

# How Are We Doing? An Analysis of Drug Information and Library Sciences (DILS) Professional Scholarship

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## Background

- Faculty and other academicians are commonly expected to **balance their efforts** across teaching and learning, research and scholarship, and other duties such as service, clinical practice, and/or engagement.
- Boyer's model of scholarship** is a widely used model used to describe types of scholarly works in academia, including in nursing and pharmacy.<sup>1,2</sup>
  - The model offers **four areas of scholarship: discovery, integration, application, and teaching and learning (SoTL).**<sup>3</sup>
- Research **collaborations have multiple benefits**, including broadening the potential generalizability of the results and increasing the diversity of perspectives in the design and discussion of the research.
- Within the academic pharmacy world, **drug information specialists and librarians have unique, specialized knowledge and set of skills.** This leads to unique approaches to scholarship and collaborations, many times outside of direct patient care.
- This project explores how drug information specialists and health sciences librarians approach the research and scholarship pillar.

## Objective

To understand how Drug Information and Library Science (DILS) Section members approach the research and scholarship pillar in order **to ensure section programming and resources are as relevant as possible**, and **to help facilitate additional collaborations.**

## Methods

- 10-question **survey**
- Sent out to the **DILS Section membership** via AACP Connect (N=119) in February 2023
- Questions related to expected vs actual **scholarly time and outputs**, current and future **types of scholarship** (Boyer's Model of Scholarship), and current and future **collaborations**
- Survey was open for 3 weeks with an initial invitation email and one reminder email

## Results

- 17/119 (14.3%)** DILS members (10 pharmacists, 7 librarians) on AACP Connect completed the survey (Table 1)
- DILS members spend approximately the **same, if not slightly less, time** on scholarship than expected (14.57% vs 15.36% on average) (Fig 1)
- However, their **output is higher than expected** (8.80 vs 5.57 scholarly outputs in a 3-year period) (Fig 1)
- When describing outputs in the past 3 years, the most common type of scholarship was **integration** (Fig 2)
- Respondents plan to do **more SoTL** (Fig 2)
- Almost everyone (94.1%) has collaborated with someone in recent scholarship, and everyone (100%) plans to collaborate in the future
- The most common type of **recent collaboration was pharmacy professionals**, followed by learners (Fig 3)
- The **largest opportunity** (biggest difference between recent and future plans) is with **pharmacy academia**, within and outside DILS (Fig 3)

## Conclusions

- Overall, DILS members are **meeting or exceeding expectations** related to research and scholarship
- Opportunities identified include future aspirations related to type of scholarship (i.e., **more SoTL**), and nature of collaborations (i.e., **more collaboration in pharmacy academia**)
- Future directions will include section-wide efforts to meet these goals

## References

- Smesny AL, Williams JS, Brazeau GA, Weber RJ, Matthews HW, Das SK. Barriers to scholarship in dentistry, medicine, nursing, and pharmacy practice faculty. *Am J Pharm Educ.* 2007;71(5):91. doi:10.5688/aj710591
- Stull A, Lantz C. An innovative model for nursing scholarship. *J Nurs Educ.* 2005;44(11):493-497. doi:10.3928/01484834-20051101-04
- Boyer EL. Scholarship Reconsidered: Priorities of the Professoriate. ERIC; 1990.



We are doing well



We would like to do more SoTL



We would like to collaborate more with pharmacy academicians

Want to collaborate?

## Results, continued

Table 1. Demographics (n=17)

Primary role	
Librarian	7 (41.2%)
Pharmacist	10 (58.8%)
Position	
Faculty, tenured	9 (52.9%)
Faculty, tenure track	5 (29.4%)
Faculty, non-tenure track	1 (5.9%)
Non-faculty	2 (11.8%)
Academic rank	
Professor/Librarian	5 (29.4%)
Associate Professor/Librarian	8 (47.1%)
Assistant Professor/Librarian	2 (11.8%)
Non-faculty	2 (11.8%)
Target PharmD class size	
Fewer than 100 students	10 (58.8%)
At least 100 students	7 (41.2%)
Institution type	
Private	10 (58.8%)
Public	7 (41.2%)
Institution focus	
Research	7 (41.2%)
Teaching	10 (58.8%)

Figure 1. Scholarship Expectations vs Actual Performance

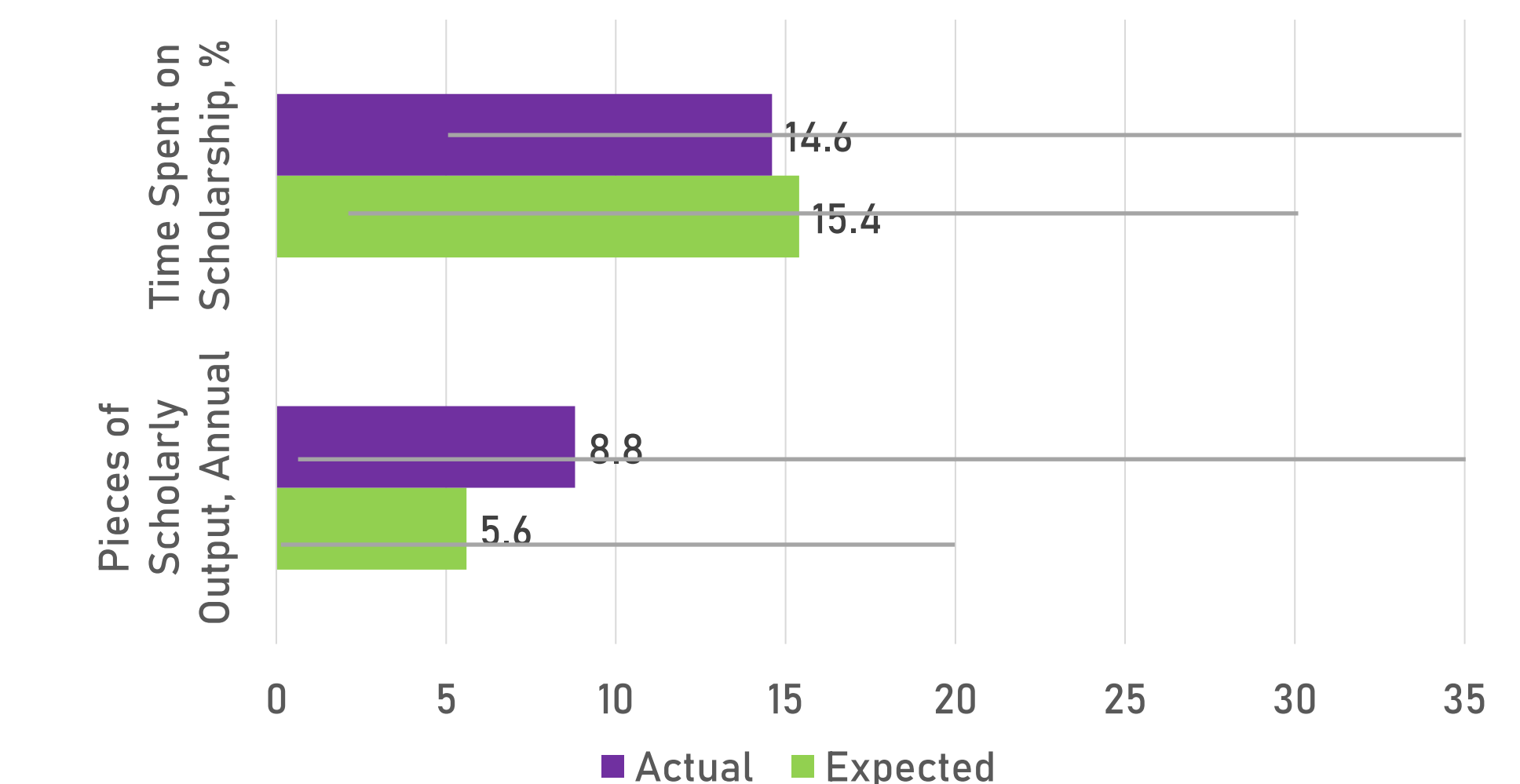


Figure 2. Recent and Future Scholarship, by Boyer's Domains

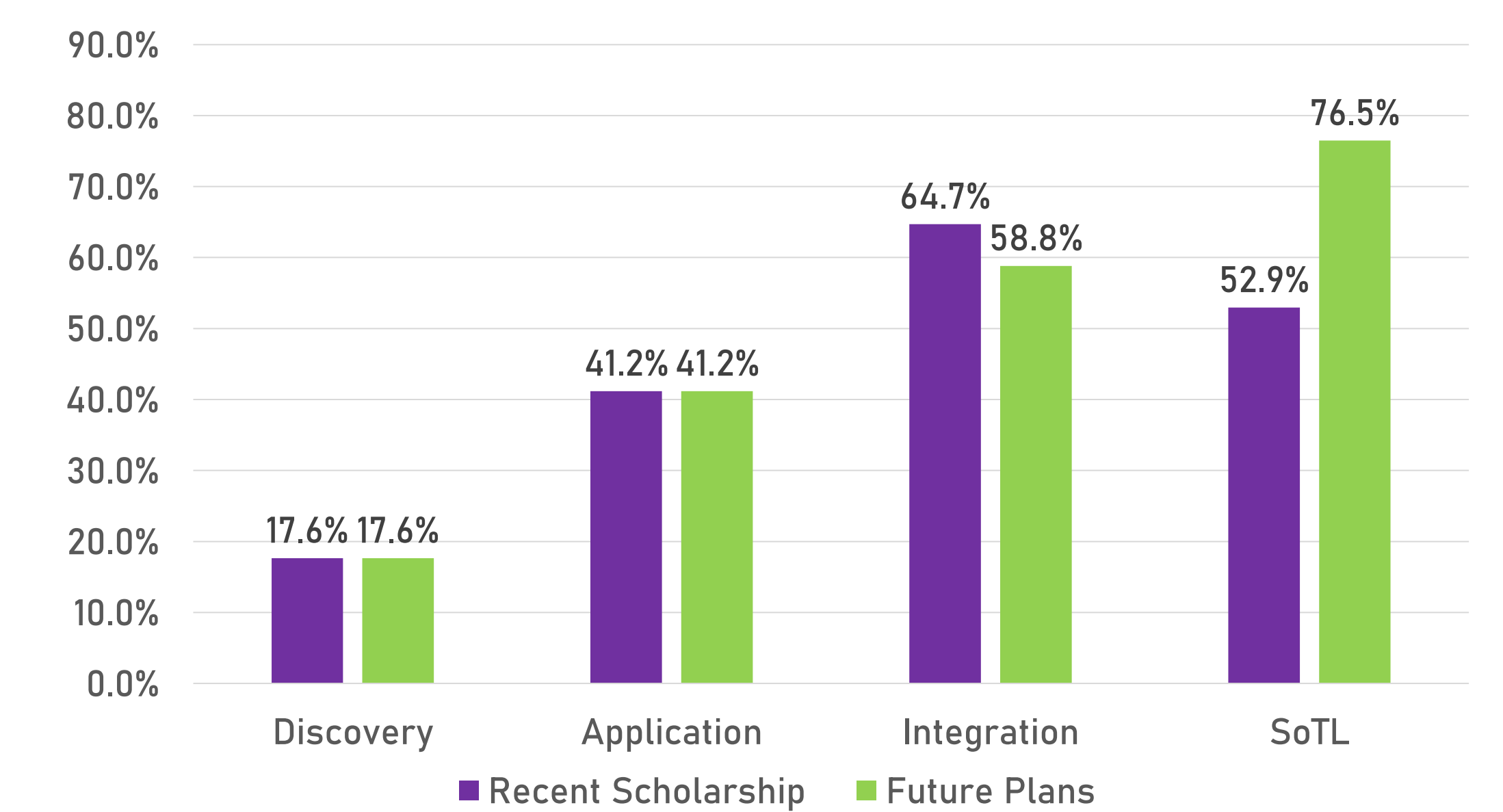


Figure 3. Recent and Anticipated Scholarship Collaborators

