

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.^{1,2}
 - The model offers **four areas of scholarship: discovery, integration, application, and teaching and learning (SoTL)**.³
- 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

1. Smesny AL, Williams JS, Brazeau GA, Weber RJ, Mathews 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
2. Stull A, Lantz C. An innovative model for nursing scholarship. *J Nurs Educ*. 2005;44(11):493-497. doi:10.3928/01484834-20051101-04
3. 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 Pharmacist	7 (41.2%) 10 (58.8%)
Position Faculty, tenured Faculty, tenure track Faculty, non-tenure track Non-faculty	9 (52.9%) 5 (29.4%) 1 (5.9%) 2 (11.8%)
Academic rank Professor/Librarian Associate Professor/Librarian Assistant Professor/Librarian Non-faculty	5 (29.4%) 8 (47.1%) 2 (11.8%) 2 (11.8%)
Target PharmD class size Fewer than 100 students At least 100 students	10 (58.8%) 7 (41.2%)
Institution type Private Public	10 (58.8%) 7 (41.2%)
Institution focus Research Teaching	7 (41.2%) 10 (58.8%)

Figure 1. Scholarship Expectations vs Actual Performance

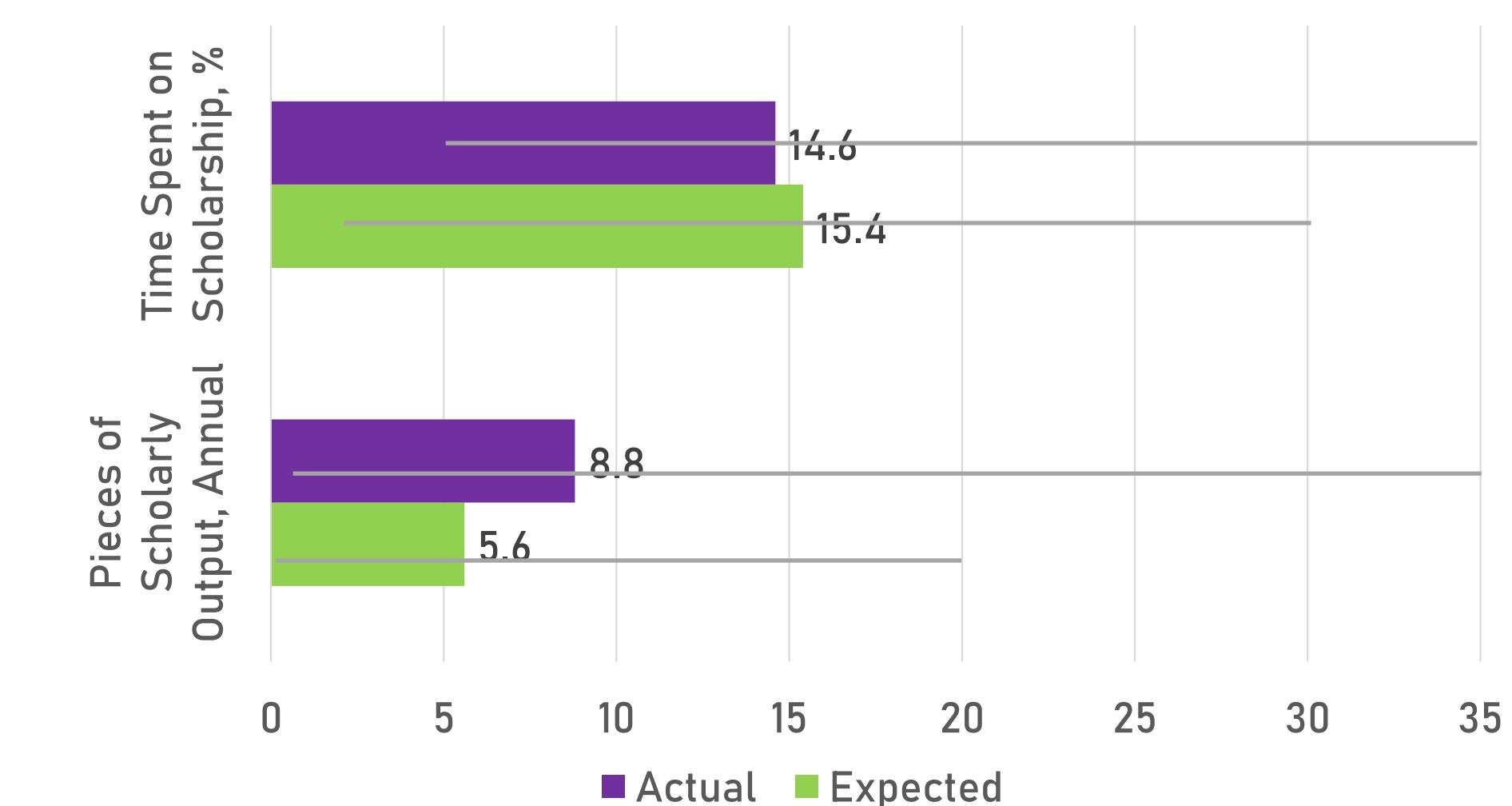


Figure 2. Recent and Future Scholarship, by Boyer's Domains

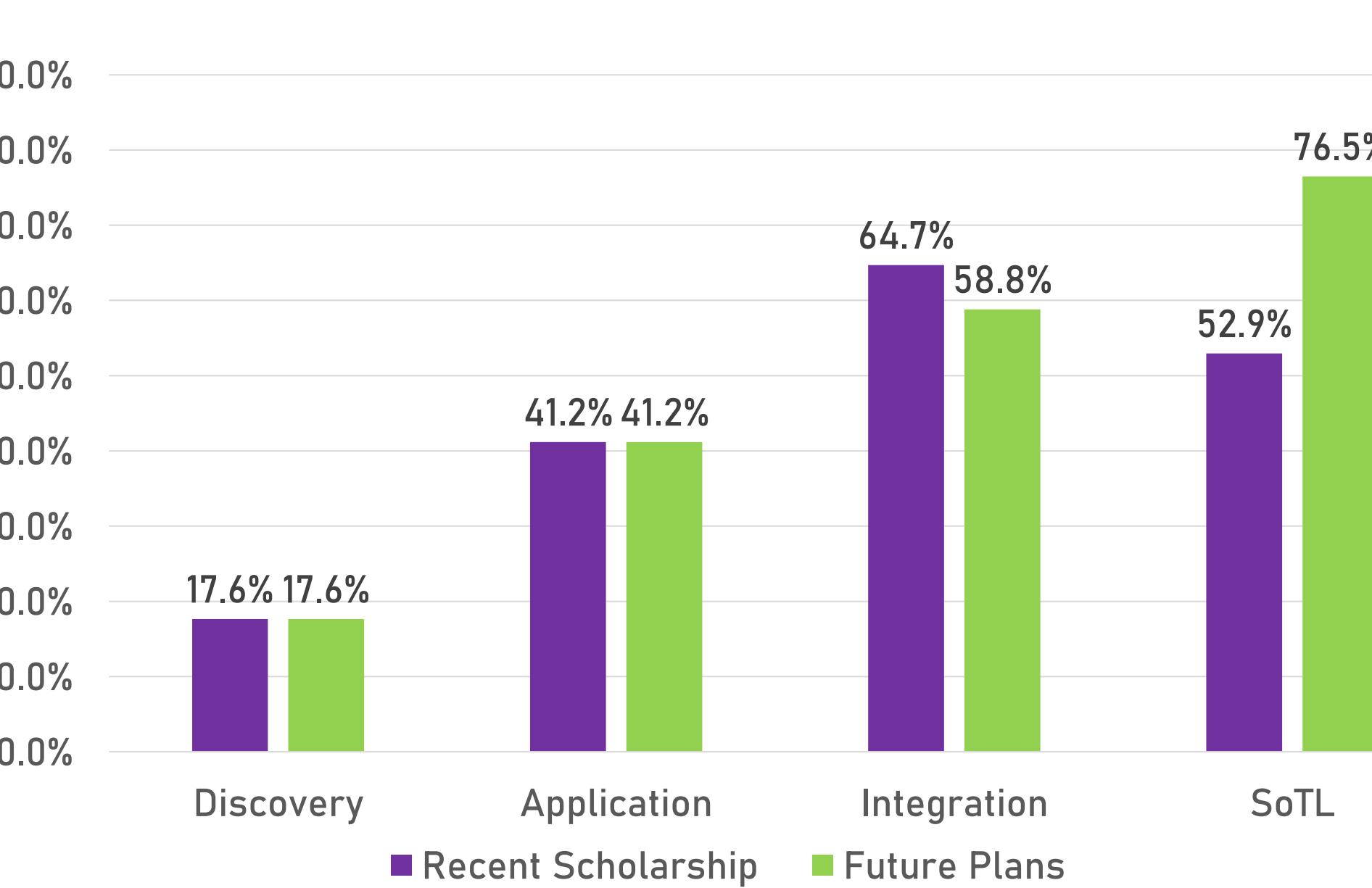


Figure 3. Recent and Anticipated Scholarship Collaborators

