

## Background

- ❖ Scholarship is an expectation of all faculty members, with women faculty publishing fewer articles and cited less frequently than their male counterparts.<sup>1-2</sup>
- ❖ An in-person writing retreat was planned and executed by four female academicians from four separate institutions to spend a long weekend immersed in scholarly activity.

## Objective

- ❖ This research explores the impact of an in-person writing retreat on the development and maintenance of improved scholarly writing habits.

## Methods

- ❖ Four pharmacy faculty members spent a long weekend immersed in scholarly writing at a vacation home. Along with daily scholarly writing, participants kept a journal documenting their progress, thoughts, emotions, barriers, and experiences throughout the retreat, with one additional follow-up entry completed four to six weeks later to articulate any lasting effects.
- ❖ Journals were analyzed using qualitative methods via exploratory, inductive coding among a two-coder team. Member checking was used for validation and emergence of additional codes.
- ❖ Themes aligned with Bandura's Social Cognitive Theory (SCT),<sup>3</sup> emphasizing cognitive, behavioral, and environmental factors that determine motivation, learning, and action. The data were recoded using SCT to ensure no additional codes or themes were missed.

## Results

- ❖ Participants included one assistant professor, two associate professors, and one non-faculty researcher from the Southwest, Southeast, and Midwest with experience ranging from three to 11 years in academia.
- ❖ Participant journaling yielded eight entries for analysis.
- ❖ All participants reported positive emotions and productivity during the retreat with sustained benefits four to six weeks afterwards.
- ❖ Four themes were identified, including the impact of 1) emotions and 2) mindset on writing, 3) specific writing process strategies, and 4) the importance of social connection.

**An academic writing retreat showed lasting positive impact on scholarly outputs, stemming from positive emotions and mindsets, structured writing time, accountability, and social connection.**

| Theme   | Quote  |
|---|--|
| <b>Emotions play a role in the writing process.</b>                   | Since the retreat, I have felt much more motivated and excited to work on my scholarly activities. In fact, scholarship activities are all I want to work on, at the expense of my other work. (Participant 1, Entry 2)  |
| <b>Mindsets can impact writing.</b>                                   | The productivity, momentum, and positive new outlook on scholarship/writing has carried over into regular routine post-retreat, which is the best reward/after-effect and something I did not expect! I feel like this retreat has helped reshape my mindset (a healthier outlook and less hesitation/dread) towards writing. (Participant 2, Entry 1)   |
| <b>New writing process strategies were discovered and considered.</b> | I think prior to the retreat, writing and scholarship was something I only thought about it blocks of time but it wasn't something that was routinely part of my work weeks. I've always struggled with the idea of blocking time weekly. This retreat and our weekly meetings have been significant in this way – I now think about and do scholarly work every single week. (Participant 4, Entry 2) |
| <b>Social connection positively impacts the writing experience.</b>   | With this group of women faculty friends, there is already deep level of trust and allows for vulnerable, honest work, feedback, and no judgment. Plus, there's no worrying about appearance – full comfortability and no hindrance to being my true self and most productive. Support, encouragement, and praise are also shared, excitement about each other's success. (Participant 2, Entry 1)     |

## Results

Figure 1: Example of how the findings aligned with Bandura's Social Cognitive Theory (SCT)

| Bandura's SCT elements   | Themes from qualitative analysis of writing journals   |
|--|--|
| <b>Cognitive</b> (knowledge, expectations, attitude)   | <ul style="list-style-type: none"> <li>• <b>Emotions</b> play a role in the writing process</li> <li>• <b>Mindsets</b> can impact writing</li> </ul> |
| <b>Behavioral</b> (skills, practice, self-efficacy, outcomes, expectations)                                      | <ul style="list-style-type: none"> <li>• <b>Writing process</b> strategies were considered</li> </ul>  |
| <b>Environmental</b> (social norms, access in community, influence on others, social support, physical barriers) | <ul style="list-style-type: none"> <li>• <b>Social connections</b> positively impact the writing experience</li> </ul>                               |

## Conclusions

- ❖ Scholarship is an expectation of faculty, yet consistently engaging in effective writing habits is challenging.
- ❖ A writing retreat dedicated to immersion in scholarship was shown to be effective and favored by participants, with benefits extending beyond the retreat, and may help other faculty build effective writing habits, associate positive emotions with writing, minimize writing resistance, build positive social connection in scholarship, and ultimately increase sustainable scholarly productivity.

## References

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2. Odic D, Wojcik E. The Publication Gender Gap in Psychology. *Am Psychol.* 2020; 75(1): 92-103.
3. Bandura A. Human agency in social cognitive theory. *Am Psychol.* 1989;44(9):1175-1184. doi:10.1037/0003-066X.44.9.1175

## Disclosures

- ❖ The authors have nothing to disclose concerning possible financial or personal relationships with commercial entities that may have a direct or indirect interest in the subject matter.