

NCI Awardee Skills Development Consortium (NASDC)

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Background

- NCI funds ~ 1,600 New/Early Stage Investigators each year through competing and non-competing K, R00, R21, and first R01 awards
- These grantees are at a critical career juncture
 - Need to successfully compete for additional NIH grants
 - Expected to become academic leaders who teach, mentor, and manage a research program
- Requires skills beyond those taught in schools and postdoctoral training
 - Secure funding, manage personnel/budgets, mentor, collaborate, stay abreast of emerging technologies or tools

Background (cont.)

- Existing courses on these topics are not designed for NCI grantees
- The current hypercompetitive funding climate further exacerbates the difficulty of establishing a successful academic career trajectory
- In 2016, Congress established the Next Generation of Researchers Initiative (NGRI) as part of the 21st Century Cures Act
- Among other activities, the NGRI tasks the NIH to develop, modify, or prioritize policies to enhance training and mentorship programs for new researchers

The NASDC Concept

- Consistent with the objectives of the NGRI, the NCI Center for Cancer Training, Cancer Training Branch proposes NASDC to address the training and mentorship needs of its New/Early Stage Investigators

Purpose of NASDC

- Support the development and delivery of a suite of short courses teaching skills in areas critical for establishing and maintaining successful independent cancer research careers
- Ensure all investigators in the NCI RPG pipeline, especially K awardees, Early Stage Investigators (ESIs) and New Investigators (NIs), have access to opportunities and resources that help them develop needed skills for academic careers
- Help retain these PIs in cancer research with long and productive careers, maximizing the return on NCI's investment in these individuals

Project Description: Targeted Participants

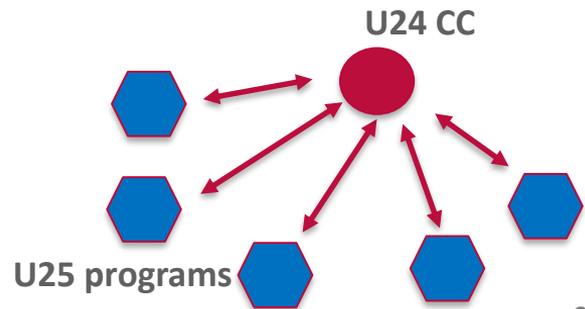
- NCI-funded K awardees and NIs/ESIs with R00, R21, and first R01 awards
 - NCI K-award PIs: ~ 450
 - NCI ESI PIs: ~600
 - NCI NI PIs (Non-ESIs): ~550
- NCI established investigators and NCI intramural researchers may also participate, if available slots remain in the courses
- Participants must represent a diverse workforce with respect to race, ethnicity, and gender

Project Description: Sample Course Topics

- NIH/NCI Grant Opportunities and Grant Writing
- **Scientific Writing for Success**
- Mentoring, Leadership, and Collaboration
- Business of Science
- Clinical Aspects of Immuno-Oncology
- Emerging Technologies and Research Resources
- Data Science and Statistical Analysis

Project Description: Funding Mechanisms

- NASDC supported through Cooperative Agreement U25 and U24 Companion FOAs
- Five “Courses for Skills Development” education programs will be supported by a U25 RFA
 - Develop and update course content
 - Deliver course content through in person and/or online sessions
- A coordinating center, supported by U24 RFA, will perform administrative functions and evaluate outcomes for NASDC with NCI oversight



Project Description: Funding and Cost

- U25 and U24 RFAs to be issued for an August 2019 (FY 2019) start
 - One receipt date
 - Annual Total Costs: \$2.5M
 - 5 U25 awards: \$0.25M Total Costs per award per year
 - Supports personnel, consultants, travel, materials, supplies
 - 1 U24 award: \$1.25M Total Costs per year
 - Supports participants (partially*), meeting costs, personnel, consultants, travel, materials, supplies
 - *Participants also pay a nominal registration fee
 - Total Project Period: Up to 3 years
 - Total Number of Participants: Up to 1,000

Evaluation

Since the NASDC RFAs will only provide funding for a 3-year period, only short-term evaluation metrics are possible. These will include the following information:

- Number of applications received for each course and demographic characteristics of and types of NCI awards received by the applicants
- Number of participants in each course and demographic characteristics of and types of NCI awards received by the participants
- Pre- and post-course surveys of knowledge and skills acquired by participants
- Participants' feedback on the courses and faculty/mentors
- Faculty/mentors' feedback on the courses and participants
- Short-term follow-up surveys of participants for their implementation of the course content in their careers, the number and types of grant applications submitted and awards received, new publications, and advancements in their careers, e.g., promotion, tenure, etc.



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