



LANGSTON UNIVERSITY

**Rehabilitation Research and Training Center (RRTC)
on Research and Capacity Building for Minority Entities**



Factors Affecting Rehabilitation Research Productivity in Minority Serving Institutions

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Presentation Objectives

- Identify focus group perspectives on personal intrinsic, extrinsic, and systemic issues that influence rehabilitation research productivity in MSIs
- Identify the intrinsic and extrinsic factors at the individual and institutional level which could contribute to rehabilitation research productivity in MSIs
- Identify the barriers of rehabilitation research productivity at MSIs

Background

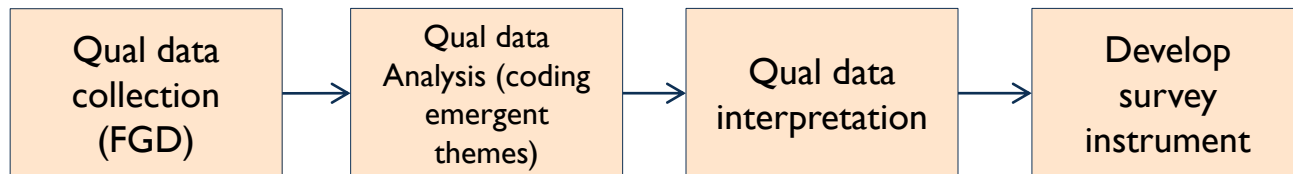
- Research productivity plays an important role in improving the quality of knowledge (Caminiti et al., 2015).
- Adequate research is a main factor in improving the rehabilitation, as well as health and community living needs of people with disabilities (White et al., 2010)
- Research productivity can be influenced by intrinsic and extrinsic factors related to the researcher (Webber, 2013).
- Limited mentorship, heavy teaching loads, and the lack of research opportunities have also been identified as critical components to research productivity at MSIs (Cramer, 2007).
- Despite the importance of research productivity, to date, relatively little research has examined faculty attitudes toward factors of rehabilitation research productivity at MSIs (Moore et al., 2016).

Research Questions

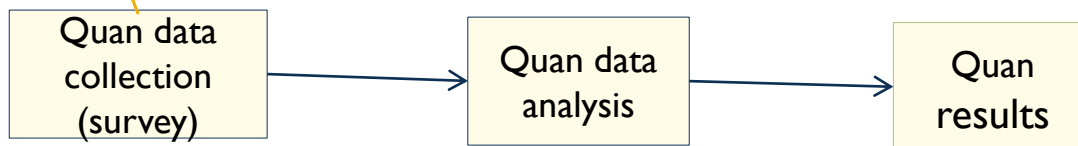
- What intrinsic and extrinsic factors, and policy and systemic issues contribute to rehabilitation research productivity in MSIs?
- What institutional components can facilitate rehabilitation research productivity in MSIs?
- What have been the barriers to rehabilitation research productivity in MSIs?

Research Method

Phase 1: Focus group



Phase 2: Survey



Exploratory Instrument-development Design

Funding Agency:



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Phase 1: Qualitative Method

- This qualitative study utilized FGD in an attempt to understand rehabilitation research productivity factors
- The target population included MSIs' faculty who registered for the 2014 NAMRC conference
- Both purposive and convenience sampling were used to select 12 participants (4 Male and 8 Female).
- The FGD was in 1 group and duration lasted about 1 hour.
- The lead and a co-investigator facilitated the FGD. In conjunction with the FGD transcripts, the observer notes provided supplementary information
- Data were audio recorded and transcribed. An open coding approach was used to generate themes.

Instrument Development Model

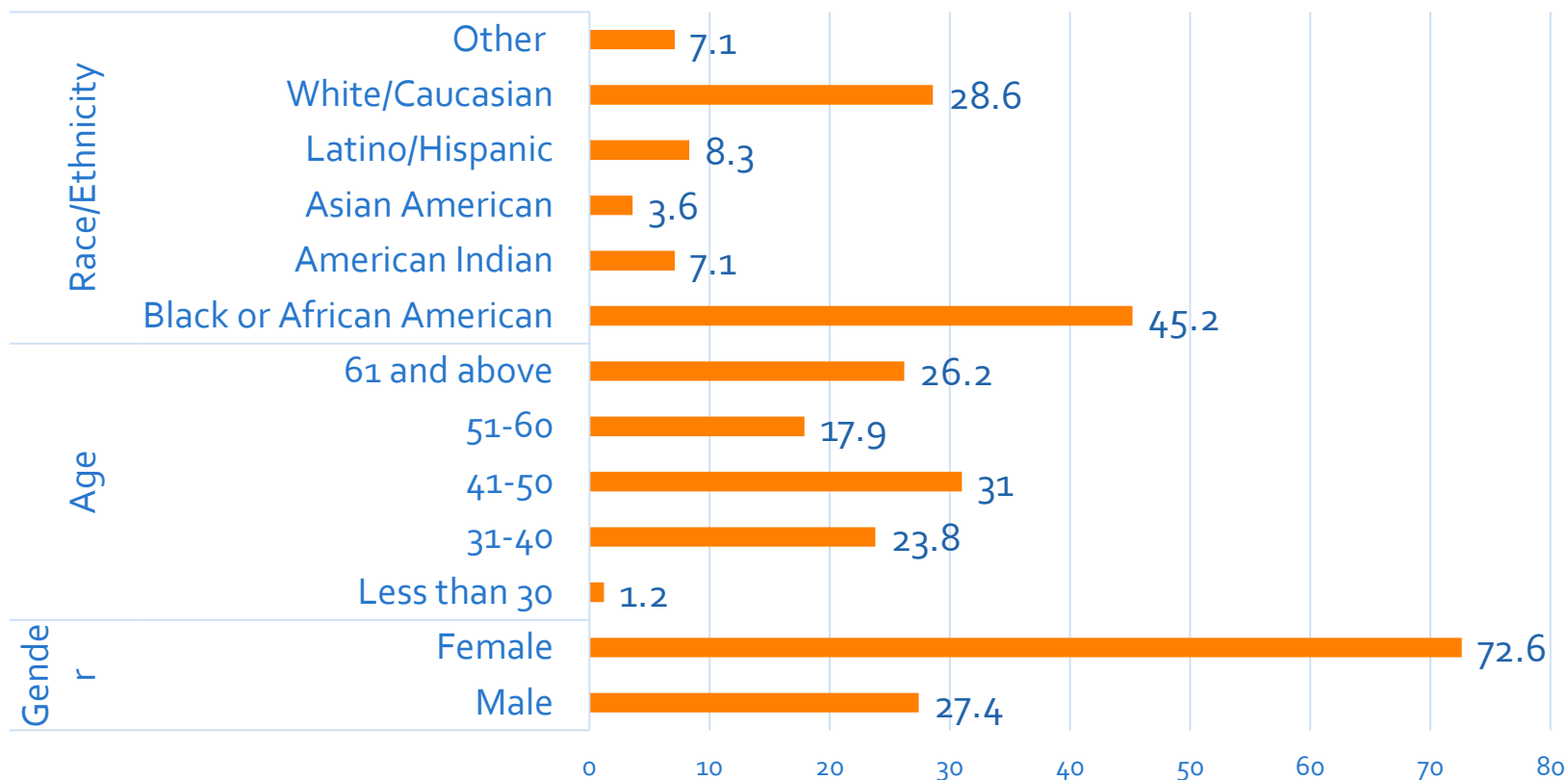
	Intrinsic	Extrinsic
Individual	<ul style="list-style-type: none"> • Self-Efficacy • Wages • Motivation • Interest • Educational attainment • Research skills • Family support • Ranking • Self-confidence 	<ul style="list-style-type: none"> • Heavy teaching load • Workload balance • Lack of flexibility • Working collaboratively • Research atmosphere • Travel funding • Communication • Grant writing • Technical training
Institutional	<ul style="list-style-type: none"> • Administrative culture • Lack of research culture • Insufficient financial resources • Insufficient equipment and technology • Insufficient social science funding • Offices of sponsored program 	<ul style="list-style-type: none"> • Mentorship opportunities • Institutional review board • External funding • Partnerships • Networking opportunities • External support



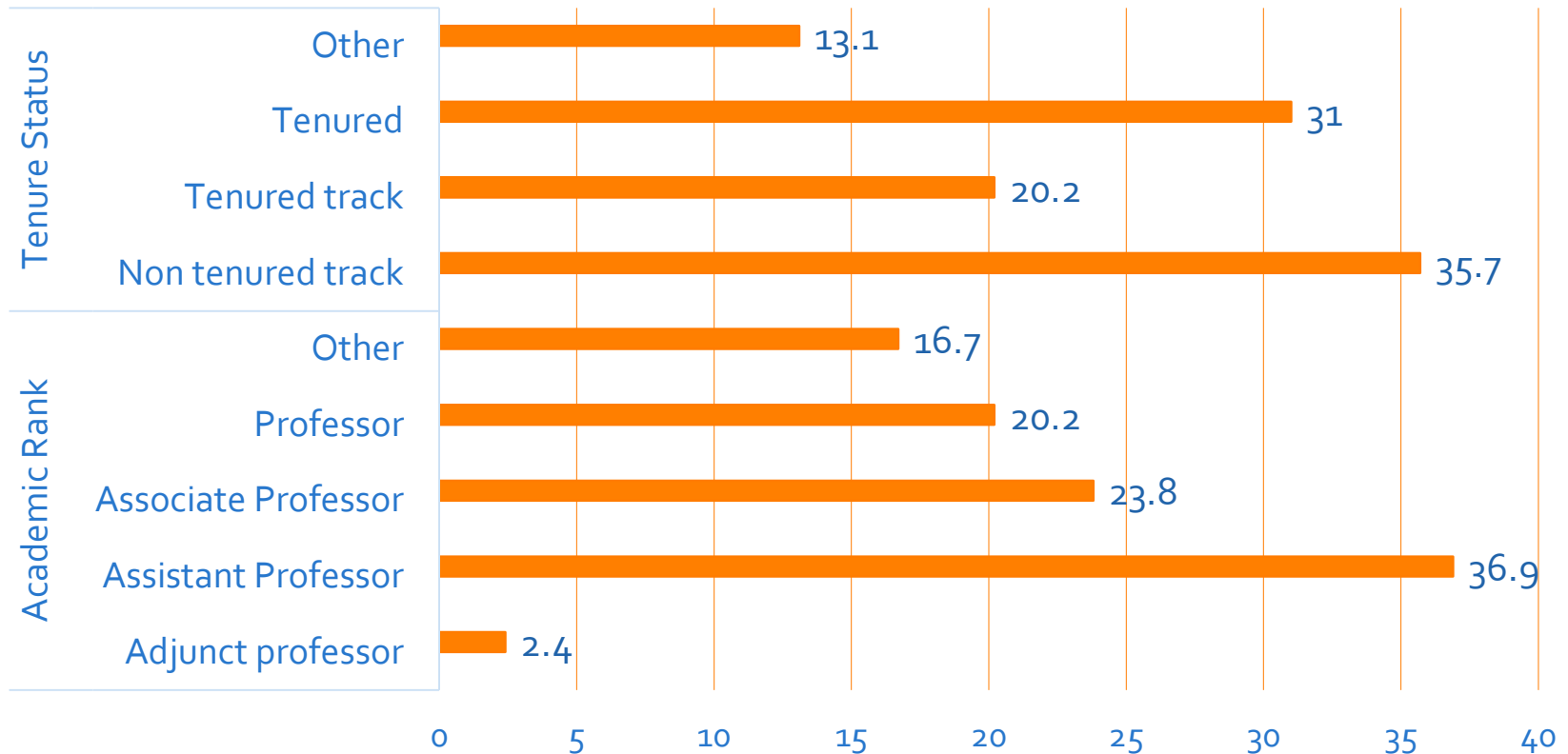
Phase 2: Quantitative Method

- Online survey was used to collect the data. The survey instrument, which was developed from the FGD study, was pilot tested.
- Convenience sampling was also used to identify the participants from the MSIs (n=84).
- The final survey instrument consisted of three sections: i) demographic information, ii) research productivity factors and iii) the barriers
- Participants were asked to rate 45 statements on a 5-point Likert scale
- Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to describe the data.

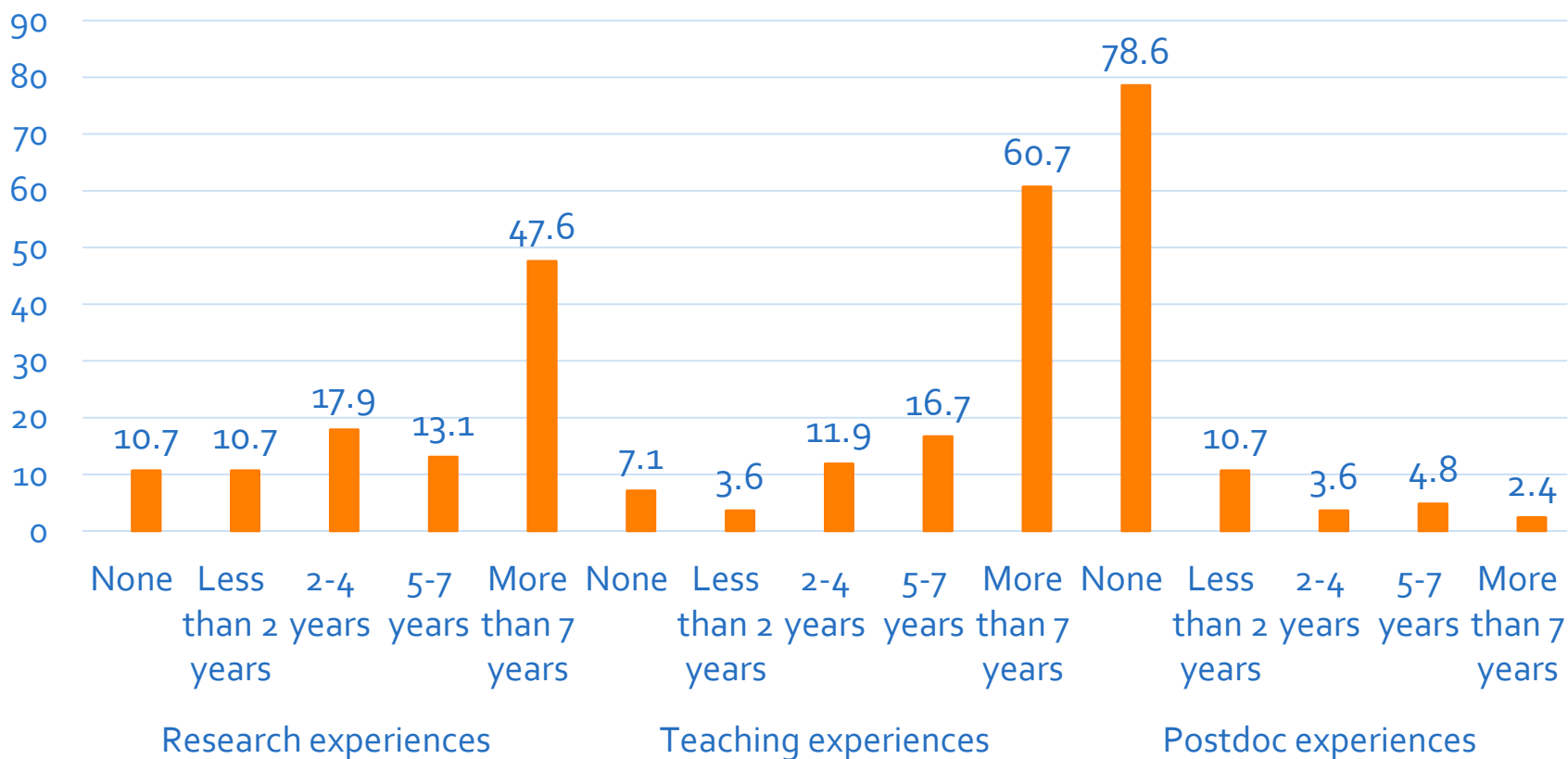
Participants' Demographic Information



Participants' Demographic Information

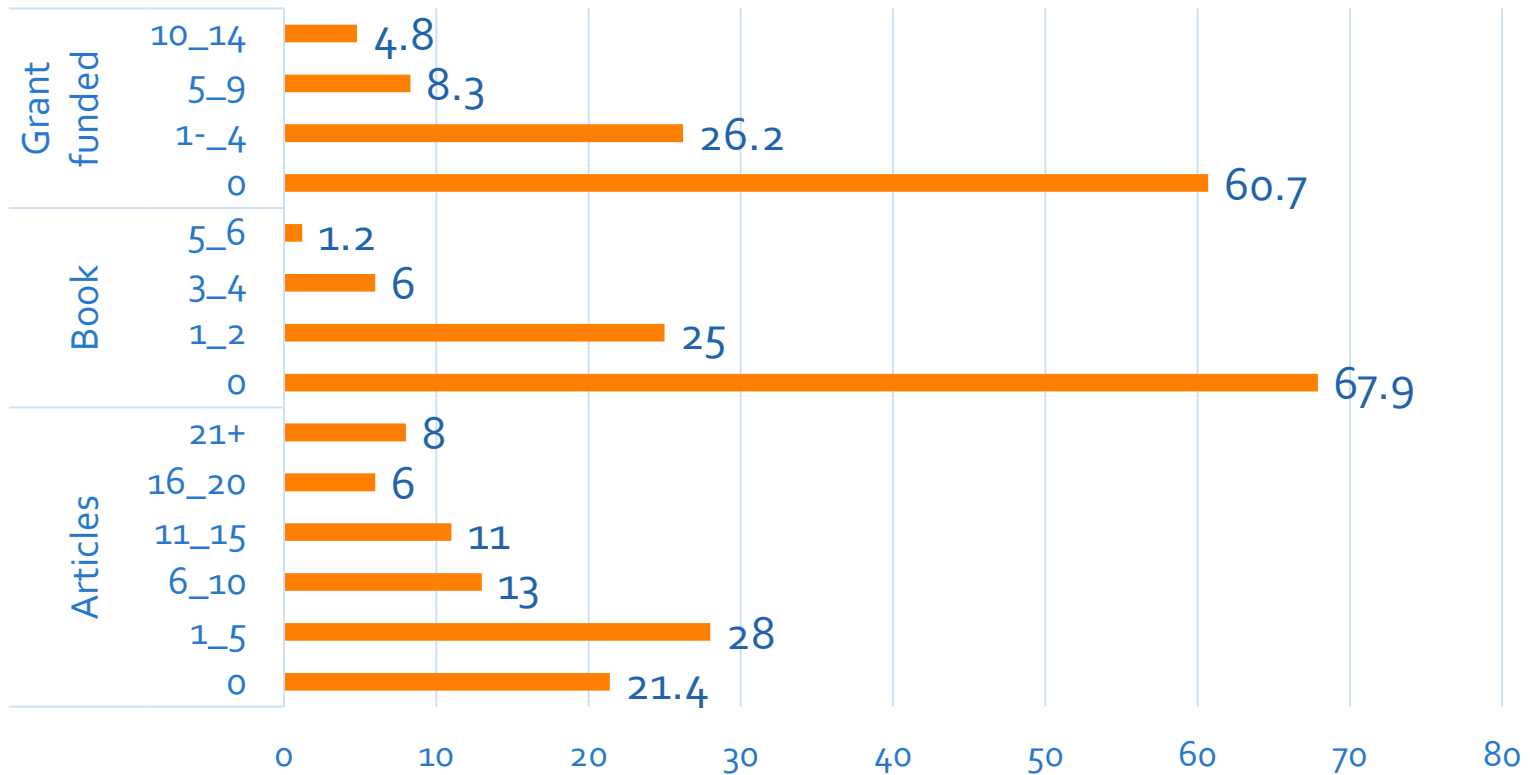


Participants' Research/Teaching and Postdoc Experiences



Participants' Research Productivity

Research productivity



Individual Intrinsic Factors

Individual intrinsic factors/ M=3.44	M	SD
research methods skills	3.39	1.076
writing skills	4.19	.736
research grant-getting skills	3.07	1.159
research software skills	3.01	1.167
work independently	4.00	1.018
use software for data analysis	3.24	1.115
write a manuscript	3.80	1.138
getting tenure	3.37	1.581
getting promotion	3.92	1.224
salary increase	3.50	1.410
reduced teaching load	3.00	1.529
finding a better job	2.75	1.544

Individual Extrinsic Factors

Individual extrinsic factors/ M=2.90	M	SD
training on research methods	3.18	1.243
research fellowship training opportunities	2.65	1.285
doctoral training opportunities	2.71	1.436
postdoctoral training opportunities	2.35	1.331
friendly atmosphere among faculty	3.74	1.007
sharing social knowledge with colleagues	3.69	1.151
established productive scholarly habits early on career	3.58	1.174
good level of research-related communication among colleagues	2.83	1.118
a large portion of faculty can be considered "productive researchers"	2.74	1.318
provide protected time to conduct research	2.21	1.271
time flexibility	2.68	1.234
appropriate competition between colleagues	2.83	1.107
institutions treats everyone equally	2.44	1.176

Institutional Intrinsic Factors

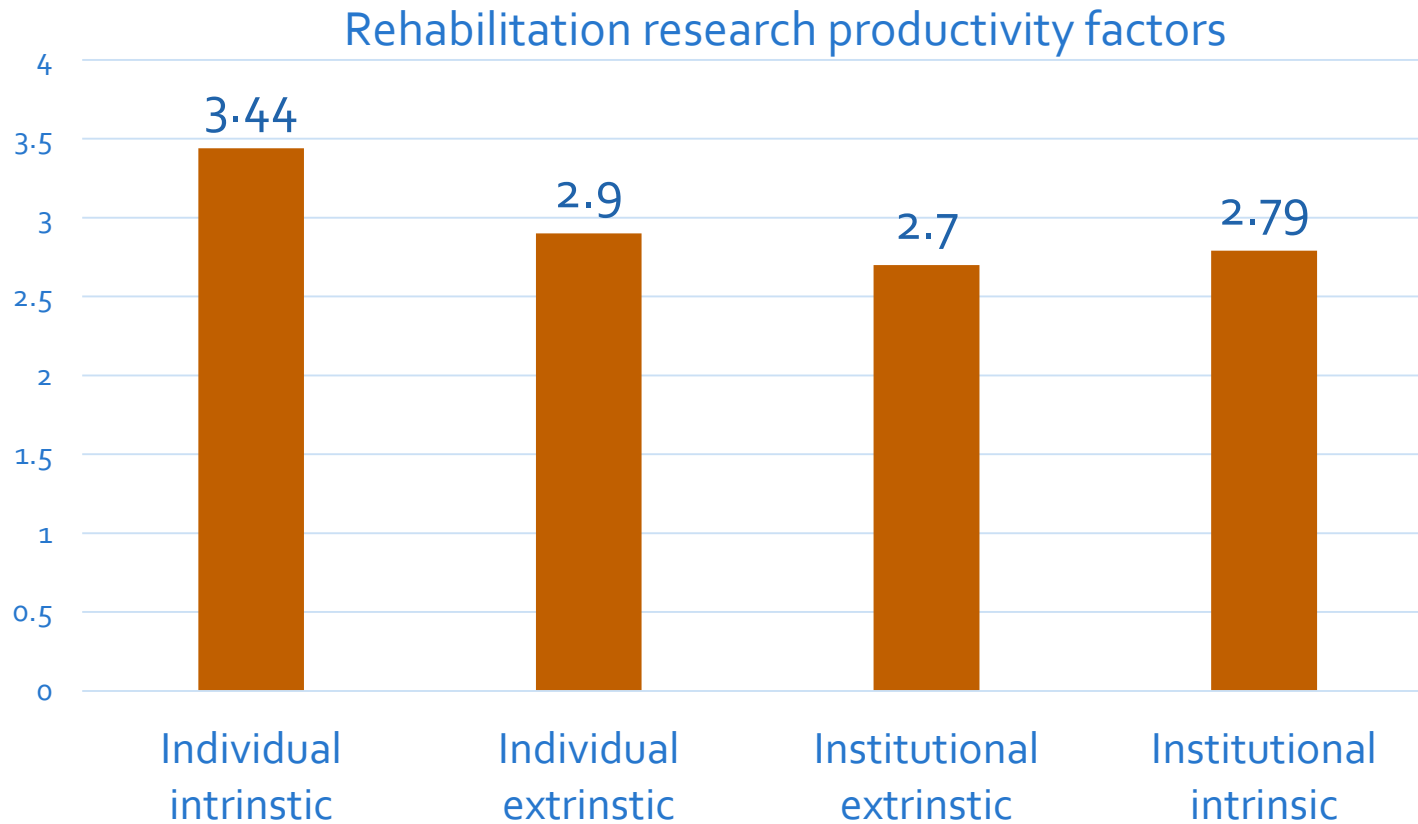
Institutional intrinsic factors/ M=2.70	M	SD
adequate research support staff	1.98	.969
clear strategic plan that promotes research capacity building	2.45	1.186
department head is highly regarded for his/her research: supportive of my efforts in research:	2.92	1.441
reward system	3.57	1.101
emphasizes on research productivity during faculty hiring	2.19	1.114
formal research mentoring program	2.94	1.176
effective institution's IT management	2.17	1.107
effective sponsored programs office	2.52	1.135
allocates adequate resources	3.12	1.216
effective institution's IRB system	2.30	1.073
sufficient institution's library resources	3.35	1.058
sufficient access to journals, books, and other databases	3.18	1.243
access to research software through my institution's library	3.27	1.311
	3.15	1.167

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Institutional Extrinsic Factors

Institutional extrinsic factors/ M= 2.79	M	SD
research partnerships with MSIs	2.88	1.124
research partnerships with international institutions	2.43	1.122
research partnership with traditional white institutions	2.76	1.104
institution receives private research funding	2.56	1.090
partnership with leading academic publishing	2.51	1.177
institution receives funding from non-profit organizations	2.62	1.017
institution receives federal research dollars	3.56	1.090
serve on federal research entity advisory committees	2.42	1.122
institution utilizes panel reviewers to evaluate research	2.60	1.163

Rehabilitation Research Productivity Factors



Individual
intrinsic

Individual
extrinsic

Institutional
extrinsic

Institutional
intrinsic

Barriers of Rehabilitation Research Productivity

Barriers of rehabilitation research productivity



The Study Limitations

- The first limitation is using only one focus group to identify faculty's perspectives. With the addition of one or more focus groups, it is possible that other themes may have emerged to provide an even richer understanding of the phenomena.
- The second limitation of the study was using convenience sampling technique in phase 2. Therefore, we cannot generalize the findings to the population of all MSIs.

Recommendations

- The findings provided key constituencies with additional insights on issues that can be perhaps considered for manipulation in order to bring about transformative and sustained change in minority serving institution scientific disability and health productivity context.
- There may be a need for minority serving institution to do more in terms of network development to enhance research collaborations.
- address the need for capable mentorship, NIDILRR and other federal agencies should consider expanding current mentorship efforts that aim to increase the number of minority serving institution, faculty scholar, and student participants.
- Minority serving institution leaders should consider doing more to facilitate an adequate research and administrative culture, while staying true to their teaching and/or service missions.

Deliverables

- Aref F, Manyibe E, Washington A, Johnson J, Davis D, Cross K, & Moore C. (2017) Research Productivity in Rehabilitation, Disability, and Allied Health Programs: A Focus Group Perspective on Minority Serving Institutions, *Rehabilitation Research, Policy, and Education* 31(3).
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