## Program Scholarly Activity Plan:  Inventory of Elements

*Use this Inventory matrix to review the varying elements of your program's scholarly activity plan.*
*Then compile the short and long term action items in the following matrix:* **Scholarship Action Plan: Short and Long Term Action Items**

| Resource/Intervention | Check-In Question | Yes/No | Challenges/Facilitators and Action Plans |
|---|---|---|---|
| **Institutional Resources** | Are you familiar with the SIU Center for Clinical Research (CCR)?<br><br>Do you know what resources/support CCR can provide and how to access them?<br><br>Are you familiar with SIU Statistical Outcomes and Analytical Research (SOAR) group and what they can provide? | | |
| **Departmental Culture and Leadership** | Is your departmental culture committed to scholarly activity?<br><br>Does the chair articulate strong support of resident and faculty and scholarship?<br><br>Do you have a departmental/division research committee?<br><br>Do you have a departmental/division research coordinator? | | |
| **Departmental/ Division Model of Scholarship** | Are any/all faculty productive in scholarship?<br><br>Are residents invited into every faculty project?<br><br>Do any/all faculty have protected time for research? | | |
| **Written Policies** | Do you have written policies/expectations/ timelines regarding scholarly productivity for residents?<br><br>For Faculty? Who is responsible for enforcing? | | |

| Program Elements | Does your formal curriculum explicitly include research/study design/basic statistics? | | |
|---|---|---|---|
| | Do your residents have dedicated research time in curriculum? | | |
| | Can you make time for either/both of these? | | |
| | Do you describe program scholarship expectations to residency candidates? | | |
| | At new resident orientation? | | |
| **Opportunistic Scholarship** | Are all residents/faculty on the lookout for potential case reports?<br>    Brief Reports?<br>    StatPearls submissions? | | |
| **Mentorship/Advising** | Have trainees been assigned to research mentors and advisors? | | |
| | Is the mentoring and advising system structured? | | |
| | Have mentors and mentees been oriented to resources and expectations? | | |
| **Faculty Development** | Do you have faculty development opportunities? | | |
| | Do faculty members attend the sessions? | | |
| | Are the sessions helpful/practical? | | |
| **Tracking/Documentation** | Are you capturing ALL scholarship criteria/options in WebADS? | | |
| | Are you (or someone) keeping an updated record of faculty CVs/scholarly products? | | |

# Scholarship Action Plan: Short and Long Term Action Items

| Action Item Category (from left column of Inventory of Elements) | Short Term Action Items (easily attainable) Include notes about the 'what', 'how', 'when', and 'who'. Goals should be SMART (specific, measurable, attainable, relevant and time oriented) | Long Term Action Items (require more planning and/or resources) Include notes about the 'what', 'how', 'when', and 'who'. Goals should be SMART ( specific, measurable, attainable, relevant and time oriented) |
|---|---|---|
| | | |

*Adapted from ACGME Inventory of Elements of Your Well-Being Plan, 2016*