

purposely selected among underrecognized faculty and scholars associated with Penn State CTSI working at Penn State Hershey or at the College of Health and Human Development at Penn State, University Park. Everyone ($n = 5$) was asked to participate in an hour-long seminar in which they were asked to respond to open-ended questions about their research focus areas, professional experiences, challenges, success stories, and lessons learned as members of under-resourced communities. People from the audience could also ask questions to each presenter. Each seminar was presented via Zoom and lasted between 45 minutes to an hour, and approximately 40 people from different Penn State campuses attended the seminars. RESULTS/ANTICIPATED RESULTS: Overall, participants discussed early career challenges in research, including obtaining large grants to conduct research and recruiting research participants. Successes shared included having partnerships with local community groups, a research institute, and mentor support. They learned to pursue research ideas that they are passionate about, develop partnerships with others, and mentor other young scholars. Cumulative evaluation showed that over 70% of participants who completed the survey strongly agreed that the “session was valuable,” nearly 70% strongly agreed that the session made them “consider how a range of perspectives can positively impact research,” and nearly 45% strongly agreed that “they plan to make changes to create a more welcoming work environment.” DISCUSSION/SIGNIFICANCE OF IMPACT: The ALV provided underrecognized faculty and scholars with an opportunity to share their stories and to promote a dialogue about their challenges, successes, and lessons learned. It also provided an opportunity for collaboration with other researchers across the Penn State CTSI network.

CTSI Academy Program: Accelerating health research through translational workforce development at the Medical College of Wisconsin

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OBJECTIVES/GOALS: Clinical research education and training for faculty and research professionals varies widely across the institution with high degree of variability in the content and competency standards. Recognizing this problem, the Clinical and Translational Science Institute of SE Wisconsin (CTSI) created the CTSI Academy that harmonizes offerings. METHODS/STUDY POPULATION: The CTSI Academy consists of programs tailored for junior investigators and new research staff. They cover full gamut of topics ranging from regulatory requirements to day-to-day operations. The CTSI academy further leveraged subject matter experts to be the presenters ensuring buy-in from across the institution. The CTSI co-lead a committee on education and training that eventually developed standardized curriculum for all research professionals at the Hub. Our programs leverage in-person, hybrid,

and virtual asynchronous methods of learning to enable maximum acceptability. RESULTS/ANTICIPATED RESULTS: The Academy has established 11 educational programs since its inception in 2017. There have been 3,706 individual attendees and 3,288 total graduates across all our programs since 2017. Of these, 1,531 have been unique graduates. Of the 1531 unique graduates, 303 have been faculty members, 20 students, and 1200 staff. We have also developed a template that standardizes role-based training for all research professionals that will be implemented beginning 2026 and plan to use this as a career ladder and retention tool. DISCUSSION/SIGNIFICANCE OF IMPACT: The development of the CTSI Academy into a thriving hub for all clinical research training and education needs is a great example of collaboration between the CTSA award and institutional agencies such as the Office of Research and various other departments. The planned certification mechanism will further strengthen this relationship.

196

Integrating Smartsheet for workforce development: Optimizing digital badging in clinical research coordinator training

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OBJECTIVES/GOALS: To implement and evaluate a Smartsheet-based system that centralizes management, tracking, and credentialing for the NJ ACTS Clinical Research Coordinator digital badging program, improving efficiency, data integration, and measurable workforce development outcomes. METHODS/STUDY POPULATION: The NJ ACTS CRC digital badging program was integrated into a Smartsheet platform designed to unify data across JotForm, Qualtrics, REDCap, Canvas LMS, and Accredible. Automated workflows track learner enrollment, module completion, and credential issuance in real time. Participants include CRCs and trainees across academic and clinical settings. The platform's dashboards and automated reports support continuous monitoring, feedback collection, and competency validation. Data from initial cohorts were analyzed to assess usability, process efficiency, and accuracy of training metrics across systems. RESULTS/ANTICIPATED RESULTS: Integration of Smartsheet has improved onboarding efficiency, reduced administrative burden, and enhanced visibility into learner progress. Automated credentialing through Accredible provides timely recognition of competencies. Early results demonstrate increased completion rates and more consistent tracking across partner sites. The unified system enables data-driven decision-making and facilitates the scalable expansion of CRC training efforts within and beyond NJ ACTS institutions. DISCUSSION/SIGNIFICANCE OF IMPACT: Smartsheet integration enhances the infrastructure for digital badging and workforce tracking, providing a replicable and scalable model to standardize CRC training nationally and advance competency-based education in translational science.