development and expand their professional and social networks. UPwARD does so by supporting engagement with external mentors at professional meetings and travel to present work across institutions. PLUS writing accountability groups will enhance publication rates and grant submissions, while also building connections with other URM faculty. Trainees also serve on IN CTSI committees to groom talent for future IN CTSI leadership. DISCUSSION/SIGNIFICANCE OF FINDINGS: Systemic inequities underlie the 'leaky pipeline' challenge we face in cultivating a diverse cadre of senior scientists and independent investigators. With intentional programming and targeted investments, IN CTSI aims to advance more equitable funding outcomes and diverse leadership.

Evaluation

23688

Impact of moving to a virtual format with the Wake Forest School of Medicine (WFSM) Mentor Academy (MA)

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ABSTRACT IMPACT: The Wake Forest School of Medicine Mentor Academy has adapted to provide continued effective and relevant formal mentoring training to translational researchers in a virtual format, to improve mentoring and provide effective mentor-mentee communication tools. OBJECTIVES/GOALS: To determine whether the WFSM Mentor Academy (MA), an effective long-standing mentoring program for research faculty, is compromised after moving from an in-person to an online format as a result of COVID-19 restrictions. METHODS/STUDY POPULATION: A vetted National Research Mentoring Network (NMRN) implemented at WFSM addresses 6 major competencies (Effective Communication, Aligning Expectations, Assessing Understanding, Addressing Equity/Inclusion, Fostering Independence, Promoting Professional Development) over 6 months with 10 sessions (20 contact hrs). COVID-19 required that the MA (13 participants) move to an online format after 3 (out of 10) in-person sessions. We survey 26 self-rated mentoring competencies pre- and post MA, based on a numerical 7-point scale (abstract published for ACTS 2020) and, in 2020, included additional assessments of online versus in-person MA satisfaction/effectiveness and perceived impact on abilities of MA participants to mentor in an exclusively virtual format. RESULTS/ANTICIPATED RESULTS: All 13 participants responded to the survey and rated the online format as effective (9) or somewhat effective (4) for learning content. However, for participant interactions, only 4 found it effective and 9 somewhat effective. When assessing ability to mentor in a virtual format, most negatively affected competencies were 'helping your mentee network effectively' (7 of 13), 'motivating your mentee' (7), and 'identifying and accommodating different communication styles' (6). Goal setting (research goals, career goals) was rated easier under COVID-19 restrictions by 3 mentors. Increases in Pre-Post self-expressed mentoring effectiveness (+1 pt quality; +1 pt meeting mentee expectations) are similar to historical values, and 12 of the 13 mentors changed mentoring practices based on MA experiences. DISCUSSION/SIGNIFICANCE OF FINDINGS: While 2020 ratings for increased effectiveness are similar to prior years, since the 2021 MA will remain online, we will adjust content to address challenges identified in training mentors and in mentoring trainees in virtual settings by

strategies to keep MA participants engaged online and sharing new resources for virtual/hybrid format mentoring.

29043

Using Milestones to Judge the Progress of Clinical Informatics Fellows Compared with their Personal Goals

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ABSTRACT IMPACT: We report a novel metric for assessing clinical informatics fellows relative to their personal goals, using standardized milestones that have been approved for the field by ACGME. OBJECTIVES/GOALS: ACGME has defined 20 milestones that serve as the goals for fellows in clinical informatics. Each fellow is rated from 1 to 5 on the achievement of each milestone, where 1 is entry-level, 4 is the level expected of a graduating fellow, and 5 is aspirational. We assessed fellows' progress toward the personal goal levels that they set for each milestone. METHODS/STUDY POPULATION: At the start of the fellowship, we asked each fellow to rate the personal target levels that they want to achieve for each milestone. Since the default target level of achievement for a graduating fellow is a 4, we asked fellows to document exceptions from this target. We calculated a metric for each fellow's achievement of each milestone as their achievement rating (assigned by mentors and rotation leaders during the semi-annual Clinical Competency Committee meeting) divided by the fellow's desired level of achievement. In summarizing across the milestones, we counted those milestones having achievement metrics >=1.0 as 'achieved,' and then for milestones that were not achieved, we calculated an average for the fellow. RESULTS/ANTICIPATED RESULTS: As of June, 2020, our two graduating 2nd-year fellows had fully met 9/20 and 18/20 milestones, respectively. For the unmet milestones they averaged 81% and 85% achievement. The largest shortfalls were 75% achievements in Assessing User Needs for one fellow, and in Recognition of Errors for the other. One of our three 1st-year fellows had fully met 3/20 milestones; the other two had met none at 1st-year's end. For unmet milestones, the 1st-year fellows' average achievement metrics were 69%, 67%, and 52%. The greatest shortfalls were in Resource Utilization (creating job descriptions, budgeting etc.) and in Communication with Patients and Families. However, the rotations that would expose them to project management and to patient-facing systems such as MyChart come in our 2nd-year. DISCUSSION/SIGNIFICANCE OF FINDINGS: Assessing milestones met plus the percent achievement for those not yet met provides a useful metric for comparing fellows and identifying areas in need of more training. Although milestones will soon change to reflect the recent practice analysis for clinical informatics, we expect that this approach to assessing fellows will remain equally useful.

45022

Exploring Career Development Needs of Junior Investigators in Clinical Translational Science

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ABSTRACT IMPACT: By understanding Junior investigator characteristics and CTSA support services which strongly influence scientific productivity and impact, we will inform and improve research