruction, reflects best practices in graduate and postdoctoral education and reinforces the central role of mentorship in ethical research development.

## Frequently Raised Concerns and Responses

### *1: Does this create a one-size-fits-all approach that does not reflect disciplinary differences?*

No. The proposed requirement explicitly establishes CITI training as a baseline, not a ceiling. The core modules address universal principles such as research integrity, data stewardship, authorship, conflicts of interest, and collaborative research that apply across all fields of scholarship. Graduate programs and faculty mentors retain full autonomy and are strongly encouraged to provide discipline-specific, methodology-appropriate training that builds upon this shared foundation. This layered approach aligns with best practices in graduate education and UCOP's delegation of implementation authority to campuses.

### *2: Is online training sufficient for meaningful RCR education?*

Online training alone is not sufficient, and this proposal does not suggest otherwise. The CITI Program provides an efficient, standardized foundation that ensures all trainees share a common understanding of core principles and terminology. Meaningful RCR education is strengthened through program-level seminars, research group discussions, mentoring relationships, and case-based learning, all of which this proposal explicitly encourages. The baseline training enables more productive, contextualized conversations at the program and mentor level.

### *3: Will this create additional administrative burden for faculty and programs?*

Administrative burden is intentionally minimized. Completion of CITI training will be monitored centrally by the Graduate Division for graduate students through the Annual Mentoring and Evaluation (AME) form for doctoral students and Banner records for masters students, reducing the need for individual programs to track compliance. For postdoctoral scholars, compliance will be integrated into existing onboarding and appointment processes. Faculty are not required to administer or monitor the baseline training and may choose how to incorporate additional RCR discussions into existing program structures.

### *4: Why require this training for all graduate students and postdocs, including those not supported by federal research grants?*

UCOP policy on research integrity applies broadly to all members of the University community engaged in research and scholarship, regardless of funding source. Limiting RCR training only to federally funded trainees creates inequities and leaves gaps in preparation. A universal requirement ensures consistent expectations, equitable preparation, and shared institutional standards, while also aligning with federal sponsor expectations recognized by UCOP.

### *5: Is CITI appropriate for non-STEM fields and creative scholarship?*

Yes. While some examples originate in laboratory or clinical contexts, the core principles addressed in the CITI modules such as ethical decision-making, responsible authorship, data and source stewardship, peer review, conflicts of interest, and collaborative practices are directly relevant to the social sciences, humanities, and creative disciplines. The baseline training establishes common ethical frameworks that are then contextualized through discipline-specific program and mentor engagement.

*6: How does this proposal address emerging issues such as the use of artificial intelligence in research and scholarship?*

The baseline RCR training provides a shared ethical framework for evaluating emerging tools and practices, including AI. This proposal explicitly encourages programs and faculty mentors to address discipline-specific norms and expectations for AI use, authorship, data integrity, and transparency through local training activities. Establishing a common foundation supports informed, responsible discussions as scholarly practices continue to evolve.

*7: Does this policy duplicate existing mentoring and training efforts?*

The intent is not duplication but coordination and reinforcement. Many programs already provide excellent RCR instruction; this proposal ensures that all trainees receive a minimum, consistent foundation while recognizing and valuing the depth of existing program-level efforts. Programs may integrate CITI completion into existing structures and focus their local training on higher-level, discipline-specific issues.

*8: Why monitor completion through the AME form?*

The AME form is an annual mechanism that emphasizes mentoring, progress, and professional development. CITI completion scores are stored in Banner and automatically imported into the AME forms. Using the AME form to confirm completion of baseline RCR training aligns with its purpose, reinforces shared responsibility between students and mentors, and avoids the creation of new reporting systems.

## **Closing Perspective**

This proposal reflects a shared-responsibility model: the institution provides a consistent ethical foundation, while programs and faculty mentors deliver the discipline-specific depth that defines scholarly excellence. By formalizing baseline RCR training, UCR strengthens its culture of integrity while preserving academic freedom, minimizing administrative burden, and supporting high-quality mentorship across all fields.

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**new business: Graduate Student/PostDoc RCR training**

1 message

**Lidia Kos** <lidia.kos@ucr.edu>

Mon, Jan 12, 2026 at 12:20 PM

To: Cherysa Cortez &lt;cherysa.cortez@ucr.edu&gt;, Kenneth Barish &lt;barish@ucr.edu&gt;, Rodolfo Torres &lt;rodolfo.h.torres@ucr.edu&gt;

Dear Ken and Cherysa

Please find attached a revised proposal to establish a universal Responsible Conduct of Research training requirement for all graduate students and postdocs. This proposal is supported by the Office of Research and Economic Development. We would like to have endorsement from the Faculty Senate.

thank you  
Lidia

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**Lidia Kos****Vice Provost and Dean of Graduate Studies****Professor of Biomedical Sciences**951-827-0320 | [lidia.kos@ucr.edu](mailto:lidia.kos@ucr.edu)

University Office Building (UOB) Room 100

University of California, Riverside, CA 92521

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 **RCR proposal Jan 26.pdf**

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## Academic Senate

### EXECUTIVE COUNCIL

*Kenneth Barish, Chair*

September 20, 2024

To: Lidia Kos, Vice Provost & Dean of Graduate Studies

**Re: UCR RCR Education Plan – A Proposal for Establishing a Campuswide Training in Responsible Conduct of Research**

Dear Vice Provost & Dean Kos,

In summer 2024, the Senate reviewed and discussed the subject proposal. I write to provide the consultative feedback from responding committees as well as those from the Executive Council.

Council engaged in significant discussion about the proposed plan. Members would appreciate clarification on several points in the proposal, as well as, stated concerns, including:

- The need for a clear rationale, need, and explanation of what the plan is proposed to solve.
- Consideration for a plan that did not treat all programs the same.
- Information regarding the kind of oversight resources that would be provided programs under RCR.
- Consideration for the Graduate Division to coordinate closely with the VCRED's office as RED has multiple trainings around research activity; and to ensure that all research activity is appropriately overseen.
- While ethics training is important to all faculty, what infrastructure will ensure compliance for the training proposed.
- The need for RED to play a larger role in the proposed plan.
- Lack of data to support and justify the number of proposed training hours in the proposal.

Members also suggested that perhaps UCR should assess what other campuses are doing to inform a program on this campus.

Sincerely,

A handwritten signature in blue ink that reads "Kenneth Barish".

Kenneth Barish  
Chair, Academic Senate

Cc: Director Cortez  
Attachment



**GRADUATE COUNCIL**

June 17, 2024

To: Sang-Hee Lee, Chair  
Riverside Division

From: David Oglesby, Chair  
Graduate Council

Re: [Campus Review] (Proposal) UCR RCR Education Plan - A Proposal for  
Establishing a Campuswide Training in Responsible Conduct of Research

At its meeting on June 6, 2024, the Graduate Council discussed the proposal for a Responsible Conduct of Research plan for graduate students, postdocs, and faculty at UCR. The Council agreed that there was a use for more RCR training for these groups on campus but had concerns about the proposal in its current form. The following are some of the major comments that were raised in our discussions:

- The Council thought that overall that this proposal was a too “one-size-fits-all,” and wouldn’t lend itself to the specific needs of the various programs in disparate fields across campus. For example, Plant Biology researchers would not need all the same training as Psychology, which uses human subjects.
- While there was general opinion that some version of the first year’s online component could be a reasonable requirement (with the necessary flexibility built in for different programs), the second year’s face-to-face components should be recommendations rather than requirements. Different programs may have very different approaches to such training, and the suggested requirements would be difficult to track and enforce anyway. As presented, it is difficult to assess the time commitment required for the “necessary” modules. Information on the approximate length of time for each module would be useful.
- It would also be helpful to discuss with individual programs as to what they are already doing in the RCR realm and build on their successes. That could help in developing a bottom-up, data-driven plan for RCR.

The Council also had a few questions for clarification in the proposal as written:

- Would programs be required to submit plans showing how the 8-10 hours of face-to-face time would be conducted? Who would monitor the compliance?

- Would all the required activities be official degree requirements, necessitating catalog changes?

In summary, the Council is not discounting the need for RCR training, but would like to see a data-driven, less formalized, less rigid set of requirements, in consultation with programs and building on what programs are already doing on campus.



## *Academic Senate*

May 31, 2024

To: Sang-Hee Lee, Chair  
Riverside Division

From: Weixin Yao, Chair  
Committee on Research

Re: 23-24. CR. UCR RCR Education Plan - A Proposal for Establishing a Campuswide Training in Responsible Conduct of Research

The committee on research reviewed the proposal and had some questions regarding the frequency of the training and time requirement being extremely burdensome on not only faculty but students. Additionally, the proposal did not indicate what it was trying to solve and would like data to the effectiveness of the current and proposed training module.



## Academic Senate

### FACULTY WELFARE

May 28, 2024

To: Sang-Hee Lee, Chair  
Riverside Division

From: Abhijit Ghosh, Chair   
Committee on Faculty Welfare

**RE: [Campus Review] Proposal: *UCR RCR Education Plan - A Proposal for Establishing a Campuswide Training in Responsible Conduct of Research***

At our meeting on May 14, 2024, the Committee on Faculty Welfare (CFW) reviewed the proposed revisions to *UCR RCR Education Plan – A Proposal for Establishing a Campuswide Training in Responsible Conduct of Research*. CFW has the following questions/comments:

- 1) For the training identified in the proposal that consists of completing online modules, can an in-person course be offered as an alternative? Some individuals prefer in-person training/learning, versus online training/learning.
- 2) Ensuring plans are adhered to, along with having to submit their own CITI completion certificates to the Graduate Division at the time a student submits the “nomination of dissertation committee” form, amounts to yet more work for already overburdened faculty members. Is there a way to ensure students receive the training they need in responsible conduct of research, while making it less cumbersome for faculty to oversee compliance and support the students in question?



## *Academic Senate*

### **COMMITTEE ON EDUCATIONAL POLICY**

June 10, 2024

To: Sang-Hee Lee, Chair  
Riverside Division

From: Ward Beyermann, Chair  
Committee on Educational Policy

**Re: UCR RCR Education Plan – A Proposal for Establishing a Campuswide  
Training in Responsible Conduct of Research**

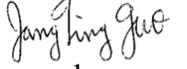
The Committee on Educational Policy (CEP) reviewed the UCR RCR Education Plan, A proposal for establishing a Campuswide training in responsible conduct of research at their June 7, 2024 meeting and had no concerns related to CEP's charge of undergraduate education.



**COMMITTEE ON ACADEMIC PERSONNEL**

June 5, 2024

To: Sang-Hee Lee, Chair  
Riverside Division Academic Senate

From: Jang-Ting Guo, Chair   
Committee on Academic Personnel

**Re: Proposal for Campus-wide Training in Responsible Conduct of Research**

In its June 3, 2024 meeting, CAP discussed the proposal for establishing campus-wide training in responsible conduct of research at UCR. The committee recognized the importance of addressing ethical issues in research and ensuring compliance with appropriate guidelines. However, CAP identified several concerns about the proposal, particularly regarding the potential adverse impact of the implementation procedures on research activities. The committee was especially concerned that the significant amount of time and resources required for these procedures would excessively encroach upon research productivity of our faculty, post-doctoral fellows, and graduate students. Furthermore, the proposal lacked sufficient information to allow for an informed assessment of the following issues:

- (1) It was unclear what directive or source prompted the creation of this proposal.
- (2) It was unclear which body or bodies would create the training materials and how the materials would be vetted.
- (3) The proposal did not clarify how long the various protocols would take and on what basis the durations, especially the longer ones, would be justified.
- (4) It was unclear how and why it was proposed that “[s]tarting in year two, master's and doctoral graduate students completing a thesis or dissertation, and postdoctoral scholars, must complete at least 10 hours of face-to-face discussion-based training before receiving their degrees. These hours can be completed at any point during the first 2 years.” CAP finds this requirement unworkable as it is too labor-intensive. In addition, mandating a strict time frame for training contradicts decades of research on human learning and memory.
- (5) The proposal did not explain why current approval methods, such as CITI training, are insufficient or why individuals not involved in relevant research need to be compelled to participate in these exercises.
- (6) It was unclear why some topics are delayed, *e.g.* co-authorship, in the training schedule.
- (7) The proposal did not address how faculty from other institutions would be able to serve on graduate student committees at UCR.



*Academic Senate*

**COMMITTEE ON ACADEMIC FREEDOM**

May 15, 2024

To: Sang-Hee Lee, Chair  
Riverside Division Academic Senate

From: Matt King, Chair  
Committee on Academic Freedom

Re: **UCR RCR Education Plan – A Proposal for Establishing a Campuswide  
Training in Responsible Conduct of Research**

The Committee on Academic Freedom reviewed the UCR RCR Education Plan proposal for establishing a campuswide training in responsible conduct of research and did not have any concerns related to Academic Freedom.

May 29, 2024

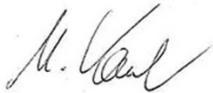
TO: Sang-Hee Lee, Ph.D., Chair, Academic Senate, UCR Division  
FROM: Marcus Kaul, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine  
SUBJECT: [Campus Review] Proposal: UCR RCR Education Plan - A Proposal for Establishing a  
Campuswide Training in Responsible Conduct of Research

Dear Sang-Hee,

The SOM Faculty Executive Committee has reviewed the UCR RCR Education Plan - A Proposal for Establishing a Campuswide Training in Responsible Conduct of Research.

The Committee was in support of the UCR RCR Education Plan and discussed the importance of students receiving RCR training which is critical for their overall training, research activities, and ethics of conducting research.

Yours sincerely,



Marcus Kaul, Ph.D.  
Chair, Faculty Executive Committee School of Medicine



May 28, 2024

TO: Sang-Hee Lee, Ph.D., Chair, Academic Senate, UCR Division

FROM: Bahram Mobasher, Ph.D., Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences

SUBJECT: [Campus Review] Proposal: UCR RCR Education Plan - A Proposal for Establishing a Campuswide Training in Responsible Conduct of Research

Dear Sang-Hee,

The CNAS Faculty Executive Committee reviewed the proposed Education plan and had some questions.

The committee questioned the efficacy of the quantity and nature of online training. The executive committee felt it was unclear if these modules are purely online or are meant to serve as professional development. The committee believes and agrees that one module officially documented could be beneficial, but they need to gain a clearer sense of their purpose.

The committee also wondered how often these training modules must be repeated and whether these face-to-face meetings must be linked to a specific course number.

The proposal is ultimately acceptable conceptually, but it's lacking in detail; the committee requests more specifics regarding the training modules, including, but not limited to, format, duration, necessity, and integration into existing programs.

Sincerely,

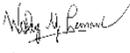
A handwritten signature in black ink that reads "B. Mobasher". The signature is written in a cursive style with a long, sweeping underline.

Bahram Mobasher, Ph.D  
Chair, Faculty Executive Committee College of Natural and Agricultural Sciences



June 12, 2024

TO: Sang-Hee Lee, Chair  
Riverside Division of the Academic Senate

FROM: Wesley Leonard, Chair   
CHASS Executive Committee

RE: Proposal: UCR RCR Education Plan - A Proposal for Establishing a Campuswide  
Training in Responsible Conduct of Research

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The CHASS Executive Committee reviewed the Proposal, “UCR RCR Education Plan - A Proposal for Establishing a Campuswide Training in Responsible Conduct of Research,” during the May 29, 2024, Executive Committee Executive Session and would like to provide the following comments:

1. The Committee sees merit in some aspects of this proposal. There are benefits for graduate students to complete standardized training in data management, mentoring, conflicts of interests, and research misconduct. Additionally, such standardized training would provide all graduate students a more level playing field and would reduce their vulnerability to idiosyncrasies in mentoring approaches. Moreover, the proposed policy could provide protection for all students by providing them with common language and background knowledge to address ethical lapses if they arise.
2. That said, the Committee has significant concerns about the additional administrative and faculty burdens that this new policy would impose, without adequate staff support or guaranteed additional funding to facilitate its implementation. As written, this proposal is an unfunded mandate for faculty, graduate students, and department staff to fulfill new and seemingly considerable administrative responsibilities. Additionally, the requirement that faculty serving on PhD committees must undergo supplementary CITI training may disproportionately impact women faculty and faculty of color. These groups often bear higher mentorship loads, advising and guiding a larger number of graduate students. Imposing further training and other policy obligations without commensurate institutional support could easily exacerbate existing inequalities in service expectations and workloads.

While the overall goal of ensuring ethical research conduct among students is essential, most graduate programs already incorporate relevant training into their curricula. To ensure consistent training across the colleges, Graduate Division could integrate the proposed policy into the first-year orientation process. Incoming cohorts would then have the opportunity to discuss and engage with the training modules, ensuring that everyone starts on an equal footing. This approach could benefit students by making the proposed training less dependent on individual faculty advisors and departments, and more standardized through Graduate Division oversight. Additionally, it would mean that all UCR degree recipients meet basic standards for responsible research practices.

3. The requirement of 8–10 hours of face-to-face discussion likewise raised concerns. While most faculty already provide or exceed such instruction, quantifying these hours could prove challenging, as the proposed policy does not provide clear guidelines. Additionally, Committee members questioned the omission of mentoring/office hours from the metrics, noting that these one-on-one meetings serve as valuable opportunities for training in responsible research conduct and should be included.

Another area of concern is the proposed protocol in which the Graduate Division will either retrieve the completion certificates from CITI training or request graduate students to upload them. This measure raises critical questions about department autonomy, as it does not allow departments to decide how the training will be instituted and monitored within their respective programs. Imposing a centralized system for tracking and verifying training could be viewed as an infringement on the decision-making authority of departments. Moreover, the measure potentially places the burden of compliance onto faculty and graduate students, who may face additional stress and workload in ensuring completion records (which are often misplaced) are accounted for. (The recent rollout of the KUALI research management system was marred with errors and delays related specifically to CITI training certificates; two Committee members noted that they had personally been held up by the IRB for alleged missing CITI training when they were actually compliant.) This cumbersome measure will take time and energy away from core research pursuits for both graduate students and their advisors. Given that the proposal articulates specific penalties for failing to comply with certification requirements (e.g., registration holds, committee ineligibility), the proposal should also include a grace period to ensure that faculty and graduate students are not unfairly penalized due to technological or administrative mistakes.

4. The proposal suggests that campuswide training in responsible research conduct should be implemented at the department level. However, Committee members raised concerns about a “one-size-fits-all” approach that fails to acknowledge the varying curricula and training methods across departments and sometimes also across programs within departments. For example, graduate programs differ in when and how students begin to research and publish their work. As a general trend, PhD and MFA students produce very different kinds of knowledge. Imposing a uniform model to standardize training across all departments could undermine departmental autonomy and decision-making authority

regarding such matters. A “one-size-fits-all” model of training may contradict specific ethical considerations relevant to each discipline. As a related matter, the proposal is predicated on the assumption that CITI training is of high quality and uniformly appropriate but does not engage with critiques about standardized ethics training and the assumptions (often framed in Eurowestern norms of knowledge production and stewardship) that underlie these modules. The Committee recognizes that there are limitations that come with any type of standardized online training, and does not expect perfection, but in order to move forward requests that the proposed policy critically engage with those limitations and better justify the choice of CITI training.

5. As a final comment, the Committee noted a lack of background information about how and why this proposal came to be. It would be helpful to have the Graduate Division articulate why this is important and what the university has been missing by not having this policy in place previously.
  - a. Who benefits from this policy? (Beyond the students, are there compliance needs for certain offices or funding streams?)
  - b. What generated this policy? (Were there specific incidents that the policy is meant to address?)
  - c. What harm is the University experiencing in the absence of the new policy?

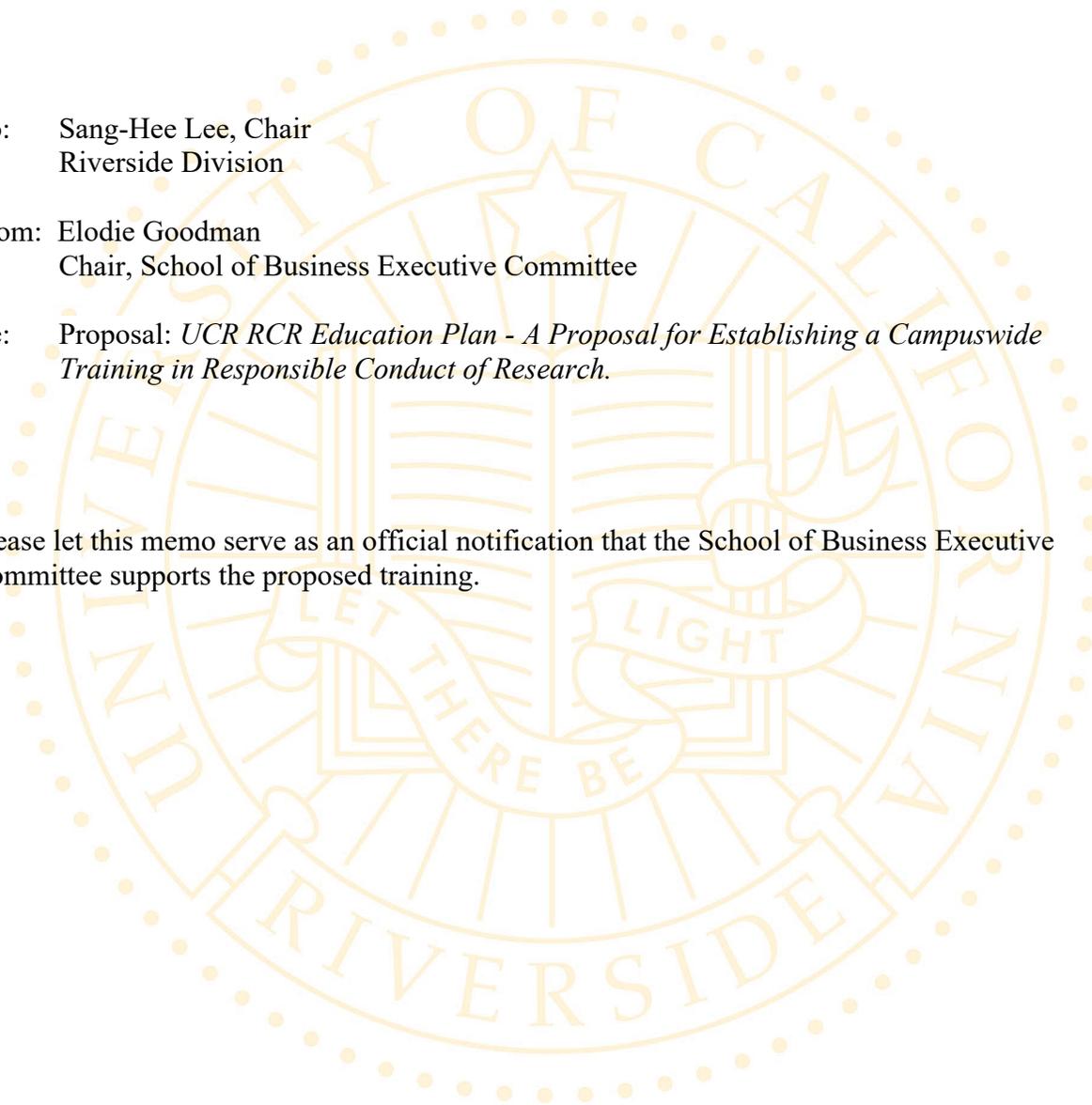
May 21, 2024

To: Sang-Hee Lee, Chair  
Riverside Division

From: Elodie Goodman  
Chair, School of Business Executive Committee

Re: Proposal: *UCR RCR Education Plan - A Proposal for Establishing a Campuswide Training in Responsible Conduct of Research.*

Please let this memo serve as an official notification that the School of Business Executive Committee supports the proposed training.



## INTRODUCTION

An understanding of the issues concerning the conduct of scientific and scholarly research in an increasingly complex world has become critical in successfully navigating the research landscape. Intentional education in how to conduct research responsibly and with integrity is essential to the preparation of future researchers, scholars and professionals.

To help prepare University of California Riverside graduate students and post-doctoral scholars for their future research and scholarly work, a plan for providing the foundation of responsible and ethical conduct has been developed in coordination with Graduate Council, the Graduate Division, and the Vice Chancellor for Research.

The plan is predicated on the belief that an understanding of the ethical dimensions of practices which are fundamental to scientific and scholarly research is a necessary starting point, and such understanding is attainable through both basic didactic training and reinforcement through more advanced discussion. It is the belief that this plan will provide a foundation for all graduate students as well as others pursuing a career in research and will offer the basic information to meet existing as well as new federal agency granting requirements with regards to Responsible Conduct of Research (RCR).

While we understand that the primary responsibility for adhering to professional standards lies with the individual scholar, *it is also the responsibility of advisors, faculty, and of the disciplinary community at large.*

## UNIVERSITY-LEVEL REQUIREMENTS

The plan below represents a basic university plan. Each department/program or college will develop plans and curricula that incorporate these university-level requirements but that can be shaped to suit disciplinary needs and circumstances.

## **ONLINE EDUCATION**

### **GRADUATE STUDENTS**

All new graduate students [master's on thesis track and doctoral] will be provided with an introduction to education in RCR, and complete 4 CITI online modules within the first year of enrollment in their program:

- Data Management
- Mentoring
- Conflicts of Interest
- Research Misconduct

Students engaged in research involving human subjects and/or animal use must complete the CITI training modules for those subjects in their first year, and before submitting IRB or IACUC approvals.

- Human Subjects Research as relevant
- Animal Subjects Research as relevant

The Graduate Division will either retrieve the completion certificates from CITI or request that Graduate Students upload them by the end of the first year.

*\*There are also other required modules in the CITI program which are distinct from the RCR modules covering these topics; they must be completed, and certificates uploaded, as well, in addition to any other training requirements that are mandatory for research [such as laboratory and biosafety training].*

During the second year of enrollment in their program, master's and doctoral graduate students completing a thesis or dissertation must complete an additional 3 RCR CITI modules:

- Collaborative Research
- Authorship
- Peer Review

The Graduate Division will either retrieve the completion certificates from CITI or request that Graduate Students upload them by the end of the second year. Failure to provide the certificates in a timely manner will result in registration holds in the subsequent quarter.

#### **POST DOCTORAL SCHOLARS:**

All post-doctoral scholars must complete all the required modules by the end of their first three months and upload their certificate of completion to the Graduate Division.

RCR training obtained from another institution within the past 18 months is acceptable; verification of training completion should be submitted to the Graduate Division.

#### **FACULTY:**

All faculty who are members /going to be members of PhD student committees must follow the below plan and submit their CITI completion certificate to the Graduate Division at the time the student submits the "nomination of dissertation committee" form.

All faculty who are or will be members for master's degree candidate committees, the certificate of CITI completion must be submitted to the Graduate Division by the time of application for candidacy for the master's degree.

All modules in any particular track, with the exception of the modules regarding research with human and animal subjects, must be completed. The modules regarding animal subjects and/or human subjects must be completed if faculty are working in those arenas.

The Graduate Division will not approve participation as a member in graduate student committees if certificates are not provided.

### **UNDERGRADUATES ON NSF FUNDING:**

Undergraduates receiving funding through NSF grants can meet the NSF requirement for education in RCR through whatever means the department/program decides; the program will be responsible for ensuring the education has been provided and tracked.

### **FACE TO FACE DISCUSSION BASED TRAINING:**

Starting in year two, master's and doctoral graduate students completing a thesis or dissertation, and post-doctoral scholars, must complete at least 10 hours of face-to-face discussion-based training before receiving their degrees. These hours can be completed at any point during the first 2 years.

#### Supplemental/Refresher Training

In addition to all the above, **beginning in year 4 when relevant** graduate students will complete an additional 2 hours of face-to-face discussion-based training prior to receiving their degrees.

**At least 8 of the 10 total face-to-face discussion-based hours required must be provided by faculty within the student's department/program. These hours can be provided as discussions in journal clubs, brown bag lunches, seminar series in the department or elsewhere on campus. They can also be conversations integrated into professional development courses in ways that make sense to the content of the course.**

### **DEPARTMENT/PROGRAM OR COLLEGE PLANS**

Specifics about the content, the delivery mechanisms, the timing of, and the tracking mechanism for, the basic and refresher training will necessarily be defined in the individual department/program or college plan. The Graduate Division will ensure that graduate students and faculty have current valid CITI completion certificates. Monitoring of face-to-face requirements will be done at the program/College level and communicated to the Graduate Division at the time of annual evaluation submission.

Department/program or college plans must be submitted to a committee for review and approval. The committee will be chaired by Dena Plemmons, or the current Director of the Research Ethics Education Program, and include the AVC in the Office of Research Integrity, the Vice Provost and Dean of Graduate Studies, and the Advisory Board of the REEP. Once reviewed and assessed as meeting the campus wide requirement, plans will be forwarded on to Grad Council for their records.

### **Administration**

This training will be set up as a graduation requirement for master's (thesis tract) and doctoral students. A non-course code in Banner will be created that programs enter on a student's record once the requirement is completed, and this will also be noted on the student's degree audit.

Plan adapted from the RCR training plan of Michigan State University.