Building Research Competitiveness

PACHE Program Meeting

September 20, 2021

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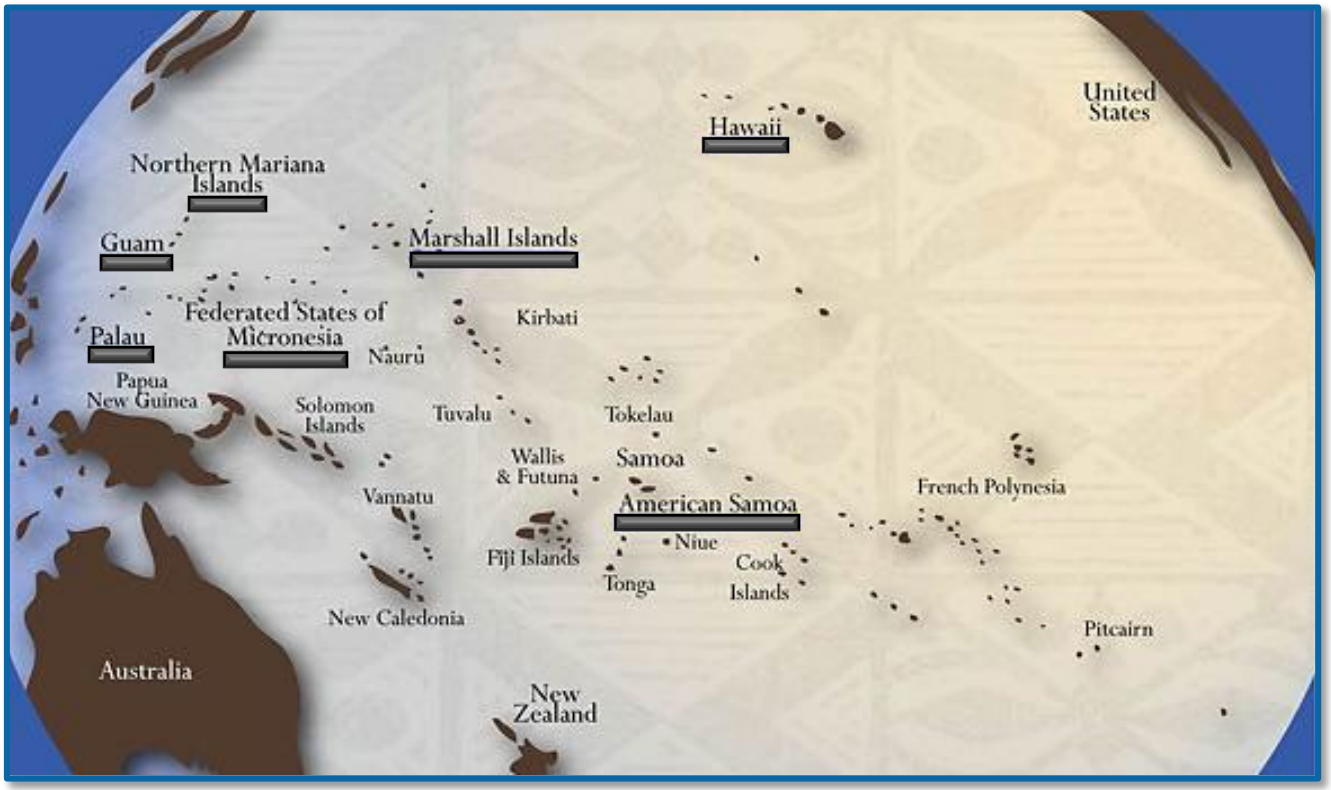
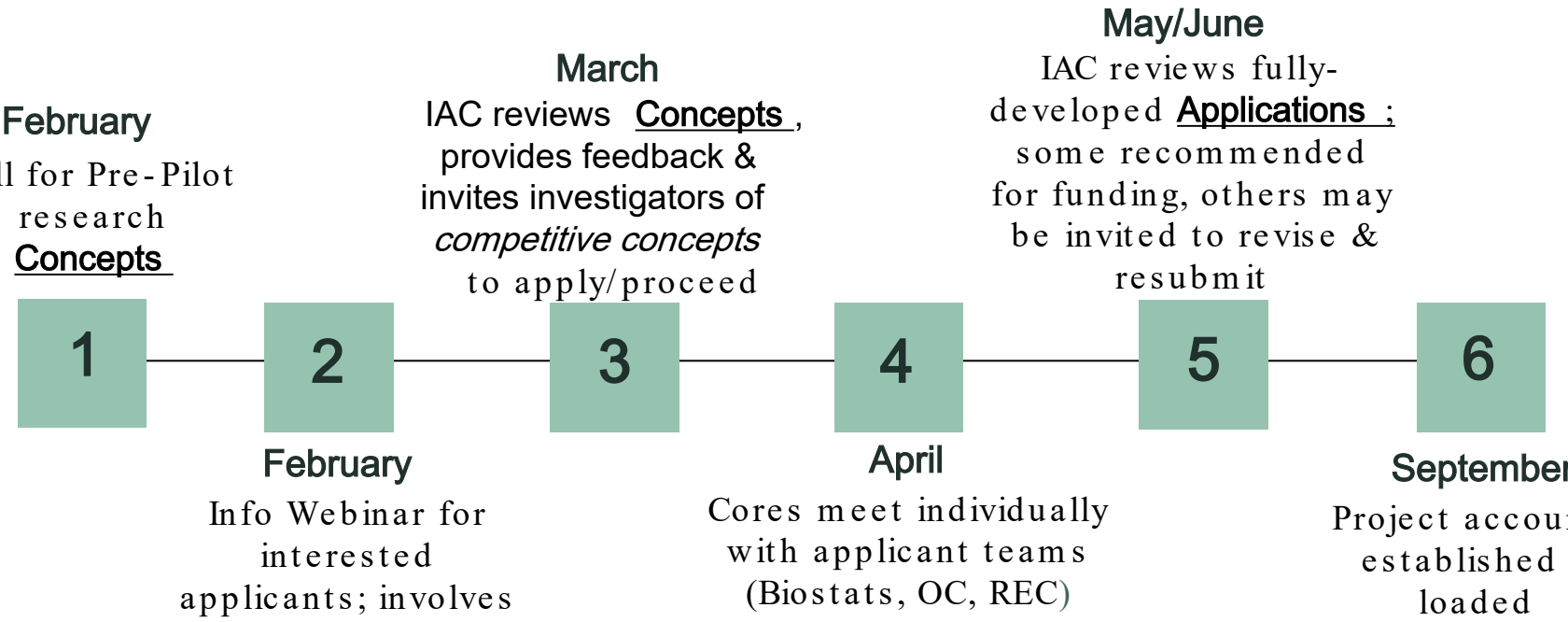
UNIVERSITY OF HAWAI'I CANCER CENTER

UNIVERSITY OF GUAM CANCER RESEARCH CENTER
Research for Healthier Tomorrows

US-Affiliated Pacific Islands (USAPI)



Research Solicitation, Review & Selection



** Review process for Full Projects has involved IAC & PSC joint review.*

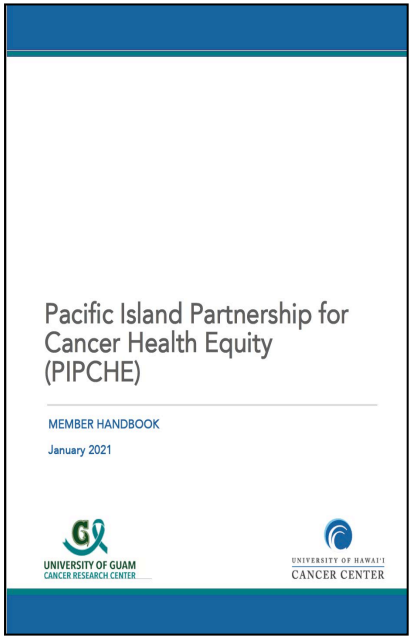
Managing research progress & transition

- **Report often to a variety of stakeholders:**
  - Monthly research project updates
    - Work-in-Progress (WIP) presentations
  - Annual written report and presentation by each project
    - IAC (fall) and PSC (spring)
  - Annual Scientific & Planning Workshop presentations (Team)
    - Includes Community Seminar of select projects

- **Prioritize ESIs and student trainees:**
  - Establish study advisory committees for ESI-directed projects
  - Offer course buyouts at the ISUPS for ESIs committing to manuscript writing and/or grant applications

Managing research progress & transition

- **Create a culture of team science:**
  - Establish shared understanding, expectations & norms
    - Member Handbook
  - Invite team/group problem solving at every opportunity
  - Establish mechanisms for cross-program integration (core-project & vice versa, core-core, project-project)
    - Visits by core reps to monthly project meetings
    - Bimonthly Biostatistics Clinics
    - Virtual student tours of SRCs



Managing research progress & transition

- **Transition**
  - Begin with the end in mind
    - Include planning for full research with every pre-pilot
    - Mentoring with end in mind
    - CDP - include manuscript / grant development processes
  - Utilize existing data from cores and prior research
    - e.g. Cancer registry, data from completed projects
- **Track, Update, and Report Outputs**

Identifying Funding Opportunities

- Host workshops - grant development & grant writing skills
- Introduce ESIs to NIH/NCI-sponsored training programs and opportunities (e.g. GMaP's Summer ESI Workshop; Univ. of Utah's Grant Writing Coaching Group; NRMN, UH PIKO)
- Introduce ESIs & doctoral students to CRCHD Training Navigation staff and resources

Career Development Plans (CDPs)

- **Graduate Students:**
  - Attention to goal setting and identifying obstacles in CDPs
  - Focus on one semester at a time (reality - many trainees have not developed career plans; update CDP based on achievements)
  - CDPs: 3 learning objectives, skills to be acquired & 1 deliverable (e.g. ppt, data tables, poster, draft paper)
  - Involve dedicated mentors

- **ESIs:**
  - CDP/IDP requirement of all U54-sponsored ESIs; also fulfills requirement for other grants, e.g. K awards
  - myIDP: http://myidp.sciencecareers.org/

- Showcase work/progress of ESIs / students often (WIP, Seminars, Poster Sessions, Regional/Nat'l Presentations, papers, grants)

Best Practices

- Foster a learning community of ESIs
  - Monthly seminars: grant funding sources & mechanisms, funding opportunities, study sections, writing a strong bio-sketch, etc.
- ESI manuscript writing workshops
- Technical assistance for writing manuscripts and grants
- Ensure student trainees are paired with U54 research projects
- Pair new students / undergrads with more senior students, postdocs, or staff to facilitate integration
- Require all projects and cores to produce publications and **require ESI and student co-authorship** on all U54 manuscripts and grant applications

Lessons Learned

- Invest in research concept development and review process (more feasible / relevant / competitive research projects)

- Engage cores early in the project development/advisory process (e.g. OC, Biostats SRC)

- Invest in pre-pilots early in a new funding cycle:
  - Better fit for ESIs
  - Greater probability of transitioning into a Full Project

Challenges & Pitfalls

- CDP is not dynamic and not flexible
- Manuscript Development: not planned and skills not developed
  - Assuming that all graduate students can write well
- Mentorship is not dedicated
  - Mentors are not engaged
- No plan to link publications to the U54

Challenges & Pitfalls: Institutional Limitations

- **Teaching Institutions vs Research Institutions**
  - Is research a current priority?
  - Teaching “buyouts”
  - Investment value
- **Depth of faculty and student researchers**
- **Assets-based Partnership**
  - Understanding and recognizing true value in partnership
  - Emphasizing sustainable capacity development
  - Interdependence of all researchers and U54 members

Mahalo/Si Yu‘us Ma‘ase