

186

### Augmenting recruitment and training of underrepresented clinical translational science tenure track Faculty

David Ingbar, Megan Larson, Michelle Lamere, Stefani Thomas, David HaynesII, Nancy Sherwood and Ana Nunez  
University of Minnesota

**OBJECTIVES/GOALS:** The University of Minnesota (UMN) CTSI and Medical School sought to increase the diversity of translational research-intensive faculty by recruiting highly promising new-to-UMN tenure track faculty in the Medical School. Increased resources and career development will increase recruitment and address barriers to their promotion and success. **METHODS/STUDY POPULATION:** In 2019, the Medical School Dean committed to fund 15 Early Career Research Awards (ECRA) Scholars to recruit outstanding new-to-UMN, tenure track faculty. Supplementing usual departmental recruitment packages, ECRA Scholars receive: 75% salary and fringe benefit support for 3 years; an additional \$500,000 of research funds; and augmented mentoring and coaching with required participation in the relevant CTSI career development program. Department Chairs propose meritorious candidates for Review Committee consideration based on the Chair nomination letter, scientific plan, mentoring plan, CV, and additional letters of recommendation. To foster community building, there is an annual mini-retreat for the ECRA Scholars and other underrepresented CTSI Scholars with an external visiting professor. **RESULTS/ANTICIPATED RESULTS:** Fifteen tenure-track faculty have been recruited as ECRA Scholars since 2019 into 9 different departments. One additional Scholar has been accepted and three have completed the program. Three ECRA Scholars were K awardees at the time of recruitment. The CTSI career development programs utilized were the K Accelerator (10), KL2 Scholar (2), and K-R01 (5) Programs, with 3 involved in two programs. The Scholar degrees include 10 PhDs, 3 MD/PhDs, and 2 MDs, with additional MPH/MS (5), MSW (1), and DPT (1) degrees. ECRA Scholars have been awarded multiple NIH R21, Foundation, and internal grants currently under review include Ks and R01s with 5 additional K, 2 new R01, and 1 revised R01 submissions planned for the 2024–2025 academic year. **DISCUSSION/SIGNIFICANCE OF IMPACT:** The ECRA program has successfully augmented recruitment of outstanding underrepresented research-oriented early-stage faculty to the University of Minnesota School of Medicine, contributing to many Departments. The CTSI has provided career development, networking, and a broader community of Scholars, with increased diversity in CTSI programs.

187

### A collaborative scholar retreat model to create dialogue among training programs

Shaweta Singla, Jessica Petrie, Gail Thomas, Stephen Wilson, David Rabago, Marie Boltz and Lauren Van Scoy  
Pennsylvania State University

**OBJECTIVES/GOALS:** In Fall 2024, we designed a collaborative scholar retreat model to create dialogue among our training programs. The purpose of the retreat was to foster collaboration and

provide unique networking opportunity for our KL2, T32, and TL1 scholars to share their research across the translational spectrum and learn more about Clinical and Translational Science Institute (CTSI) resources and tools. **METHODS/STUDY POPULATION:** The CTSI Fall Scholar Retreat brought together a diverse group of 25 scholars who attended in-person a full-day program. The program included presentations on CTSI resources and Team Science on How to Become a Better Team Member in cross-disciplinary and cross-functional groups. The KL2 Scholars presented motivational talks on their career and professional development journeys. Mentoring roundtable included discussions on subthemes like characteristics of a good mentor/mentee, organizing your mentoring team, different mentor roles, and fears of approaching new mentor/mentee. TL1 and T32 scholars also presented posters describing their ongoing research project from the planning stages to initial observations to completed studies. **RESULTS/ANTICIPATED RESULTS:** To measure the effectiveness and impact of the CTSI Fall Scholar Retreat, we conducted an evaluation using REDCap survey and received an 88% response rate. On the Likert scale of 1–5 (1 = not at all valuable, 2 = not very valuable, 3 = neutral, 4 = very valuable, and 5 = extremely valuable), 92% of the scholars found the sessions to be valuable. Net Promoter Score of 9.6 (scale of 1–10) was measured to collect the scholar feedback and most of them are likely to recommend the Scholar Retreat to other scholars. **DISCUSSION/SIGNIFICANCE OF IMPACT:** The in-person retreat proved to be a unique platform to interact, collaborate, learn, and grow for all scholars at different levels of their career and research. Inclusion of HRSA-funded T32 post-doctoral program provided cross-level collaboration and helped promote a culture of continuous learning in clinical and translational science.

188

### Undergraduate outreach to foster student interest in clinical and translational science career pathways: Creation of a certificate and CTS Roadshow programming

Anna Johns<sup>1</sup>, Jackie Knapke<sup>1</sup>, Patrick Ryan<sup>1</sup>, Angela Mendell<sup>1</sup>, Erin Kingsley<sup>2</sup>, Sarah Buccigross<sup>1</sup>, Katie Phillips<sup>1</sup>, Jack Kues<sup>1</sup>, Devin Wakefield<sup>1</sup>, Dina Goma<sup>1</sup>, Laura Hildreth<sup>1</sup>, Jen Veevers<sup>1</sup>, Andrea Meisman<sup>2</sup>, Kalen Butcher<sup>1</sup>, Michelle Marcum, Nicky Kurtzweil<sup>1</sup>, Nathaniel Harris<sup>1</sup> and Jason Blackard<sup>1</sup>  
<sup>1</sup>University of Cincinnati and <sup>2</sup>Cincinnati Childrens Hospital

**OBJECTIVES/GOALS:** Academic research centers struggle to recruit and retain a diverse, competent clinical and translational science (CTS) workforce. The clinical research professional career pathway is particularly underrecognized among undergraduates, despite offering multiple career opportunities. **METHODS/STUDY POPULATION:** To address these challenges, two undergraduate outreach programs were developed. First, an undergraduate certificate program in CTS (UC-CTS) was designed to equip students with the skills and knowledge needed to enter the workforce immediately after graduation. Second, a “CTS Roadshow” was launched to build awareness of CTS careers within a variety of undergraduate programs and majors. In this recruitment initiative, principal investigators (PIs) and CRPs visit classrooms to share information about CTS career pathways and offer insights into the roles, responsibilities, and professional opportunities available in the field.

**RESULTS/ANTICIPATED RESULTS:** The UC-CTS program launched in Fall 2024 as a 12-credit certificate that includes two paid internships: one in patient care and one in research. Currently, the program has 5 students enrolled with an anticipated increase in enrollment to 20 students by Spring 2025. Similarly, the CTS Roadshow has reached an increasing number of students each year. Since its inception in Spring 2023, the CTS Roadshow has introduced over 750 undergraduates across 21 courses to CTS careers. The CTS Roadshow has engaged students from a variety of majors, including biology, psychology, medical sciences, legal, finance, accounting, and pre-health programs, increasing awareness of and interest in CTS careers. **DISCUSSION/SIGNIFICANCE OF IMPACT:** Both programs aim to expose students to CTS careers early in their education, better preparing them for full-time CTS roles after graduation. A rise in qualified applicants pursuing CTS careers locally and regionally is expected, improving job satisfaction and retention through enhanced preparation for the career field.

189

### **Rewriting the Narrative: Developing and implementing an innovative mentorship and professional development program to support part-time nontraditional PhD students**

Amarette Filut, Elizabeth Knoll and Michelle Chui  
University of Wisconsin-Madison

**OBJECTIVES/GOALS:** Increasingly, women and people of color are earning PhDs. However, historically underrepresented (HU) degree seekers often follow a “nontraditional” track, pursuing their degree part time, at an older age, and balancing work and family with their studies. Over half of the U.S. PhD students are part time, a feature correlated with candidate diversity. **METHODS/STUDY POPULATION:** To address this need, the Advancing Diversity and Equity in Pre-doctoral Trainees (ADEPT) program was developed for part-time HU students who do not meet the requirements of the NIH-funded NRSA TL1 program but who offer relevant work and life experience. The program provides individualized navigation and tailored support based on individual student need and career goals, flexible training opportunities, and intentional connections to established, dedicated, and well-trained mentors throughout the predoctoral journey. To better understand their unique needs, we conducted thematic analysis on the notes taken during monthly meetings to explore the challenges our students face and how ADEPT provides support in navigating these challenges. **RESULTS/ANTICIPATED RESULTS:** Students pursuing a PhD on a part-time basis while balancing other responsibilities, such as caretaking or a full-time job, bring a unique perspective to their graduate education. 5 ADEPT students described how their background or clinical work experience played a crucial role in their decision to pursue a PhD. Themes from the monthly meeting and mentor meeting notes include the challenges of balancing full-time jobs with school, and how they do not experience the cohort effect that a traditional, full-time PhD student would have as a resource. The students reflected on how an individualized culturally sensitive approach was

instrumental to their success. **DISCUSSION/SIGNIFICANCE OF IMPACT:** It was initially believed that part-time PhD students were rare. Despite this misconception, we easily recruited students. Students reported their experiences do not reflect the experiences of their full-time peers and their difficulty establishing a peer group, demonstrating the clear need for ADEPT.

190

### **Using coaching to promote faculty scholar growth and goal setting – the University of Minnesota (UMN) Clinical and Translational Science Institute (CTSI) Coaching Program**

Michelle Lamere<sup>1</sup>, Mya Wilson<sup>2</sup>, Jayne A. Fulkerson<sup>2</sup>, Seth Elis<sup>2</sup> and David Ingbar<sup>2</sup>

<sup>1</sup>University of Minnesota - Clinical and Translational Science Institute and <sup>2</sup>University of Minnesota

**OBJECTIVES/GOALS:** Professional coaching greatly enhances faculty personal and professional development through fostered empowerment and a culture of continuous growth within the academic environment. The UMN Clinical and Translational Science Institute (CTSI)'s coaching program provides a variety of coaching formats (1:1, group, special programs). **METHODS/STUDY POPULATION:** CTSI provides professional coaching to faculty in the KAP, K12, KL2, and K-R01 and NLITeS programs. Typically, coaching begins with a HoganLead™ assessment and debrief. Scholars may pursue further coaching through individual sessions (up to 6 sessions during or 1-year post CTSI award) or a monthly peer coaching group facilitated by certified coaches. New URM faculty hires in the Early Career Research Awards (ECRA) program receive monthly coaching support to problem solve and attend to wellbeing. The NLITeS leadership development program for senior and mid-career faculty includes the HoganLead debriefing and 1–2 individual coaching sessions. All sessions are confidential. **RESULTS/ANTICIPATED RESULTS:** Since 2016/2017, 80 scholars have taken the HoganLead assessment (72 debriefs), and 23 scholars have made use of 217 individual coaching sessions (most use between 6 and 12). Since 2021, 10 Scholars have participated in the Peer Coaching Group with 7 continuing over multiple years. Since 2021, 12 ECRA scholars have been supported in monthly coaching. Frequent coaching topics include self-awareness, work-life balance, overwhelm, negotiation, and leaving academic medicine. Scholar comments include: “I initially approached this professional coaching with some curiosity but fairly minimal expectations that it would change much. It has reshaped the way I approach my academic career and its associated challenges for the better, giving me confidence that I can handle the unique challenges that this career presents...” **DISCUSSION/SIGNIFICANCE OF IMPACT:** The UMN CTSI coaching programs are extensively used and highly valued by participating faculty. Professional coaching with Hogan assessments provides faculty scholars with support that complements the mentoring they receive by going beyond a teach and learn model.