

The Office of Faculty Development (OFD)

Get that Paper out the Door! *Pearls and Pitfalls of Publishing*

Kim Skarupski, PhD, MPH - *Senior Associate Dean for Faculty Development*

Richard Edden, PhD – *Professor, Neuroradiology*

Dave Yousem, MD, MBA - *Associate Dean for Professional Development*



JOHNS HOPKINS
M E D I C I N E



Maria Oliva-Hemker, MD
Vice Dean for Faculty

Who are we? Office of Faculty Development (OFD)



Kim Skarupski, PhD, MPH
Senior Assoc. Dean for Faculty Dev.



Dave Yousem, MD, MBA
Assoc. Dean for Professional Dev.



Monica Guy
Program Coordinator



Rachel Levine, MD, MPH
Assoc. Dean for Faculty Educational Development



Martha Bruder, BS
Program Coordinator

Session Description

- Do you find yourself wishing you had the: time; interest; energy; inspiration; motivation; dedication; organization; or know-how to get those papers started, worked-on, finished, and submitted for publication? Yes, writing is hard! But in academic medicine, writing is your job, so do your job every day! In this active and engaging panel presentation, you will see how three different faculty members dispel common writing myths. You will learn a multitude of techniques to overcome your personal writing barriers, including: I don't know how to get started; I'm not ready to start; I don't have the time to write – I'm too busy; I have trouble finishing my papers; I just need a few more _____ (hours, patients/samples, analytic models, emails from co-authors...) before I can finish it...and others! At the end of this session, you will have identified at least three things that you can do right away to banish the speed bumps on your road to scholarly productivity.

Does one ever just show up...

- at church and hope a service happens?
- at the ballfield and hope a game happens?
- at school and hope a class happens?
- at the theater and hope a movie starts?

- Of course not! There's always a schedule/a plan! So why do we "hope" we'll write today/this week?

Writing is hard!

- “Having a book [grant, manuscript] rejected is horrible. It’s like having a baby and when you show it to people, they tell you to stick it back in your uterus.” *Candace Bushnell, Killing Monica*
- And you work in academic medicine where scholarship is the currency of the trade, the coin of the realm...
- so writing is your job...
- so do your job every day!



Today's objectives

- Identify common barriers of writing
- Learn tools to increase your writing practice
- Identify 3 new practices that you will implement over the next 4 weeks; write them down; state them publicly

***Worksheet: Think

With regard to my writing...

1. I'm really good at _____

2. I really enjoy _____

3. I'm really bad at _____

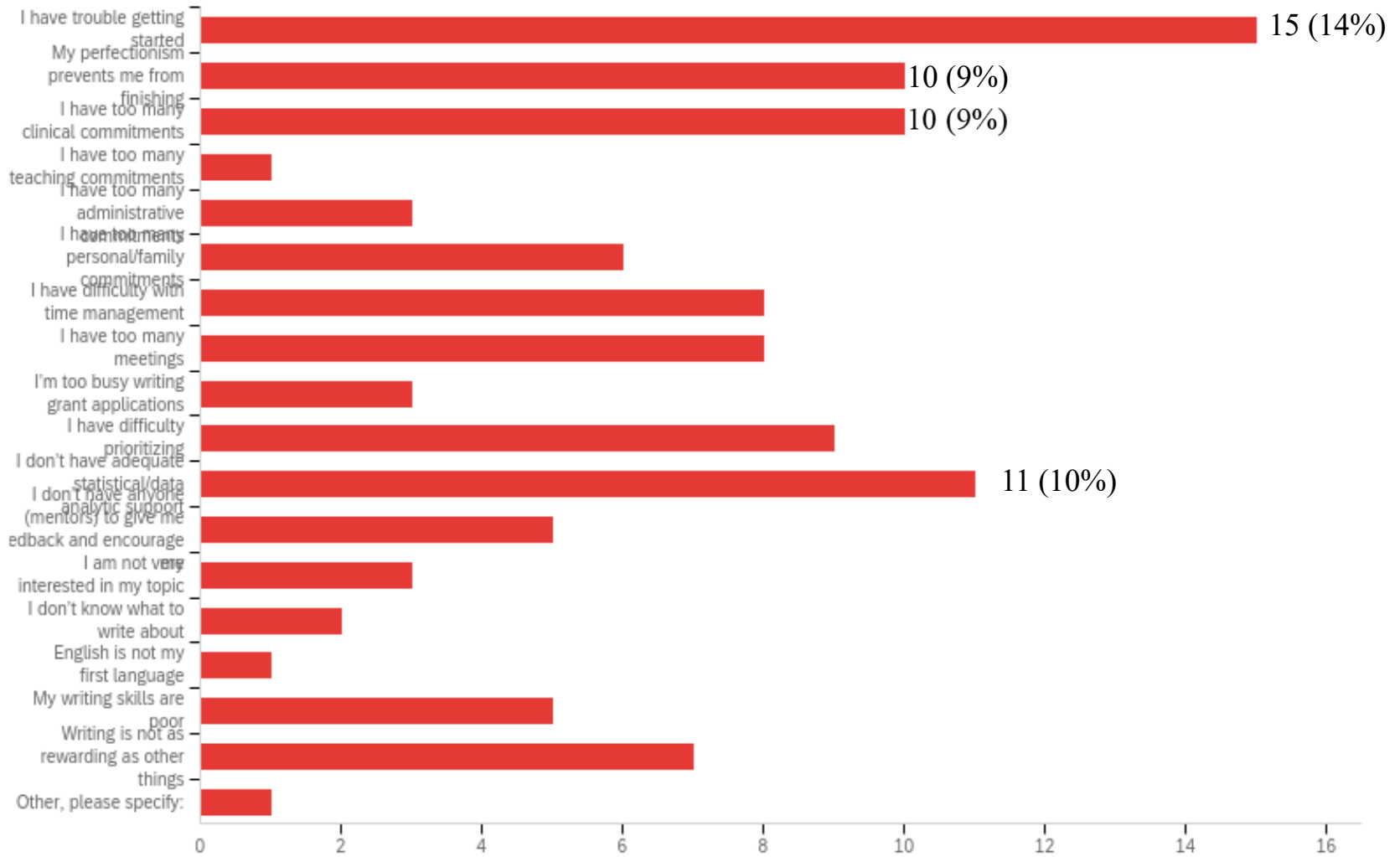
4. I really hate _____

e.g. planning, organizing, scheduling things; doing literature reviews; designing studies; collecting data; analyzing data; writing introductions; writing discussions; making tables, figures, or charts

Which are YOUR barriers to writing? (note all that apply)

1. I have trouble getting started
2. My perfectionism prevents me from finishing
3. I have too many clinical commitments
4. I have too many teaching commitments
5. I have too many administrative commitments
6. I have too many personal/family commitments
7. I have difficulty with time management
8. I have too many meetings
9. I'm too busy writing grant applications
10. I have difficulty prioritizing
11. I don't have adequate statistical/data analytic support
12. I don't have anyone (mentors) to give me feedback and encourage me
13. I am not very interested in my topic
14. I don't know what to write about
15. English is not my first language
16. My writing skills are poor
17. Writing is not as rewarding as other things
18. Other, *specify*

Q1 - Please indicate your barriers to writing (check all that apply) (N=25)



Research (Grant-writing, Scholarship)

[Johns Hopkins Institute for Clinical & Translational Research \(ICTR\)](#)

[K2R](#) (Email kskarupski@jhmi.edu to gain access to the SharePoint Resource Center [*samples of funded grants and other tools and resources*])

[JHU Pure Elsevier](#) (search for collaborators)

[Research Development Team \(RDT\)](#)

[PIVOT](#) (funding searches)

[Johns Hopkins Bloomberg School of Public Health \(BSPH\)](#)

[Grant Writers' Seminars & Workshops](#)

[WAGs](#)

[The Cutting Edge for Scholars](#)

[NIH RePORTER](#)

[Statistical Support \(limited number of FREE hours, then fee-for-service\)](#)

[BEAD](#), [ICTR](#), [BSPH](#)

[Database Management - BEAD](#)

***Worksheet: Recall & let's share!

With regard to my writing...

1. I'm really good at _____
2. I really enjoy _____

Is anyone good at/enjoy doing statistics, or finding the fun/reward in writing? Hands-up!

Look around our virtual room!

Your **BIGGEST** barriers...

- Trouble getting **started**
- Difficulty with **time mgt.**
- Perfectionism prevents me from **finishing**

Your **BIGGEST** barriers...

- Trouble getting **started**
- Difficulty with time mgt.
- Perfectionism prevents me from finishing

Initial Questions

1. How many would like to have more papers?
2. How many papers have you written?
3. How many have difficulty writing?

Problems Getting Started

1. I don't know what to write
2. I don't know where to start
3. I don't have time to write
4. I don't like writing
5. I don't feel like writing
6. I can't find my keyboard


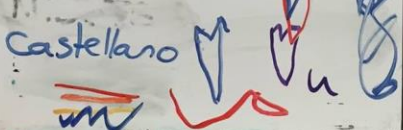
Sticking Points

1. Deciding what to write a paper about
2. Choosing a journal
3. Writing the introduction
4. Producing the figures
5. Language
6. Getting comments back from co-authors
7. Submitting online
8. Responding to reviewers
9. Resubmitting

Sticking Points

1. Language
2. Deciding what to write a paper about
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7. Submitting online
8. Responding to reviewers
9. Resubmitting

Keep things moving forward

In Preparation	Under Review	In Press
<p>Multi-site <u>Nick Perovitch Behavioral</u> <u>ASD-GABA (+ADOS/SPM)</u> Bilateral ASD to clinical (KE) Ashley reviews <u>GABA aging UF</u> Chieti I MNI & drift Pravat Allison & Jaap</p>	<p><u>Nick MEG</u> <u>Fecteau I</u> Pospo Kin GSH Chieti Jans PNE Bochum I Xue Voxel 10/24 Castellano</p>	<p><u>Mahone CMS</u> Newcastle J Neurosci Ashley G.M. Cori Ashley 68/80</p>
 <p>FFLON</p>		<p>2.1.73</p>

Getting Started

1. Book off 30 minutes of time
2. Open a new Word Document
3. Write down a title of your paper
 - Not “THE” title
4. Spend 28 minutes feeling smug, or writing the methods

Good Process

101 Best Practice for Publications/Projects

Why are we doing this?

We don't want to reinvent the wheel for each publication, recreate similar figures 20 times, or rerun the same analysis several times. Therefore, we should all follow these streamlined practices, as this will help us be more productive, debug code quicker, and create reproducible analysis pipelines.

Before you start



- 1) Open your OneDrive and create a folder with the same name as the corresponding channel on Slack
- 2) Add two subfolders, 'code' and 'Figures', and an optional folder 'data' to store the raw data. This can be helpful if you are collaborating within our group.
 - a. The 'code' folder should contain all code that you are using for the analysis. If you are using Osprey and are not expecting to modify it extensively, download the [latest release](#) from GitHub to this folder. This will ensure that your project has a stable Osprey version throughout the whole process. If you anticipate changes in the code, create a branch for your project on [GitHub](#) (If you are unsure about how to use GitHub, look into the 101 GitHub document). The exact process should apply to any code you are using. It improves our internal debugging and is an excellent basis for final code sharing.
 - b. The 'Figures' folder should contain any Figures generated along the way and the final Figures of the manuscript. This allows any group member quick access to the preparation of talks and grant proposals.
- 3) Share the OneDrive link in the Slack channel and pin it.

Do cool research

Post regular updates on the project's channel and reduce the use of private channels if possible. It most likely helps everyone to be in the loop about the progress.

Write the manuscript

I will not go into too much detail here because your mentor will discuss how to best tackle this

1. On ramp to writing
2. Work in teams
3. Invaluable after review

Team Writing

1. You will write quicker, better papers if you write with others
 - Peers – aligned objectives, support
 - Mentors – writing is a learned process
2. Learn to use OneDrive and Sharepoint
 - None of the clunkiness of downloading email attachments/writing to ask if someone has finished looking at a document
 - Ask your mentors to edit live with you on a zoom call
 - Get the WHY? Not just the WHAT? Of edits

Do you know the title of your paper?

- Express in one sentence what this paper is going to be about
- Have you done the work yet?
 - If NO, decide the theme of the paper and do the work.
 - Start writing while you do things (Methods)
 - If YES, identify the publishable result(s) in the work and write!

Deciding what to write a paper about

1. Are you doing science?

- The doing shouldn't be divorced from the writing
- Writing papers is (an integral part of) the process

Mode 1

Step 1: Do some science

Step 2: Decide to write a paper

Step 3: Review the science you did

Step 4: Write a paper

Mode 2

Step 1: Do a publishable unit of science

Step 2: Write a paper

Deciding what to write a paper about

1. Are you doing science?

- The doing shouldn't be divorced from the writing
- Writing papers is (an integral part of) the process

2. Process optimization

- Define your aims:
 - a. Total number of papers
 - b. Number of first-author papers
 - c. Number of successful trainees
 - d. Empire
 - e. Continued employment
- Targeted response:
 - a. Publon approach, lower-tier journals, rapid turn-around
 - b. Collaborate sparingly, suppress your juniors
 - c. Collaborate widely, advance your juniors
 - d. Papers are the currency of everything

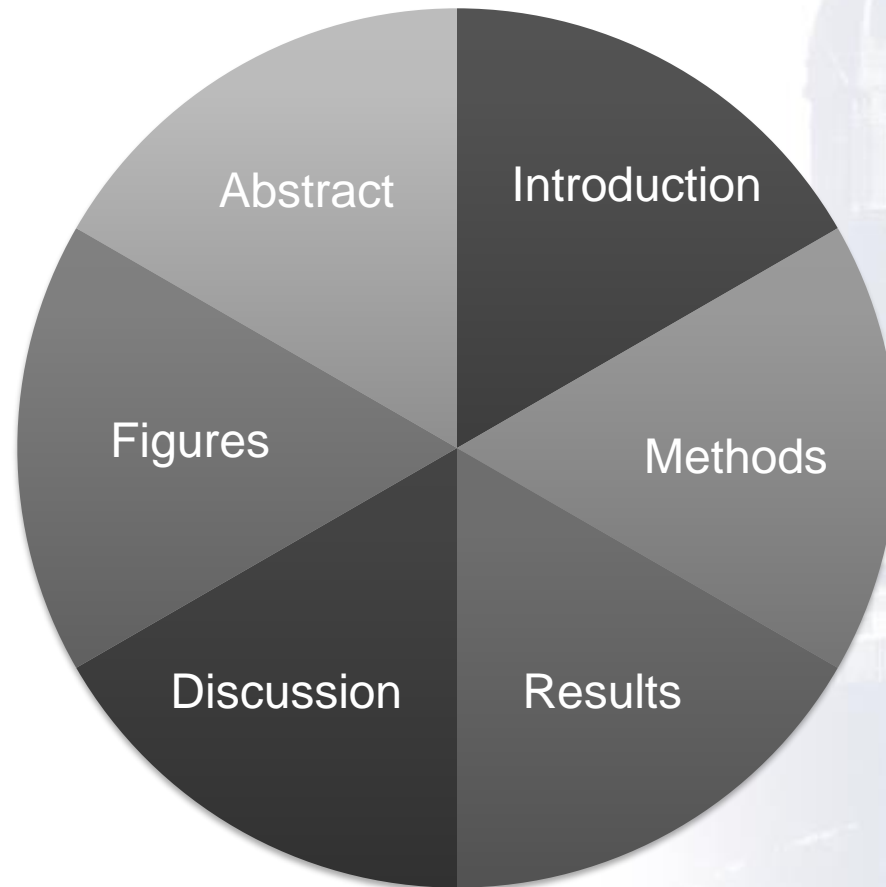
Targeted and Non-targeted papers

- I want to write papers
 - Numbers game (mean 30 Associate, 68 Full)
 - Any topic will do
- I want to have written a paper about....
 - Fill gaps in (your) literature
 - Define (and claim ownership of) your scientific niche
 - Go-to response to frequent reviewer comments
 - Support for grants

Papers are science

- Papers are usually the only proof that you've done anything
- Papers breed:
 - Citations
 - Visibility
 - Grants
 - Ideas
 - Career Advancement
- Hopkins is a very numbers-oriented institution
 - Quantity/quality balance swung to quantity
 - Quantity breeds quality
 - Practice at the art
 - Outliers in a Gaussian distribution
 - Profile

The paper



Don't write in order

- Methods
 - Literal report, mental copy-and-paste
 - Defines extent of the paper
- Figures
 - Capture the essence of the paper
- Results
 - Match the methods in layout and content
- **Discussion**
 - **Thought involved**
- **Introduction**
 - **Hardest part?**
- References
 - Mindless/irritating/good end-of-day work
- Abstract

Process Optimization: Get a draft out

- Sticking point: Review of manuscript by senior authors/co-authors
- Aim: publish as soon as possible
- Solution: Get the paper to them as soon as possible
 - Get on the pile
 - Details can be flagged to add in later (parameters, references, etc)
 - Don't fret about making it perfect
 - Don't waste their time

Methods

- Complete report of the work performed
 - What did you do?
 - Sufficient for someone else to repeat it *
- Lean on previous papers (by you or your group)
- Use sub-headings
 - Help you write it
 - Help the reader read it
- Don't get stuck on the numbers.
 - MPRAGE images were acquire with **TR/TE/TI 800/30/120 ms**
 - Write, highlight, fill in the gaps later

Results

- Methods & Results = Call & Response
- Use those sub-headings
 - Help you write it
 - Help the reader read it
- Don't get stuck on the numbers.
 - There was a significant group difference in GABA levels between subjects with ALS and healthy controls (X mM vs Y mM; $p < 0.02$)
 - Write, highlight, fill in the gaps later

Introduction

- Your paper is the punchline – the intro is the setup
 - General Background
 - Specific Background
 - Wait for it...
 - And so this is what we did
- If your co-authors hate your direction of attack, they'll tell you
- Write a bulletpoint for the message or each paragraph
 - Order to form the best narrative
 - Test each sentence against the purpose of the paragraph

Discussion

- Keep ALL editorial content out of the results
- Echo the results, with commentary
- Meaning and Limitations

Getting Started: Dave's Top 10 (not in order)

1. Get in the habit of writing frequently so that you have muscle memory to write
2. I leave the documents open on my laptop and easily retrievable so there is no inertia
3. Schedule time
4. Have your WAG people encourage you
5. Set positive reinforcements
6. Start with copying and pasting from your previous title, IRB, methodology, etc.
7. Dictate using Dragon Naturally Speaking rather than typing
8. Paul Sylvia line: "Let the id unleash a discursive screed" ---don't worry about how good the first draft is
9. Be Pavlovian---have your place that is your writing place so that as soon as you sit there, like Pavlov's trained dogs, you know to write
10. Start with just making headings of the paper and outline it...

Getting Started: Kim's Top 10

- Think about it (literature searching)
- Plan it (project manage/organize 'it')
- Schedule it – every writing-related task is in my calendar
- I just do it! (i.e. I DON'T think about it)
- I close my door (do not allow physical distractions)
- I close email (do not allow electronic distractions)
- Mute phone and turn it upside down (ditto above)
- Open-up a recent manuscript from the same target journal (“save as”)
- Set an alarm for my STOP time so I don't worry about going over
- Write notes in the text as reminders

Audience Participation – Chat it up!

- How do **YOU** get started?
- **Put it in the chat!**

- *Worksheet:*
 - *What will I CONTINUE, STOP, START doing?*

Kim starts here

October 28, 2021

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Your **BIGGEST** barriers...



- Trouble getting **started**
- Difficulty with **time mgt.**
- Perfectionism prevents me from **finishing**

“You have absolutely no idea how busy I am...I haven’t gone to the bathroom all day!”

{a former boss’s regular lament; I volunteered to hold our meetings in the restroom}

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www.glasbergen.com



“No matter how busy I am, I’m never too busy to stop and complain about how busy I am.”

Myth: I have no time to write

- Myth: “I can’t find time to write,” “I have too many competing obligations,” “I have too many interruptions,” or the corollary, “I can’t write unless I have a big chunk of time – I need ~4 hours.”
- Debunking: Of course there’s no time to write! Academic medicine has never been busier or more stressful! Is there something you find time to do every day (e.g., exercise, Starbucks, reading the news, internet surfing)? Why not writing?
- Important: you need less time than you think. Can’t find 30 minutes? How about 10?



Myth of no Time: Suggestions

- Don't multi-task. It kills your focus.
- Schedule *your* priorities (proactive) vs. Prioritizing your schedule (reactive) – schedule daily writing. Priorities determine capacity.
- Review your calendar. Track your time for a week. Is your time and effort aligned with your life mission?
- Delegate if possible (is a co-author really good at ____? Triage!).

NOT Prioritizing!



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“If you’re not careful about your Yes-es, you start to say no to some very important things.” *Shauna Niequist, Present over Perfect*

When you say NO, you are saying NO to ONE option.

When you say YES, you are saying NO to every other option. *James Clear, Atomic Habits*

Stephen Covey's Time Management Matrix

	Urgent	Not Urgent
Important	I (MANAGE)	II (FOCUS)
	<ul style="list-style-type: none"> • Crisis • Medical emergencies • Pressing problems • Deadline-driven projects • Last-minute preparations for scheduled activities 	<ul style="list-style-type: none"> • Preparation/planning • Prevention • Values clarification • Exercise • Relationship-building • True recreation/relaxation
	Quadrant of Necessity	Quadrant of Quality & Personal Leadership
Not Important	III (AVOID)	IV (AVOID)
	<ul style="list-style-type: none"> • Interruptions, some calls • Some mail & reports • Some meetings • Many "pressing" matters • Many popular activities 	<ul style="list-style-type: none"> • Trivia, busywork • Junk mail • Some phone messages/email • Time wasters • Escape activities • Internet
	Quadrant of Deception	Quadrant of Waste

DANGER!
*Tyranny of the urgent
 Conspiracy of interruption*

What are some of our **BAD** habits?

- Habits that destroy our productivity:
 - Constantly checking phone
 - Not really listening
 - Multitasking
 - Working in unproductive environments
 - Lack of preparation
 - Electronic notifications (social media, emails, calendar invites, etc.)

“Productivity isn’t about *the* moment; it’s all about the moments leading up to that. Your productivity increases over time through consistency.”

Prioritization Tips

- *{Pause & reflect: “What’s my mission?”}*
- Make a PLAN!
 - Rank order
 - Attach (realistic) deadlines
 - Post your list prominently/
to-do list in Outlook
- Schedule your priorities – don’t prioritize your schedule
- Focus (avoid distractions)
- Schedule breaks & fun
- Set course corrections (tasks, deadlines)
- Ask the people you know who tend to “get things done” how THEY do it!
- **Others?**

WAGs (Writing Accountability Groups)

Question: What happens when...

4-8 faculty members



commit to 1 hour/wk

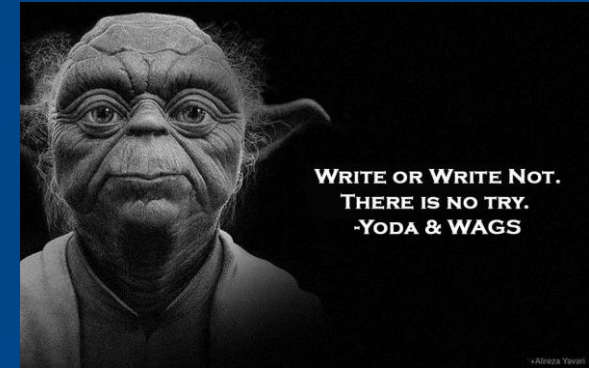


for 10 weeks?



Answer:

- ✓ Increased writing frequency
- ✓ Shorter writing session durations
- ✓ Greater perceived control over the writing process
- ✓ Built-in social support network
- ✓ Unmitigated joy!



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Kimberly A. Skarupski, PhD, MPH

Associate Dean for Faculty Development, Office of Faculty Development | OFD@jhmi.edu | 410-502-5520

Writing Accountability Groups (WAGs)

Bayview campus: Tuesdays, 09/24/13-11/26/13 (1-2PM)

Facilitator:

Kim Skarupski, PhD, MPH

Associate Dean, Office of Faculty Dev.

- A WAG is an active writing group that meets weekly for a 10-week block
- Peer-facilitated
- Follows a strict agenda:
 - 15 minutes of updates
 - 30 minutes of writing
 - 15 minutes of reporting and wrap-up
- Participants must commit to at least 7 of the 10 sessions
- Limited to 4-8 members
- *Bonus: Participants receive the “How to Write a Lot” book*
- *Bonus: Dr. Cathy DeAngelis has volunteered to edit WAG participants’ manuscripts*



Alicia Arbaje, Ger.



Durga Roy, Psych.



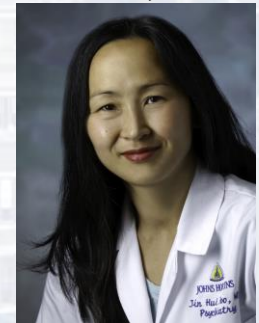
Shari Lawson, OB/GYN



Emily Evers, OB/GYN



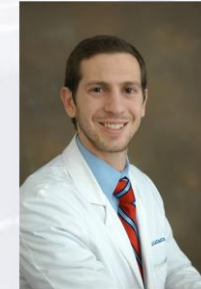
Jessica Peirce, Psych.



Jin Hui Joo, Psych.



Michelle Eakin, Pulmon.



Panagis Galiatsatos, IM

WAG
YOUR WORK
WRITING ACCOUNTABILITY
GROUPS



BOOTCAMP FOR INCREASING
SCHOLARLY PRODUCTIVITY

KIMBERLY A. SKARUPSKI, PHD, MPH

Guess what?

WAGGED IT!



JOHNS HOPKINS
MEDICINE

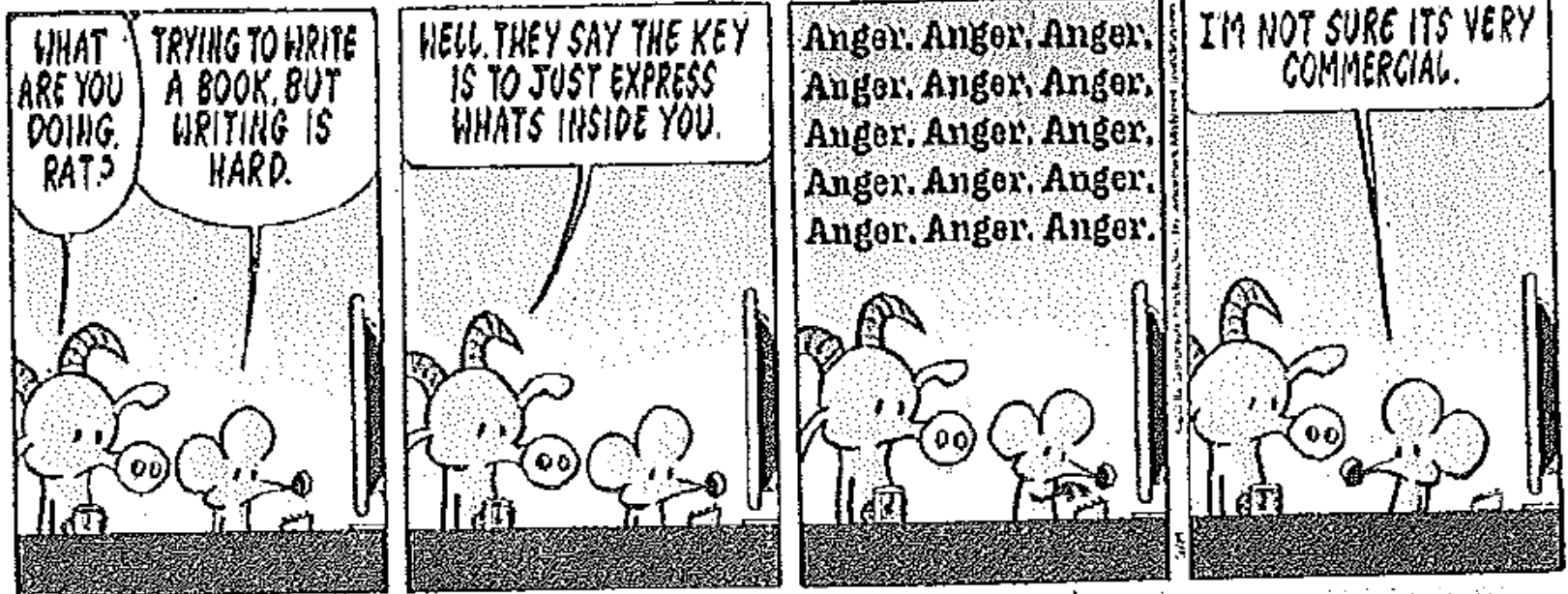
Wagyourwork.com

WAGs = small communities of engagement!

- “Friendship is born at that moment when one person says to another: ‘What! You too? I thought I was the only one.’” *(C.S. Lewis)*
- “We’re just all walking each other home”
(Ram Das)

PEARLS BEFORE SWINE

By Stephan Pastis



Speaking of Resources for Faculty...

[OFD Website](#) (+2 monthly update emails!)

[WAGs](#) (Writing Accountability Groups)

FacultyFactory ([Podcast](#), [Website](#), [Youtube](#))

*** [Snippets for Success: An eBook Brought to You by the Faculty Factory Community](#)

Twitter: [@JHUFacDev](#)

Instagram: [johnshopkinsofd](#)

[JHU Support Programs](#) ([Are you a mom, dad, caregiver?](#))



The *Edge for Scholars*: free 12-week Online Grant Writing Workshop

- “Join the *Edge for Scholars* Online Grant Writing Workshop, for 12 weeks of free guided training starting **October 25**. Content includes key skills, structure, and supports for accountability to write an outstanding grant. This workshop is ideal for **February** NIH submissions.
- [Sarah Dobson](#) teaches and coaches a group of grant authors, including face-to-face virtual meetings. As a grant consultant and academic editor, she consistently receives strong ratings for this workshop that has grown out of more than 16 years of experience working with clinical and translational scientists on grants and academic publications.
- The online workshop includes:
 - Six core video lessons covering planning, strategy, and writing techniques
 - An online community for daily support and accountability
 - Biweekly Q&As to answer specific questions about writing your grant
 - Bonus lessons and activities”

“Sneak peek preview of future OFD sessions”

- **How Scientific Editors Can Help You, 11/9, 11am-12pm**
- Leveraging your strengths to realize your Professional Fabulousness 11/16, 8:30-11am
- Visual Thinking Strategies, 11/17, 12pm-1pm
- CEPC Promotion Info Session, 12/6, 10am-11:30am
- The Art of Graceful Self Promotion, 12/9, 11am-12:30pm
- Establishing Your Leadership Presence, 1/12, 9am-10:30am
- Where’s YOUR habit-at? Building good career habits, 2/3, 3pm-4:30pm
- JHU Research Infrastructure (Dan Ford) 2/7, 10:30-12
- How to Give a Talk (Marybeth Brady) – TBD (Spring, 2022)
- Clinical Trials – panel presentation – TBD (Spring, 2022 – March/April/May)
- **Full calendar: https://www.hopkinsmedicine.org/fac_development/calendar (listings also available in monthly OFD emails)**

Audience Participation – Chat it up!

- How do **YOU** manage time?
- **Put it in the chat!**

- *Worksheet:*
 - *What will I CONTINUE, STOP, START doing?*

Your **BIGGEST** barriers...

- ✓ • Trouble getting **started**
- ✓ • Difficulty with **time mgt.**
- Perfectionism prevents me from **finishing**

Dave starts here

October 28, 2021

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On Writingg

- “Don’t get it right....get it written”
 - A. Everette James
- *“Write. Rewrite. When not writing or rewriting, read. I know of no shortcuts”*
 - Larry King



"Of course I can't do anything right. I'm a perfectionist."

Reflektions



"I realize you like to take time to polish your article before submission, but don't you think four years is a little excessive?"



"Honey, don't you think you've polished that article long enough?"

Famous Sayings About Perfectionims

“The enemy of good is better”

“If I was perfect, I’d run for God”
Corporal Klinger

““If you look for perfection, you'll never be content
Leo Tolstoy, *Anna Karenina*”

“I am careful not to confuse excellence with perfection. Excellence, I can reach for; perfection is God's business.” Michael J Fox

Christopher Knight

CEO Ezinearticle.com

- It may seem odd that I would actually extol the virtues of creating imperfect articles. But think about it — why do people want to read your articles? Is it for the amazing grammatical prowess it demonstrates? Is it for the great meter and rhythm of the words? No.
- **IT'S FOR THE CONTENT!**

- <http://blog.ezinearticles.com/2009/01/blast-your-inner-perfectionist.html>

Christopher Knight

CEO Ezinearticle.com

- What do you think? Are you guilty of being a perfectionist to? What has that cost you in terms of lost exposure and lost opportunities?
- If you delay two months of 12, you could write 16.6% more papers
 - Instead of 30, that'd be 35 manuscripts

Tips to Conquer Perfectionism

Tip #1: Get the first draft down without spending a lot of time perseverating over wording, etc

Tip *2: Determine when you have a publishable unit and seize the moment

Tip #3: Always, always, always set a time limit for submission

Tip #1 (word perseverating)

How To Write A Lot, Paul J. Silvia, Ph.D.

- “The quest for the perfect first draft is misguided” “Perfectionism is paralyzing” (p.73)
- “Let the id unleash a discursive screed, and then let the superego evaluate it for correctness and apropriateness” ...later

When am I done?

- “Your manuscript is done when it’s clear, well-written, and as perfect as possibly” Paul Silvia p.90.
- NOT PERFECT
- Consult mentor/co-author/senior author
- “Is it done?”

Tip #2 - Units of Writing

- Publishable Unit
- Publishable Moment
- Editorable



Publishable Unit

- Do you have something new to say or something to affirm what someone else has said?
- Are you on the right track?
 - Preliminary Note
 - Proof of concept
 - Reproducibility

Publishable Unit (P.U.)

- Confirm with Mentor
- Consider authorship
 - First / Senior with mentee
- Write it
 - Convert to meeting abstract if necessary



“Being my mentee does not guarantee you’ll eventually be as cool as me.”

P.U: Data For Paper (Rough Diamond)



P.U. Analogy of the Diamond Cutter

Century White Diamond vs Multiple small diamonds



- **One 10 carat diamond vs 20 single carat diamonds**
MAKE SURE THEY ARE DIAMONDS!

Publishable Moment (P.M.)

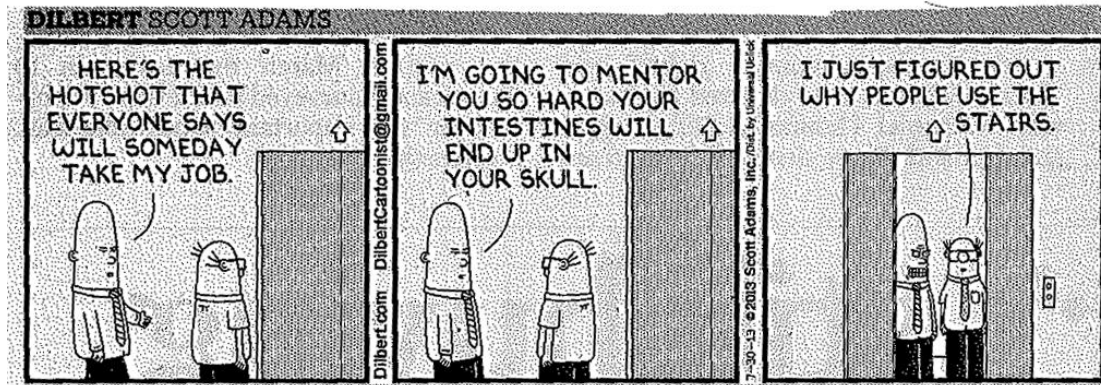
- The story has a good beginning, middle and end
- The reason for the study makes cents
- The data is solid
- The conclusions are supportable
- The discussion is relevant

Publishable Moment (P.M.)

- “There is this article in Latvian that I haven’t gotten translated yet”
- “I want to run it by the thesaurus one more time”
- “Do you think we should add another figure that shows the same finding”
- “I’m not sure I quoted all of the editors’ publications on the topic”

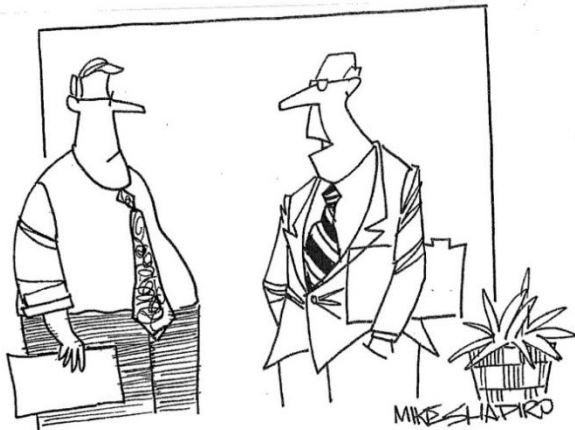
Publishable Moment (P.M.)

- Consult with mentor **S**
- “One last read”
- Discuss with your neighbor the longest time you have spent waiting for co-authors revisions



Tip #3: Deadlines

- Always, always, always set a time limit for submission
 - “We will be sending this out to the journal on Friday. I’d like your feedback by Thursday at noon”



“Alright, I’ll mentor you. How many pushups can you do?”

Covid Thoughtst

- Consider a Zoom meeting with co-authors as the final approval before submission
- Read paper on line—listen to the flow
- Covid allows multiple discontinuous co-authors

Editable

- I have never written a paper that was sent back without corrections
- I have never written a paper that was not extensively copy-edited
- I have never written a paper without “proofs” having several questions

Editorable

- Allow job security for the editors
- You don't have to have every sentence sculpted like Charles Dicken
- Is the message well supported and well-expressed?
- Do a final read without setting it aside thereafter. Submit it after that read.

How do I know my article is ready to be submitted to a journal?

<https://www.enago.com/academy/how-do-i-know-when-article-is-ready-for-submission/>

- Ask for feedback from others in the field
- Take a break
 - Don't look at it for a week
 - Read article in reverse (last paragraph to first)
- Proofread and check journal formatting

How do you know your paper is ready for submission?

<https://academia.stackexchange.com/questions/79483/how-do-you-know-your-paper-is-ready-for-submission/>

- “I have revised and re-revised and re-re-revised my paper, but I am never sure whether my paper will get rejected because my logic is not perfectly right or maybe its horribly wrong”
- You need someone else to read it
- The paper will never be in perfect condition—there is a saturation point in re-review

Break?

checklist



Use this checklist to make sure that you don't miss anything important during the submission process.

Choosing a journal

- Is your article a good fit for the target journal?
 - i** *Make sure you've read the [aims and scope](#).*
- Does the target journal offer the right open access options for you?
 - i** *Check all the options using our [cost finder tool](#) – it has license and embargo information too.*



Read our guidance on **choosing a journal** to double check you're targeting the right one before making your submission.

Writing your paper

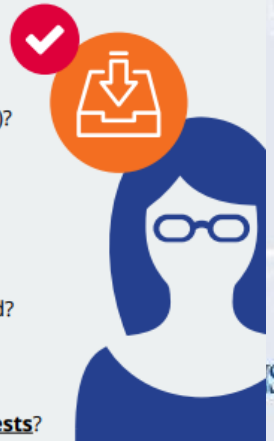
Explore more Author Services resources on **writing your paper** to help you construct a great article.



- Have you read the **instructions for authors (IFAs)**?
- Are you compliant with the Taylor & Francis **Editorial Policies**?
- Is your article easy to read? Check that:
 - i** *Your article has a logical structure*
 - i** *You've clearly described your research methodology and approach*
 - i** *You've used clear, accessible language*
- Have you **cited sources** appropriately to support any claims made in the article?
- Have you written an effective **title and abstract**?
- Have you identified 5-6 **appropriate keywords**?

Submission checklist

- Have you registered for an account for the journal's submission system?
 - i** *You can find submission system information in the IFAs. We've created guides on [using the different systems](#) that walk you through the process.*
- Have you prepared your **research data** ready to share (if you need or want to)?
- Is your article formatted following the **journal's guidelines**?
- Have you included all references in your reference section?
- Do you have the correct files ready to upload?
- Have you written an effective **cover letter**?
- Do you have written permission for any **third-party materials** you've included?
- Have you included the name and affiliation of any **co-authors**?
- Have you included your **ORCID**?
- Have you included a disclosure statement and declared any **competing interests**?



Final Comments

- Turn accepted with revisions / rejected manuscripts around quickly
- Address relevant issues with mentor, but do not let it sit more than a week unattended
 - It's like an errant child
- Learn from each submission

Final Comments

- OK, there were errors on every single slide
- **AND**
- **Wasn't it still good???**
- Perfectionism be damned.

Audience Participation – Chat it up!

- How do **YOU** finish?
- **Put it in the chat!**

- *Worksheet:*
 - *What will I CONTINUE, STOP, START doing?*

Your **BIGGEST** barriers...

- ✓ • Trouble getting **started**
- ✓ • Difficulty with **time mgt.**
- ✓ • Perfectionism prevents me from **finishing**

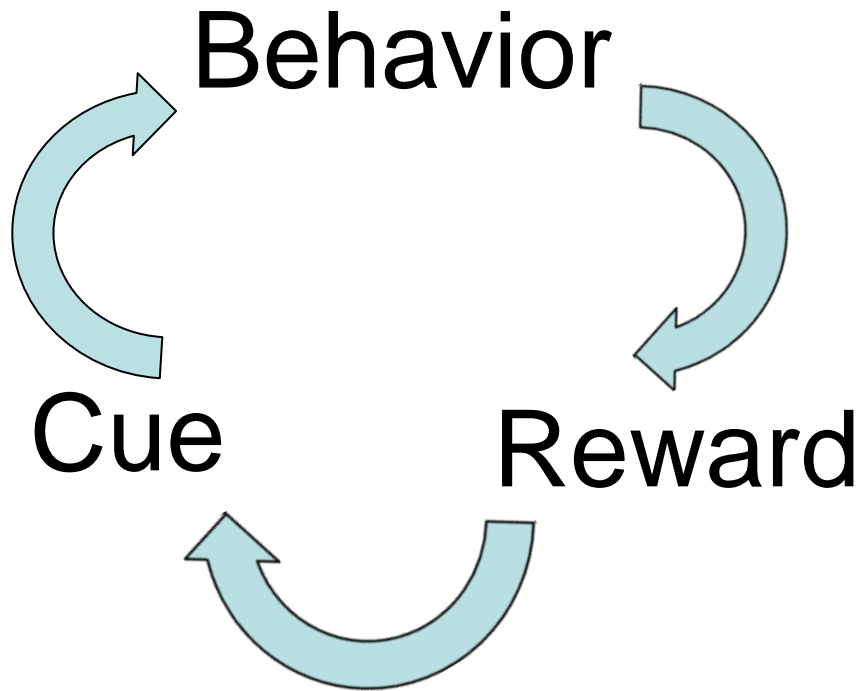
Kim finishes



***Worksheet: Think

- My 12-week writing goals are...
- My 3 action items to achieve these goals are...

The Habit Loop



3 R's of Habit Change:

Reminder (the trigger that initiates the behavior)

Routine (the behavior itself; the action you take)

Reward (the benefit you gain from doing the behavior)

James Clear

The Power of Habit,
Charles Duhigg

How many of you ever...

- Played a sport
 - Played a musical instrument
 - Created art – dancing, painting/drawing, poetry, singing, etc.
 - Changed diapers
 - Cleaned a house
 - Detailed a car
- **PRACTICE!**
 - Repetition
 - Habit
 - Routine
 - Muscle memory
 - Mechanical
 - Automaticity

Adopt a mantra/motto

- Writing is my job; I will do my job every day!
 - Adopt a new habit! Make your scholarly writing automatic, mechanical, routine, and mundane.
- There is nothing magical or mysterious about writing; writing is a skill and I can learn it.

***Worksheet: Share out loud or in the chat!

- My 12-week writing goals are...
- My 3 action items to achieve these goals are...

Today's objectives met?

- Identify common barriers of writing
- Learn tools to increase your writing practice
- Identify 3 new practices that you will implement over the next 4 weeks; write them down; state them publicly

Reference slides follow

October 28, 2021

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Self Sabotage

- 1. You don't seek out multiple mentors.
- 2. You don't seek out external evaluations.
- 3. You are either perfectionist or perfunctory in putting your work into print.
- 4. Did you hold on to revisions too long? Or rush them out?
- 5. You pay too much attention to personal relationships—or too little.
- 6. You fail to understand the cultural norms of your institution.
- 7. You aren't well known outside your institution.
- 8. You lack resilience in the face of failure.

Self Sabotage

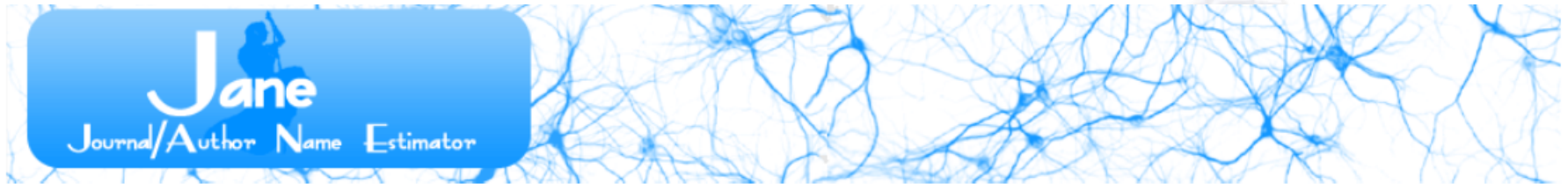
- 9. You've been involved in one too many intradepartmental squabbles.
- 10. You are too selfish or too selfless.
- 11. You got stuck on your dissertation paradigm.
- 12. You collaborate too much with colleagues from graduate school or your postdoctoral years.
- 13. You fail to have a coherent research program.
- 14. You are guilty of any form of academic dishonesty.
- 15. You haven't figured out who you are.
 - Self-Sabotage in the Academic Career: Robert J. Sternberg
 - <http://chronicle.com/article/Self-Sabotage-in-the-Academic/138875/>

Deciding Where to Publish

- <https://journalfinder.elsevier.com/>
- <https://www.journalguide.com/>
- <https://journalsuggester.springer.com/>
- <http://jane.biosemantics.org/>

JANE

(Journal/Author, Name Estimator Tool)



Insert your title and/or abstract here: (or, click [here](#) to search using keywords)

[Scramble](#) [Clear](#) [Show extra options](#)

[Find journals](#) [Find authors](#) [Find articles](#)

<http://jane.biosemantics.org/>

Welcome to Jane

Have you recently written a paper, but you're not sure to which journal you should submit it? Or maybe you want to find relevant articles to cite in your paper? Or are you an editor, and do you need to find reviewers for a particular paper? Jane can help!

Just enter the title and/or abstract of the paper in the box, and click on 'Find journals', 'Find authors' or 'Find Articles'. Jane will then compare your document to millions of documents in *Medline* to find the best matching journals, authors or articles.

Keyword search


Instead of using a title or abstract, you can also search using a keyword search, similar to popular web search engines. Click [here](#) to search using keywords.

A new home!

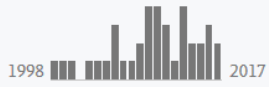
JANE has moved to a new home for improved stability. Many thanks to the [Observational Health Data Science and Informatics](#) for providing the hosting! Please update your bookmarks.

[Additional information about Jane](#)

<https://jhu.pure.elsevier.com/~SciVal>



Kimberly A. Skarupski
ASSOC Dean Fac Dev
School of Medicine



1998 2017

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[Overview](#) [Fingerprint](#) [Network](#) [Research Output \(38\)](#) [Similar Profiles \(5\)](#)

Fingerprint

Fingerprint is based on mining the text of the persons scientific documents to create an index of weighted terms, which defines the key subjects of each individual researcher.

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Similar Profiles

- Depression
MEDICINE & LIFE SCIENCES
- Health
MEDICINE & LIFE SCIENCES
- African Americans
MEDICINE & LIFE SCIENCES
- Quality Of Life
MEDICINE & LIFE SCIENCES
- Mortality
MEDICINE & LIFE SCIENCES
- Mental Health
MEDICINE & LIFE SCIENCES
- Apolipoproteins
MEDICINE & LIFE SCIENCES
- Nursing Homes
MEDICINE & LIFE SCIENCES

[View full fingerprint >](#)

References/Recommended Reading

- Advice for New Faculty Members, by Robert Boice (2000)
- How to Write a Lot, by Paul Silvia (2007)
- Write it Up, by Paul Silvia (2014)
- Getting Things Done: The art of stress-free productivity, by David Allen (2002)
- On Writing Well, by William Zinsser (2001)
- The Power of Habit: Why we do what we do in life and business, by Charles Duhigg (2012)

Writing & Time Mgt. Apps/Programs; Websites

Writing Apps & Programs

Scrivener

writeordie.com

Academicladder.com

Time Mgt. Apps & Programs

SURU

Basecamp

Focus Booster

FocusTime

MyLifeOrganized (MLO)

Pomodoro

Remember the Milk

Rescue Time

Timeful (Intelligent Time Assistance)

Toggl

WAGs Facebook Page

<https://www.facebook.com/HopkinsWAGs>

OFD Website

http://www.hopkinsmedicine.org/fac_development

Blogs

<http://getalifephd.blogspot.com/>

<http://chronicle.com/blogs/profhacker/>

<https://jamesclear.com>

How can you start a WAG?

Identify at least 3 others (limited to 4-8 WAGgers). Identify a weekly meeting time and place that works for all for a 10-week period. 1-hour weekly itinerary: 15-30-15 (report-outs and today's writing goal; 30 mins. of 'writing'; report-outs and writing goal for next 7 days). Get your WAG on!

View the myLearning course: "WAGs for Hopkins employees" and discuss in a group!?

<http://lms14.learnshare.com/l.aspx?CID=89&A=2&T=730731> or

WAGs youtube teaser: https://www.youtube.com/watch?v=_yrc89cdvUI

WAGs for the public: <https://www.wagyourwork.com/>

Read the book! WAG Your Work. Writing Accountability Groups: Bootcamp for increasing scholarly productivity. Amazon (\$6.99):

https://www.amazon.com/dp/1979668485/ref=sr_1_1?s=books&ie=UTF8&qid=1525019520&sr=1-1

Read the article! Writing Accountability Groups (WAGs): A tool to help junior faculty members build sustainable writing habits, by Skarupski & Foucher, *Journal of Faculty Development* (2018)