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### What do early career researchers need? Exploring early career researchers' learning needs to develop an Emerging Investigator website

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**OBJECTIVES/SPECIFIC AIMS:** Early career researchers at Mount Sinai have access to a wide range of resources and support. It can, however, be challenging for new investigators to know where to find information and who to ask for help. To address this issue, an Emerging Investigators website was conceived to bring together resources, provide educational support and foster a community of early career investigators at Mount Sinai. In order to ensure this resource effectively meets the needs of this cohort of researchers, and to determine the scope and content of the proposed website, a series of focus group interviews were undertaken with early career researchers at various stages of their careers. The aims of these focus groups were to 1) explore the self-perceived challenges faced by early career researchers that could be addressed through education and / or support, 2) explore the self-perceived learning needs of early career researchers that are not currently being addressed at Mount Sinai, 3) determine the website content that early career researchers would find valuable to support them in their development. **METHODS/STUDY POPULATION:** A convenience sample of early career researchers at Mount Sinai were contacted for participation (N = 20). A total of 13 participants responded and three focus groups were conducted, one with the KL2 scholars (N=4), one with TL1 postdocs (N=4) and one with PORTAL students (N=5) during Spring 2018. Participants were initially asked to consider the challenges that early career researchers face. They were subsequently asked to consider which of these challenges they thought could be addressed through education or support. Participants were then asked to consider what they wished they knew more about in relation to research knowledge, skills or behaviors. Participants were finally asked to discuss the resources or support they thought would help them to manage the challenges or meet the learning needs they identified. The interview questions were semi-structured to allow the conversation to flow, and to allow the participants to discuss issues of importance to them. At the end of the discussion, participants were asked to rank their top priorities for inclusion in an Emerging Investigators website, up to a maximum of 3 per person. Focus group sessions lasted between 1 and 1.5 hours. All key points were captured by the participants on flip-chart paper and sticky notes. **RESULTS/ANTICIPATED RESULTS:** Interview data was transcribed and thematic analysis was used to identifying patterns or themes within the data. A theoretical thematic analysis was conducted, driven by the specific research questions. Each segment of data that was relevant to the research questions or captured something interesting was coded. These codes were examined and further grouped into six key themes that were consistent across all three focus groups. These themes were categorized as: Mapping the research pathway, Research skills, Personal development, Mentorship, Community of Practice and Opportunities at Mount Sinai. Within each of these themes, more specific codes align directly with learning needs for early career investigators at Mount Sinai. When asked to prioritize topics for inclusion in the website, the pre-doc PORTAL students selected research skills that included statistics, navigating the IRB and writing and publication, as well as mapping the research landscape at Mount Sinai. Both the post-doc TL1s and the KL2s also

selected some research skills such as scientific writing and conference presentation, but also prioritized personal development and “soft skills” such as leadership, management, collaborating with others and finding a work-life balance. **DISCUSSION/SIGNIFICANCE OF IMPACT:** The themes articulated by the focus group participants have formed the basis for developing the Emerging Investigators website. Each of the key themes will be reflected in the learning and resources provided on the website. The prioritization of topics differed between groups, reflecting the different stages and levels of experience of these researchers. As a result, the website provides key learning and “top tips” suitable for all levels of early career researchers, but with links to further reading and resources for those at a more advanced level who are interested in learning more. In addition, the reported need for communication, collaboration and social interaction with peers and other researchers across Mount Sinai resulted in the addition of further web-based resources such as a discussion forum, a blog to feature research and provide a sounding board for research efforts, and a calendar of events targeted specifically at early career researchers. The focus groups provided much valued insight to underpin this project and ensure that a valuable resource is created that will meet the needs of early career researchers. The website is currently under development with a view to launch a pilot site in early 2019.

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### WHICH ADMISSION FORMULA CRITERIA PREDICT TIMELY COMPLETION OF THE RESEARCH TRAINING PROGRAM FROM THE MEDICAL SCIENCES CAMPUS, UNIVERSITY OF PUERTO RICO?

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**OBJECTIVES/SPECIFIC AIMS:** This project will present the analysis assessing which of the admission criteria is a useful tool to predict completion of all program requirements **METHODS/STUDY POPULATION:** All admission criteria from graduates (2003-2016) will be analyzed. Outcomes will be measured according to the scholar's performance during the two-year of studies and its success in completing on time all program requirements. Descriptive and inferential statistical analyses will be used to determine potential association in each criteria and in the total score. **RESULTS/ANTICIPATED RESULTS:** We expect that the PPC and total score will be correlated with a higher rate of successful outcomes. **DISCUSSION/SIGNIFICANCE OF IMPACT:** A systematic admission process should lead to timely program completion.

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### Workforce Engagement and Resilience (WE-R): A Framework for Innovating Clinical Research Careers

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**OBJECTIVES/SPECIFIC AIMS:** 1. Assess changes in clinical research workforce landscape at Duke 2. Optimize and evaluate efficacy of a tier advancement process for clinical research career progression at Duke 3. Implement CRP engagement as a change management mechanism for workforce innovation **METHODS/STUDY POPULATION:** We evaluated 857 clinical research positions at Duke to understand