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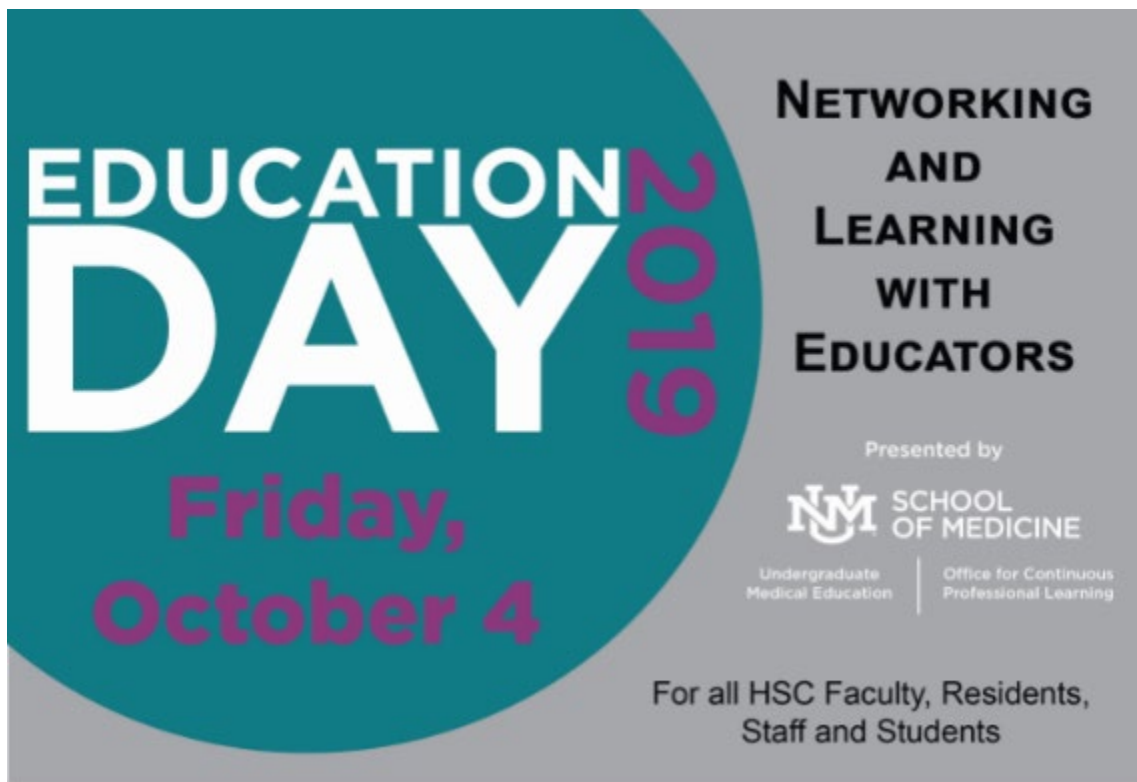
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## **Predictors and Barriers to Faculty Scholarly Activity in United States Urology Residency Programs**

David Gangwish, BS, MSIV, Martin Jurado, MSIII; Carolyn A. Parshall, M.S., and Fares Qeadan PhD, Internal Medicine; Frances M. Alba, MD, Urology

**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.