

Pursuing Scholarly Activity Without Overburdening Your Schedule

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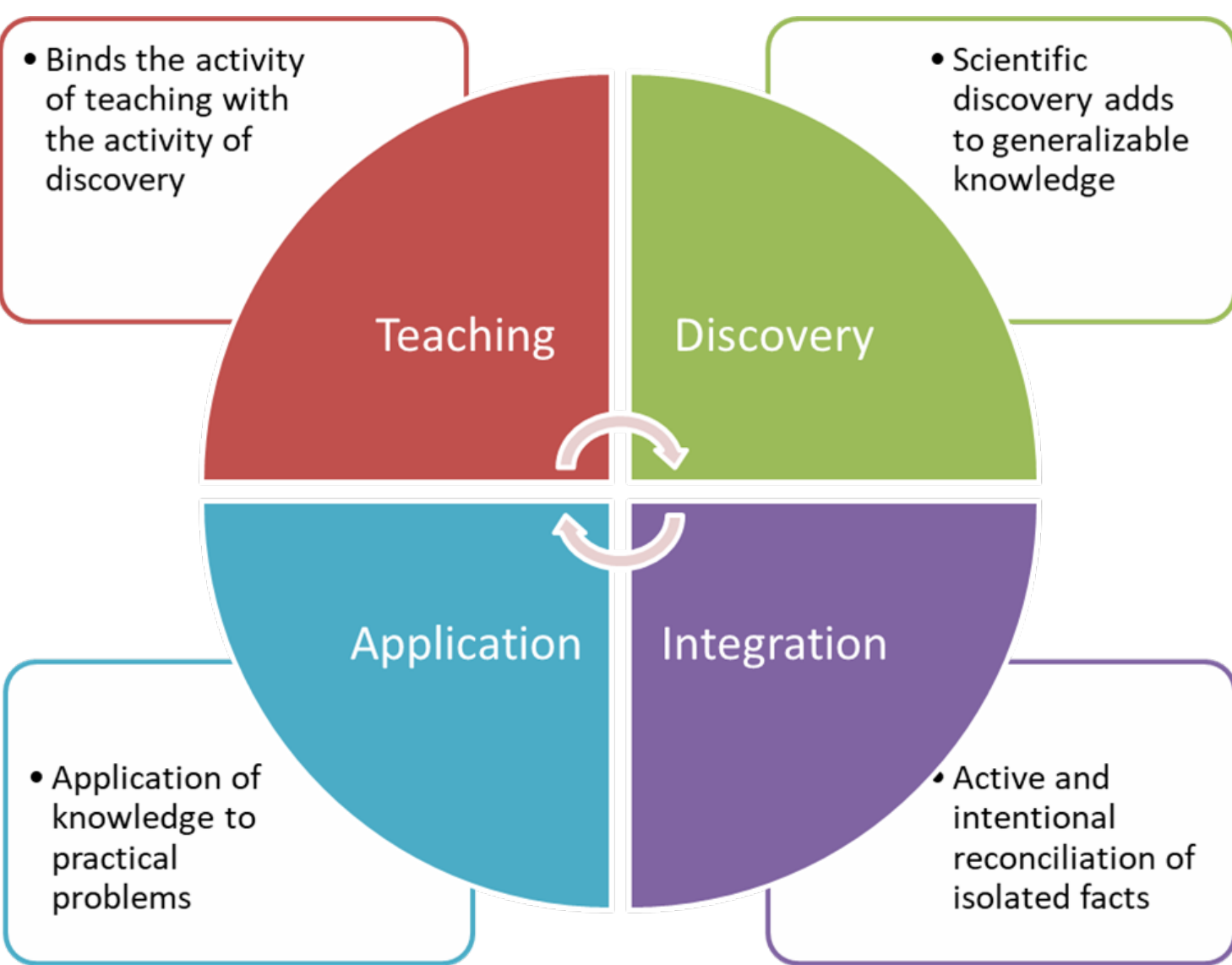
AIM

A clinical model of scholarly activity, based on the Oregon State University model as presented by Weiser, can promote a research culture while maximizing faculty productivity.

INTRODUCTION

Faculty burnout, especially among physician faculty and faculty in clinical departments, is becoming endemic. Despite efforts of the osteopathic community to mitigate the impact, scholarly productivity in research is no longer optional for faculty promotion. A clinical model of scholarly activity based on the Oregon State University model is presented along with strategies to promote a culture of research in osteopathic medicine and maximize faculty scholarly output. Such approaches require the integration of scholarly activity into day-to-day academic pursuits.

What is Scholarly Activity?¹



Peer Evaluation Public Dissemination

Figure 1. Boyer's Model of Scholarship. Adapted from Academic Leadership & Faculty Affairs¹. The Boyer Model of Scholarship at Boise State University website. Published December 22, 2021. Accessed September 13, 2022. <https://www.boisestate.edu/academics-deptchairs/home/tenure-promotion-overview/the-boyer-model-of-scholarship-at-boise-state-university/>

METHOD

As part of an ongoing Lunch and Learn series devoted to research, the Office of Research presented a session on ways to produce scholarly works within the context of daily academic activity. The strategies proposed by Schrager and Sadowski in their article, "Getting More Done: Strategies to Increase Scholarly Productivity" served as the basis of the presentation.

METHOD (cont)

Strategies to Increase Scholarly Productivity²:

- Preparing To-Do Lists
- Learning to Say "No"
- Avoiding the Myth of Multitasking
- Making Efforts Count Twice - The Art of Using Day-to-Day Work as Scholarship

To-Do Lists

Studies have shown that having a written plan of action can increase productivity^{3,4}. Methods for keeping track of tasks range from traditional pen and paper to electronic. For those writing scholarly papers, breaking down tasks into smaller, more manageable components can make the to-do list more effective.

Learning to Say "No"²

Carefully consider whether to say "yes" or "no" to a scholarly research request. Examine and evaluate the potential benefits and drawbacks of taking on the work and make decisions that are best aligned with your career goals and current workload. It is essential to set clear boundaries and prioritize your own well-being in order to avoid burnout.

The Myth of Multitasking

Because the brain can only focus on one task at a time, multitasking is ineffective and inefficient⁵. Research shows that switching from one task to another takes 30-60 seconds and can reduce productivity by up to 40%⁶. The more complex the task, the longer the time to refocus.

Make Efforts Count Twice²

Faculty can showcase their scholarly approach to patient care and teaching by creating scholarly products based on their clinical or educational work. This can be done by taking their clinical interests, such as caring for patients with a specific disease or condition and applying it to a scholarly product, such as a review article or poster Presentation, Students can also be involved in this process.

Context	Opportunity
Seeing an interesting patient in the hospital?	The resident presents the case for morning report. Write a case report or volunteer to do grand rounds on the topic for your department.
Working on a new curriculum for an inpatient rotation?	Consider getting pretest results from the residents before the curriculum change and then posttest results after the change. Is it an innovative model? Consider publishing it in an education journal or online.
Giving a talk to residents on a clinical topic in which you have a lot of experience?	Consider turning that talk into a publication. ⁷ Suggest the topic for a state or national meeting.
Developing a new clinical approach to a specific set of patients?	Review the literature to determine the various clinical management options that exist and write a review article. Then, devise a study to measure the effectiveness of your new approach and collect outcomes data. Present this work, incorporating trainees to help you. Follow up with a manuscript.
You are asked to head a committee at the medical school and realize an opportunity to start a new program on a quality improvement topic.	Send out a survey to the medical school faculty to measure their current knowledge base. Use the results to develop a workshop or curriculum. Test the faculty knowledge postimplementation of the workshop or curriculum. Present the results, and write a manuscript detailing your process and the final results.

Figure 2. Making Everything Count Twice: The Art of Using Day-to-Day Work as Scholarship². Adapted from Schrager S, Sadowski E. Getting More Done: Strategies to Increase Scholarly Productivity. *J of Grad Med Ed.* 2016;8(1):10-13. doi:10.4300/jgme-d-15-00165.1

Manage Common Distractions^{7,8}:



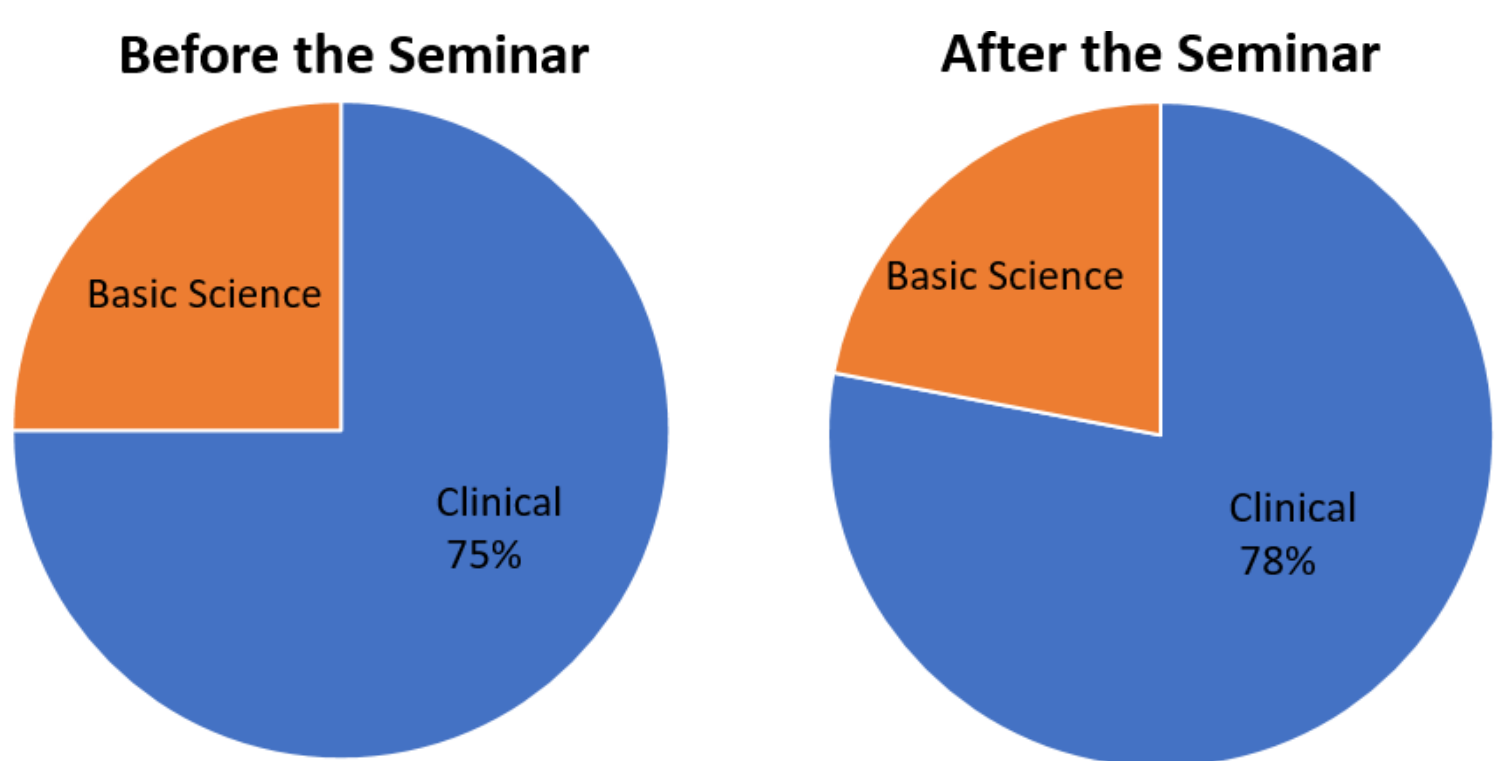
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Email
Meetings
Drop-ins
Phone/texts
Clutter

Internet surfing
Social Media
Procrastination
Perfectionism
Anxiety/stress

RESULTS

To gain a measure of the presentation's effect on the faculty's scholarly behaviour, we analysed non-credit student research approval forms submitted between December 1, 2021, and December 1, 2022, for the number of unique faculty members represented.



The seminar was delivered live on September 15, 2022, and the recording was subsequently made available. Forms were sorted into pre-session and post-session groups. The number of unique mentors was counted, as was the number of mentors who had not previously signed off on a project during the period of analysis.

Mentors were classified by their terminal degrees. Any mentor with a terminal clinical degree was included as clinical faculty, as were preceptors. Mentors who had dual clinical and PhD degrees were counted as basic science faculty.

Prior to the session, basic science faculty mentored a greater number of students and a greater number of projects. In the post-session group, nearly 50% of project mentors were new to the mentorship role.

CONCLUSION

Academic faculty often face time constraints and strive to increase their scholarly output. By creating a plan of action, practicing efficiency, and focusing on tasks that align with their career goals, they can achieve more within the same time frame and enhance their scholarly productivity.

By implementing the following strategies using the Oregon State University model as presented by Weiser, the osteopathic community can help reduce faculty burnout and promote a culture of scholarly productivity.

Category	Teaching	Clinical	Research
Nature of the Scholarship	Develop and communicate new understandings or insights; develop and refine teaching content and/or methods	Assess and offer insight on clinical practice; Report patient cases to add to the body of knowledge; develop new practices and tools	Generate and communicate new knowledge or insights; discover and refine new materials and methods
Primary audiences for scholarship	Learners; educators, peers, public	Patients, colleagues, public	Peers, other scientists, granting agencies, public
Primary means for communicating Scholarship	Website, publications, presentations to educator peers	Publications, presentations to peers (e.g., grand rounds, conferences, etc.)	Publications, presentations to peers, website, patents, public reports
Criteria for evaluating Scholarship	Originality and significance of contributions to learning, duration and usefulness, adoption by peers	Originality, significance of new knowledge, impact on clinical practice, benefit to patients	Originality, scope, and significance of new knowledge, applicability, benefits to society

Figure 3. Adapted from Oregon State University's Forms of Scholarship Matrix presented by Weiser⁹

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