and long-term professional growth. RESULTS/ANTICIPATED RESULTS: The inaugural RISE cohort included 28 experienced CRPs with expertise in areas such as regulatory knowledge, data management, study coordination, and award administration. Pre-/post-assessments showed a 16% (mean; range 8-20%) knowledge gain in leadership domains including team management, communication, vision setting, motivation, resilience, and decision-making. The strongest areas of understanding (≥95%) were empathy, near-peer mentoring, and translational scientist traits. Participants rated the course ~90% for helpfulness, relevance, and actionability, with a net promoter score of 93%. Valued elements included DISC assessments, networking, and elective readings. DISCUSSION/SIGNIFICANCE OF IMPACT: CRPs are vital to clinical research leadership. RISE delivers tailored training in leadership best practices for this group. In response to strong demand, the curriculum is being refined and efforts are underway to expand access across the region.

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Mentor training for research professionals: An overview of curriculum development and beta testing outcomes

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OBJECTIVES/GOALS: This poster provides an overview of a new curriculum, "Entering Mentoring for Research Professionals," that is designed for research professional mentors who provide research support. The presentation will highlight the curriculum adaptation process and evaluation results from beta testing. METHODS/STUDY POPULATION: The new curriculum was adapted from the Entering Mentoring base curriculum with support from the National Organization of Research Development Professionals in collaboration with the Center for the Improvement of Mentored Experiences in Research. Modules and activities were revised for use with research professionals (RP) across career stages and research areas. The adapted curriculum was beta tested with RP mentors at several sites, including CTSA and CTR hubs, and ISCORE-RC. Evaluation surveys were administered to mentors immediately following the training. Surveys were also administered to facilitators to collect information on their experience implementing the new curriculum. RESULTS/ANTICIPATED RESULTS: The anticipated results of this project include beta test data from 40 participants and their facilitators across four implementation sites. Key outcomes include data on how well the newly adapted curriculum aligns with the intended audience and participant workshop satisfaction. Data on workshop impact, including intended behavioral changes, will also be reported, along with recommendations for curricular modifications. Data from facilitators of the training will also be shared. DISCUSSION/SIGNIFICANCE OF IMPACT: RPs, who primarily operationalize research studies aimed at improving human health, play a critical role in the translational science workforce. This curriculum is designed specifically for this group and helps promote mentorship excellence across the academic enterprise. The curriculum will be disseminated widely after beta testing.

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Building a peer-reviewed resource collection for team science digital badges: A work in progress

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OBJECTIVES/GOALS: The team science professional digital badge initiative aims to build a high-quality, expert-reviewed collection of team science education and training resources that are aligned with key clinical and translational science competencies and integrated with a microcredential from the Association for Clinical and Translational Sciences (CTS). METHODS/STUDY POPULATION: We are initiating a structured process to solicit TS education and training resources from diverse stakeholders in the fields of Team Science (TS), Interdisciplinary Collaboration, and CTS. Using the Team Science Toolkitting Model, resources will be reviewed for alignment with the five domains of CTS competencies (facilitating team affect, communication, research management, collaborative problem-solving, and leadership). The ITD Alliance toolkit inventory will serve as a model for comprehensive coverage and interoperability. Approaches to remove roadblocks to knowledge integration will be prioritized, including epistemic inclusivity, boundary spanning, and shared mental models, for resource selection and peer review. RESULTS/ANTICIPATED RESULTS: We anticipate assembling a curated collection of resources spanning all CTS competency domains, with explicit mapping to individual and team competencies. Peer review of resources will ensure quality, relevance, and adaptability for digital badge requirements. By linking these resources to a digital badge credential, learners will be able to demonstrate applied skills in interdisciplinary collaboration. The process aims to reinforce best practices for curation of team science education and training, maintenance, and scholarship and develop strategies for overcoming conceptual and methodological barriers to knowledge integration in translational teams. Results will be reported at the conference. DISCUSSION/SIGNIFICANCE OF IMPACT: This ongoing project will advance team science education through competency-based training, cross-disciplinary collaboration, and integrated knowledge. It will develop a training resource collection and showcase a reproducible model for strengthening the field and profession of team science.

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From bench to breakthrough: The bench tutorials program for high schoolers

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