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[1], Mya Wilson[2], Jayne A. Fulkerson[2], Seth Elis[2] and David Ingbar[2]
[1]University of Minnesota - Clinical and Translational Science Institute and [2]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.

https://doi.org/10.1017/cts.2024.844 Published online by Cambridge University Press