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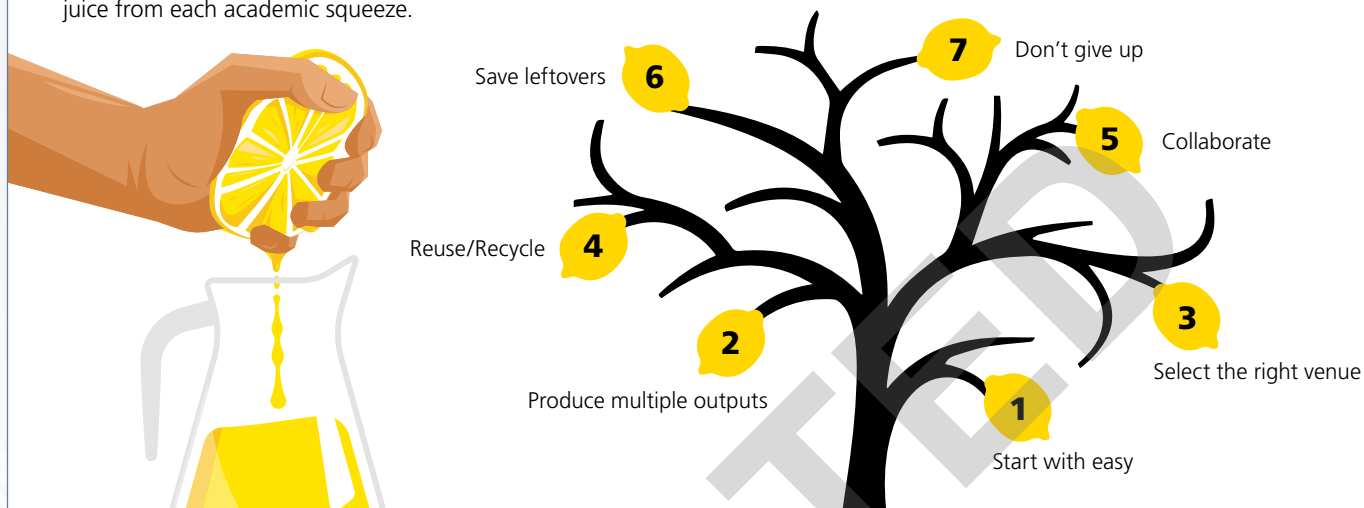
Title: How to Get More Juice From Each Squeeze: Maximizing Outputs From Academic Efforts








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How to Get More Juice From Each Squeeze: Maximizing Outputs From Academic Efforts

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Many strategies focus on how faculty can increase their productivity in academic medicine, but less is written about how to translate the results of that hard work into scholarship most easily. Getting more from each academic squeeze can mean more impact, more research products, more venues, and more audiences. We present 7 strategies to help you get more juice from each academic squeeze.



Strategy	Details
1. Start with easy Pick projects that are doable in the time you have. 	Identify bite size projects that are doable in just a few days or weeks (as opposed to months or years). A project does not need to be a tome to be valuable. Converting an existing project into a publication can be faster. ¹ Examples: Turn a quality improvement project into a conference poster, or a journal club discussion into a letter to the editor. Extra Advice: Quick wins can build confidence and provide motivation to move forward.
2. Produce multiple outputs Identify multiple deliverables. 	Create a lecture, poster, manuscript, and book chapter from the same project. ^{2,3} Examples: Turn a literature review into a narrative review article, make an interesting case study into a teaching conference, poster, and case report/review of the literature. Extra Advice: Use a scholarly approach. ^{4,5} Develop different versions of a lecture for various audiences (e.g., shorter and longer versions of talks for different audiences: students, residents, advanced practice providers, and faculty).
3. Select the right venue Find unique venues for your work. 	Find venues that fit your work instead of trying to make your work fit a venue. ^{4,6} There are many unique formats (physical exam videos, short letters, etc.) and creative venues. Ask your colleagues if your work is a good fit for a specific venue. Examples: <i>Academic Medicine's</i> AM Last Page (this format) is a good fit for one-page infographics, <i>Medical Education's</i> Really Good Stuff is a good format for novel teaching ideas, and <i>JAMA Internal Medicine's</i> Teachable Moment is a good format for a single clinical teaching point.
4. Reuse/Recycle Reuse different facets of your scholarship when possible. 	Present different aspects of the same work to new and different audiences, which can help develop expertise. ⁷ Example: Many conferences encourage presenting aspects of your work previously presented elsewhere: always read the rules and be careful to avoid self-plagiarism . Extra Advice: Never put the name of the conference on the poster.
5. Collaborate Earn co-authorship on projects you mentor. 	Occupy different roles on different projects: working with others will increase the quality of everyone's work and can also increase the quantity of output. Mentoring itself is a product of your work. By engaging meaningfully in other's projects, your contribution may warrant authorship with less work than is required for the projects that you lead. Extra Advice: Always discuss your role and contributions in advance; be careful <u>not</u> to take advantage of power differentials with mentees.
6. Save leftovers Save leftovers and create new projects. 	Save unpublished work for later projects. For example, collect what you remove during editing; in some cases, this work can be expanded and published on its own. However, avoid salami slicing . ⁸ Example: The section a reviewer suggested you remove from an article might be an idea worth expanding into its own publication.
7. Don't give up Stick with it, even if your scholarship is not accepted at first. 	Persevere. Most publications require multiple revisions/resubmissions, yet many people give up after initial rejection. Most thoughtful projects can find an audience, and often revised works are ultimately published. ^{9,10} Extra Advice: Appropriately set expectations; a <i>revise and resubmit decision</i> is a win. Use reviewer feedback as an opportunity to improve, and make lemonade out of lemons.

The authors have informed the journal that they agree that both Juan N. Lessing and Nicholas M. Mark completed the intellectual and other work typical of the first author.

Disclosures: None Reported.

References: See Supplemental Digital List 1 for the references.

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