electronic health record (EHR) databases to develop and answer research questions. Medical students were trained in capabilities of traversing the large RWE-EHR so they may query, extract, and analyze data as well as refine their research questions. METHODS/STUDY POPULATION: Ten medical students and 9 non-data scientist mentors underwent training in how to use the IU School of Medicine-Evansville RWEdataLab (CRC/Sidus Insights) national real-world cardiology and psychiatry deidentified EHR databases. The program began with students attending introductory training teaching database, spreadsheet, and statistical program usage. During the remainder of the program, a weekly best practices meeting took place among mentors and a weekly cohort meeting of students and mentors discussed student presented findings. At the end of the program, students generated abstracts and poster or podium presentations to share their findings at local symposia. A survey was also distributed to students to assess the impact of the tools, trainings, and program. RESULTS/ANTICIPATED RESULTS: All students were able to define a question of interest, query and extract data related to their research question, and analyze multiple aspects of their data. Projects were well received at local symposia, with 2 receiving special honors, and 2 projects have been presented at regional/national conferences. Students rated the program highly and were likely to recommend the program to other students. They self-rated improvements in asking scientific questions, using excel, data presentations, and problem-solving. Students valued weekly "check-in" meetings and interactions with mentors more than lectures or technical "help desk" support. DISCUSSION/SIGNIFICANCE OF IMPACT: The program provides mechanisms for non-data scientists and medical trainees, to learn and access RWE-EHR databases to address research questions. The cohort interactions fostered discussion among mentors and students promoting research question refinement and clarity findings. The program also introduces a new tool for potential patient care.

197

Engaging research professionals in organizational culture and climate initiatives

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OBJECTIVES/GOALS: Engage the research professional (RP) workforce in assessing job satisfaction, motivators, barriers, and levels of support throughout the research enterprise. The goal of this collaboration is to foster a positive culture, inform manager training, ensure RP retention, and enhance career mobility pathways. METHODS/STUDY POPULATION: Methods include a HR data compilation/analysis and focus groups for new RP's (RESULTS/ANTICIPATED RESULTS: This initiative will articulate the current culture and climate of the research enterprise and identify key strategic areas for growth. The UMN Clinical and Translational Science Institute (CTSI) will build off the design of an internal survey at Vanderbilt (2018) to encompass organization-specific challenges, the post-pandemic research landscape, and the UMass Diversity Engagement Survey. This process will also generate specific insights including RP sentiment statements, trends in how RP's describe their day-to-day work, assessment of barriers, analysis of retention benchmarks, and defining employee hopes/motivators. The CTSI will also identify salient RP growth opportunities, leadership competencies, and areas of non-monetary compensation to improve satisfaction and career mobility. DISCUSSION/SIGNIFICANCE OF IMPACT: Targeted interventions will be developed to address RP satisfaction barriers and leverage opportunities for KPI improvement. Results will be disseminated to managers, administrators, and the CTSI network. Resource development will include RP personas, job description/hiring templates, and strategic guides for key operational challenges.

198

Creating a larger, more inclusive cohort to promote scholar engagement through the addition of an invited KL2 seminar fellows program

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OBJECTIVES/GOALS: The ITHS KL2 Seminar Fellows program creates a larger cohort by inviting additional early career faculty to join the tailored career development curriculum. The implementation of this program seeks to increase collaboration and innovation by amplifying diverse perspectives and increased networking. METHODS/STUDY POPULATION: In addition to the funded KL2 Scholars awarded each year, 13–15 Seminar Fellows are invited to be full participants in the KL2 curriculum, which includes monthly career development seminars and opportunities for feedback on their research. Invited Fellows are early career investigators who were promising KL2 applicants, faculty with alternative career development funding, and/or new underrepresented faculty in Washington, Wyoming, Alaska, Montana, and Idaho. Fellows commit to one year of participation, which can be renewed on a case-by-case basis. Fellows have been integrated into the ITHS implementation of Flight Tracker (Vanderbilt) to follow the career pathways alongside funded KL2 award recipients. RESULTS/ANTICIPATED RESULTS: The key measures of success will be the rate of seminar fellows transitioning into K-level or similar career development awards and securing other subsequent funding. Preliminary data demonstrates significant collaborations between KL2 Scholars with different areas of scientific inquiry and promotion of at least half of our past KL2 Scholars into leadership positions at prestigious medical schools in the USA and Canada. We suspect that the trends evidenced by the career progression of early KL2 recipients will be expanded into newer and different translational research projects with the addition of the KL2 Fellows program. DISCUSSION/SIGNIFICANCE OF IMPACT: The Seminar Fellows program presents a cost-effective way to increase the impact of an existing career development program by amplifying cross-boundary interactions to form a strong, diverse translational research workforce.

199

Empowering researchers for community collaboration

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