

## **A definition of *diversity* for purposes of job candidate evaluation and hiring decisions at the School of Nursing & Health Studies**

Diversity in SNHS refers to relations of power between social groups and also includes individual and group identities of historically marginalized populations. SNHS affirms that diversity is inherently valuable as we embrace differences that emerge from racial, ethnic, cultural, gender, sexual orientation, geographic, physical, religious and socioeconomic contexts and identities. Our School-level values make clear that the proper ends of healthcare and population health must be the care of patients and promotion of individual and community health and well-being

### **Applying a broad definition of *diversity* when evaluating job candidates**

Priority or emphasis should therefore be given to research and other forms of scholarship the candidate has devoted or plans to devote to issues involving marginalized or minority populations, especially those who have borne disproportionate health burdens and inequities due to discrimination (whether structural or overt) or stigmatization.

Since a diverse faculty, staff and administration in the SNHS more accurately mirrors the communities from which we attract students and the populations our graduates will serve, this broad definition of diversity should also be used when evaluating how the hiring of the candidate will affect faculty diversity overall.

### **Mentoring statement**

SNHS faculty have access to a formal mentoring program that matches each Assistant Professor with two senior faculty mentors within the school. Mentors are provided with numerous resources to strengthen their mentorship, including a mentoring checklist and individual development plans for mentees. They also meet with their mentees at least monthly. Career success is fostered through this mentorship. Faculty meet with the dean to discuss yearly performances, needs for support, and the efficacy of any mentorship they receive (either formally or informally). Faculty of color and female faculty are specifically supported through these mentorship structures and through

adoption of the Boyer Model for merit and promotion. The model is known in particular for recognizing the achievements of women faculty, LGBTQ faculty, and minority faculty by expanding criteria for success and valuing teaching, service, and research equally.