

FACULTY SEARCH DIVERSITY RECRUITMENT REPORT 2022-2023

Position Title and Number:	Associate or Full Professor in Art Education
Search Committee Chair:	jt Richardson
Search Committee Diversity Advocate:	22354
Search Committee Members:	Dr. Rachel Skaggs, Assistant Professor [diversity advocate] Dr. Richard Fletcher, Associate Professor Dr. Ketal Patel, Assistant Professor of Practice De'Avin Mitchell, graduate student representative

Submit this form by email:

Date: Must be sent prior to extending invitations to Columbus campus candidates for on-campus interviews

To: Divisional Dean, Divisional Dean's Assistant

cc: Interim Associate Dean for Diversity, Equity, Inclusion, Korie Little Edwards, [REDACTED]

Subject: Approval Request: Faculty Search Diversity Recruitment Report

Directions: Please provide a brief response to each question below.

1. APPLICATIONS AND COMMITTEE TRAINING

- When did the search committee chair and/or members attend one of the seven "Searching for Inclusive Excellence" workshops? Was there anyone on the search committee who did not? If so, why?

All search committee members attended the Searching for Inclusive Excellence workshop.
Richard Fletcher, jt Richardson, De'Avin Mitchell, Ketal Patel: September 15, 2022 [on-campus]
Dr. Rachel Skaggs: September 15th, 2022 [virtual]
In addition, as search committee chair, Dr jt Richardson and departmental chair, Dr. Joni Acuff attended the Inclusive Hiring Practices on September 8, 2022
All search committee members completed the Buckeye Learn EEO module and provided certificates of completion to the search committee chair.

- Indicate the objective of this search [e.g. hire assistant professor in the field of [x] and the time period of the "active" search [e.g. October 2022-February 2023]:

Hire an associate or full professor in the field of art education [August 2022 – offer anticipated on or before May 2023]
Priority application deadline: November 15, 2022

- What populations are underrepresented in your department/school? Explain.

We currently have 10 tenured/tenure-track faculty members, 2 Assistant Professors of Teaching, and 2 Associate Professors of Teaching.

These 10 tenured/tenure-track faculty members include two African American faculty members, three LGBTQ* faculty members, and three faculty members with disabilities. We currently have no Asian faculty members or Hispanic or Latinx faculty members. Eight faculty members identify as female; two faculty members identify as male; and 1 faculty member as nonbinary or transgender.

*LGBTQ demographics may not be fully captured given current demographic reporting.

- What strategies did the search committee proactively employ to recruit faculty from underrepresented populations and diversify the applicant pool? Describe the impact of these strategies, as well as the challenges. Please be specific.

The Department's executive committee wrote the position announcement to encourage applicants from multiple underrepresented communities to apply. Therefore, the position announcement avoided narrow position qualifications. In addition, the position description described AAEP's commitment to diversity, equity, and inclusion and listed this shared commitment as a required qualification.

The position was advertised with the Higher Education Research Commission and the American Association of Hispanics in Higher Education. Graduates earning a Ph.D. in art education are not typically captured in databases other disciplines use for recruitment. Therefore, social media, our faculty's direct recommendation of potential candidates, sharing the position announcement with chairs and colleagues at other Universities, and assuring paid advertisements appear on sites used by our field are more impactful recruitment strategies.

The committee solicited AAEP faculty's recommendations for prospective candidates to invite to apply. As a result, two applicants applied after receiving an invitation.

One professor declined our invitation stating that Ohio State's salaries were "nowhere close" to their current salary. One professor expressed concern about Ohio's political climate and legislation. In addition, as a parent and educator, they expressed concerns related to legislation impacting schools.

Factors that impact the pool's diversity include the smaller size of the field of art education, the underrepresentation of BIPOC art educators with PhDs and the position is a senior-level hire. Given these challenges and the impact of systemic inequities in the field of art education, the final applicant pool of 14 applicants was more diverse than may otherwise be anticipated.

- Did discussions about (i) diversity, equity and inclusion or (ii) broadening participation or related issues arise in any discussions during the search process? If so, describe the nature and outcome of such discussions.

At our first meeting, the committee discussed OAA's Recruitment and Selection Policy, the AA/EEO policy, the expedited review policy, and "Guidelines for Pre-Employment," a document synthesizing key points included in Ohio State's "Legal Considerations for Recruiting. Ohio State's "Legal Considerations..." document was sent to all our faculty, students, and staff in preparation for the campus visits. The search committee clarified the position qualifications and the search committee's decision-making processes and role.

The search committee's assessment and recruitment processes are modeled after OIA's Equal Employment Opportunity Recruitment, Selection, and Hiring Guidelines on OIA's website.

The search committee maintained confidentiality throughout the process to avoid introducing bias through informal conversations with others in the department who did not have the authorization to access applicants' materials.



The committee's evaluation of candidates emphasized affirming the value of practice-based knowledge and experiences, the many ways that applicants may demonstrate mentorship and collegiality, and understanding of the diversity of career paths that might prepare an applicant to hold this role in our department. We collectively affirm the value of knowledge and contributions to the field of Art Education that look different than historically reified standard career paths and believe that excellence and distinction lie beyond only narrow conceptions of academic worth and scholarship.

The committee provided the questions to Zoom interviewees before their interviews. Interviews often disadvantage individuals in ways not relevant to their qualifications as "how" someone speaks, and their appearance can overshadow "what" someone is communicating. Notions of being "articulate" can disadvantage disabled, neurodivergent, and multilingual candidates. Every applicant we interviewed commented during or via email that providing the questions in advance demonstrated our commitment to inclusive practices. This practice showed our departmental values to the candidates and is demonstrative of our shared values, which we believe support DEIA in our department.

The committee discussed strategies [as described in more detail in the prior response] for diversifying the applicant pool, considering the size and demographics of our field and what forms of circulating the ad may be more effective.

In addition to the materials provided by ASC through the University's Inclusive Excellence workshop, the search chair compiled a collection of resources on One Drive for the search committee, including:

- ASC: Resources for Recruiting a Diverse Faculty
- "Legal Considerations for Recruiting"
- "Advice for Hiring Faculty with Disabilities" from Inside Higher Education
- "Talking about pronouns in the workplace" and "Transgender Inclusion in the Workplace" from the HRC Foundation
- "Subfield Bias in Faculty Hiring Decisions" University of Michigan, STRIDE
- "Avoiding Gender Bias in Reference Writing" University of Arizona
- "The Most Effective Ways to Use Diversity Statements in Faculty Searches"



- Diversity statements were required by every candidate. How were the diversity statements evaluated as part of the review process?

Diversity statements were required of all candidates.

The search committee chair provided committee members with resources pertaining to assessing DEI statements:

- “Search Committee Rubric to Assess Candidate Contributions to Diversity, Equity, and Inclusion” UC Berkley, OEI
- “Tips for Assessing DEI Statements” University of Washington

The committee’s rubric included the following assessment criteria:

- “Description of demonstrated ongoing and anticipated commitments and capacities to contribute to diversity, equity, and inclusion through research, teaching, mentoring, and outreach and engagement. (Diversity Statement)”

The committee evaluated the DEI statements to identify how candidates actualize DEI in their teaching, research, and service. Stronger DEI statements included specific examples of how the candidate's commitment to DEI informs their research, teaching, and service.

Committee members rated each candidate according to a 4-level scale [I (Inadequate - 0); A (Acceptable - 1); G (Good - 2); E (Excellent - 3)] and were invited to take notes or provide evidence from candidate materials to justify their choices. As with other aspects of this process, the committee relied on extensive discussion to rank candidates rather than using an a priori ranking based on numerical scores to set the order of candidate discussion. We did not employ any cut-offs or requirements about the number of points to move to the next round of the recruitment process. Rather, our 4-level scale and comments were used as a starting point for discussion.

- Describe the applicant pool (using the EEO Report from Academic Jobs Online) from which the new hire will be selected. How satisfied are you with that pool and with its diversity? Please explain.

According to candidates’ self-reports, these 14 applicants included 5 racial minorities, 2 candidates with disabilities, 6 female-identified candidates; and 2 candidates who did not share demographic information.

✓ **Faculty Search Applicant Pool – Please attach the EEO Report for the position available in Academic Jobs Online (contact your college HR Consultant if you need assistance with this). If a different application portal was used, provide a report similar to the attached sample.**

2. SCREENING PROCESS

- Applicant pool check-ins

	Total Number of Applicants	Percent Underrepresented Sex	Percent Underrepresented Minorities
10/06/2022	6	33.33	16.67 (Race); 16.67 (Ethnicity)
10/31/2022	7	33.33	14.29 (Race); 14.29 (Ethnicity)

11/15/2022	12	33.33	23.07 (Applicant Race); 7.69% (Ethnicity); 1 candidate with a disability
Final EEO	14	42.86	26.67 (Applicant Race); 6.67% (Ethnicity); 2 candidates with disabilities

- Describe the screening process and criteria employed in the evaluation of applications received.

The search committee assessed the candidates' applications using a rubric. The rubric criteria aligned with the qualifications listed in the position announcement and included a numerical ranking and qualitative assessment of each applicant's strengths. The committee reviewed each candidate's aggregate score as a starting point for further dialogue. In addition, we discussed any significant differences between evaluators' scores. Each committee reviewed and discussed all of the candidates' applications. The committee did not use a cut-off score to eliminate applicants from the pool.

One applicant submitted their dossier after the committee began reviewing applications. As a result, the committee met a second time to discuss this application.

The committee members received additional directions on the rubric about how to prepare for reviewing applications and additional information on effective and fair evaluation processes: Committee members were asked to:

- Read "Ensuring a Fair and Thorough Review of Applicants" in Excellence & Diversity: A Guide for Search Committees (pp. 51-64).
- Read resources pertaining to gender bias in reference letters and recommendations for reviewing DEI statements.
- Evaluate applicants' qualifications using only the material contained in the dossier.
- Spend the same time reviewing each application [recommended 15-20 minutes].
- Focus on identifying each applicant's strengths. Avoid "ranking" the applicants hierarchically in relationship to one another.
- Maintain confidentiality and refrain from discussing candidates and dossier materials beyond the search committee.
- Do not include comments on the rubrics unrelated to your assessment of the candidate's qualifications.

The search committee selected 5 candidates for Zoom screening interviews. The committee used a rubric to evaluate the zoom interviews. The rubric evaluation criteria aligned with the interview questions and position qualifications. During the deliberation, the committee reviewed each candidate's aggregate zoom interview scores and their combined scores across both the application and zoom interviews. The committee discussed their assessment of each candidate rather than relying solely on numeric scoring. After Dr. Acuff did not accept Dr. Lewis's nomination for an on-campus interview, the committee met for further deliberation regarding the nomination of a third candidate.

- Complete the following table listing applicants who were considered by the full faculty and not chosen for a campus interview. Provide your more expansive notes of evaluation of these candidates below.

Applicant's Name	Evaluation	Candidate submitted diversity statement: Yes/No
[REDACTED]	<p>Dr. [REDACTED] is a Full Professor in the Department of Art History and Art Education, College of Visual Arts and Design, University of North Texas. Dr. [REDACTED] earned a Ph.D. in Social Sciences and Comparative Education with a Concentration in Philosophy of Education from the Department of Social Sciences and Comparative Education, UCLA. In addition, Dr. [REDACTED] earned an M.A. in Museum Studies with a Concentration in Museum Education from the Department of Art History and Museum Studies, University of Denver.</p> <p>The entire search committee ranked Dr. [REDACTED] as having an impressive research agenda. Dr. [REDACTED] is the author of 10 books, over 100 articles and book chapters. The committee evaluated Dr. [REDACTED] as having a strong record of departmental leadership, strong record of graduate mentorship including his work as a graduate program director; experience in program and curricular development; the committee commented on the strengths of Dr. [REDACTED] engagement with transformative pedagogies; critical education; aesthetic education; and how his work, while theoretically rigorous, is responsive to current issues facing teachers in schools.</p> <p>The committee nominated Dr. [REDACTED] as an on-campus interview candidate.</p> <p>Dr. [REDACTED] did not support the search committee's nomination for Dr. [REDACTED] for an on-campus interview. Dr. [REDACTED] concerns included that he did not have a prominent reputation in art education; had not published enough in art education journals; and that he would not contribute to or elevate the department's profile as a notable art education program. While valuing transdisciplinary, she had concerns that he had a peripheral place in the field, which could have potential implications for graduate recruitment.</p>	Yes
[REDACTED]	<p>Dr. [REDACTED] is a Full Professor of Art Education at the Indiana University of Pennsylvania (2014-present). Dr. [REDACTED] has experience teaching in PK-12 education, undergraduate and graduate settings; a record of university and departmental leadership; programmatic and curricular development including distance learning curriculum; and service on multiple elected editorial boards in the field of art education.</p> <p>Dr. [REDACTED] published 1 book; has 2 books forthcoming; 13 journal articles; and 17 book chapters; over 50 invited national and invited presentations. Dr. [REDACTED] is the Founder and Director of SQUAD, Art Studio, An Alternative Community-based Laboratory School for Young Children and Families.</p> <p>The committee's final vote was 2 in favor and 3 against Dr. [REDACTED] nomination for an on-campus interview. Overall, the committee was supportive of this candidate. Dr. [REDACTED] publication record was not evaluated as highly as other candidates.</p>	Yes
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3. PROPOSED INTERVIEW POOL

- Briefly describe the credentials of the candidates that you propose to bring as finalists to campus.

Candidate's Name	Description of Credentials	Candidate submitted diversity statement: Yes/No
1. [REDACTED]	<p>Dr. [REDACTED] earned a Ph.D. in Art Education from the University of Illinois, Urbana-Champaign and is an Assistant Professor of Art Education and an affiliated faculty member with the Women, Gender, and Sexuality Studies program at The Pennsylvania State University (2018-present). Before taking her position at Penn State in 2018, Dr. Bae Dimitriadis was a tenured Associate Professor at SUNY Buffalo.</p> <p>Her research interests include decolonizing, land-based, transnational feminist praxis, and anti-racist art inquiry and praxis; contemporary Korean immigrant teen girls' media cultures; immigrant/refugee youth; and decolonial Asian racial justice.</p> <p>She published 2 books and has 1 forthcoming book, co-authored by [REDACTED] titled <i>Teaching Civic Participation with Digital Media in Art Education: Critical Approaches for Classrooms</i>. She published 16 peer-reviewed articles [4 forthcoming]; and 7 book chapters [1 forthcoming]. Of these publications, 5 are single-authored publications in the field's leading research journal, <i>Studies in Art Education</i>. She is the recipient of multiple awards including 5 significant research awards and award lectures in the field of art education. She received a \$10,000 grant from the National Art Education Association Foundation (NAEF) Advancing Civic Engagement and Community Empowerment for Refugee Immigrant Youths through GPS Media.</p>	Yes
2. [REDACTED]	<p>Dr. [REDACTED] earned a Ph. D in Fine Arts and Art Education from the Universitat de Barcelona, School of Fine Arts (Excellent Cum Laude). She is a Senior Lecturer of Childhood Studies and Research Methodologies at Manchester Metropolitan University, UK. Before taking her position at Manchester Metropolitan, Dr. [REDACTED] was a tenured Associate Professor of Art Education at The University of Wisconsin Milwaukee.</p> <p>Her research interests include participatory arts-based research with youth, sensorial and process philosophies; youth sensory and material experiences of space including urban environments, school buildings, and natural environments.</p>	Yes



	<p>She published two books in 2022 including <i>Visual participatory arts-based research in the city: Ontology, aesthetics and ethics</i> (Routledge). She is the author of 25 journal articles and 14 book chapters. Of these 4 are single-authored and 1 co-authored articles in the field's leading research journal, <i>Studies in Art Education</i>. She delivered 10 keynotes and international seminars and over 50 conference presentations. She is the recipient of multiple grants including a £199,048.96 ESRC Research Methods Development Grant in 2020 for the collaborative research project, <i>Mapping spatial practices and social distancing in smart schools: Sensory and digital ethnographic methods</i>.</p>	
3. [REDACTED]	<p>[REDACTED] earned a Ph.D. in Art Education from the University of Georgia. She is currently an Associate Professor of Art + Visual Culture Education Program at the University of Arizona. She is the founding co-director of the Racial Justice Studio at the University of Arizona. Before taking her position as an Assistant Professor at the University of Arizona, Dr. Wilson was an Assistant Professor at Middle Tennessee State University.</p> <p>Her research interests include critical pedagogy, cultural studies and Black studies, arts-based inquiry, transnational feminisms; liberatory and justice-oriented race conscious arts-based praxis, and oral-based aesthetic/arts practices rooted in hip hop.</p> <p>She published a co-authored book with [REDACTED] (2022) titled <i>A love letter to this bridge called my back</i> (University of Arizona Press). She published 16 peer-reviewed articles; 2 editor-reviewed commentaries; 6 book chapters. Her public scholarship includes 5 scholarly webinars; and 5 scholarly blogs, and the archival and public pedagogy project and podcast <i>Aesthetic Movements documents</i> the experiences of women art educators of color; She delivered 2 keynotes; 8 invited lectures, and over 30 peer-reviewed conference presentations. She received a Fulbright Scholarship (Tokyo, Japan); and the Mary J. Rouse Early Career Award from the National Art Education Association (2020).</p>	Yes
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- For each candidate chosen for a campus interview, briefly describe how each candidate would amplify the values of diversity, inclusion and innovation. How does the candidate's teaching, mentoring, research, and/or outreach and engagement amplify diversity and inclusion? How would the candidate contribute to ongoing or new diversity and inclusion initiatives in the unit?

Name	Description
1. [REDACTED]	<p>In Dr. [REDACTED] interview and throughout her written application, she discussed a number of commitments that she shares with our department, across teaching, mentoring, research, and outreach. She recognized that our department has recently seen the retirement of a faculty member who engages with decoloniality and settler colonialism and sees herself contributing to that area within our department in both teaching and research. She is also deeply engaged in Asian American studies and feminist theories, bringing additional consideration of social change and dismantling various aspects of hegemony in</p>



	<p>her teaching and research. She provided evidence of considerations for accessibility in her classroom, including being responsive to individual students' needs. Her past work has also included outreach that has been responsive to the community where her university is located, including work with South Asian communities that was responsive to community needs in SAT test prep and spontaneous artmaking.</p>
<p>2. [REDACTED]</p>	<p>Dr. [REDACTED] would bring to our department considerable experience and expertise in feminist theory, posthumanism, postcolonial theory and diaspora thinking, with additional experience in international contexts and international diversity that would enhance the educational offerings and research profile of our department. In terms of her commitment to accessibility and diversity in her own classroom, Dr. [REDACTED] discussed a number of strategies that she has used, including curricular alignments that address students' needs and engaging in learning within non-traditional spaces like gardens, museums, and makers spaces. Her outreach work and mentorship have shifted throughout her career and been responsive to her university locale, but across her efforts she consistently invests her time in work that develops and supports bilingual settings and intercultural encounters.</p>
<p>3. [REDACTED]</p>	<p>In Dr. [REDACTED] interview, Dr. [REDACTED] expressed excitement about OSU's strategic plan (specifically, Pillar 3, moving forward to enhance the position & critical societal challenges) and the department's commitment to growing and expanding the field of art education, and this open position's commitment to DEI, anti-racism, and social justice as an expectation. Across all of her materials and interview responses, she shows a commitment to DEIA. In her research, Dr. [REDACTED] is thinking through what creative methodologies are most useful in centering non-white stories in the white mainstream art world. In her teaching, she does what she calls "the practical work of inclusivity, access, and justice," centering students as learners and individuals and allowing individualized modalities of learning to emerge throughout the semester. In her mentoring, leadership, and outreach, Dr. [REDACTED] operates from a position of ethical responsibility, working to formally and informally create structures and culture that supports faculty and students of color.</p>
<p>4.</p>	
<p>5.</p>	