

# CCSG 2020

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# Cancer Research Training and Education Coordination Core - CRTECC

List, in a table format, all active cancer-related research education and training grants competitively funded by sources external to the applicant institution (applicants may use Data Table 2A for this purpose). Grants are listed alphabetically by PD/PI in two parts: (1) active, peer-reviewed and (2) active, non-peer reviewed funded cancer research training and education grants. Also, summarize this information in Data Table 2B format.

# Budget

**This component may support:**

- **Faculty Associate Director of Cancer Research Training**
- **Education Coordinator(s) and other staff that assist in Cancer Research Training and Education activities**
- **Travel to professional meetings for individuals in training who do not have access to other sources of travel funds**
- **Funding for support of activities directly relevant to the core, such as scientific seminar speakers, workshops, short courses, etc.**

# Research Strategy

In this section describe:

- **The cancer research training and education activities coordinated by the Core, including training and education at all levels, coordinating travel opportunities, seminars, workshops, and related activities**
- **Efforts by the Center to assist trainees, including junior faculty, in preparing grant applications, and for senior faculty in preparing institutional training grant applications**
- **General outcomes of education and training activities, as available**
- **The process for coordinating existing cancer education and training activities at the Center, including with other institutional efforts, and integrating them into programmatic efforts**

# Research Strategy (continued)

In this section describe:

- **Financial commitments of the institution to further the Center's training activities**
- **Special areas of cancer research training and education (health disparities, global health, etc.)**
- **The inclusion of underrepresented populations in education and training activities**
- **New initiatives and plans for the next funding cycle**

# Review Criteria

- **What are the extent and quality of existing cancer research education, training and career development activities at the Center, as appropriate for the type (basic, clinical, or comprehensive) and size of Center?**
- **How well does the Center coordinate existing training and career development activities, including in preparation of grant applications?**
- **How appropriate is the Center's process for integrating existing cancer education and training of biomedical researchers and health care professionals, including members of underrepresented populations, into programmatic and Shared Resource research efforts?**

## Review Criteria (continued)

- **How appropriate and effective is the leader (or leaders) in relation to expertise and time commitment?**
- **How appropriate is the institutional commitment to the cancer education and training activities?**
- **How appropriate are the proposed initiatives and plans for the next funding cycle?**

## **E&T Review - Strengths**

- **Training covers the whole spectrum from high school through undergraduate, graduate, post-graduate, junior faculty**
- **Strong peer-review base to support trainees at multiple levels**
- **Formal committees for E&T to coordinate activities**
- **Junior faculty mentored in a formal manner – success measured by number of individual K awards**
- **Many programs to engage underserved minorities; efforts to increase women and minorities are especially laudable**
- **Experienced leadership with peer-review funding**
- **Institutional commitment to E&T**
- **Multiple seminars, retreats, data clubs**



## E&T Review-Weaknesses

- Training activities appear to be departmental, not within the Center itself
- A more focused effort to attract underrepresented minorities to cancer research training is needed
- Lack of information regarding outcomes and metrics of success for educational programs
- Peer-review support of basic science training is underdeveloped in number and breadth
- Lack of individual K and F awards
- Publications of K12 awardees welcome but hard to interpret without denominator
- Not clear how some training programs are cancer related

# Specific Aims of an Exceptional E&T

**1: Provide cancer research enrichment activities across the continuum of trainees**

**2: Coordinate Center-wide cancer education and training activities**

**3: Integrate cancer research mentoring and training of biomedical scientists and healthcare professionals**

## Structure:

- **Overview (1.5 pages) – history, number of trainees, value-added of E&T**
- **Aim 1 (3 pages, including tables of trainee contributions to seminal research)**
- **Aim 2 (1 page) – description of oversight committee**
- **Aim 3 (0.5 page) – tumor boards, clinical research series, genomics**

## Results

- **Exceptional (10-19)**                      **9 (24%) - 4 perfect 10s**
- **Outstanding (20-29)**                    **15 (41%)**
- **Excellent (30-39)**                      **10 (27%)**
- **Very Good (40-49)**                     **3 (8%)**

**Total centers reviewed                      37**

**Average Score                                    24**

**Median Score                                     20**



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