highlights the continued need for expanded peer-to-peer support in academia.

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Independent Investigator Incubator (I3) yields external funding within three years for the majority of junior faculty

John Paul Spence, Christina R. Santangelo, Jennifer L. Buddenbaum, Aaron E. Carroll and Matthew R. Allen
Indiana University School of Medicine

ABSTRACT IMPACT: The Independent Investigator Incubator program provides 1:1 mentoring from 'super-mentors' to enhance junior faculty careers in research. OBJECTIVES/GOALS: In 2014, the Indiana University School of Medicine (IUSM) in collaboration with the Indiana CTSI established the Independent Investigator Incubator (I3) Program. The I3 Program is designed to provide 1:1 mentoring for new research faculty during the crucial early years of their careers. Our goal is to provide an overview of the I3 design and 5-year data. METHODS/STUDY POPULATION: The I3 Program employs a resource-sharing, centralized design that provides concentrated 1:1 mentorship from a senior faculty 'super mentor' as well as other resources, such as grant writing support. Unlike many mentorship programs, I3 mentors closely interact with the mentees within the School and are compensated for their efforts (5% full-time equivalency per mentee, max of 15%). The number of 'super mentors' has grown from 6 to 15 faculty over 5 years, and mentors typically serve 4 to 5 mentees. Mentee applications are accepted on a rolling enrollment basis. The I3 mentees represent a diverse group based on sex, ethnicity, terminal degree, academic track, and discipline. Mentors and mentees have annual reviews through the program. RESULTS/ANTICIPATED RESULTS: In five years, 110 mentees have enrolled in the I3 program. Upon entering, 53% had no external funding, 28% had internal funding, 12% had K-awards, 7% had R03/R21 awards. Over the first five years, 75% have received extramural funding. The median funding was $340,000 with nearly a third of mentees securing grants > 1 million in direct costs. For mentees who joined the program in its first three years (n=59), the average time to a notable extramural grant (defined as a NIH or foundation grant >$300K direct costs) was 2.2 years (median - 2.6 years). Nearly all mentees were satisfied with their mentor pairing based on the mentor's 'availability' and 'valuable feedback,' and all mentees wanted the mentoring relationship to continue DISCUSSION/SIGNIFICANCE OF FINDINGS: Since 2014, the I3 Program has had a positive impact on the careers of junior faculty at IUSM as determined by faculty satisfaction and funding metrics. Future focus areas will include developing criteria/models for graduating from the program to balance fiscal sustainability with mentee needs during their transition to mid-career.

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A Qualitative Cross-Sectional Study of Leadership in a Pandemic: What do Students Value?

Alec Bernard, Sarah Contreras-Ortiz, Elizabeth Jones, MD, Michael Heung, MD, Timothy C. Guetterman, PhD andNell Kirst, MD
University of Michigan Medical School

ABSTRACT IMPACT: This real-world study of what students value in crisis leadership fills an important gap in the literature and may inform future leadership development programs in undergraduate medical education. OBJECTIVES/GOALS: Leadership training is of growing importance and prevalence in medical education. The COVID-19 pandemic provides a unique insight into the qualities students value in leaders. Our qualitative study examined these leadership themes and provides a grounding for future development of leadership programs. METHODS/STUDY POPULATION: A conventional qualitative approach was used in order to allow open expression of ideas related to leadership in a pandemic. The authors developed a 5 free-text question survey instrument aimed to uncover student perceptions of leadership both during the current pandemic and in crises in general. A participant pilot was performed in order to ensure readability and ease of understanding. We used thematic analysis to examine the content of the survey responses, and inductive coding of the responses allowed identification of emerging themes. Medical students at the University of Michigan were surveyed. RESULTS/ANTICIPATED RESULTS: In total, 162 students completed the survey. The demographic characteristics of participants are shown in Table 1. Median age was 25 years old (range, 22-39). There was good representation from the 4 classes in the medical school with 20-30% from each medical school class and 5% of dual degree students. Thematic analysis demonstrated that students value personal characteristics of excellence in their leaders with an orientation towards helping other people. Students believe that leaders must know how to interpret and use information and then that these leaders must be able to communicate expertly to guide organizations. The final theme that emerged is that effective leaders must commit to decisive action. DISCUSSION/SIGNIFICANCE OF FINDINGS: This study took place at a time of unprecedented crises and response examples were grounded in this real-world practice of leadership. These results and themes that emerged fill a critical gap and may facilitate future curriculum development for medical students and trainees.

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Interactive mindfulness and dialogue sessions are integral components of research training

Kit Knier[1,2], Adriana Morales Gomez[1], Joanna Yang Yowler[3], Chris Pierret[1,4] and Linda M. Scholl[1,5]
[1]Mayo Clinic Graduate School of Biomedical Sciences, Mayo Clinic, Rochester, MN, USA, [2]Mayo Clinic Medical Scientist Training Program, Mayo Clinic, Rochester, MN, USA, [3]Department of Research, Mayo Clinic, Jacksonville, FL, USA, [4]Department of Biochemistry and Molecular Biology, Mayo Clinic, Rochester, MN, USA and [5]Office of Applied Scholarship and Education Science, Mayo Clinic College of Medicine, Mayo Clinic, Rochester, MN, USA

ABSTRACT IMPACT: This work demonstrates the integration of interactive mindfulness and dialogue sessions in curricula is both desired by students and effective in conferring resilience, a protective factor that may aid in maintaining wellbeing of trainees interested in pursuing graduate studies in biomedical research and science. OBJECTIVES/GOALS: To support student futures in the field of biomedicine, Mayo Clinic Graduate School of Biological Sciences utilized digital platforms to deliver a summer research program in the summer of 2020. One goal of this program, in addition to

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