13/25 (87%) also viewed their mentee/mentor relationship to be excellent or good. Most mentors 10/15 (67%) stated it was their first time serving as a mentor for the program. Mentees also found their experience in the program very beneficial with 6/15 (40%) stating that MATCH changed their career plans. In addition, most mentees 14/15 (93%) indicated that they are community college or four-year college/university bound. Most mentees 11/15 (73%) indicated an interest in pursuing a health or medical career. Also, 10/15 (67%) mentees stated an interest in pursuing a career in research. DISCUSSION/SIGNIFICANCE OF IMPACT: Both mentees and mentors have benefited from the program's daisy chain mentoring and the program has helped facilitate a potential lifelong mentorship between mentees and mentors. The program also demonstrates promise of developing a pre-health pathway for historically underrepresented students in STEM.

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The importance of interdisciplinary synergy in TL1 trainees – the University of Minnesota (UMN) model

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OBJECTIVES/GOALS: The University of Minnesota's two-year TL1 program provides flexible and individualized education and training for a diverse cohort of scholars committed to pursuing impactful careers in clinical and translational science (CTS). The program aims to strengthen the nation's biomedical workforce by developing scientists skilled in clinical and translational research. METHODS/STUDY POPULATION: The TL1 program recruits PhD candidates and postdoctoral fellows from a wide variety of graduate programs in colleges and departments across the University. To date, we have trained 26 predoctoral and 9 postdoctoral Scholars in 3 cohorts. Scholars represent dozens of disciplines and the full translational spectrum. These interdisciplinary cohorts are in a unique position to realize the fundamental characteristics of a translational scientist. Entrance/exit surveys and exit interviews provide program leadership with information for quality improvement and areas scholars believe contribute the most to their education and training in CTS. RESULTS/ANTICIPATED RESULTS: Entrance/exit surveys indicated Scholar-perceived benefits of training in an interdisciplinary program, including growth in translational scientist characteristics (e.g., Boundary Crosser, Team Player). Exit interviews showed Scholars appreciated the cohort model bringing together trainees from many different research areas. They valued exposure to varied perspectives, talking through challenges and solutions with each other, and learning others shared similar issues. They valued the Scholar community they developed. Several felt siloed in their careers before the program and reported that TL1 participation connected them to others outside their own area of focus, expanded their knowledge about different research methods and revealed more pathways for translation. DISCUSSION/SIGNIFICANCE OF IMPACT: Recruiting and training a diverse interdisciplinary cohort of pre- and postdoctoral TL1 Scholars promoted synergy in translational research, science skills and competencies, and transformed the perspectives of Scholars' views on the importance of interdisciplinary collaboration to accelerate science.

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Recategorizing SC CTSI's Online Educational Library using ACTS competencies for research professionals: Process and lessons learned

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OBJECTIVES/GOALS: The SC CTSI's Online Educational Library (OEL) is a robust clearinghouse for educational content, containing approximately 250 videos. We outline the motivation, method, process, and outcomes for undertaking a massive recategorization of our OEL to better align the videos with applied skills necessary for clinical research professionals. METHODS/STUDY POPULATION: Our hub's robust workforce development and educational cores produce seminars, classes, lectures, and symposia that are recorded and repackaged for the OEL. The audience for our OEL includes research professionals from all stages of their career, such as research coordinators, research administrators, regulatory experts, biostatisticians, students, academics, investigators, community members, and others at our institution and globally. The content in the OEL was not efficiently organized and thus difficult for researchers to use. We employed qualitative content analysis to organize the videos in alignment with the eight competencies created by the Association for Clinical Research Professionals (ACRP), augmenting the competencies to best capture the content of and skills being taught in our videos. RESULTS/ANTICIPATED RESULTS: We refined the ACRP categories to best fit our needs and applied the categorization mechanism to approximately 250 videos. Our categories included communication, dissemination, and teamwork (45 videos), data management and informatics (27), ethics and participant safety (13), leadership and professionalism (24), regulatory and quality sciences (48), research and study conduct (44), research and study design (49), study and site management (54), and other (27). Some videos appear in multiple categories. DISCUSSION/SIGNIFICANCE OF IMPACT: Detailing our approach and process will help other CTSAs harmonize their educational offerings to move toward a more unified method and process for organizing trainings and education in the CTR space and will better serve learners.

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The Indiana CTSI Postdoc Challenge: Catalyzing early-career success using experiential training in grant proposal writing and peer review

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OBJECTIVES/GOALS: To strengthen postdocs' skills in developing and reviewing competitive proposals, advancing translational

https://doi.org/10.1017/cts.2024.831 Published online by Cambridge University Press