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Predictors and Barriers to Faculty Scholarly Activity in United States Urology Residency Programs

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OBJECTIVE: To determine factors associated with scholarly activity among faculty members at urology residency programs. METHODS: An online survey was sent to all urology residency program directors. The survey assessed program characteristics, support and barriers for scholarly activity, and faculty participation in research and mentorship of residents. A linear regression analysis was used to identify the factors associated with faculty scholarship. Scholarly activity was defined as original research studies, systematic reviews, meta-analyses, case series and case reports. RESULTS: The survey was sent to 134 programs with a 36% response rate. Faculty attitudes toward conducting scholarly activity and lack of formal research curriculum were barriers to participation in scholarly activity, p<0.001 and p=0.05 respectively. Faculty attitudes were also a barrier to mentorship of residents (p=0.0038) and publication of at least one paper (p=0.0035). Having a statistician was positively associated with publications (p=0.062) and presentations (p=0.032). A minimum requirement of a ‘local presentation’ (p=0.04) and chairman support (p=0.015) were positively associated with presentations at a conference. CONCLUSIONS: This study identified resources and barriers to faculty member scholarly activity. The production of scholarly activity by faculty is increased by a chairman who supports research, availability of a statistician, submitting a manuscript as a resident requirement, and a dedicated research track for residents in the program. Urology residencies seeking to prioritize scholarly activity should consider these factors.