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**Title:** Hit the Ground Running: Engaging Early-Career Medical Educators in Scholarly Activity

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Hit the Ground Running: Engaging Early-Career Medical Educators in Scholarly Activity

New faculty seeking an academic focus in medical education are often intimidated by the perceived resources, protected time, and research expertise required to produce a full-length research manuscript.\(^1\)\(^2\) **Mentors** can help early-career medical educators gradually develop increasing levels of sophistication in scholarly work by adopting a broader definition of scholarship.\(^3\)\(^4\) Below, we discuss initial strategies for medical educators to engage in scholarly work early in their career and provide examples of academic pursuits stratified by increasing effort and skill.

### First Steps: Learn the Landscape

- **Familiarize yourself with medical education journals to enhance your understanding of the medical education landscape.**
- **Create a list of medical education topics for which you have a specific interest (e.g., feedback, wellness, assessment).**
- **Identify mentoring, networking, and collaborating opportunities by meeting with faculty educators at (and outside of) your institution.**
- **Assess the resources available through your home institution including pilot grants, administrative time support, statistical assistance, etc.**

### Presentation-Based Scholarly Growth

<table>
<thead>
<tr>
<th>Didactic Lecture</th>
<th>External Grand Rounds</th>
<th>Poster or Oral Presentation</th>
<th>Workshop</th>
</tr>
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<tbody>
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<td>Present a topic within your expertise to learners, using a teaching or educational framework. <strong>Examples:</strong> Medical school, residency or fellowship program, nurse practitioner or physician assistant training program.</td>
<td>Present on a medical topic, focusing on recent updates and evidence-based practice. <strong>Examples:</strong> Community hospitals (many recruit guest lecturers to fill Grand Rounds slots).</td>
<td>Present scholarly work with a narrower scope, such as a needs assessment, survey, curriculum innovation, or clinical vignette. <strong>Examples:</strong> Regional or national medical education or (sub-) specialty conferences.</td>
<td>Create an interactive session involving audience discussion, hands-on experiential learning, or role-playing to demonstrate an education concept. <strong>Examples:</strong> Regional or national medical education or (sub-) specialty conferences.</td>
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### Publication-Based Scholarly Growth

<table>
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<tr>
<th>Letter to the Editor</th>
<th>Education Commentary</th>
<th>Brief Report</th>
<th>Research Manuscript</th>
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<td>In a short article, present counterpoints, future directions, tips for implementation, or additional data related to a very recent medical education article from the same journal or provide brief comments on an issue important to the academic medicine community. <strong>Examples:</strong> Academic Medicine, Journal of Graduate Medical Education (JGME), Medical Education, The Clinical Teacher, Medical Teacher.</td>
<td>Describe a controversial or emerging topic in education combining personal experience with existing literature. <strong>Examples:</strong> Academic Medicine’s Perspectives, JGME’s Ripouts or On Teaching, Medical Education’s Commentaries, The Clinical Teacher’s Insights, Medical Teacher’s Twelve Tips.</td>
<td>Use initial data to describe a needs assessment, survey results, or curricular intervention in a format much shorter than a typical research article. <strong>Examples:</strong> Academic Medicine’s Innovation Reports, JGME’s Brief Reports, Medical Education’s Really Good Stuff, The Clinical Teacher’s In Brief, Medical Teacher’s Short Communications.</td>
<td>Present a research project using the background, methods, results, discussion/conclusions format with rigorous data analysis and thorough detail (e.g., all curricular materials). <strong>Examples:</strong> Academic Medicine, MedEdPORTAL, JGME, Medical Education, The Clinical Teacher, Medical Teacher.</td>
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### Make It Count Twice

Be creative about turning work you are already doing into multiple forms of scholarship, such as lectures into Grand Rounds and posters into brief reports.

### References


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