

# Behavioral Endocrinologist

Committee: [REDACTED] (chair), [REDACTED], [REDACTED], [REDACTED]  
(Environmental Toxicology), [REDACTED]

Ad:

“...A focus on stress endocrinology is preferred but applications from any field of behavioral endocrinology will be considered...The candidate is expected to teach in the Anatomy and Physiology rotation and develop new courses at the undergraduate and graduate levels in their area of interest...Post-doctoral experience and a strong record of peer-reviewed publications in behavior and endocrinology are required. Preferred candidates will also have demonstrated potential for obtaining extramural funding as well as teaching excellence in both large and online classes.”

13 applications received (from 12 people)

Our diversity breakdown was:

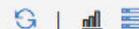
3 female, 10 male → really 3 female, 9 male

7 Asian, 6 white → really 6 Asian, 6 white

Candidates in: 25095BR

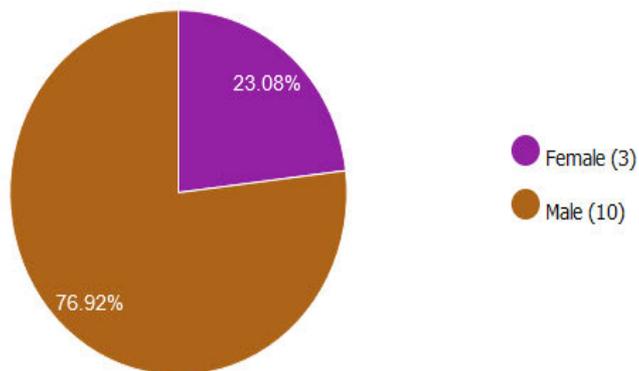
Assistant Professor

View: Candidate Diversity Distribution



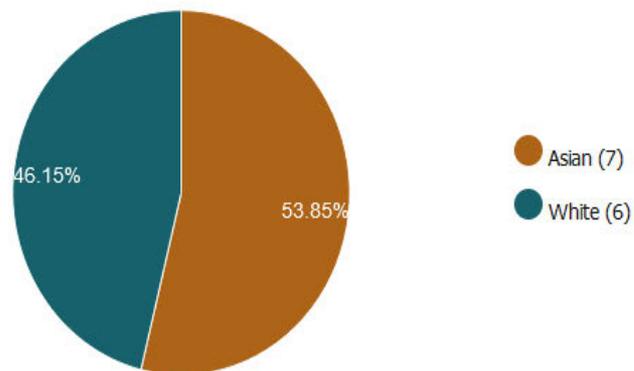
### Gender

Total candidates in Req: 13



### Race

Total candidates in Req: 13



# Scoring matrix:

Appropriate degree	10
Research fit to ad	20
Post-doctoral experience	10
Research quality and productivity: publications	25
Research quality and productivity: grants	20
Teaching experience: large classes	10
Teaching experience: online classes	10
Teaching experience: A&P	10
Diversity statement - knowledge	10
Diversity statement - track record	10
Diversity Statement - Plans	10
Pre-interview score	145
Rank Sum score (Lower is better)	
Letters of Recommendation	10
Zoom interview	30
APPLICATION SCORE	40
TOTAL SCORE	

## APPLICANTS

																			1188	4
	48	100	33	116	93	49	49	49	49	50	49	685	5	50	146	1571			1571	1
																			973	
																			374	
																			1200	3
	47	93	47	100	89	17	18	19	35	39	38	542	14	42	77	1217			1217	2
																			545	
																			272	
																			598	
																			809	
																			701	
																			906	

Phone interviews with top 4

“on-campus” (Zoom) interviews with top 2:

- Dr. [REDACTED], [REDACTED]
- Dr. [REDACTED], [REDACTED]

[REDACTED] - Post-doctoral Fellow, Dept. OB/GYN + Reproductive Sciences,

- Ph.D. [REDACTED], [REDACTED]

Research: “neural mechanisms for suppression of gonadotropin secretion during stress”

- 2 current grants (NIH F32, K99) as PI
- 20 journal articles published, in press, or in review
  - J. Endocrinology, J. Neuroendocrinology, etc.
- 30 oral and poster presentations
- Has won several “early career”/“young investigator”-type awards, presentation awards

Teaching experience:

- TA in lower-division neuroendocrinology, endocrinology, data science and software
- Has mentored several undergraduate students

Service:

- Has performed expected early career service (reviewing manuscripts for journals, conference duties, etc.)



Seminar: Neural mechanisms for suppression of reproduction during stress: a brainstem-hypothalamus neurocircuit

- Jumped in deeply without setting stage for broad audience → problems for teaching lower-division / non-majors courses?

Chalk talk:

- Discussed data he will use for next grant/next few years
  - Was mostly data
- No indication of collaborators (had not looked up anybody here working on sheep)
- Didn't leave much time for questions & didn't handle them well
- Left impression that he could not communicate with a general audience or students

DEI Committee:

- No red flags, but weak specific knowledge on issues and solutions

Grad students:

- Felt positive about his responses to interest in mentoring undergraduate and graduate students

Dr. [REDACTED]

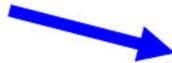
## Strengths

- Current \$, can bring
- Strong letters
- Nice person
- Research area fundable

## Weaknesses

- Expects 3-yr teaching release from K99
- Seminar was too specialized for broad dept.
- Limited teaching experience:
  - No experience with teaching A&P
  - No experience with large or online teaching
  - Never asked about teaching load
- Some teaching concerns based on presentations and handling of individual questions
- Shallow answers to DEI questions
- Showed no interest in biological questions outside of his research area
- Didn't answer questions well about why coming to an academic/non-med school dept.
- Didn't answer questions well about collaboration (couldn't name potential collaborators)

Didn't seem like he had done his homework nor was serious about taking a job here



[REDACTED] - Research Associate Professor, Dept. Biological Sciences, [REDACTED]

- Ph.D. [REDACTED], [REDACTED]

Research: “behavioral endocrinology broadly focused on how stressors influence organismal function and life history tradeoffs in animal and human subjects”

- 2 current grants (both NSF) as PI totaling ~\$700,000
  - 3 more pending (NIH, NIAAA, Army)
  - Past grant success (NIH R15, NIA, HABRI, TTU) totaling over \$1M since [REDACTED]
- 36 journal articles published, in press, or in review
  - General and Comparative Endocrinology, Hormones and Behavior, PNAS, etc.
  - Additional peer-reviewed teaching case studies
- >100 oral and poster presentations
- Has won several “early career”/”young investigator”-type awards, presentation awards

Teaching experience:

- Has taught A&P in person and online
- President’s Excellence in Teaching Award
- Has mentored several undergraduate students

Service:

- Has performed expected early career service (reviewing manuscripts for journals, conference duties, etc.)



Seminar: The role of stress in tradeoffs and transitions: fathering, feeding, and forgetting

- Slow-paced, went long but answered questions well

Chalk talk:

- Set stage for her research trajectory for next grant/next few years
- More traditional format (fewer slides)

DEI Committee:

- No weaknesses or red flags noted

Grad students:

- She came prepared with questions for the students about the dept and their experiences and showed interest in supporting students with their long-term career goals

**Dr.** 

## Strengths

- Much stronger in scoring matrix
- Proven grant success & current \$
- Productive in publishing
- Strong letters
- Has experience teaching A&P
- Has experience teaching large & online classes
- Proven excellence/award in teaching
- Clear collaboration potential
- Able to communicate with varied and general audience
- Was well-prepared

## Weaknesses

- Slow-paced seminar
- Chalk talk heavy on introductory material, light on specifics about grant proposals

**Dr.**



**Not acceptable (4:1)**

**Dr.**



**Acceptable (unanimous)**

Committee's 1<sup>st</sup> motion (candidate acceptability):

[REDACTED] not acceptable  
[REDACTED] – acceptable

If motion 1 passes, then offer will be made to [REDACTED].

If motion 2 fails, then:

Committee's 2<sup>nd</sup> motion (offer sequence for acceptable candidates):

[REDACTED] – 1<sup>st</sup>  
[REDACTED] 2<sup>nd</sup>

Dr. [REDACTED]

Postdoctoral Fellow ([REDACTED] - [REDACTED])  
[REDACTED]

### Education & Training:

BSc ([REDACTED]) **Biology** [REDACTED]

Ph.D. ([REDACTED]) **Molecular Biology** [REDACTED]

**Research Area:** Mechanisms of meningeal development using Zebrafish as a model system

**Funding:** K99/R00 ([REDACTED] --)

**Publications:** 15 total (7 first-author); Journals include **eLife**; **Dev Biol**; **Dev**

**Seminar:** Anatomical and Molecular Characterization of the Zebrafish Meninges

**Teaching module** during chalk talk: Cell migration during development

**Teaching experience:** Graduate TA (Embryology; Dev Biol; Imaging)

**Mentoring experience:** Both grad & undergrad researchers; won mentoring awards

**Strengths:** Excellent training in *Cell Biology*; Strong publication record; Engaging presentation style; good mentoring experience

**Weaknesses:** Limited teaching experience

Dr. [REDACTED]

EMBO Postdoctoral Fellow ([REDACTED] - [REDACTED])

[REDACTED]

### Education & Training:

BSc ([REDACTED] **Biology** [REDACTED] ([REDACTED]))

Ph.D. ([REDACTED] **Biochem & Mol Biol** [REDACTED] ([REDACTED]))

Postdoc ([REDACTED] [REDACTED] - [REDACTED] [REDACTED]; [REDACTED] [REDACTED] - [REDACTED] [REDACTED])

**Research Area:** The origin and early evolution of mitochondria and eukaryotes, and the ecological, developmental, and evolutionary causes of intracellular symbioses

**Funding:** EMBO Postdoctoral Fellowship (EUR \$70,000/year; [REDACTED])

**Publications:** 22 (12 first-author); Journals include **Curr Biol**; **Sci Adv**; **eLife**; **Mol Biol & Evol**; **J Mol Evol**; and **Nat Ecol & Evol**

**Seminar:** The origin of mitochondria and the rare case of an intracellular purple symbiont.

**Teaching module** during chalk talk: Protein targeting into the organelles

**Teaching experience:** Graduate TA (Nucleic Acid Biochem. & Lab; etc.)

**Mentoring experience:** Both grad & undergrad researchers

**Strengths:** Outstanding publication record; Good mentoring experience; Extensive peer review experience

**Weaknesses:** Limited teaching experience; had trouble answering questions central to one of his proposed methods

Dr. [REDACTED]

Group Leader at the Division of Dev Biol ([REDACTED])

## Education & Training:

BSc ([REDACTED]) & Msc ([REDACTED]) [REDACTED]

Ph.D. ([REDACTED]) **Genetics** [REDACTED]

Postdoc ([REDACTED]) [REDACTED]; ([REDACTED] – [REDACTED]) [REDACTED]

**Research Area:** Systems Biology of development -- using imaging and computational modeling to address gene regulatory networks governing embryonic patterning in *Drosophila* and *Tribolium*

**Funding:** Alexander von Humboldt Fellowship ([REDACTED]); DFG Research Grant [REDACTED]

**Publications:** 16 total (14 first- or senior author); Journals include ***PNAS***; ***Curr Biol***; ***Dev Biol***; ***Development***; ***PLoS Genet***; and ***eLife***

**Seminar:** How Enhancers Work: Unraveling the lingering mystery of Genetics

**Teaching module** during chalk talk: Enhancers and Regulation of Gene Expression

**Teaching experience:** Graduate lectures on special topics (computer modeling & imaging)

**Mentoring experience:** Both graduate students and undergrad researchers

**Strengths:** Unique expertise combining live cell imaging and modeling; Very strong publication record; Extensive mentoring experience

**Weaknesses:** Limited teaching experience in *Cell Biology*; Had trouble in clearly introducing basic concepts within the lecture context; **DEI** concerns (see DEI report)

Dr. [REDACTED]

Research Assistant Professor ([REDACTED])

### Education & Training:

BSc ([REDACTED]) **Genetics, Cell Biology & Development** [REDACTED]

Ph.D. ([REDACTED]) **Ph.D. in Developmental Biology** [REDACTED]

Postdoc. ([REDACTED] - [REDACTED] [REDACTED]; ([REDACTED] - [REDACTED] [REDACTED])

**Research Area:** Regulation of motor proteins in axonal transport and neuronal function

**Funding:** American Heart Association Postdoctoral Fellowship ([REDACTED])

National Institute on Aging (R21 pending, [REDACTED])

**Publications:** 9 total (7 first-author); 1 (first-author) under review; Journals include *Dev Cell*; *J Cell Biol*; and *J Cell Sci*

**Seminar:** On the highway of connectivity: regulation of axonal transport in neurons

**Teaching module** during chalk talk: Cytoskeleton

**Teaching experience:** Taught *Cell Biology* ([REDACTED]) and its lab modules ([REDACTED])

**Mentoring experience:** Numerous undergrad researchers

**Strengths:** Excellent training in *Cell Biology*; Very good publication record; Very well-crafted research seminar and presentation; Substantial teaching experience in *Cell Biology*

**Weaknesses:** Lecturing with more “enthusiasm” could better engage students in the classroom

# DBS DEI Committee Report



**Strengths:** Awareness of best practice and problems helping especially URM and first-gen students (e.g. a focus on retaining students), asked about future “5-year plans” for DEI committee, expressed interest in joining the committee. Has taken steps to increase her knowledge (NIH workshops, Scientists Teaching Science) and works towards implementing strategies in her scientific societies.

**Weaknesses:**

**Red Flags:** NONE

# DBS DEI Committee Report



**Strengths:** Clear on influence/value of role models on E & I in the classroom and that this influence encourages retention. Is a minoritized individual himself but didn't rely on that and recognized his need to grow and learn more as faculty. Classroom strategy of incorporating contributions of minoritized scientists. Recognized and had strategies to address economic barriers, especially for graduate applicants and undergraduate researchers. Appreciated the value of moving beyond talk and to action in DEI (this was his first interview that was taking DEI seriously, in his view). Aware that some growth strategies (e.g., recruiting international undergraduates) can constrain BIPOC opportunities.

**Weakness:** None

**Red Flags:** None

# DBS DEI Committee Report



## Strengths:

- Aware of biases (implicit and explicit) and thought training videos on how to recognize biases would be good
- Described making randomized groups in classes
- Hinted at showing people role models that look like them (in terms of recruitment of students by sending diverse faculty and grad students out in the community for outreach)

## Weaknesses:

- Didn't distinguish well between international and domestic students and their DEI needs
- Several vague references to trainings, literature, or examples of what was meant by comments on these broad topics.
- Interest in meditation and making that a more universal thing, but this was not backed by any literature or any examples as to how or why this would be beneficial.

*(to be continued)*7

# DBS DEI Committee Report

## Weaknesses (cont.):

- Didn't seem to have a good grasp of the differences among diversity, equity, and inclusion
- May not have been intent, but some answers came across as a bit tokenizing of minoritized individuals (e.g., have the minoritized folks do outreach; split up international student groups to help German students learn about other cultures).
- Couldn't describe successful implementation of any practices in his lab or in class (side note: has only taught small masters-level classes).

**Red Flags:** No red flag in the interview, but we were not impressed with the depth of knowledge displayed, the approaches mentioned, and the lack of experience with implementing approaches relevant to DEI, particularly E and I and how they differ from D.

(Added 3-3-2022 by [REDACTED]): Not during DEI meeting but observed multiple examples of microaggressions towards women faculty, including assuming one junior faculty was a graduate student and minimizing the difficulties of women in the US by comparing to worse situations elsewhere.

# DBS DEI Committee Report

**Strengths:** Asked about outreach to high schools but didn't have any plans of her own once we'd elaborated on what [REDACTED] does. Did describe "inclusive" quite well.

**Weaknesses:** Answer to DEI in the classroom was outreach. Lacked interest in the committee, seemed unaware of the difference of D, E, & I. Conflated general student engagement with DEI. Seemed reluctant to answer questions about equity and inclusion. Failed to respond to prompts and direct questions that were more explicit about DEI in the classroom. Weirdly negative response to the resources document. Seemed bewildered by the interview/discussion.

**Red Flags:** Based on this interaction, the committee is concerned about her understanding of our student body and DEI issues. No thought or strategies were elucidated in the interview despite prompting and leading questions. She appeared to lack motivation or interest in learning.

# SC recommendations on candidate acceptability

■ Dr. [REDACTED], Dr. [REDACTED], and Dr. [REDACTED] are **ACCEPTABLE** candidates for the *Cell Biologist* faculty position (SC voted **5 : 0**)

■ Dr. [REDACTED] is **NOT** an **ACCEPTABLE** candidate for the *Cell Biologist* faculty position (SC voted **3 : 2**)

# SC recommendation on ranking the acceptable candidates

■ DBS shall make offer to the **acceptable candidates** following an order based on their **overall ranking** which is: Dr. [REDACTED]

[REDACTED] (top), Dr. [REDACTED] (2<sup>nd</sup>), and Dr. [REDACTED] (3<sup>rd</sup>)

(SC voted 4 : 1)

## DBS DEI Committee Report to the Cell Bio Search Chair (Dr [REDACTED]) on Candidates

[REDACTED]

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**Weaknesses:** Answer to DEI in the classroom was outreach. Lacked interest in the committee, seemed unaware of the difference of D, E, & I. Conflated general student engagement with DEI. Seemed reluctant to answer questions about equity and inclusion. Failed to respond to prompts and direct questions that were more explicit about DEI in the classroom. Weirdly negative response to the resources document. Seemed bewildered by the interview/discussion.

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[REDACTED]

### Strengths:

- Aware of biases (implicit and explicit) and thought training videos on how to recognize biases would be good
- Described making randomized groups in classes
- Hinted at showing people role models that look like them (in terms of recruitment of students by sending diverse faculty and grad students out in the community for outreach)

### Weaknesses:

- Didn't distinguish well between international and domestic students and their DEI needs
- Several vague references to trainings, literature, or examples of what was meant by comments on these broad topics.
- Interest in meditation and making that a more universal thing, but this was not backed by any literature or any examples as to how or why this would be beneficial.
- Didn't seem to have a good grasp of the differences among diversity, equity, and inclusion
- May not have been intent, but some answers came across as a bit tokenizing of minoritized individuals (e.g., have the minoritized folks do outreach; split up international student groups to help German students learn about other cultures).
- Couldn't describe successful implementation of any practices in his lab or in class (side note: has only taught small masters-level classes).

**Red Flags:** No red flag in the interview, but we were not impressed with the depth of knowledge displayed, the approaches mentioned, and the lack of experience with implementing approaches relevant to DEI, particularly E and I and how they differ from D.

**(Added 3-3-2022 by [REDACTED]):** Not during DEI meeting but observed multiple examples of microaggressions towards women faculty, including assuming one junior faculty was a graduate student and minimizing the difficulties of women in the US by comparing to worse situations elsewhere.

[REDACTED]

**Strengths:** Clear on influence/value of role models on E & I in the classroom and that this influence encourages retention. Is a minoritized individual himself but didn't rely on that and recognized his need to grow and learn more as faculty. Classroom strategy of incorporating contributions of minoritized scientists. Recognized and had strategies to address economic barriers, especially for graduate applicants and undergraduate researchers. Appreciated the value of moving beyond talk and to action in DEI (this was his first interview that was taking DEI seriously, in his view). Aware that some growth strategies (e.g., recruiting international undergraduates) can constrain BIPOC opportunities.

**Weakness:** None

**Red Flags:** None

[REDACTED]

**Strengths:** Awareness of best practice and problems helping especially URM and first-gen students (e.g. a focus on retaining students), asked about future "5-year plans" for DEI committee, expressed interest in joining the committee. Has taken steps to increase her knowledge (NIH workshops, Scientists Teaching Science) and works towards implementing strategies in her scientific societies.

**Weaknesses:**

**Red Flags:** NONE

██████████

Strengths:

Excellent energy

██████ has strong teaching experience and has taught Introductory Biology.

He was very personable.

His research focus was on graduate assistant students primarily.

Weaknesses:

However, he was the least focused of the other candidates.

Funding was low

DBER publications were low

DBER presentations were not national

Seminar had very little data and primarily consisted of his personal journey/story

Chalk talk was not memorable. Research focus vs DBER focus – not necessarily compatible.

Not really clear how he was working on retention.

Teaching style – too simplistic, games did not show depth of knowledge , SLO, etc

Summary – more a PoP versus DBER, #4

██████████

Strengths:

Great energy, excellent DBER publications and presentations at both national and international conferences

Current funding on intelligence with 2 in the queue that align nicely with ██████ and with STEP

Chalk-talk informative with respect to research focus and trajectory

Seminar excellent data and results

Teaching style excellent

No weaknesses

Summary # 2

██████████

Strengths:

Great energy, excellent DBER publications and presentations at national and international conferences

Chalk-talk informative with respect to research focus and pathway forward

Seminar excellent data and results highly quantitative

Teaching style excellent with outstanding pre-course development

Quantitative studies of biology learning and the environment

Funding – 1 or 2 pending – very close and very motivated to get funding

No weaknesses

### Summary #1



#### Strengths:

Thoughtful

Research focus on learning assistants specifically

Seminar – research portion was good

DBER publications strong

Presented at national conferences

Funding is close

#### Weaknesses

Chalk-talk same as seminar

Teaching portion was ppt driven, poorly organized with no strong SLO, concepts, incorrect at times

Many short postdocs which is a red flag for me

Energy was rather low, monotone

Sometimes came off as arrogant

Really did not emphasize inclusion, or examples for promoting inclusion in the classroom

### Summary #3

## Report For Dr [REDACTED] and DEBR Search Committee 2021

Preamble. Three representatives of the DEI committee met with each candidate for 30 minutes. The general format was to introduce the committee, its activities and plans and then allow the candidate to ask questions of us.

We had two prepared prompts if conversation lagged: (1) what resources or tools do think you need to help advance DEI activities in the lab or classroom? (2) TTU is making progress broadening diversity, particularly of the undergraduate population as we are now an HIS, for example. But the challenge for institutions is how to support this with improvements in inclusion and equity. Any thoughts?

The committee met each week to discuss the candidates. We did not get a chance to meet to discuss [REDACTED] but the committee had Monday to edit this report online. The committee have tried to focus only on conversations and perspectives related to DEI, but doubtless were influenced by performance in the chalk talk and seminar (if attended).

Overall – we did not see any “red flags” for any of the candidates from a DEI standpoint.

[REDACTED]  
**Strengths:** Well-versed in the deeper DEI literature, experience in URM classrooms. Prioritized graduate training.

**Weaknesses:** We did not see a clear connection between DEI issues and his research agenda (which lacked a clear conceptual framework) or classroom strategies. Got the impression that he was good at using evidence-based educational strategies, but not that he was creating or testing those evidence-based strategies. Seemed to have some (untrue) assumptions about what is done (or not done) in terms of teaching and mentoring undergraduates (there was a tone of negative framing in his presentations and answering of questions). Classroom strategies relied on small groups which are unrealistic in our setting, and there was no contingency for engaging URM in large classrooms. Some of us were surprised that there was limited mention of BIPOC issues given this current position. The competitive nature of the interactive teaching tool (Kahoot) works against current understandings of mechanisms that promote inclusion.

[REDACTED]  
**Strengths:** Clear research framework – mindset theory – that intersects with DEI issues (fixed mindsets are more common among URM). Contributes to the DEBR literature and is successful in securing research funding (NSF). Research agenda was well-articulated in both talks and there was clarity on what she is measuring. Research and teaching align with [Vision and Change in Undergraduate Biology Education](#) from AAAS. She had ideas for change here at TTU but commented that she’d like to get demographic and performance data from our institution to tailor her response, although she did outline some strategies for the classroom. Actively wants to contribute to the undergraduate mission of the DEI and followed up with the committee after the meeting.

Teaching demo seemed accessible, allowed for interaction without the competitive atmosphere of, for eg. Kahoot.

**Weaknesses:**

[REDACTED]

**Strengths:** Research agenda embraces equity issues (Seeing Equity in Education). Could be immediately competent in the classroom. Enthusiastic about joining the DEI committee to actively take lead on DEI initiatives for our undergraduates (which the committee has tabled until this position is filled). Expertise on religiosity brings an element of diversity not currently addressed by the DEI committee. Showed strong interest in understanding our student population to adapt and plan her research and teaching specific to their experiences and needs. Teaching also guided by [Vision and Change in Undergraduate Biology Education](#) from AAAS, with a clear demonstration of active learning in heterogeneous groups, a technique shown to increase inclusion in classrooms.

**Weaknesses:**

[REDACTED]

**Strengths:** Research agenda explicitly addresses core issues in DEI (inclusivity) and is founded in a very rigorous and respected framework (Self Determination Theory) to which he brings novelty with the expansion to inclusion. Provided concrete examples of how to increase inclusion in the classroom (present norms and get student feedback on which are most important to the student). Diversity and inclusion also considered at the post-doctoral level.

**Weaknesses:**

## Candidates

[REDACTED]

2 Areas of research: He investigates how to understand how to teach students socially controversial issues such as evolution and climate change.

1. His doctoral work focused on evolution and the various factors – educational, social, and personal – that increased or decreased acceptance of evolution.

2. His postdoc research focused on climate change education, specifically equity in biology education, using active learning pedagogy as a tool for establishing equity in educational outcomes.

Background:

Ph.D. [REDACTED] (Biology) [REDACTED]

Thesis: "[REDACTED]

[REDACTED] Thesis Advisor: [REDACTED]

Certificate in University Teaching, Future Professoriate Program [REDACTED]

M.S. [REDACTED] (Biological Sciences) [REDACTED]

Thesis: "[REDACTED]

[REDACTED]" Thesis Advisor: [REDACTED]

B.S. [REDACTED] (Biological Sciences, Summa Cum Laude) [REDACTED]

## Strengths

Some grant writing experience – 2 small grants to support his work with 3 unfunded

8 publications with 4 first author, 4 are in DBER

Courses Taught; Teaching Experience: (as a grad student?)

General Biology I/II

Ecology & Evolution

First Year Experience

## Strengths:

Seminar was clear, organized. Spoke more about his dissertation work than postdoctoral work.

Chalk talk was well organized, detailed and well described.

## Weaknesses

Chalk talk weak, unfocused with respect to imparting a vision of a vibrant program growing over 5 years with more than just 1 project. One concern was that it seemed he would be working on one idea and that it would not be enough to establish a strong, program.

When asked a question, some committee members felt he talked too much and took a long time to get to the point.

Letter of reference from his postdoctoral advisor was very short compared to others. Identified as a potential red flag, I called to follow up and spoke to her about [REDACTED] with regards to the letter. She stated that he is a good worker and person. However, he tends to procrastinate. Thus he had the letter in his inbox for 4 days before she received the request from him and she said, "We got what we got given the time frame he had allowed her to write it in".

DEI Report:

[REDACTED]

**Strengths:** Insightful and thinking of things the committee has yet to think about or get to, particularly with respect to students and inclusivity. We learned from him. Interest in Indigenous communities and opportunities. Wanted to know more about resources at Tech at the Uni level to support recruitment and retention of diverse grad students. Interested in improving undergrad recruitment strategies, possible future focus of grant proposal. His research focuses on classroom inclusivity through evolution/climate change acceptance. Land acknowledgement in talk.

**Weaknesses:** Some concern that actions needed to be funded or connected to existing initiatives. Didn't provide many/any concrete examples of what he would do with modest resources.

**Red Flags:** NONE

Grad Student Comments

Dr. [REDACTED] or [REDACTED] as he preferred, asked us specific questions regarding how TAs and graduate students are treated in the department. We spoke about leading graduate student organizations as he himself oversaw a graduate student organization as a PhD student. I could tell how interested and passionate he is about DBER, as he gave us a mini breakdown of his evolution acceptance research. One of the attendees was very interested in switching to a DBER path and [REDACTED] gave her some practical guidance on getting into the field. It was like watching a mini mentor/advisor meeting. He clearly cares about graduate students which was a refreshing perspective to see.

[REDACTED]  
Background

Postdoctoral Research Fellow – [REDACTED]

[REDACTED] TN

PI: [REDACTED]

Focal Research Areas: Undergraduate STEM Education, Teacher Leadership

Doctor of Philosophy – [REDACTED]

Program: Interdisciplinary Mathematics and Science Education

Concentration: Biology Education

[REDACTED]  
Chair: Dr. [REDACTED]

Dissertation: [REDACTED]

Master of Science - [REDACTED]

Program: Biology

Concentration: Genetics and Molecular Biology

[REDACTED]  
Bachelor of Science - [REDACTED]

Major: Biology Minor: Chemistry

Strengths:

Seminar was clear, well presented and organized. We discussed upcoming slides that helped ease the audience into understanding.

13 published papers with 4 first author

Grant writing experience to NSF

Teaching experience: (but none recently)

Spring [REDACTED]: BIOL [REDACTED]: Exploring Life (large enrollment non-majors biology course)

Spring [REDACTED]: BIOL [REDACTED]: Life Sciences for Elementary Teachers

Fall [REDACTED]: BIOL [REDACTED]: Life Sciences for Elementary Teachers

Weaknesses:

Chalk-talk was dense and not well executed. It focused around a singularly dense slide which he did not explain until asked. He also did not cite this figure or clearly credit the authors 4 papers submitted [REDACTED] listed under submitted in peer-reviewed, but no follow up on their status.

One committee member noted there was no acknowledgements slide

Since his research is similar to [REDACTED] NSF work with LA's, the committee would have liked to hear him better articulate what we do here and how his research differs.

It seemed [REDACTED] wanted to change the departmental approach and also it was unclear if he also wanted to incorporate a top down approach or how he would accomplish that

#### **Strengths:**

- He had a good grasp of nuanced DEI issues in both the lab and the classroom; he had ideas for how to improve I and E in the department – had some novel ideas that we as a committee had not yet discussed. He had a lot of relevant and specific questions about the committee, what we do and what our plans are going forward. He was thinking about E and I issues at different levels – e.g., lab, class, department.

#### **Weaknesses:**

- None
- Here are two comments I received from those who attended the grad student meet & greet with Dr. [REDACTED].

#### **Grad student comments**

"I really like Dr. [REDACTED] as a potential faculty member in the department and his focus in studying graduate education. Grad students do get left out of the conversation most times in education research and it would be great to have a faculty member who can bring us into the fold.

Especially for international graduate students it would be of benefit because we are always looking for mentorship to help navigate through grad school in a new country. Grad school is tough anyway and being introduced to a whole new educational system adds to that. So I think Dr. [REDACTED] would be a great support for all grad students and a great addition to the department. I'm crossing my fingers for him to be the candidate of choice!"

"Unlike some of the other candidate meet & greets I've been to, Dr. [REDACTED] interviewed us on our experiences as TAs/graduate students. He is very motivated to better conditions for us, and better our ability to work and do research in the department. What struck me as particularly important is his emphasis on professional development geared towards grad students' career goals. This is something I've struggled with in this department as I do not anticipate following the general "next steps" in academia. He truly emphasized that everyone benefits from professional development skills in grad school that can help them beyond academia. I believe Dr. [REDACTED] to be a great fit and amazing resource for grad students in this department."

[REDACTED]  
Background

Dual Bachelors of Arts in Integrative Biology & Italian Studies, [REDACTED], [REDACTED], [REDACTED]. Ph.D. [REDACTED]

In [REDACTED] 1 year postdoc investigating seasonal reproductive timing in mammals and birds while Serving as Program Coordinator for an NSF REU

In [REDACTED] Dr. [REDACTED] became Director of Education [REDACTED] 501(c)(3) developing culturally-responsive curricula for on-the-water environmental education for pre-college and university students.

Since [REDACTED] Dr. [REDACTED] [REDACTED] has been a Postdoctoral Researcher, in the Department of Biology [REDACTED]

[REDACTED]  
working on 3 funded research projects;

- (1) an NSF-funded initiative studying how to bring biology graduate students into data science,
- (2) an NIH-funded initiative investigating the impacts of Scientist Spotlights on high school science instructors and students, and
- (3) an HHMI funded initiative researching non-content instructor language in undergraduate biology classrooms.

She has 7 published articles - 4 first author with another 1 currently in review.

Strengths:

Seminar was well organized, clear, easy to follow.

Chalk talk was most interactive of all the candidates. Strongly articulated 5 year plan.

Weaknesses:

One committee member felt the chalk talk might be overly ambitious.

DEI Report

[REDACTED]  
**Strengths:**

- Research is DEI related
- Strong grasp of nuances of inclusivity, equity, and diversity and their differences.
- Thoughtful discussion of how to be inclusive and acknowledgment of there is no easy answer or quick fix
- Growth mindset around DEI work and her role in it; humility
- Contextualized DEI in terms of TTU and our students and our community here so that she can best serve here.
- DEI is clearly an integrated topic for her across her areas of work (e.g., teaching and research)

**Weaknesses:**

- None

**Red Flags: NONE**

Grad Student comments

"I really liked [REDACTED] and her chalk talk last week. I think it was more applied than theoretical because she plans to expand her research to the schools around TTU. I liked her approachability and vision for her research. She was very clear on what she wanted to accomplish. Her and Dr. [REDACTED] actually tie in first choices for me."

"One of the things that struck me the most about [REDACTED] was the vision she had regarding research at Tech. All her projects sound exciting and clearly applicable to our department and greater Uni/community. Out of all the candidates, it felt like she was the clearest in her objectives and set realistic goals. [REDACTED] was so fun to speak with at the meet & greet event too. She asked us some great questions and we had a deep conversation about what grad students in this department need from a DBER candidate. I think she would be a great addition to our department and in furthering our DBER program."

1. Committee recommendation on acceptability of the candidates:

[REDACTED] acceptable (3-0)  
[REDACTED] Acceptable (2-1)  
[REDACTED] unacceptable (2-1)

Pending the outcome of recommendation 1:

2. Offer Recommendation

1. [REDACTED] first
2. [REDACTED] second

██████████

**Strengths:**

- Research is DEI related
- Strong grasp of nuances of inclusivity, equity, and diversity and their differences.
- Thoughtful discussion of how to be inclusive and acknowledgment of there is no easy answer or quick fix
- Growth mindset around DEI work and her role in it; humility
- Contextualized DEI in terms of TTU and our students and our community here so that she can best serve here.
- DEI is clearly an integrated topic for her across her areas of work (e.g., teaching and research)

**Weaknesses:**

- None

**Red Flags:** NONE

██████████

**Strengths:**

- He had a good grasp of nuanced DEI issues in both the lab and the classroom; he had ideas for how to improve I and E in the department – had some novel ideas that we as a committee had not yet discussed. He had a lot of relevant and specific questions about the committee, what we do and what our plans are going forward. He was thinking about E and I issues at different levels – e.g., lab, class, department.

**Weaknesses:**

- None

**Red Flags:** NONE

██████████

**Strengths:** Insightful and thinking of things the committee has yet to think about or get to, particularly with respect to students and inclusivity. We learned from him. Interest in Indigenous communities and opportunities. Wanted to know more about resources at Tech at the Uni level to support recruitment and retention of diverse grad students. Interested in improving undergrad recruitment strategies, possible future focus of grant proposal. His research focuses on classroom inclusivity through evolution/climate change acceptance. Land acknowledgement in talk.

**Weaknesses:** Some concern that actions needed to be funded or connected to existing initiatives. Didn't provide many/any concrete examples of what he would do with modest resources.

**Red Flags: NONE**

# DBER Position 25075BR Search candidates 2022

## Committee Members

[REDACTED] (Chair)

[REDACTED]

[REDACTED]

[REDACTED] (participated until January – sabbatical)

[REDACTED] – Recused due to other responsibilities

# Posting

The Department of Biological Sciences (DBS) at Texas Tech University (TTU) invites applications for a tenure-track Assistant Professor position with a focus on **Biology Education Research to support our Introductory Biology courses and establish a research program in Discipline-Based Education Research (DBER)**. The candidate must have a Ph.D. in Biology, Education or a related field, and preferred candidates will have a strong publication record, clear potential for extramural funding success, and **a proven track record of quality classroom teaching**. Biology is one of the largest undergraduate degree programs on campus with over 1600 majors, and the Introductory Biology Courses to which the candidate will contribute, include 32 labs, 20 TAs and a full-time lab coordinator. The successful candidate is expected to establish a collaborative STEM education research program supported by external funds and to engage with the active STEM Center for Outreach Research and Education (CORE) and STEM Teaching Engagement and Pedagogy (STEP) Program already present at TTU. The candidate is also expected to contribute to the department, college, and university through service duties that include program-building and extra-curricular activities.

# Search Summary

- Note: With respect to the lack of racial and ethnic diversity for the finalists identified:
- Total candidate pool - 15
- 1 African American female
- 4 White females
- 5 Males - 3 East Asia, 2 Middle East
- 5 White Males (1 openly Gay - stated in packet)
- The applications of African American female was a repeat from last year's search in which her qualifications and packet were not aligned with the requirements of this search.

# Search Summary

Initial Zoom Interview:  
6 candidates

Of these – 3 were invited for a  
Full faculty zoom interview process

Dr.  
Dr.  
Dr.



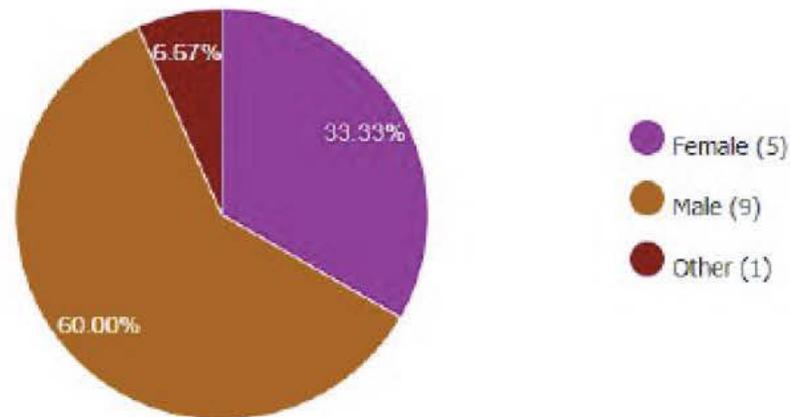
Candidates in: 25075BR

Assistant Professor

View: Candidate Diversity Distribution

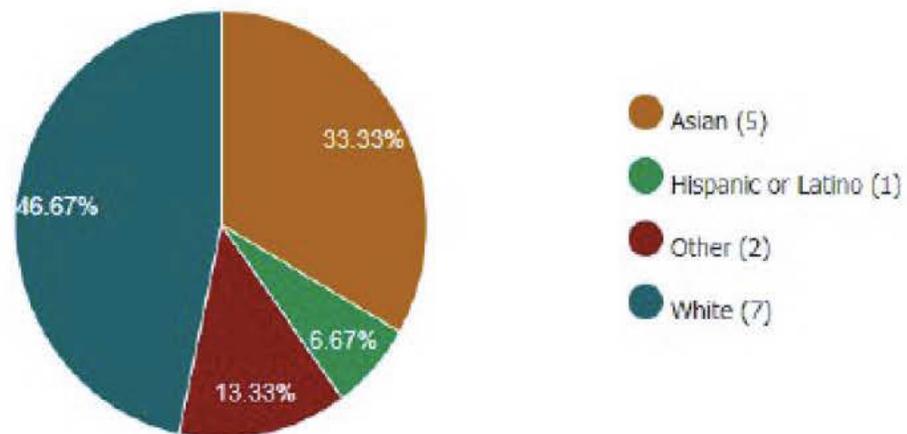
## Gender

Total candidates in Req: 15



## Race

Total candidates in Req: 15



[REDACTED]

Ph.D. [REDACTED] (Biology) [REDACTED]

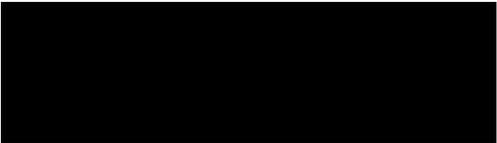
[REDACTED]

Certificate in University Teaching, Future Professoriate Program [REDACTED]

M.S. [REDACTED] (Biological Sciences) [REDACTED]

[REDACTED]

[REDACTED] (Biological Sciences, Summa Cum Laude)



## Research area:

- Focused on broadening participation in STEM via two main threads:
  - 1) education on socially controversial topics such as evolution and climate change,
  - 2) equity in STEM and biology education.

## Teaching Experience:

- IOR/primary: joint EEB UL evolution, 130 students
- Portion of intro bio course to incorporate AL
- Natural Sciences (lower division)
- Intro bio lab; intro plant bio; A&P the anatomy

## Seminar

Bringing Science to Students - Research into ways of improving biology teaching

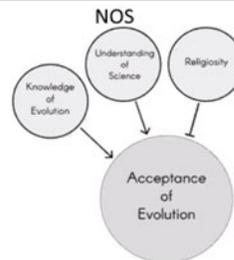
- Organized, clear
- Primarily focused on dissertation work

## Strengths

Some grant writing experience – 2 small grants to support his work with 3 unfunded

8 publications with 4 first author, 4 are in DBER

## Chalk talk



NOS → NSKS

NSKS Components

Amoral  
Creative  
Developmental  
Parsimonious  
\*Testable  
\*Unified

### Nature of Science in Biology Education

Personnel:

**Postdoc (3 yr):** Start in Fall 2022

- A. Aim 1
- B. Student Artefacts (aim 2)

**PhD student 1:** Start in Fall 2023

- A. Int, Arte, Lit Rev

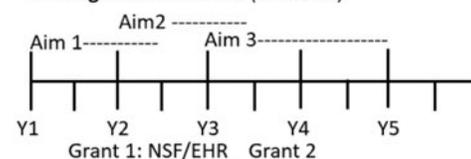
**PhD Student 2:** Start in Fall 2024

- A. Aim 3

**MS Student:** Start in Fall 2024

- A. Aim 3

**Undergraduates:** Aim 2 (artefacts)



Aims:

- 1) Review and revise existing measures – 1 Publication
- 2) Identify and confirm student misconceptions
  - 1) Student Interviews Pub
  - 2) Student Artefacts Pub
  - 3) Literature Review Pub
- 3) Develop and implement curricular interventions
  - 1) NoS (pub)
  - 2) UG Bio
- 4) Relate these measures back to acceptance of evolution and acceptance of climate change

# – DEI and Grad Student Comments

## DEI

**Strengths:** Insightful and thinking of things the committee has yet to think about or get to, particularly with respect to students and inclusivity.

Interest in Indigenous communities and opportunities.

Wanted to know more about resources at Tech at the Uni level to support recruitment and retention of diverse grad students.

Interested in improving undergrad recruitment strategies, possible future focus of grant proposal.

His research focuses on classroom inclusivity through evolution/climate change acceptance. Land acknowledgement in talk.

## Grad Students

Asked specific questions regarding how TAs and graduate students are treated in the department.

Asked about graduate student organizations

passionate he is about DBER,

One of the attendees was very interested in switching to a DBER path and Dr. [REDACTED] gave her some practical guidance on getting into the field.

He clearly cares about graduate students which was a refreshing perspective to see.

# – Teaching Approach

- He wanted to know all about STEP and the TLPDC as well as form research collaborations and engage in STEP Programming.
- However, whether he has the teaching experience to engage a large-enrollment lecture course is questionable.
- How he describes his teaching experience and how it is written in his packet are not congruent and he would be quickly overwhelmed.
- He seemed laser focused on students' "**acceptance of evolution**", etc.
- While **understanding** evolutionary processes is critical to the study of biology, there is some evidence that suggests that the "**acceptance of evolution**" **doesn't necessarily correlate** to student success in introductory biology (Ingram, 2006).
- From a teaching perspective, I'm concerned that such a strong focus on wanting students to "accept" evolution could serve as a barrier to some students enrolled at a highly conservative, Texas university.
- If we are truly embracing and encouraging an inclusive environment, being known as the professor who wants them to "accept evolution" as opposed to *understand* evolution seems counter-productive, if not outright exclusive to those students who may struggle with the concept of science and faith.



## Weaknesses:

- Chalk talk weak, unfocused with respect to imparting a vision of a vibrant program growing over 5 years with more than just 1 project.
- One concern was that it seemed he would be working on one idea and that it would not be enough to establish a strong, program.
- When asked a question, some committee members felt he talked too much and took a long time to get to the point.
- Letter of reference from postdoctoral advisor was very curt.
- Follow up phone call and discussion revealed a habit of procrastination
- **DEI:** Some concern that actions needed to be funded or connected to existing initiatives. Didn't provide many/any concrete examples of what he would do with modest resources.

[REDACTED]

Background

Postdoctoral Research Fellow – [REDACTED]

PI: [REDACTED]

Focal Research Areas: Undergraduate STEM Education, Teacher Leadership

Doctor of Philosophy – [REDACTED]

Program: Interdisciplinary Mathematics and Science Education

Concentration: Biology Education

[REDACTED]

Chair: [REDACTED]

Dissertation: [REDACTED]

Master of Science – [REDACTED], Biology - Concentration: Genetics and Molecular Biology

Bachelor of Science – [REDACTED]

Major: Biology Minor: Chemistry

2.



Research area:

1. Goal: propagate national efforts by the NSF, NASEM and DBER communities to understand factors related to undergraduate instructors' decisions to adopt and implement evidence-based instructional practices (EBIPs).

2. His research program will explore the factors associated with the diffusion (adoption and implementation) of EBIPs through two focal research areas:

- a. graduate student professional learning
- b. departmental structures associated with the diffusion of EBIPs

Teaching experience:

Intro bio

NM and majors labs and lectures;  
25-100+ students

genetics courses - TA;

biology content course for pre-service teachers



## Seminar

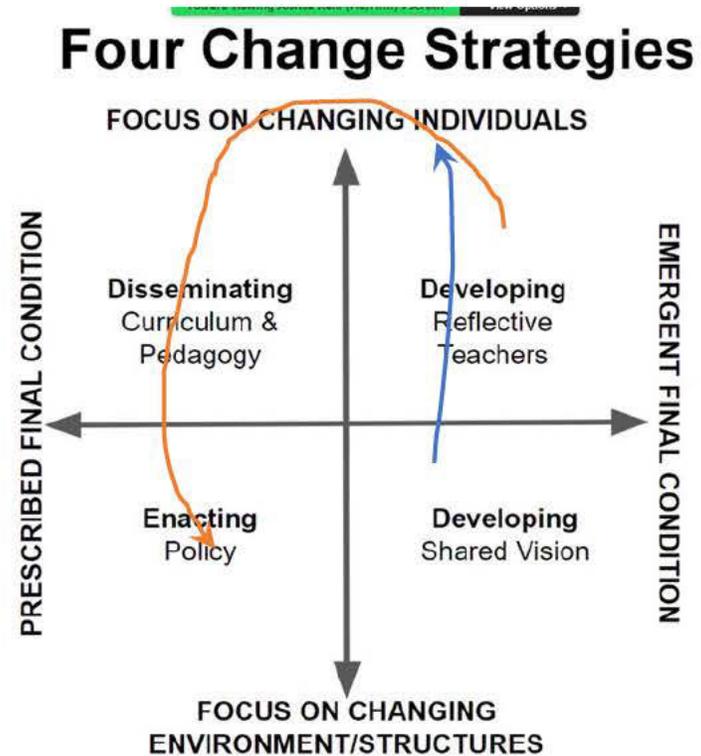


- Seminar was clear, well presented and organized.
- He discussed upcoming slides that helped ease the audience into understanding.

### Strengths:

- 13 published papers with 4 first author
- Grant writing experience to NSF
- Teaching experience

## Chalk Talk



(Henderson, Beach, Finkelstein 2011)

# █ – DEI and Grad Student Comments

## DEI - Strengths:

- He had a good grasp of nuanced DEI issues in both the lab and the classroom;
- He had ideas for how to improve I and E in the department
- He had a lot of relevant and specific questions about the committee
- He was thinking about E and I issues at different levels – e.g., lab, class, department.

## Grad Student Excerpts:

"I really like Dr. █ as a potential faculty member in the department and his focus in studying graduate education. Grad students do get left out of the conversation most times in education research and it would be great to have a faculty member who can bring us into the fold. Especially for international graduate students it would be of benefit because we are always looking for mentorship to help navigate through grad school in a new country.

"Unlike some of the other candidate meet & greets I've been to, Dr. █ interviewed us on our experiences as TAs/graduate students. He is very motivated to better conditions for us, and better our ability to work and do research in the department. What struck me as particularly important is his emphasis on professional development geared towards grad students' career goals."

# █ – Teaching Approach

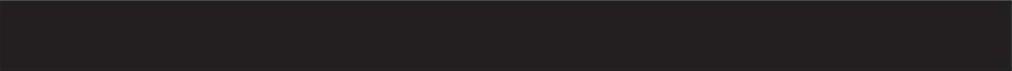
- Was interested to know about the STEP Program and other TLPDC programming.
- While some of the methods he uses are strong, it is unclear whether he understands the scale of the task.
- Dr. █ research seems more heavily focused on institutional faculty development (graduate level and faculty level) and institutional change, and less on Biology Education Research, specifically.
- Given that this is the mission of the STEP Program, specifically and the TLPDC, broadly, it is important that he be mindful of the work that is already being done in this arena. (He did not convey his recognition of that)

# Reid - Weaknesses

- Chalk-talk was dense and not well executed. It focused around a singularly dense slide which he did not explain until asked.
- His choice to use a published figure (Henderson, Beach, Finkelstein 2011) in his chalk talk without citing the specific authors on the slide, or even verbally citing them when given the opportunity was very troubling.
- The chalk talk supposed to be an opportunity for [redacted] to update [redacted] how their novel and innovative teaching and research plans (like Drs. [redacted] and [redacted]). It should not be a place to show the work of other researchers without giving [redacted] credit.
- 4 papers submitted [redacted], listed under submitted in peer-reviewed, but no for [redacted] updates to CV?).
- One committee member noted there was no acknowledgements slide
- Since his research is similar to [redacted] NSF work with LA's, the committee would have liked to hear him better articulate w [redacted] we do here and how his research differs.
- It seemed Josh wanted to change the departmental approach and also it was unclear if he also wanted to incorporate a top - down approach or how he would accomplish that.



## Background

- Dual BA in Integrative Biology & Italian Studies, 
- Ph.D. 
- In  1 year postdoc investigating seasonal reproductive timing in mammals and birds while Serving as Program Coordinator 
- In  Dr.  became Director of Education  (c)(3), developing culturally-responsive curricula for on-the-water environmental education for pre-college and university students.
- Since  Dr.  has been a Postdoctoral Researcher,   

- working on 3 funded research projects;
  - (1) an NSF-funded initiative studying how to bring biology graduate students into data science,
  - (2) an NIH-funded initiative investigating the impacts of Scientist Spotlights on high school science instructors and students
  - (3) an HHMI funded initiative researching non-content instructor language in undergraduate biology classrooms.
- She has 7 published articles - 4 first author with another 1 currently in review.



## Research:

- Investigates the impacts of inclusive pedagogical interventions in science classrooms by focusing on:
  - data science education assessments,
  - non-content instructor language, and
  - curricula.
- Teaching Experience
- co-I or I of record: intro bio focused on molecular physiology and transfer of energy (LD, 300); exploratory data science for scientists (new course, how to use programming for theses); science teaching for scientists (for grad students). Leaders engaged in advocating for diversity in science (UG and faculty to increase participation; HSI and AAPI)

## Seminar

### Promoting Inclusion in Biology with Curriculum, Language, and Identity

- Seminar was well organized, clear, easy to follow.
- Chalk talk was most interactive of all the candidates with a strongly articulated 5-year plan.

## Chalk talk

Chalk Talk, Texas Tech – Research on Promoting Inclusion in Biology –

TEXAS TECH UNIVERSITY

Research Questions

Undergrad Research Masters or PhD Research Postdoctoral Research

**SCIENTIST SPOTLIGHTS**

P1: To what extent do Scientist Spotlights correspond to shifts in evolution acceptance and science identity among introductory biology students?

P2: How, if at all, does instructor implementation correspond to student shifts in aspects of science identity?

P3: In local feeder schools, to what extent do students in classes with Scientist Spotlights shift their science identity, college interests, and major pursuits relative to students with comparison assignments?

**INSTRUCTOR TALK**

P1: How, if at all, do student memories of non-content instructor language correspond to recorded instances of Instructor Talk in a lower-division course?

P2: To what extent does the nature of graduate student teaching assistant (TA) Instructor Talk shift before and after pedagogical training in inclusive science teaching?

**DATA SCIENCE IDENTITY**

Develop and validate an instrument for measuring data science identity

P1: To what extent do aspects of personal and professional identity correspond to biology student interest, recognition, performance, and sense of belonging in data science/programming courses?

**CULTURAL AWARENESS**

Design and pilot curricular module on introduced species for relevant courses

P1: To what extent do students' perceptions of introduced species and cultural awareness in science shift before and after receiving curricular module?

P2: How, if at all, do science instructors teach about introduced species? To what extent do science instructors' perceptions of introduced species and cultural awareness in science shift before and after teaching curricular module?

# █ – DEI and Grad Student Comments

## Strengths:

- Research is DEI related
- Strong grasp of nuances of inclusivity, equity, and diversity and their differences.
- Thoughtful discussion of how to be inclusive and acknowledgment of there is no easy answer or quick fix
- Growth mindset around DEI work and her role in it; humility
- Contextualized DEI in terms of TTU and our students and our community here so that she can best serve here.
- DEI is clearly an integrated topic for her across her areas of work (e.g., teaching and research)

## Grad Student Excerpts

"I really liked █ and her chalk talk last week. I think it was more applied than theoretical because she plans to expand her research to the schools around TTU. I liked her approachability and vision for her research. She was very clear on what she wanted to accomplish."

"One of the things that struck me the most about █ was the vision she had regarding research at Tech. All her projects sound exciting and clearly applicable to our department and greater Uni/community. Out of all the candidates, it felt like she was the clearest in her objectives and set realistic goals. █ was so fun to speak with at the meet & greet event too. She asked us some great questions and we had a deep conversation about what grad students in this department need from a DBER candidate."

## ██████ – Teaching approach

- Enthusiastic about collaborating with STEP and the TLPDC.
- She is also a collaborator with Dr. ██████████ ██████████ who is the current co-editor of CBE-Life Sciences Education, which is a big deal. (I would equate this relationship to Dr. ██████████ collaboration with Dr. ██████████ ██████████ Both are prolific researchers and authors).
- She was very specific about the number of students she taught (~320 majors)
- ██████████ has taught several other courses as a sole instructor and is listed as a Faculty/Instructor at UCSF
- Her background in neuroendocrinology would be VERY helpful in teaching a roomful of pre-meds and this expertise would complement ██████████ ecology expertise well, providing the students with a very well-rounded introductory biology course.

# Discussion

# Committee's First Recommendation

## 1. Committee recommendation on acceptability of the candidates:

- [REDACTED] acceptable
- [REDACTED] Acceptable
- [REDACTED] unacceptable

# Committee's Second Recommendation

Offer Recommendation Pending outcome of 1<sup>st</sup> recommendation

1. [REDACTED] first
2. [REDACTED] second

## DBS DEI Report on the Immunology Position Candidates

Note, as advised, [REDACTED] sent out the DEI questions in advance to the candidates.

### Strengths:

- Interested in ways to help students
- Recognized a key barrier for URM students is a financial barrier and knew/had experience of the relevant programs; recognized that selection based on GPA further increases minoritization.
- Trains his students in the lab in general skills first, and then finds a project that matches skill to boost confidence and retain engagement.
- He did ask for tips and seemed genuinely eager to learn.

### Weaknesses:

- Initially equated people of different backgrounds in a way that was somewhat tokenizing or “collecting”
- Conflation of international with diversity without explaining any subtlety
- Wasn’t a lot of discussion of the nuances between D, E, and I and how they (inter)related.

### Red Flag

None.

[REDACTED]

**Strengths:** Some awareness of level of problems – saw them as key (unconscious bias, microaggressions). Very interested in resources available at the department and university level. Has been involved in outreach initiative at [REDACTED] – mentoring and outreach with underprivileged students, taken some training at [REDACTED] Extracted what makes a strong program from her experiences e.g., structure, stipend, free lunch, family and friends being connected –trickle-down.

**Weaknesses:** Conflated education practices with equity and inclusion. Not clear on how scaling up from 3 high school students would work. Hoped for a program like that here (rather passive). Heavy reliance on external training rather than her role as a mentor in creating inclusive environments, but good that she at least asked about it. Very limited consideration of diverse classrooms; discussed openness but did not explain how this would be operationalized. More reactive than proactive attitude.

## Red flags

None

██████████

**Strengths:** Talked about being on a DEI committee (but not all that clear), engaged in the DEI mentoring system at ██████████ and has a mentee. Took some training to identify biases and resolutions as a mentor (too competitive and not everyone is as competitive as him) that he had tried to implement. Talked about outreach and engagement as long-term solutions to inequity – working with the community at younger ages (elementary school initiatives) concrete examples – science fairs, megamicrobe etc. Surprised science fairs not mandatory.

**Weaknesses:** Thought the “too competitive” answer was a bit disingenuous. Talked a lot about graduate and post-doc level and responses to undergraduate level questions suggest he hasn’t thought through DEI in classroom setting, especially in a diverse university. For example, when discussing equity and inclusion in the classroom, solution was to get TAs to reach out, have students come to office hours, group sessions etc. Talked about reaching out to students – but not clear how that would work, and a bit naïve. Not aware that struggling students don’t reach out and often aren’t responsive.

**Red Flag:** Some concern about his lack of understanding of the challenge of DEI in the undergraduate classroom.

██████████

**Strengths:** Clear interest in wanting to get resources that increase diversity and knew about existing programs and the importance of awareness of them. Lived experience with axes of diversity growing up via the caste system in India. Aware of side effects of DEI initiatives overburdening members of minoritized groups. Expressed enthusiasm for learning more.

**Weaknesses:** Seemed unwilling to talk about inclusion in the classroom suggesting few strategies. A strategy that was suggested, incentivize “smart” kids to pair up with minoritized/struggling students, had ethical and operational issues, and did not represent a pedagogical solution (pushes solution back on to the students). Repeated use of “he” for professors.

**Red Flag:** Reservations about sending him into a large, diverse undergrad classroom with his current understanding and strategies.

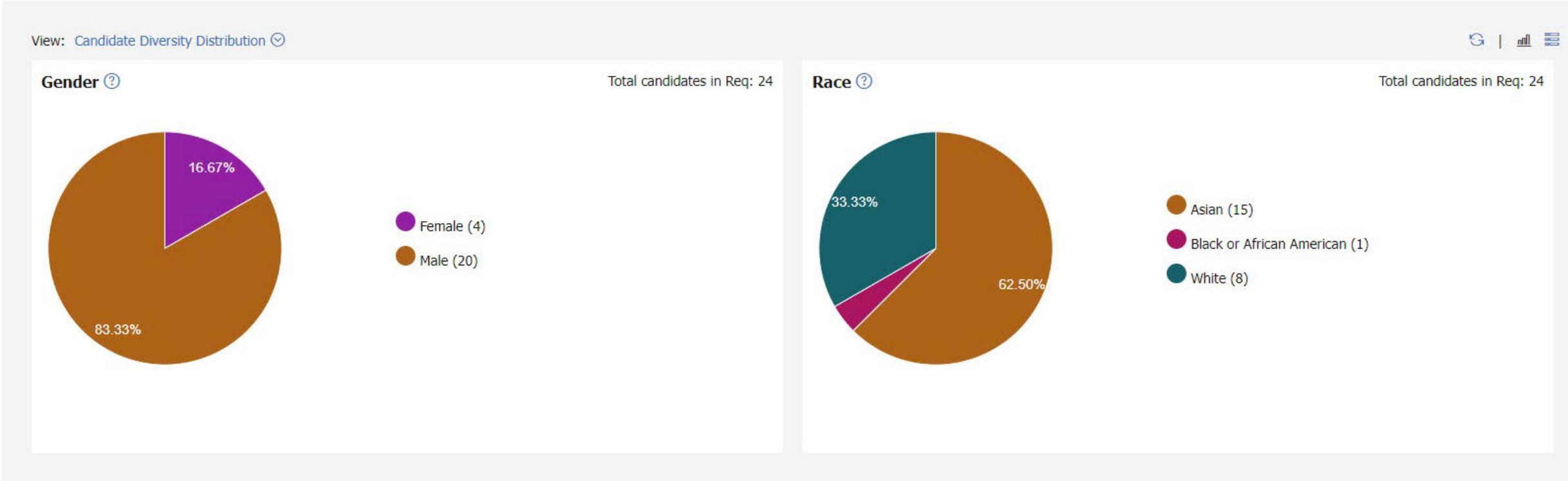
# Immunology search

- “The department will consider candidates studying all aspects of immunology including mechanistic research of adaptive or innate immunity, acute or chronic immunopathology, host-pathogen interactions, immunoprotection and immunotherapy.”
- “.....teach Immunology and/or related courses at the undergraduate and graduate levels.”
- Committee members: [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED] (did not participate in formal interview)

# Candidate Diversity Distribution

Candidates in: 25099BR

Assistant Professor



Zoom interview: 7 males and 1 female  
Formal interview: 3 males and 1 female

- [REDACTED]
- MS and BS from [REDACTED] PhD (Biomedical Sciences) in [REDACTED]
  - Postdoc [REDACTED] at [REDACTED]; Assistant Project Scientist [REDACTED]; Assistant Professor [REDACTED]
  - Research interests: hormone regulation and immune suppression of cancer stem cells
  - 17 published; 2 submitted; 7 as first or senior author ([REDACTED]); 1 patent
  - Current grant [REDACTED]: NIGMS INBRE; 3 submitted (NIH, DoD); 1 completed [REDACTED] (California Breast Cancer Research Program); research/travel/presentation awards
  - Taught Immunology, Histology, Cancer Biology, General Biology, Microbiology, Genetics at [REDACTED] (small classes); Mentoring

- 
- Research seminar: Dominant Negative Hormone Receptor in Tumor and Immune Regulation
  
  - Chalk talk:
    - Dynamics of mirtron (tumor derived RNA) and its impacts on tumor stem cells and T cells.
    - Targeting mirtrons as anti-tumor therapy
    - Macrophage polarization by cancer stem cell secreted metabolites



## Strengths

- Very knowledgeable and well trained
- Grant writing and data collection with limited resource
- Collaboration potential (cancer, HSC)
- Teaching experience
- Collegial
- Interested in and aware of DEI issues

## Weaknesses

- Trouble distilling key information and addressing big picture questions; Dull slides and presentation
- Relatively narrow research focus (for some)
- Modest publication quality
- Good letters but not glowing
- Doesn't know enough of the nuances between D, E, and I

**Acceptable (4:0)**

- [REDACTED]
- BS in [REDACTED]; PhD (molecular neurobiology) [REDACTED]
  - Postdoc [REDACTED]
  - Research interests: dissecting the critical roles of AMP-GPCR signaling in host-microbe interactions
  - 17 published; 1 submitted; 5 as first or senior author (Cell, Dev Cell, elife, Immunity, JBC); 1 patent
  - Current grant [REDACTED]: NIAMS T32; 1 completed [REDACTED] (HHMI/Damon Runyon Postdoctoral Fellowship); travel/presentation awards
  - TA and guest lecture; Mentoring; Interested in teaching Immunology, Genetics, Neurobiology



- Research seminar: Genetic Dissection of Antimicrobial Peptide Signaling at Host-Microbe Interfaces
  
- Chalk talk:
  - AMP (defensin) signaling in inflammatory diseases and skin diseases
  - Roles of AMPs in sensory physiology and neuro-immunology
  - Peptide signaling between multicellular pathogens and Th2-type immune cells



## Strengths

- Very well trained and knowledgeable
- Clear, engaging presenter. Answered questions well.
- Diverse research skillset and strong collaboration potential (neuroscience, immuno-micro faculty in DBS and HSC)
- Strong publication
- Collegial
- Very strong letters
- Interested in and kind of aware of DEI issues

## Weaknesses

- Weak teaching experience (a little nervous)
- Limited grant experience
- Limited experience in DEI-promoting practice

**Acceptable (4:0)**

[REDACTED]

- BS [REDACTED]; PhD (Biochemistry and Biophysics) [REDACTED]  
[REDACTED]
- Postdoc [REDACTED]
- Research interests: Defining the metabolic requirements for innate immune cells during inflammation
- 17 published; 2 submitted, 7 as first author (PNAS, Science Advances, J. of Immunology, Infection and Immunity)
- Current grant [REDACTED] - [REDACTED] Vanderbilt-Incyte Alliance Research Fellowship; 1 submitted: NIH K22; completed [REDACTED]: NIH T32 and F32; conference awards
- Mentoring. Interested in teaching Immunology, Bacteriology, Metabolism in Inflammation, etc.

- 
- Research seminar: Mitochondrial regulation of innate immune cells during bacterial infection
  - Chalk talk:
    - How neutrophils and macrophages synergistically combat bacterial infection via a metabolic perspective
    - Identify how the metabolic niche influences immune cells and *S. aureus* function.
    - Identify how metabolic changes associated with SLE impair bactericidal activity.



## Strengths

- Very well trained and knowledgeable
- Grant writing
- Good presenter; enthusiastic; answered questions well
- Strong collaboration potential (immuno-micro faculty in DBS and HSC); ambitious but sound ideas
- Strong publication
- Collegial
- Very strong letters
- Experience in outreach and engagement; good DEI statement

## Weaknesses

- Lack of teaching experience
- Lack of understanding of the challenge of DEI issues in the undergraduate classroom.

**Acceptable (4:0)**

[REDACTED]

- MS and BS [REDACTED]; PhD (Neurobiology) in [REDACTED]  
[REDACTED]
- Postdoc [REDACTED]; Postdoc [REDACTED]  
[REDACTED]; Instructor [REDACTED]
- Research interests: the molecular mechanism of inflammatory signaling
- 17 published; 6 as first or senior author (Science; Cell, JBC, Journal of Neuroscience)
- Current grant [REDACTED]: NIAMS R21; 1 completed [REDACTED] (Faculty Career Development Award [REDACTED]); poster awards
- Taught Biochemistry and Cell Biology in [REDACTED] in India; Interested in teaching Immunology, Histology, Cell Biology, Innate Immunity Signaling; Mentoring



- Research seminar: Novel Mechanisms Underlying Inflammasome Signaling
  
- Chalk talk:
  - Signaling and regulatory mechanisms of cell death (pyroptosis)
  - Organ specific inflammasomes
  - Non-canonical inflammasome signaling



## Strengths

- Very knowledgeable, well trained, and enthusiastic researcher
- Grant writing (has a R21)
- Collaboration potential (immunology microbiology faculty in DBS and HSC)
- Collegial
- Very strong letters
- Interested and somewhat aware of DEI issues

## Weaknesses

- Trouble explaining information clearly; too much detail; Poor resolution on slides and crowded slides
- Modest publication record (for his stage)
- Limited teaching experience
- Trouble answering questions
- Lack of understanding of the challenge of inclusion issues in the undergraduate classroom.

**Acceptable (3:1)**

# Motion 1

- Dr. [REDACTED] Dr. [REDACTED] Dr. [REDACTED] and Dr. [REDACTED] are all acceptable for the immunology faculty position. Yes/No

The faculty voted that Dr. [REDACTED] Dr. [REDACTED] and Dr. [REDACTED] are acceptable, whereas Dr. [REDACTED] is unacceptable.

The committee ranks Dr. [REDACTED] and Dr. [REDACTED] as tied for #1 (2:2), and Dr. [REDACTED] at #3.

- [REDACTED] stronger collaboration potential based on her diverse training
- [REDACTED] stronger research development potential based on his ambitious but sound plan

# Motion 2

Part 1. The department will make offers to both Dr. [REDACTED] and Dr. [REDACTED] pending approval from upper administration. If both Dr. [REDACTED] and Dr. [REDACTED] decline, then an offer will be made to Dr. [REDACTED]

Part 2. If the department does not/cannot offer to both Dr. [REDACTED] and Dr. [REDACTED] please rank the order of offer to the candidates (1: highest, 3: lowest):

- [REDACTED] (1/2/3)
- [REDACTED] (1/2/3)
- [REDACTED] (1/2/3)

# Justifications for dual hire

- Dr. [REDACTED] and Dr. [REDACTED] are outstanding, well-rounded candidates with complementary expertise in immunology and microbiology. Hiring both will allow them to synergistically build their research programs and help recruiting and retention.
- Hiring both Dr. [REDACTED] and Dr. [REDACTED] will also allow better curriculum development for Immunology and Microbiology, given the upcoming retirements of microbiology faculty in the near future.

## DEI Report to Infectious Disease Committee

Preamble. Three representatives of the DEI committee met with each candidate for 30 minutes. The general format was to introduce the committee, its activities and plans and then allow the candidate to ask questions of us.

We had two prepared prompts if conversation lagged: (1) what resources or tools do think you need to help advance DEI activities in the lab or classroom? (2) TTU is making progress broadening diversity, particularly of the undergraduate population as we are now an HSI, for example. But the challenge for institutions is how to support this with improvements in inclusion and equity. Any thoughts?

The committee met each week to discuss the candidates. The committee have tried to focus only on conversations and perspectives related to DEI, but doubtless were influenced by performance in the chalk talk and seminar (if attended).

Sometimes it's hard to capture the entire interview in bullet points, so we also provide a grade.

**Overall – we did not see any “red flags” for any of the candidates from a DEI standpoint.**

[REDACTED]

B+

### Strengths

- Actively engaged with DEI service and up on the literature
- Mentoring activities targeted at minoritized + first gen individuals at conferences and lab meetings
- Wants to bring Equity and Inclusion ideas directly into her lab, addressing these issues head on is a requirement in her future lab

### Weaknesses

[REDACTED]

C+

## **Strengths**

- Involved with assessment of climate surveys as a graduate student.
- Showed clear drive to want to improve and listen to URM communities.
- Interested in departmental/university resources for DEI, e.g. field safety
- Commented on how to holistically present disease systems in terms of impacts on different sectors of society.

## **Weaknesses**

- Portrayed interest in learning but not much action or initiative.
- Tendency to refer to researchers in minoritized communities needing to “adapt” rather than addressing structural problems.
- A lot of prompting involved --- impression given that he didn’t think it was that important/proactive.



B+

## **Strengths**

- Diversity statement a major reason she applied to TTU – indicates alignment/understanding of DEI issues
- Came prepared with questions to quiz us about our efforts
- Clear growth mindset on DEI issues, wants to learn how to make changes

## **Weaknesses**

- Commented that she was a bit overwhelmed by the interview day



B-

## **Strengths**

- Enthusiastic, and has championed international student context in DEI

## **Weaknesses**

- Some conflation of international and domestic DEI issues (but this is quite common)
- Lacked clarity in response to some of the questions asked.

Note – she had a very full day with both chalk talk and seminar and the same day.

## DBS DEI Committee Report to the Waco Search Chair (Dr [REDACTED] [REDACTED]) on Candidates

[REDACTED]

**Strengths:** Willing to learn and likely responsible to engagement, described good practices for inclusion that he is doing (e.g., transparency in learning and teaching, eye contact, assigning groups, respectful of students), experience with first gen and presents as a role model as he is first gen (relatable).

**Weaknesses:** Poor understanding of the difference between equity and equality, even on re-direct, which suggested rather superficial understanding of DEI more generally. Answers were rather generic (didn't acknowledge the challenges of minoritized groups), commented on the importance of best practices but didn't provide many examples, nor did he ask us for any. Bit odd that he didn't have any questions for us.

### No Red Flags

[REDACTED]

### Strengths

Mentioned giving examples in classroom of diverse scientists, but diversity was only defined as country of origin. Discussed active learning and getting students involved in learning and not leaving any students behind. Talked about how he has taught at a lot of places, but the takeaway was that he didn't feel there were problems with DEI at the different places he's taught.

### Weaknesses

Mentioned that DEI is not an issue because he respects his students and treats them equally. This indicates a lack of understanding of equity and inclusion issues. Mentioned that we should have a training but seemed to only be thought of as box checking. Was interested in leading trainings but did not have substantive ideas for what would be in the training. It was unclear, but he may have been thinking of EEO training and could not differentiate this from DEI training. Did not have any understanding of equity and inclusion and focused only on diversity. Mentioned that he was an experienced professor and did not need any training. Contrasted this to someone at a postdoc stage, who would be worse in these issues because of lack of experience. The committee is concerned about motivation for growth, considering he feels he is well prepared and does not feel that DEI is an issue. Diversity was only defined as country of origin and notably never mentioned women. Active learning was mentioned, but he did not speak to how this would improve classroom equity and inclusion.

**Red Flags**

The candidate said that he was well trained, and that DEI is not a problem, but did not demonstrate any knowledge of DEI or interest in learning further. This lack of knowledge and lack of interest in growth was concerning.

## DEI Report to Virology Search Committee

Preamble. Three representatives of the DEI committee met with each candidate for 30 minutes. The general format was to introduce the committee, its activities and plans and then allow the candidate to ask questions of us.

We had two prepared prompts if conversation lagged: (1) what resources or tools do think you need to help advance DEI activities in the lab or classroom? (2) TTU is making progress broadening diversity, particularly of the undergraduate population as we are now an HSI, for example. But the challenge for institutions is how to support this with improvements in inclusion and equity. Any thoughts?

The committee met each week to discuss the candidates. The committee have tried to focus only on conversations and perspectives related to DEI, but doubtless were influenced by performance in the chalk talk and seminar (if attended).

**Overall – we raise a DEI “red flag” for [REDACTED]. No other “red flags” for any of the other candidates from a DEI standpoint, rather they are all actively involved in DEI issues. Dr [REDACTED] and Dr [REDACTED] are particularly engaged.**

### Strengths

### Weaknesses

Showed no sincere interest in DEI. Conflated mentoring of a handful of international students with diversity. Impression given that he would not act on anything to promote DEI.

Claimed he did not know the meeting was a DEI one

### Strengths

- On DEI committee as a PDR representative at [REDACTED]
- Actively wanted to learn more, was enthusiastic
- Wanted to take our resources back to his DEI committee.

- For someone on a DEI committee surprisingly ill-informed, especially on potential actions in Inclusion

## Strengths

- DEI committee at [REDACTED]
- Quizzed us on DEI things such as GRE
- Integrating DEI content explicitly into her teaching (race-based bias in health and what is socio-economic marginalization vs. genetic background)
- Managed to ask us things, while simultaneously conveying her experience.
- Previously embedded in a high diversity setting at [REDACTED]
- Clear plan for diversity recruitment to lab e.g., SACNAS, Latinx premed.
- Understood institutional culture and relationship to DEI

## Weaknesses

[REDACTED]

## Strengths

- Very active– mentorship of minoritized girls getting them into STEM, asked about how to get involved with that here, and at different levels (we talked about all our programs Science it's a Girl thing, Bridges, HHMI, TechSavvy, STEMCore, MentorTech – and she was very enthusiastic)
- Inclusivity in lab –her theme will be diversity, and she will actively work to creating the culture – e.g. enforce code of conduct, prevent microaggressions etc.
- Inclusivity in classroom – interaction with students – sensitivity to the tension between participation and putting people on the spot. Putting people together in heterogenous groups (a researched strategy advocated by one of our DEBR candidates)
- Asked about and appreciated the support and mechanisms to support Faculty of Color – she recognized the need she might have for such support were she to take the job.
- Clear on difference between African diaspora of scientists and African Americans.

## Weaknesses

## Search committee membership

[REDACTED] – chair

[REDACTED]

[REDACTED]

[REDACTED]

## Candidate selection process

42 applicants

Interviewed 10 by zoom

Selected the top 4 to 'on campus' interviews

Committee met on Monday to rank the 4 top candidates

Dr. [REDACTED] – [REDACTED]

Current position – Research Scientist, [REDACTED]

Research focus – Host-virus evolution during pregnancy (Zika model),

Previous positions – Postdoctoral fellow, [REDACTED]

Postdoctoral fellow, [REDACTED]

Postdoctoral fellow, [REDACTED]

Pubs – 28 peer reviewed, 9 as first author

Funding – Current:

Four projects: 1 totaling USD 220,000 (as PI) and three totaling CAD 707,000 (as PI)

1 totaling CAD 999,793 (as Co-PI)

Complete:

Five projects totaling CAD 705,000, all as PI

Pending:

1 project totaling CAD 795,000 (as PI)

Teaching – Minimal, mentoring of two grad students and two postdocs

Pros – Clear plan for funding and funding record

Cons – No teaching indicated but seemed sincerely interested in doing a good job



Dr. [REDACTED]

DEI report

**Strengths**

- None indicated

**Weaknesses**

- Showed no sincere interest in DEI. Conflated mentoring of a handful of international students with diversity. Impression given that he would not act on anything to promote DEI.
- Claimed he did not know the meeting was a DEI one



Dr. [REDACTED] – [REDACTED]

Current position – Postdoctoral fellow, [REDACTED]

Research focus – Mechanisms of Hepatitis B virus infection

Previous positions – None

Pubs – 15 peer reviewed, 3 as first author, 4 in prep (all first author)

Funding – None and no apparent experience in grant writing

Teaching – Minimal, mentoring of grad students, undergrads, and a postdoc

Pros – Clear plan for funding presented in chalk talk, clear presentations, we all see an upward trajectory for his career

Cons – No teaching experience, but we all believe he would be a good teacher



Dr. [REDACTED]

DEI report

### **Strengths**

- On DEI committee as a PDR representative at [REDACTED]
- Actively wanted to learn more, was enthusiastic
- Wanted to take our resources back to his DEI committee.

### **Weaknesses**

- For someone on a DEI committee surprisingly ill-informed, especially on potential actions in inclusion



Dr. [REDACTED] – [REDACTED]

Current position – Postdoctoral fellow, [REDACTED]

Research focus – Experimental evolution using a virus model ( $\Phi 6$ )

Previous positions – Postdoctoral fellow, [REDACTED] (70% research, 30% teaching)

Postdoctoral fellow, [REDACTED]

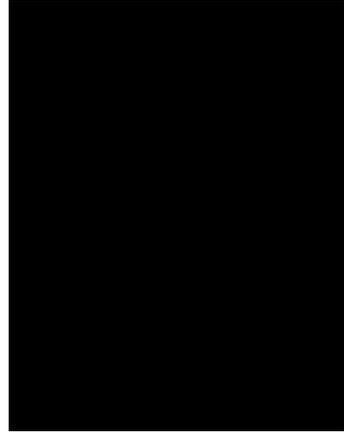
Pubs – 14 peer reviewed, 7 as first author

Funding – A postdoctoral fellowship (2015)

Teaching – Several years experience, Co-taught Evolution of Disease and Medicine, Experimental Evolution, Virus Discovery and Evolution

Pros – Enthusiastic, good presenter, substantial teaching experience

Cons – Not a viral biologist but is an evolutionary biologist; little grant writing experience, not in our original top 4 but a candidate dropped out and she moved up



Dr. [REDACTED]

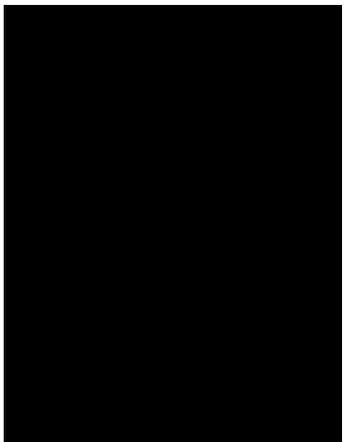
DEI report

### **Strengths**

- DEI committee at [REDACTED]
- Quizzed us on DEI things such as GRE
- Integrating DEI content explicitly into her teaching (race-based bias in health and what is socio-economic marginalization vs. genetic background)
- Managed to ask us things, while simultaneously conveying her experience.
- Previously embedded in a high diversity setting at [REDACTED]
- Clear plan for diversity recruitment to lab e.g., SACNAS, Latinx premed.
- Understood institutional culture and relationship to DEI

### **Weaknesses**

- None indicated



Dr. [REDACTED]

Current position – Postdoctoral fellow, [REDACTED]

Research focus – Zika infection/vector biology

Previous positions – Postdoctoral fellow, [REDACTED] Public Health

Pubs – 9 peer reviewed, 8 as first author, 4 in prep (all first author)

Funding – [REDACTED], American Society of Tropical Medicine and Hygiene (\$25,000)

Australia Awards for Africa doctoral Scholarship (AUD 280,389.40)

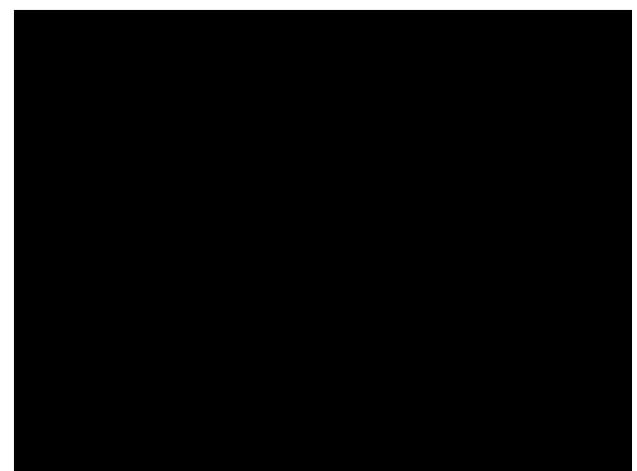
Co-PI R21 National Institute of Health (USD 275,000) – scored but not funded

Co-PI R21 National Institute of Health (USD 275 000) - pending

Teaching – Minimal, some guest lectures

Pros – Enthusiastic, good presenter, focus on viral biology in clinically important strains

Cons – Minimal grant/teaching experience



Dr. [REDACTED]

DEI report

### **Strengths**

- Very active– mentorship of minoritized girls getting them into STEM, asked about how to get involved with that here, and at different levels (we talked about all our programs Science it's a Girl thing, Bridges, HHMI, TechSavvy, STEMCore, MentorTech – and she was very enthusiastic)
- Inclusivity in lab –her theme will be diversity, and she will actively work to creating the culture – e.g. enforce code of conduct, prevent microaggressions etc.
- Inclusivity in classroom – interaction with students – sensitivity to the tension between participation and putting people on the spot. Putting people together in heterogenous groups (a researched strategy advocated by one of our DEBR candidates)
- Asked about and appreciated the support and mechanisms to support Faculty of Color – she recognized the need she might have for such support were she to take the job.
- Clear on difference between African diaspora of scientists and African Americans.

### **Weaknesses**

- None indicated



# Search committee discussion highlights

- We agreed that all candidates were acceptable
  - [REDACTED] [REDACTED] was borderline due to her focus on evolution rather than viruses
  - But this argument could be made for all the candidates
- We first ranked the candidates and [REDACTED] and [REDACTED] tied for #1
  - [REDACTED] and [REDACTED] placed 3<sup>rd</sup> and 4<sup>th</sup>, respectively
  - [REDACTED] - 2,1,1,3 = 7
  - [REDACTED] - 4,4,4,4 = 16
  - [REDACTED] - 1,2,2,2 = 7
  - [REDACTED] - 3,2,3,1 = 9
- Additional discussion and re-vote → same ranking
  - [REDACTED] - 1,1,2,2 = 6
  - [REDACTED] - 2,2,1,1 = 6
- Additional discussion on whether to bring a tie to the faculty → yes
- After meeting, e-mail discussion and one member changed their vote to rank [REDACTED] as number 1.
  - [REDACTED] - 1,1,1,2 = 5
  - [REDACTED] - 2,2,2,1 = 7
- Final ranking (first to last) → [REDACTED] [REDACTED] [REDACTED] [REDACTED]

# Search committee recommendations/motions

- Motion 1 – All candidates are acceptable
- Per the chair's proposed change to the voting procedure, the following motions would be considered simultaneously
- Motion 2 – Recommend to the chair that the search committee ranking  
1 – [REDACTED] 2 – [REDACTED] 3 – [REDACTED]  
is adopted and we offer the position to the candidates in that order.
- Motion 2a (if Motion 2 does not pass) – The faculty conducts a ranked vote and the result serves as a recommendation to the chair