NCURA Neighborhoods Online Chat
Training & Education Programs
May 22, 2009

Featured Guests: **Julie Cole,** Director, Office of Research Costing Compliance, Duke University; **Tony Onofrietti**, Director of Research Education, University of Utah.

Moderator
Welcome to today's chat, *Training and Education Programs* sponsored by the Compliance neighborhood. We are joined by guest experts Julie Cole, Duke University and Tony Onofrietti, University of Utah.

Julie Cole is the Director of the Office of Research Costing Compliance (RCC) at Duke University. RCC launched a comprehensive compliance training program six years ago that featured mandatory training for PIs, business managers and grant managers, and was one of the first university training programs to require training for faculty and well as staff. RCC also has responsibility for monitoring financial research compliance as a part of Duke University's extensive compliance management process. Recently RCC has revised and expanded its original training program to feature practical hands-on learning experiences and on-line compliance training in recognition of the changing face of university research management.

As Director of RCC, Julie brings many years of experience in research administration with an emphasis on building compliance programs and training for research administration professionals. She is a frequent presenter at NCURA meetings, has served on NCURA committees, and has also served as president of the Society of Research Administrators International. When not pursuing her life-long interest in developing programs and recognition strategies for research administrators, Julie may sometimes be seen pursuing errant tee shots on the numerous North Carolina golf courses in Durham and the Research Triangle.

Tony Onofrietti, M.S., CRSS, serves as the Director of Research Education at the University of Utah. In August, 2005, Tony launched the Research Administration Training Series (RATS), a comprehensive curriculum of pre-award, post-award, clinical research and principal investigator training classes for the University, local hospitals and research community partners (www.education.research.utah.edu). Each semester, RATS offers over 45 classes and lectures, interactive workshops, "hands-on" computer training, and several online instructional modules. The RATS program goals are to ensure compliance with federal regulations, to facilitate a trained workforce in research administration, and to enhance the overall productivity of researchers. RATS is supported by RosterTech™, a software program developed by Tony and licensed by the University of Utah to provide SCORM compliant online classes, data management of training records, online registration and marketing outreach, and compliance and recertification documentation.

Tony has over 20 years experience administering educational services in both community and higher education settings. He has been a professional consultant and speaker for continuing medical education programs utilizing interactive audience response systems. Tony presents frequently at NCURA and SRA meetings, has served on several professional committees, and is an on-site consultant for campuses interested in further developing research education programs. Tony is an avid skier who enjoys outdoor recreational activities with his family.

Moderator
Welcome Julie and Tony!

Tony Onofrietti
Good Afternoon Everyone!

Julie Cole
Hello from Duke University!

Moderator
What was the motivation at your institutions that made training a priority?

Julie Cole
Duke University had observed the growth of compliance issues impacting our peers and engaged in a fairly lively discussion of what steps were needed to ensure compliance in an institution with the breadth and depth of research that Duke engages in. Several other contributing factors also played important roles in the decision: Duke experienced significant growth in federal funding in a brief period of time – this necessitated the deployment of additional grant professionals to meet the need for managing the additional support. These folks usually came from existing staff who were assigned new duties in the grants arena. They understood Duke systems, but may not have had extensive training in compliance.

Tony Onofrietti
The University of Utah has always enjoyed a strong culture of compliance. During an NIH Site Visit in 2002, a recommendation to increase coordinated education and training programs which assist faculty and staff in the management of research activities was made. Additionally, a new Conflict of Interest Policy was being drafted and adopted by the University. Consequently, some departmental training efforts were undertaken by the Associate Vice-President for Research Integrity and by the Office of Sponsored Projects. In 2004, a full-time Director of Research Education position was created by the Vice-President for Research. The Research Administration Training Series was subsequently developed and launched in the 2005 Fall semester.

Vicky Ratcliffe
Audit comments, expressed need from faculty and staff members

Moderator
Hi Vicky, can you clarify?

Moderator
Julie & Tony: Can you tell me how many FTEs you have devoted to training?

Tony Onofrietti
There is one full-time staff member - myself.

Julie Cole
RCC has a dedicated Education Coordinator and a Program Manager, in addition to myself. We use Lead Trainers (folks from the departments) quite a bit in our training classes to bring a "first hand" knowledge to the training.

Diana Brooks
Do you require or merely encourage faculty to attend training? What are your "carrots and sticks"?

Tony Onofrietti
Diana, we do not require faculty training at this time, however individual departments have been requiring that their faculty and post-docs take our Certificate of Achievement program - or at a minimum the RCR training.

Vicky Ratcliffe
There were a lot of requests from faculty and staff members for outreach and training on compliance issues therefore we created a certificate program and faculty tracks on research compliance. Once that was established and auditors were aware of the training they would include completing the certificate program as part of recommendations during departmental audits.

Julie Cole
Duke requires training for PIs, Business Managers and Grant Managers. We have the support of the senior leadership to meet this requirement.

Moderator
How do you manage the expectations of upper management as well as the research community for your training programs?

Tony Onofrietti
I proposed an initiative to the Vice President for Research in which 17 key research-related departments on-campus would be personally contacted and recruited for their expertise and participation in a centralized educational outreach effort. Specific goals and measurable outcomes were defined during individual meetings between myself and the department directors and managers. The departments collaborated in identifying learning objectives, developing a target market and contact list of their constituencies, and in publicizing the upcoming RATS program. I also met with research community groups such as clinical research coordinators, qualitative researchers, research nurses and business officers to identify their specific needs and interests. Then once the program was established, participants in each training class were surveyed and each learning objective evaluated. Summary reports are provided back to the app

Beverly Dickinson
How do you determine which classes to offer and how often?

Tony Onofrietti
Beverly, at the University of Utah we offer a full-range of classes each semester.

Julie Cole
Hi Beverly, Duke is in the process of a very comprehensive review of grant management staff. Like so many of our peers, we simply grew our department grant management structure to meet the demand from our rapid funding growth. We've recognized that skills levels are very uneven and that the decentralized model provides both wonderful flexibility but also challenges. For example, a Level 10 in one unit may be simply stellar, but may have totally different performance reviews in another unit because the jobs are so dissimilar. RACI is developing a comprehensive staff survey to identify the people who are touching any part of the grant process, their assigned workload, and their current grade level. This effort is going along in concert with the changes we are making in RCC training to meet the very different demands of various staff groupings. (home page link: http://rcc.compliance.duke.edu/)

Moderator
How do you go about determining that the content of your training programs is covering all the aspects that need to be addressed to ensure that people are adequately trained?

Tony Onofrietti
The content of each class is determined by developing specific goals and measurable outcomes in collaboration with the various presenters and constituencies. I meet with key department leadership and research community groups such as clinical research coordinators, qualitative researchers, research nurses and business officers to identify specific needs and interests. There is a strong collaboration in identifying learning objectives, developing instructional materials such as PowerPoint and handout references, and in selecting the appropriate technology to deliver the content. Evaluation summary reports are reviewed with each instructor to "fine-tune" or revise the class as necessary.

Julie Cole
Good question....We have developed a content matrix that identifies both conceptual and functional aspects of grant management. Yale University has a particularly good model on their web site for "Roles and Responsibilities." The Duke University matrix identifies each class where the topic is taught so that we can easily update if a process or policy changes. We also worked with our several focus groups to develop a Learning Objectives grid that identifies the expected skills to be gained through training and a Performance Metric grid that matches the skill to possible grade level. We're coordinating these tools with HR as they develop their new job descriptions and career path mechanisms. I'd be happy to share with colleagues if they will send me an email at julie.cole@duke.edu

Tony Onofrietti
All of our trainings and educational resources are posted at www.education.research.utah.edu

Pam Vargas
Hi, Julie and Tony! I am modifying my question a little since you have answered part of it while I typed. Do you do separate training for different groups, topics, etc? For example, do you have separate training for PIs and project support staff? Or different types of training for research projects and service projects?

Tony Onofrietti
Pam, the RATS program invites all members of the research community to participate in any individual class of interest. There is a lot of desire to mentor new staff members from both the departments and by senior staff members through general orientations and training sessions. The RATS Certificate of Achievement program has been very successful in meeting the varied skill level of the research community. Based on traditional liberal arts philosophy, specific tracks of study are offered based on having a "baseline" knowledge common to all research administrators as well as a set of more in-depth content particular to the specialized areas. Participants are also encouraged to select trainings from the general curriculum of special interest to their individual job duties so that the experience is more personal and meaningful. In so doing, participants are able to obtain information based on their own knowledge and experience level.

Julie Cole
Hi Pam. Duke's training is differentiated by both skill level and years of experience. Because we are in a transition between the older RCC training and the new paradigm, we have proposed multiple training tiers. (I'd be happy to share any of these tools, by the way.) Duke University states that training is required for anyone who "touches" any aspect of a grant. That's a bunch of people. As we move into the new RCC, our primary targets are:

1. Support staff – those individuals who help in preparing the proposal, purchasing odds and services, helping to support the project, perhaps in a lab, or perform other small duties (<50% grant-related). We want these folks to go through a basic compliance on-line training course so that they know the basic rules of financial grant management.
2. Grant managers with >50% grant related duties. These folks are required to go through the new RCC training program called Research Administration Academy or RAA.
3. Business Managers who manage grant processes.

Diana Brooks
What kind of assessments are used for online classes? Does anyone see generational differences, online classes favored by younger administrators and in-person by more experienced administrators?

Tony Onofrietti
Diana, all of our online classes have quizzes and proficiency tests built-in to the modules. Scores are tracked and recorded in our RosterTech™ training software. As you know, adult learners are autonomous, self-directed, bring many life experiences and knowledge to the classroom, are goal-oriented and require practical and pragmatic information.
Adults learn in different ways; there are visual verbal learners, visual non-verbal learners, auditory learners and kinesthetic learners. We find many different learning styles relevant to age, i.e., Traditionalists, Baby-Boomers, Generation X and Millenials may prefer different delivery methods and learn in different ways. My best practice suggestion is to:
• Know your subject
• Know your audience
• Stay focused on learning objectives
• Serve as the facilitator

Julie Cole
Hi Diana. We use the same assessment tool for live classes and on-line classes. It's fairly powerful and allows us to cross-reference to test scores, etc. Haven't seen a big difference in preference....we think that's because we train to basic concepts on-line and functional items with a lot of hands-on, at the computer lab experiences.

Beverly Dickinson
Who actually teaches the training classes? Does your office do it all or do you utilize other University departments or pull in outside resources?

Tony Onofrietti
Beverly, our instructors come from a variety of sources: recommendations from the research community, departments, senior administration, volunteers, and good old fashioned recruitment. Instructors come with their own strengths and weaknesses as presenters. Part of the job of the Director of Research Education is to provide speaker enhancement assistance, instructional design services, and onsite classroom support.

Julie Cole
Hi Beverly. Duke is piloting the "Lead Trainer" concept. We invite the brightest and best of our department managers to become Lead Trainers. This invitation is endorsed by management centers and business managers. Lead Trainers play a critical role in making the classes very "real life." They bring the practical perspective to content development and keep us focused on training FOR the student and not lecturing TO the student. There's usually a lot of laughter and a good bit of story swapping, but these folks get rave reviews. We explored a compensation incentive for them, but they seem to want to do it for the good of "big Duke" and the recognition they get in our various events and promotions of the program. It's is working very well.

Frances Spalding
WE ARE DEVELOPING A NEW PROGRAM HERE AND ARE HAVING DISCUSSIONS ABOUT COMPETENCY-BASED VS. CONTENT-BASED. WE WANT THE PROGRAM TO HAVE CERTIFICATION AND IDEALLY WOULD COMBINE THE ABOVE (COMPETEINCY AND CONTENT) INTO A HYBRID PROGRAM. DID YOU DISCUSS THIS APPROACH WHEN CREATING YOUR PROGRAMS?

Tony Onofrietti
Hi Frances, at Utah, the content of each class is determined by developing specific goals and measurable outcomes in collaboration with the various presenters and constituencies. I meet with key department leadership and research community groups such as clinical research coordinators, qualitative researchers, research nurses and business officers to identify specific needs and interests. There is a strong collaboration in identifying learning objectives, developing instructional materials such as PowerPoint and handout references, and in selecting the appropriate technology to deliver the content. Evaluation summary reports are reviewed with each instructor to "fine-tune" or revise the class as necessary.

Julie Cole
Hi Frances, the new version of the RCC program definitely considered this issue. We are combining certificate and targeted training according to duties and experience levels. Both approaches combine competency expectations with standardized content.

Moderator
How do you assess the efficacy of your training programs?

Julie Cole
At Duke we use a software program that gives us a robust evaluation and feedback loop and review these after each class – in the pilot training we made adjustments between the morning pilot group and the afternoon pilot group, and then reviewed the evaluations to see if the changes made a difference – made for an interesting lunch break. We are in our third cohort and we think that all the adjustments have been identified for the final rollout as a finished product. We also engage a Mentor group for feedback, as each of our participants in the certificate program has a department mentor. Finally, we ask the faculty if the program has made a difference in their dedicated grant manager.

Tony Onofrietti
At Utah, class evaluations are collected at each event offered in the RATS program, both live classes and online modules. Data collected from the Audience Response System and the RosterTech™ software products provide additional records of proficiency outcomes and statistics. Feedback from the departments as well as the research community is also collected and recorded throughout the academic year via our software.

Moderator
Did you perform a needs assessment at your institution to determine training needs?

Tony Onofrietti
At Utah, based on the 2002 NIH Site Visit recommendation, pre-award, post-award and clinical research areas were analyzed by the Director of Research Education to ascertain the initial content inclusion for a coordinated training outreach effort. This led to the identification of the 17 key departments recruited to participate in the RATS program, and later, the meeting and development process was begun.

Julie Cole
Duke University engaged external consultants to review where we were and where we needed to be. The focus was on how to provide faculty with highly trained and skilled personnel in support of their sponsored projects. The consultants provided a fresh perspective, added credibility, provided an impartial viewpoint and offered comparison of the Duke grant management process with other institutions. The assessment was also the stimulus for going to senior leadership for endorsement and support.

Moderator
To the group: How many of you have existing training programs?

Vicky Ratcliffe
Virginia Tech has an established university wide program and internal training program for OSP staff.

Frances Spalding
WE HAVE A MINIMAL 2-DAY TRAINING THAT IS OPTIONAL, AND IN NEED OF OVERHAUL, THUS OUR NEW DESIGN

Anita Mills
We are trying to develop one at NYU. We currently are doing quarterly RA Forums and system training.

Beverly Dickinson
We have just started to try to offer more that Grant writing classes. We brought the NCURA Fundamentals workshop to our campus last fall.

Moderator
What approaches to training have you found to be the most successful at your institutions and why?

Tony Onofrietti
Research Education is not a “hard sell” at the University of Utah. It is approached from the perspective of a professional development opportunity for all faculty, staff, postdoctoral scholars and members of the University research community. The RATS program is a free service which allows you to learn, develop and improve your job skills and performance; to maintain an understanding of best practices and current trends; to network with colleagues, share experiences and increase your potential for advancement; to earn Certificates of Achievement and professional association CEUs; and to keep yourself marketable in the broad field of research administration.

Julie Cole
Duke is going through an evolution of training delivery. For several years our compliance training was lecture-based, with fairly detailed process manuals that were cross-referenced to the training topics. We also cross-referenced to the General Accounting Procedures which are Duke’s internal policies for grant management. As you can imagine, it was a challenge to maintain the system. Every time something changed, we had several different updates and often multiple re-writing to do. We have moved to a “hands-on” practical application approach to classroom training, and have placed basic topical areas such as “basic compliance rules and regulations”, “how Duke University manages research (which offices do what)”, and other similar topics on-line. We are also piloting a series of Webinars that feature case studies accompanied by slides.

Diana Brooks
Thomas Jefferson Office of Research Administration has a training program but some research responsibilities reside in other departments.

Patricia Sperry
We started a training program focusing on post award administration in January.

Diana Luna
TAMUK started offering training classes but we need more emphasis in compliance issues.

Moderator
Do you involve various constituencies (e.g., faculty, staff, students) in the development of your training programs and, if so, how?

Tony Onofrietti
Specific goals and measurable outcomes are defined in individual meetings between the Director of Research Education and the various departments, presenters and constituencies. We collaborate in identifying learning objectives, developing instructional materials such as PowerPoint and handout references, and in selecting the appropriate technology to deliver the content. Speaker support services are also provided as needed. Evaluation summary reports are reviewed with each instructor to "fine-tune" or revise the class as necessary.

Julie Cole
RCC training is developed with tons of input. We held several focus groups sessions when considering how we wanted to revise the traditional RCC program. Participants included business managers, grant managers, central office staff and representatives from the senior management centers. We then vetted the concepts, time commitment, testing and outcome expectations that might affect faculty through a faculty group created by Duke University for the specific purpose of seeking faculty input on a variety of topics.

Moderator
Do you have any suggestions for developing effective training programs with limited resources?

Julie Cole
Absolutely. The first RCC training program took almost a year and a half to develop, with regular weekly meetings of several key people. One of the reasons it took so much time and personnel is that these teams were building the manuals, process documentation, checklists and other resources needed for basic content. We created the new RCC training in less than six months, with three staff members, input and dedicated training development from the central offices, periodic meetings, task assignments and a number of streamlining tools. The key was having most of the policies and processes pre-defined.

Tony Onofrietti
A professional research education program is becoming a necessity in our industry given the growing need for research succession training for departmental administrators, new faculty, principal investigators, and compliance officers. Based on my direct experience, and in my opinion, the RosterTech™ software is an essential tool in developing effective training programs with limited resources. This is precisely why we developed it here at the University of Utah. It is a low-cost, powerful tool that was built "from the ground up" specifically for research education at colleges and universities. The University of Utah has seen the RATS program grow from a few scattered training offerings in 2004 to a coordinated, comprehensive program presently with over 400 classes taught, over 2,100 participants and over 60 instructors representing key senior faculty and administrators on campus. This was accomplished with only one full-time staff member! Our software supports marketing and promotional outreach for your p

Frances Spalding (May 20, 2009 1:35:28 PM)
JULIE--HOW LONG DID IT TAKE YOU GO GET THROUGH THAT INPUT PHASE?

Moderator (May 20, 2009 1:36:09 PM)
Frances: See Juile's comment above. Would you like further clarification?

Tony Onofrietti (May 20, 2009 1:36:29 PM)
This was accomplished with only one full-time staff member! Our software supports marketing and promotional outreach for your program, documents compliance and proficiency records, engages the participants with many features and resources including secure access to their transcripts, and provides detailed statistical and data management functions. It is an industry-proven tool. I can share additional information about the tool - simply contact me at tony.onofrietti@hsc.utah.edu or at 801-585-3492.

Vicky Ratcliffe
In a university setting, there are many resources people and technology that are often free and come with support.

Julie Cole
One other thought on how long it takes to develop the training. The key to building training is having a solid foundation of policies, procedures, checklists and related materials to teach to….if these are not in place, developing the training program becomes much more difficult. You are creating the institutional Body of Knowledge from scratch, instead of building content from existing structure. If that foundation isn't in place, your resource demand is very high. If you are creating training only, and have the policies and processes clearly defined, it is much easier to build a good program. I've talked with a number of colleagues who don't have these tools in place; their jobs are going to be much tougher, and they'll require a good bit more buy-in.

Moderator
How do you try to develop buy in from the research community to support robust training programs?

Tony Onofrietti
By showing that their investment of time and effort in participating in your program is worth it! Demonstrate that your training program will allow them to do a more efficient job, to increase their opportunities for advancement (or compensation, or both!), to avoid non-compliance or wrongdoing penalties, and to be an important part of the larger institutional research community. Explain how they may learn, develop and improve job skills and performance, better understand best practices and current trends, and meet and network with colleagues and senior level personnel. We host many seminars and recognition luncheons to celebrate accomplishments and to foster camaraderie and fellowship amongst our researchers and staff. Finally, offer certificates of accomplishment and continuing education credits or contact hours wherever possible.

Julie Cole
The Research Administration Continuous Improvement (RACI) initiative has been a great vetting venue. We are able to meet with senior leadership on a regular basis. Meeting with faculty and helping them to see how an improved grant management team would be an asset is also helpful. For our new certificate program we require a time commitment from the supervisor before admitting the student, and we require a mentor to help the student when he or she returns from class with questions. We celebrate the student's achievements in various venues and have a big graduation ceremony where mentors, supervisors, faculty and senior leadership are all invited.

Vicky Ratcliffe
I work in a central office and one challenge that I have found in developing training programs is no one has TIME to offer their expertise. Did you encounter that and how did you get around it?

Tony Onofrietti
Vicky, time is always a challenge. It is a simple matter of priorities. If we are successful in explaining the benefits of the training in a tangible way, subject matter experts have been more than willing to participate.

Moderator
This is clearly a challenging area--managing time

Vicky Ratcliffe
I have no problems getting people to present however in developing something new or internally, I run into the no time issue. There is management buy in but without the time and resources some projects just flounder.

Julie Cole
Vicky, amazingly we have not had a great deal of pushback. We are careful to advise the lead trainers of their timing obligations, and provide them with the coordination for meetings, support from my staff in formatting, copying, etc. We also recognize our volunteers in several venues. Senior leadership has also been clear that they expect continued contribution to building the research community from department leaders.

Moderator
Julie & Tony: Do you offer any perks/monetary incentive to those experts who teach?

Julie Cole
We considered this, but have not had the need thus far. A few free lunches are about all we've had to provide!

Moderator
How long does it take to develop a new offering from initial concept to delivery?

Tony Onofrietti
It varies based upon the topic. Usually I will meet with the presenter or department, provide an outline of a "lesson plan", allow a couple of weeks for the first draft of material to be developed, review and refine the material, meet again to discuss delivery and infrastructure, and then begin the promotional process.

Regarding perks, we have special recognition luncheons and barbeques each semester for the presenters and volunteers in the program. It is highly attended by senior administration as well including the President (at times) and our VP Research and Associate VPs.

Julie Cole
I think it's important to have a blueprint for the overall program. Our competency grid and class descriptions set the stage for all the elements we wanted to teach. From there it was a matter of pulling specific content and tools together to match the expectations of each class. We tried very hard to build sequential training and to eliminate redundancy.

Moderator
Have you found certain content areas more suited for a particular deliver method?

Tony Onofrietti
Effective instruction is achieved through a variety of delivery methods and the particular learning styles of the audience. The Socratic teaching method, or case study approach, is well-suited for responsible conduct of research, conflict of interest, and faculty research misconduct classes. Computer labs are very effective for Community of Science, Grants.Gov and Researcher Resources & Funding Searches topics. In my experience, teaching effectiveness and trainee comprehensive are greatly enhanced in lectures by utilizing interactive technology to actively engage participants. Audience Response Systems and our software products increase the learner's interest and ownership in the training while providing the administration with a record of specific proficiency outcomes and statistics. In RATS lectures, we use many question applications, priority rankings, list processing and comparative analysis exercises.

Moderator
How important do think training and education are to developing effective compliance programs?

Tony Onofrietti
The University of Utah regards research training and education as essential in continuing its strong culture of compliance. By educating the research community about the broad field of research administration, compliance efforts are strengthened because individuals better understand the "big picture" and their specific role in University endeavors. Faculty and staff at the School of Medicine, University Hospital, the College of Engineering, Research Park, etc. are better able to identify with the University's overall mission, and a stronger 'esprit de corps" emerges. A mutual sense of pride and responsibility is enhanced.

Julie Cole
Obviously Duke University believes it to be absolutely essential. RCC is also the office charged with monitoring financial compliance and we work very hard to integrate monitoring observations into the training program. That makes the training much more reality based, particularly if a department has been identified as needing to improve certain practices. We will not only do our "canned" training programs, but also work with senior leadership and the departments to target trouble spots before they become serious issues. That is an added value to training expectations.

Diana Brooks
Someone mentioned encouraging people to take any training regardless of their role. If someone attends a training

which does not really apply to their job, do they still receive the same "credit" towards fulfill requirements as a class that clearly pertains to their duties?

Tony Onofrietti
Diana, our Certificate of Achievement program has been successful in meeting the varied skill level of the research community. Based on traditional liberal arts philosophy, specific tracks of study are offered based on having a “baseline” knowledge common to all research administrators as well as a set of more in-depth content particular to the specialized areas. Participants are also encouraged to select trainings from the general curriculum of special interest to their individual job duties so that the experience is more personal and meaningful. So, full credit is available for these classes - you know, individuals may move to other areas on campus in the future!

Moderator
How do you ensure that the content of your training and education programs is continually updated and/or assessed?

Tony Onofrietti
I am actively engaged in communication with all department directors and senior administrators regarding new policy changes and federal requirements. Participants in each training class are routinely surveyed and each stated learning objective is evaluated. Summary reports are compiled and provided back to the appropriate instructor and department for review. The process of meeting with instructors and constituency groups to revise and evaluate programs repeats itself each semester. Data collected from the Audience Response System and our software products provide additional records of proficiency outcomes and statistics. Feedback from the departments as well as the research community is also collected and recorded throughout the academic year via the software.

Julie Cole
Diana, we have tightened the standards of what counts towards mandatory training. We encourage folks to take classes outside of their job areas, but they still have to complete the required training.

Julie Cole
I think I covered the Duke assessment process. We continually seek feedback from all constituencies – students, supervisors, PIs and senior management. We see this as a huge asset that these groups remain sufficiently engage to tell us what we do right AND what we do wrong. RCC also uses its monitoring function to constantly update the training needs of our various groups. And, because RCC is linked to a university-wide compliance monitoring initiative, we have the benefit of learning from colleagues of potential training issues. We use our content grid to ensure that each class is updated when we modify or adjust a process.

Beverly Dickinson
How quickly pull together a new topic, such as Recovery Act funding issues?

Moderator
Will you need to develop new programs to provide education in research ethics and responsible research practices as NSF will soon require?

Tony Onofrietti
Yes, however it will be more of an expansion of existing programs rather than the complete construction of a new one. RATS currently offers its participants specific classes and online modules which provide appropriate training and oversight in the responsible and ethical conduct of research. To date, these have been acceptable to both the NIH and NSF. The documentation provided by our software has been an asset to us in meeting these requirements.

Julie Cole
Beverly, We have a new process that is in the process of being tested. It's a one page update with electronic links to expanded information (such as a tutorial) on emerging issues. We're thinking of using our training platform to make this a required reading. It takes about two-three weeks to prepare one....depending on how the university has decided to address the issue.

Vicky Ratcliffe
Tony, will RosterTech track each individual's progress through training programs and provide reports? Is it reasonably priced?

Julie Cole
Hi Vicky. We are using Adobe Connect to do similar functions.

Moderator
What do others use?

Tony Onofrietti
Yes, it creates individual transcripts of all classes completed by the participant, as well as provides the participant a certificate tracking page to select appropriate classes that fulfill Core, Requisite and Elective classes. It then creates the Certificate which can be printed and viewed online.

Vicky Ratcliffe
We are using Adobe as well, do you have problems with Adobe Presenter freezing up etc?

Tony Onofrietti
Our software is extremely affordable - please contact me for more information Vicky.

Julie Cole
Hi Vicky....no problems with freezing yet. Be happy to compare notes off line.

Moderator
Are there any final questions for Julie & Tony?

Vicky Ratcliffe
I would like to have bi-weekly chats with other trainers. Good information sharing!

Moderator
Vicky, as a reminder we do offer a trainers listserv available as a free member benefit. To sign up email info@ncura.edu and request to be added to the trainers listserv

Moderator
Thanks to both Julie and Tony for sharing their time and expertise. We will post a transcript of this chat in the Neighborhoods within a week. Our next chat will be June 17, 2-3 pm EDT for *Integrating Pre & Post Award Offices.* Good afternoon.