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Diversifying Faculty Leadership in Academic Medicine: The Program to Launch Underrepresented in Medicine Success (PLUS)

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Abstract

PLUS (Program to Launch Underrepresented in Medicine Success) is a 2-year cohort program at Indiana University School of Medicine providing professional development; funding and skills to produce scholarship; and a community to mitigate social and/or professional isolation for underrepresented in medicine (URiM) faculty. In year 1, scholars participate in leadership and professional development seminars and regular meetings with their mentor(s). They are assigned a PLUS Advisory Council advisor with whom they meet 2–3 times annually. In year 2, scholars participate in monthly seminars focused on research methods, writing productivity, and wellness. Additionally, scholars engage in a writing accountability group and practice reflective writing. Connections events, designed to combat isolation and cultivate community, occur monthly. At program completion, scholars complete a project resulting in a scholarly product for submission and dissemination in a peer-reviewed forum. To date, 3 cohorts, totaling 24 people, have participated: 20 (83%) Black, 4 (17%) Latinx; 12 (50%) females. Five scholars have completed the full program, whose pre- and post-surveys results are described. Program surveys demonstrate significant gains in scholars' confidence to secure leadership opportunities, connect with colleagues, and advocate for themselves and others. Scholars reported statistically significant increases in confidence to pursue leadership roles ($t = -3.67$, $P = .02$) and intent to submit their dossier for promotion ($t = -6.50$; $P = .003$). They were less likely to leave academic medicine ($t = 2.75$; $P = .05$) or pursue another academic appointment ($t = 2.75$; $P = .05$) after PLUS completion than at baseline. All scholars either adequately met requirements for their third-year review (tenure track only), were promoted, or achieved tenure in less than 3 years since program completion. This article describes PLUS program objectives, evaluative components, and lessons learned during implementation, as a model to support URiM faculty at other institutions.

Academic medicine, like much of higher education, has failed to successfully recruit and retain faculty from backgrounds underrepresented in medicine (URiM).¹⁻⁴ It has fared even worse with promoting URiM faculty to associate and full professor and, ultimately, advancing URiM faculty into leadership roles.^{1,2,4} Unfortunately, Indiana University School of Medicine (IUSM) has not been exempt from these realities. As of 2020, full-time, tenured/tenure-track URiM faculty were 18 (2.6%) African American and/or Black and 25 (3.6%) Hispanic and/or Latinx faculty members.⁵ Full-time, non-tenure-track faculty were 4.2% (93) African American and/or Black and 3.1% (69) Hispanic/Latinx faculty. By comparison, national averages at the time for Black and Hispanic faculty at all MD-granting medical schools were 3.4% and 3.2%, respectively, for associate professor rank and 2.1% and 2.6%, for full professor.⁶ Despite increases in recruitment, IUSM faculty representation percentages have remained relatively stagnant since 2010. This may largely be attributable to challenges of retaining URiM faculty, raising concerns that incoming URiM faculty may be either unprepared or unsupported for success in the early years of their academic appointments.²⁻⁴

There is rigorous evidence that faculty development programs increase retention, productivity, and promotion in academic medicine.^{1,7-9} One systematic review of literature documented the characteristics of successful faculty development programs, which included mentoring, clinical, teaching, and research skill-building; networking; reducing administrative/clinical expectations to facilitate scholarly activities; providing institutional seed money for pilot projects; and guidance on institutional service and community service.¹ Although faculty development programs often are designed for individuals, there is a robust literature showing that rigorous development programs have multi-session and cohort based components.^{2-4,9}

Cohort-based models are essential for development of URiM faculty. Despite the robust understanding of key components that make successful faculty development programs, data suggest that programs often fail to understand the unique environment, pressures, and demand placed upon URiM faculty.⁸⁻¹⁰ These faculty often value community/cohort programming, providing a space that brings them together to speak about their accomplishments, barriers, challenges, and opportunities. Such tailored programming can create spaces for networking, relationship building, accountability, and affirmation. Most important, these faculty development spaces reaffirm that microaggressions, discrimination, and overt racism are not isolated events.¹¹⁻¹⁵ With this body of literature in mind, we developed PLUS (Program to Launch URiM Success) in 2018 at IUSM as a cohort-based faculty development program designed to accelerate the rate of career advancement among high-talent URiM faculty and foster their retention. The program essentially brings together elements found to be effective in the literature under a clear and structured framework, with institutional support at both the department and dean's office level, and builds upon those elements. PLUS is structured around 2 pillars, leadership and scholarship. Specifically, the program is designed to meet the following 6 objectives for URiM faculty:

- Accelerate the rate of career advancement and shorten the average time to promotion;
- Support scholarly work in research, service, or teaching;
- Develop leadership skills to create a pipeline toward a more diverse IUSM leadership team;
- Cultivate a sense of community and mitigate experiences of social and/or professional isolation;
- Develop self-care strategies to promote wellness, overcome adversity, and mitigate burnout; and

- Equip faculty with resources, networks, and advocates to help influence institutional systems that result in hostile or inequitable work environments

The purpose of this article is to describe the PLUS program's curriculum, implementation strategies, evaluation framework, and preliminary outcome data.

Faculty Eligibility

Any IUSM tenure-track or clinical non-tenure-track faculty member at the rank of assistant professor is eligible to apply. However, preference is given to applicants within 2 to 5 years of their initial appointment. Likewise, while applications are open to all, preference is given to applicants who identify with 1 or more of the racial or ethnic groups identified as underrepresented at IUSM, including Black and/or African American or Hispanic and/or Latinx. Applicants submit project proposals to apply for up to \$50,000 in PLUS scholar funds to be used over a 2-year period. Funding proposals must be submitted with budget justifications in support of the amount requested. Personnel, equipment, supplies, and study participant payments are examples of permissible expenses. Salary support and overhead expenses are not permitted. Eligible faculty members must identify a primary mentor within their department and describe a mentorship plan in their application. The time commitment to participate in PLUS is approximately 10% full-time equivalent (FTE). Letters of nomination and support are required from the faculty member's department chair and/or division chief, and those letters must indicate that the applicant, if admitted, will have their time released to successfully complete the PLUS program activities.

Program Budget and Support

A foundation account first established in 2010 serves as the source of funding for the PLUS scholar funds. This account previously funded recruitment of URiM faculty, however, the funds

were repurposed for retention and advancement of URiM faculty in 2017–2018 with the launch of PLUS. The time and effort for the leadership and administration of PLUS and all other programming dollars needed to support the program are funded through the Dean’s Office allocation to the school-wide faculty development and diversity affairs unit. As noted, each department’s investment is in the form of released time for each PLUS participant.

Design Components

The program is a cohort-based model⁵ to allow for faculty engagement with URiM peers while participating in professional development activities as a collective group. This approach was intentionally chosen in order to foster genuine relationships that positively promote connection and a sense of belonging within the academic institution. To enhance their ability to thrive in the IUSM environment and achieve the goals of promotion and/or tenure, faculty participate in a seminar series tailored to URiM experiences and challenges in academia. The curricular components described below are mapped to the 6 PLUS program objectives in Chart 1.

In their first year, PLUS scholars participate in monthly leadership and professional development seminars through the institution’s longstanding cohort-based program for early career faculty and in regular meetings with their designated departmental mentor(s). At the time of program admission, URiM faculty need what all early-career academic faculty need—orientation to the ins and outs of academic life and an introduction to the promotion and tenure process.¹⁰ For over 15 years before the development of PLUS, we have sponsored a year-long, cohort-based program for early career faculty at IUSM; participants are typically in the second or third years of their first faculty appointment. This program focuses on equipping faculty with tools needed for career advancement and goal setting, covering topics such as promotion and tenure guidance, effective teaching practices, and work–life balance. The program, open to all early-career faculty, hosts

roughly 50 faculty members per year who are nominated by their department chairs to participate. By adding PLUS scholars to this preexisting program in year one, we connect them to a broad and diverse community of colleagues and introduce them to the fundamentals of navigating academic medicine.

PLUS II seminar series

Whereas the above faculty development program seminars are crafted for a broad audience, the second-year PLUS II seminar series focuses on faculty development topics tailored to the distinct challenges and needs of URiM faculty.^{1,2,11-13} For example, in covering productivity and time management, we review Rockquemore's work on "solo challenges" (i.e., being the "only one" in a division or department) as it relates to detractors from productivity and sense of belonging.¹⁴ We address imposter syndrome¹⁵ and negotiation skills^{2,16} in sessions led by Black women and tailored to URiM perspectives. For example, we consider the ways in which imposter syndrome and fear of failure are compounded by tokenism,¹ or being a "representative" of one's entire community,¹² and we address negotiating across color or cultural lines. Further, a session with the Office of Equal Opportunity and the Ombuds Office allows scholars to understand the resources available to assist if they or a colleague find themselves in an inequitable, discriminatory, or toxic work environment. In this manner, we aim to equip scholars to advocate for themselves or others. Course content and curricula for the 10 sessions are selected and organized in 3 domains: scholarship, leadership, and wellness (List 1).

PLUS prompts

A growing body of evidence suggests that reflective writing offers benefits in the realms of both wellness and productivity.¹⁷⁻¹⁹ Increasingly, experts have noted that rather than attempting to manage our time (which is finite), the truer task at hand is to manage our attention. Mindfulness

and reflective practice have been shown as important skills to build in this regard. To encourage creating a habit of reflection, scholars are provided a writing journal. We introduce an array of reflective writing activities and options, ranging from bullet journaling to gratitude journaling. On a weekly basis, scholars are emailed a journaling prompt, the PLUS prompt, and asked to take this opportunity to journal at least once weekly. Further, a PLUS prompt is provided at the beginning of each of the PLUS II seminar sessions and 15 minutes are allotted for journaling and shared reflection. This ensures that scholars are engaging in the activity at least once a month, and also builds interpersonal trust and intimacy to build community among the cohort. One a PLUS prompt, for example, has scholars set a timer for 2 minutes and write about the details of a recent positive encounter, event, or experience.

PLUS writing accountability groups

By providing a positive and supportive writing space where the focus is primarily centered around the act of writing, rather than the writing product, writing accountability groups (WAGs) have been shown to effectively boost URiM research productivity and create healthy writing habits.²⁰⁻

²³ To foster accountability, we have implemented a WAG that is facilitated in a combination of electronic, in-person, and virtual modes. On a weekly basis, scholars receive a PLUS WAG check-in email prompting them to reply-all and update the group on their progress on a writing goal and a self-care goal. They are also asked to assess barriers or challenges, establish a strategy for moving forward, and set a new goal for the coming week (List 2). In addition, the last hour of the monthly PLUS II seminar is dedicated writing time for scholars.

PLUS Advisory Council guidance

The PLUS Advisory Council (PAC) comprises highly accomplished senior faculty members regarded for their outstanding track-record of mentorship, advising, and leadership. PLUS scholars are paired with members of the PAC who are outside their field of research or clinical practice in order to provide an arm's length perspective on the scholar's career advancement and professional development. As faculty of color are most underrepresented amongst the ranks of full professor and among IUSM leadership, the vast majority of these advisors are not themselves URiM.

PAC advisors are not necessarily intended to serve as a mentor per se to the Scholar. Each scholar is required to identify a mentor within their discipline and/or division upon applying to the program, and this individual is responsible for oversight and guidance related to the participant's scholarly work and development. The frequency and nature of the mentoring meetings is not stipulated. However, the applicants must submit a mentorship plan as part of their applications, and the quality and clarity of this plan is a scored element of the proposals. By contrast, PAC advisors are assigned by program administration, rather than selected by the scholars. They provide an external review of the scholar's progress, expand the scholar's institutional network, and act as an additional source of accountability for the scholar and their unit leadership. Each PAC advisor can help identify barriers to advancement and provide advice regarding potential institutional resources to accelerate scholar success. The advisor also serves as a primary sponsor for the scholar to enhance their opportunities to build experiences and leadership.

PAC advisors are assigned 1 or 2 PLUS scholars to meet with 2–3 times per year. Each advisor–scholar pair is provided with guidance regarding role clarity and expectations, to aid them in coming to a mutual agreement about the precise nature of input that the scholar would find most

beneficial and that the advisor finds most suitable. Notably, PAC advisors are not currently compensated for their time and effort.

Connections events

Connections events occur monthly. They are a mix of activities designed to facilitate scholars' connections with one another, as well as the larger community of faculty, and, in some cases, students and staff of color. The greatest challenge in developing Connections events is not overtaxing the faculty with too many "afterhours" commitments, creating further demands on their personal and professional lives. With that in mind, we built the Connections calendar around existing Diversity Council and institutional programming, adding quarterly cohort-specific points of contact such as a kick-off retreat, a PLUS happy hour, and a graduation ceremony and dinner. These events provide a mix of networking, community-building, and a safe space for dialogues. For example, in the annual Woman-to-Woman event, we addressed the topic "showing up as your authentic self," also known as "the cost of wearing the mask," with students, staff, and faculty, yielding rich intergenerational exchanges.

Program Evaluation

We drew from models informing medical education and adult learning to create a framework for evaluating PLUS.^{24,25} We mapped program activities to the 3 domains, organized around the 6 program objectives, taking a multi-directional approach to measure the effectiveness of the program. Table 1 illustrates the data that were triangulated to determine if the program was meeting our intended goals.

Pre- and post-surveys

Participants are asked to complete a survey before and after they complete the program. Both surveys ask about their confidence level performing leadership skills and seeking

professional/career support; perceptions of institutional support, sense of belonging, and overall well-being; and the likelihood participants would seek advancement opportunities and stay in academia (see Supplemental Digital Appendix 1, at <http://links.lww.com/ACADMED/B230>). The post-survey asks additional questions about their mentoring experiences and specific program topics.

Annual alumni scholarship report

PLUS graduates are asked to report the number of scholarly projects they engaged in or completed within the past academic year (see Supplemental Digital Appendix 2, at <http://links.lww.com/ACADMED/B230>). To capture research engagement of early-career faculty, we added nontraditional forms of scholarship and other related activities, such as mentoring relationships or submitted grant proposals, in order to cast a wide net for activity. Each year, graduates are asked to update this report so we can track progress over time.

Secondary data sources

We used institutional data to determine if the program helped to propel PLUS participants to achieve promotion and/or tenure. Additionally, to supplement data on wellness and burnout, we compared responses of PLUS participants to their peers.

Faculty Scholar Outcomes

To date, 24 scholars across 3 cohorts have participated in PLUS: 20 (83%) Black, 4 (17%) Latinx; 12 (50%) female. Scholars have represented the following specialties: biochemistry and molecular biology (1 scholar), emergency medicine (4), family medicine (2), internal medicine (4), obstetrics and gynecology (1), pediatrics (6), psychiatry (2), radiation oncology (2), radiology (1), surgery (1). The acceptance rate among applicants is almost 90%. Cohorts have ranged from 4–8 participants. One in 4 scholars have been basic scientists. Five scholars have completed the

full 2-year program, providing pre- and post-surveys data informing our finding herein (Table 2). Regarding expectations for future leadership and career advancement, analysis of scholars' survey responses yielded a statistically significant increase in the likelihood that they would pursue a leadership opportunity at the institution ($t = -3.67$; $P = .02$) and intention to submit their dossier for promotion ($t = -6.50$; $p\text{-value} = .003$). They also felt less likely to leave academia ($t = 2.75$; $P = .05$) or leave the institution to pursue another academic appointment ($t = 2.75$; $P = .05$). Although not statistically significant, likely due to the small sample size, a comparison of item means related to leadership skill development showed an increase in confidence for leading a large group, unit, or project ($t = -1.63$, $P = .18$); securing leadership opportunities that align with their career interests and strengths ($t = -2.45$, $P = .07$); and connecting with colleagues that support their professional goals and development ($t = -1.83$, $P = .142$). In reviewing progress towards promotion and tenure, all PLUS scholars in the inaugural cohort have either adequately met requirements for their 3-year review (for tenure track), been promoted, or achieved tenure in less than 3 years since completing the program. The remaining cohort members are within review timeframe, progressing toward promotion and/or tenure. Nine of the 24 scholars are engaged in grant-funded research that supports to at least 10% of their FTE and up to 100%. In reviewing the qualitative responses, scholars shared an overwhelming positive experience about the small-group environment and cited feelings of appreciation and support. Below are responses from 2 scholars highlighting their experiences:

The other PLUS scholars I met and built relationships with, let me know I wasn't alone.
Built awareness of my worth to this institution and academic medicine, and the confidence to advocate for myself because of this worth.

I enjoyed the small cohort allowing for more one on one participation in meetings and outside of meetings. This allows program-specific objectives to become much more personal objectives since each lesson can be adapted for the unique demands of the participants.

Lessons Learned for Implementation

Departmental support

The first critical challenge and lesson learned while planning and developing the program was to address how to protect time for scholars to participate in program activities. We anticipated resistance from some chairs and were concerned about potential barriers to participation for faculty in higher earning and/or surgical and procedural specialties. We opted to request that participating scholars be released to participate in program activities, estimating an allotment of 10% effort, and require a letter of support from the department chair or division chief confirming that the release time will be honored.

Application procedures

In the course of developing the initial application materials for the program, we required a personal statement, study proposal, budget, and budget justification. It became clear, however, that this structure advantaged PhD and research faculty who are trained to write grant proposals. To level the playing field for clinical-track faculty, in subsequent application cycles we revised the process substantially by adding help and information sessions and simplifying the proposal components as a series of question prompts. For example, rather than “study objectives,” applicants are asked to “describe the problem you are trying to solve, address, or understand.” Finally, we added sample budgets and examples of successful proposals to the application website. After making these adjustments, we saw major improvements in the quality of proposals

submitted by clinical-track faculty.

In addition, we also introduced a series of “office hours” to cover proposal development and budget preparation. Further, in the event that incomplete applications were submitted (typically budgets) applicants were contacted and offered support or guidance to complete the application.

Advising guidance

In the first 2 years of the program, we provided minimal guidance for PAC advisors and a relatively loose structure, suggesting a minimum of 2–3 meetings per year. It became clear that neither scholars nor PAC advisors fully understood the role and obligations of either party in the relationship. Therefore, we developed guidance to help distinguish the role of the PAC advisor from the primary mentors. In addition to this, as our PAC advisors are predominantly White, there is an opportunity, moving forward, to engage them in training related to multicultural mentorship and advising to further prepare them to support scholars’ success.

Next Steps and New Directions

Coaching

During academic year 2020–2021 we partnered with a professional coach, a woman of color who specializes in supporting faculty of color, to offer group and individual (up to 3) professional coaching sessions to our PLUS alumni. This provides a 3-way win: keeping program alumni engaged and connected after the formal program is complete; facilitating their ongoing success; and assisting us with tracking their progress.

Safe space

In the wake of the racial, social, and political unrest that unfolded in 2020, we identified the need to create safe spaces for faculty of color to process their experiences without having to censor or explain those experiences for the benefit of White colleagues. We added a monthly Fostering Our

Resilience in PLUS Safe Space (FOR PLUS) session, which serves as a 1-hour check-in and space for dialogue, fellowship, and reflection. This space is open to current PLUS scholars and alumni, which helps foster a sense of continuity for alumni and extends the community for scholars.

Embedded and qualitative assessments

Embedded assessments serve a dual purpose, working as an instructional exercise for participants and providing evidence of the program's effectiveness.²⁶ Scholars create social network maps to help them think about relationships that are beneficial to their professional growth. Over time, this serves as evidence of increased connections and sense of community. Their weekly reflective essays are additional exercises that may collectively expose themes related to professional development and program outcomes. A debriefing session on the last day of PLUS provides insights about program impact and individual growth. Finally, we include open-ended items on the pre- and post-survey that can be mined for themes addressing program improvement. We will continue to monitor scholars' achievements and scholarly products, but we recognize that some of the most valuable outcomes will not be able to be captured quantitatively. Subsequent qualitative inquiry may help create a more complete picture of the program's value and contribution to scholars' career development.

Concluding Observations

The PLUS program was developed to support retention and academic advancement of URiM faculty by providing funding for scholarship, tailored faculty development, and community connections. Here we have provided a description of the program objectives and evaluative components, along with lessons learned during implementation as a model to support URiM faculty at other institutions. By virtue of programming specifically for underrepresented

populations, we host relatively small numbers of faculty participants per year. Nevertheless, the impact has been substantial, with several scholars securing internal and external funding, promotion, and leadership roles in the time since their program completion. Beyond scholarly products and accolades, the impact of the relationships and connections fostered among scholars appears immeasurable. Scholars have built relationships within and across cohorts that serve as an ongoing source of support, fostering a greater sense of belonging to the campus community. Academic medical centers and higher education institutions must invest in promising programs such as PLUS in order to successfully recruit, retain, and advance faculty from historically marginalized groups. The return on such investments will far outweigh the costs.

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Table 1**Data Sources Used in PLUS Program Evaluation Plan**

Data sources	Objective 1: Advancement	Objective 2: Scholarly work	Objective 3: Leadership skills	Objective 4: Sense of community	Objective 5: Self-care strategies	Objective 6: Influence institutional systems
Both pre- and post-survey instrument items	1d, 11a–b, 11d	1e, 3a–c, 11c	1a–b, 1f,	1c, 2, 4–5, 8–10, 11e–f	6–7, 9	n/a
Pre-survey instrument items	n/a	n/a	n/a	n/a	12a–d	n/a
Post-survey instrument items	13e, 16b–c	13c, 18a–c	18d–f, 18g	12, 13a–b, 13h–i, 14a–b, 15, 16a, 17a–b	13g, 19a–d	13d–f, 18e
Annual alumni scholarship report	n/a	Grant and publication writing, oral/invited talks, posters, teaching, leadership roles mentoring/advising , committee service, and awards/honors	n/a	n/a	n/a	n/a
Secondary data source (institutional and survey data)	Number of clinical assistant scholars to achieve promotion within X years; number of tenure assistant scholars	n/a	n/a	n/a	n/a	Faculty engagement survey items: 18c, 331–n

	to achieve promotion and tenure within X years				
Embedded and qualitative assessments	n/a		n/a		n/a
					Social network maps, reflective writing, close-ended session discussion, qualitative write-ins on pre- and post-surveys

Abbreviations: PLUS, Program to Launch URiM Success; URiM, underrepresented in medicine.

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Table 2**Faculty Scholar Outcomes for 5 PLUS Graduates: Pre- and Post-Survey Results**

Paired sample t-test	Mean difference	Standard deviation difference	Standard error of the mean difference	t-value	Degrees of freedom	Significance
What is your current level of confidence in doing the following?^a						
Leading a large group, unit, or project	-.80	1.10	.490	-1.63	4	.178
Securing leadership opportunities that align with career interests and strengths	-.60	.55	.25	-2.45	4	.070
Making connections with IUSM colleagues who support your professional goals and development	-1.00	1.23	.55	-1.83	4	.142
What is the likelihood you will do the following within the next 5 to 10 years?^b						
Purse a leadership opportunity at IUSM	-1.80	1.10	.490	-3.67	4	.021
Submit a dossier for promotion	-2.60	.894	.400	-6.50	4	.003
Leave academic medicine	2.20	1.79	.800	2.75	4	.050
Leave IUSM for another academic appointment	2.20	1.79	.800	2.75	4	.050

Abbreviations: PLUS, Program to Launch URiM Success; URiM, underrepresented in medicine; IUSM, Indiana University School of Medicine.

^aScale: 4 = very confident to 1 = not at all confident.

^bScale: 4 = very likely to 1 = not at all likely.

Chart 1

Mapping Curricular Components to PLUS Program Objectives

Program objective	Curricular components	Domain		
		S	L	W
Accelerate the rate of career advancement among participating URiM faculty—not only increasing the percentage of faculty pursuing promotion and tenure but also shortening the average time to promotion	PLUS Advisory Council advising	X		
	Time and productivity management	X		
	Writing accountability group	X		
	Methods workshops	X		
	Negotiating across color and cultures		X	
	Group coaching		X	
Support URiM faculty in completing scholarly work in research, service, or teaching	Time and productivity management	X		
	Writing accountability group	X		
	Methods workshops	X		
	Required reading ^{27,28}	X		
Develop leadership skills among early career URiM faculty to create a pipeline toward a more diverse Indiana University School of Medicine leadership team	Strength finders		X	
	Lunch with the dean		X	
	First year program		X	
Cultivate a sense of community and mitigate experiences of social and/or professional isolation that may threaten URiM faculty vitality	Connections events			X
	Network analysis		X	

Develop self-care strategies to promote wellness, overcome adversity, and mitigate burnout	Limiting beliefs			X
	Reflective writing/PLUS prompts			X
	Mindfulness and value-based action			X
Equip faculty with resources, networks, and advocates to help influence institutional systems that result in hostile or inequitable work environments	Combatting inequity (Ombudsman and Office of Equal Opportunity)		X	

Abbreviations: PLUS, Program to Launch URiM Success; URiM, underrepresented in medicine; S, scholarship; L, leadership; W, wellness.

ACCEPTED

List 1

PLUS II Seminar Series Curriculum: Course Content and Curriculum by Domain

Scholarship

- Writing bootcamp (2 sessions)
- Methods (1 session)
- Productivity management (1 session)

Leadership

- Group coaching, strength finding (1 session)
- Combatting inequity at Indiana University School of Medicine (1 session)
- Negotiating across color or cultural lines (1 session)

Wellness

- Limiting beliefs (1 session)
- Narrative/reflection (1 session)
- Mindfulness and values-based action (1 session)

Abbreviations: PLUS, Program to Launch URiM Success; URiM, underrepresented in medicine.

List 2

PLUS WAG Email Check-In

WAG check-in

- What was (were) your writing goal(s) last week?
- Did you reach/meet your writing goal(s)?
- What barriers and/or resistance did you face in trying to reach your writing goal(s)? What went well? What can you try differently?
- What is (are) your writing goal(s) for next week?

Bonus tracks (optional)

- What was (were) your self-care goal(s) last week?
- Did you reach/meet your self-care goal(s)?
- What barriers and/or resistance did you face in trying to reach your self-care goal(s)? What went well? What can you try differently?
- What is (are) your self-care goal(s) for next week?

Abbreviations: PLUS, Program to Launch URiM Success; URiM, underrepresented in medicine; WAG, writing accountability group.