

FACULTY SEARCH DIVERSITY RECRUITMENT REPORT 2022-2023

Position Title and Number:	Biological Anthropologist
Search Committee Chair:	Debbie Guatelli-Steinberg
Search Committee Diversity Advocate:	Mark Hubbe
Search Committee Members:	Clark Larsen, [REDACTED] (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, edwards.623@osu.edu*

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 members of the committee attended the "Searching for Inclusive Excellence" training before the evaluation of the candidates was concluded. Debbie Guatelli-Steinberg (Search Committee Chair) and Scott McGraw (Department Chair), also attended the training session for chairs.

- 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]:

The search objective is to hire an assistant professor in Biological Anthropology to support the Department of Anthropology's recognized strength in this sub-discipline of Anthropology. The period of the active search is September 2022 – January 2023.



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

While the Department of Anthropology is close to achieving gender parity (11 Male; 10 Female), we currently have only one faculty from underrepresented populations including members of racial and ethnic groups (Black, Latinx, Native American, Alaska Native, Native Hawaiian, or other Pacific Islanders), or persons with disabilities.

- 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 search committee conducted numerous strategies to diversify the applicant pool. First, we advertised the position in spaces that most anthropologists seeking employment search. This included posting the job ad on the American Anthropological Association Career Center and American Association of Biological Anthropologists job sites, as well as in Academic Jobs Online. We spread the advertisement widely through the academic network of the members of the committee. Dr. Larsen in particular shared the job call with all the authors who contributed to the edited volume "Companions to Biological Anthropology", which represents a significant portion of the most established academics in the field. Many of them helped us in sharing the ad to current and past students. We also reached out to the leadership of the organizations to which URM biological anthropologists belong to request the job ad be posted on their respective sites (e.g., The Black in Bioanth Collective, Committee on Diversity of the American Association of Biological Anthropologists). Second, we identified specific faculty (n=13) from other institutions actively producing PhDs in biological anthropology to solicit their help identifying recent graduates and ABD students from underrepresented communities. As a result of our outreach and database searches, we identified 14 strong potential candidates. Members of the committee helped prepare individualized invitations for each of these 14 individuals. These invitations included information on the position, specific reasoning for why the committee thought the individual was a good fit for the position, and information on other departments and institutes on campus that would make OSU an ideal place for the scholar to pursue their research and build a career. These efforts were successful in attracting a more diverse pool than what is observed in our discipline (see below). We received 41 applications, which, based on the EEO report included 2 Black/African American scholars, 3 Asian scholars, 3 Latinx scholars, and 1 scholar who selected multiple categories. Although the EEO report does not present information on gender identity, three applicants disclosed they are LGBTQ+, which are not represented among the department's faculty.

Special effort was also allocated to recruit Dr. [REDACTED], our top candidate (see below). Given Dr. [REDACTED] current status as Associate Professor, the committee and the department's chair worked with the administration to determine how to best approach her for this Assistant Professor position. There were several e-mails and conversations between the Department Chair and College Deans surrounding our approach, which we communicated to Dr. [REDACTED]. We received a favorable response from Dr. [REDACTED] confirming her interest in being considered for the position.

- 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.



As articulated above, diversity and inclusion were central to our search and the committee made numerous efforts to identify and encourage members of underrepresented groups to apply. The recruitment methods described above were the direct outcome of several targeted discussions among members of search committee. We brainstormed to identify strategies that could improve the diversity of our applicant pool, which included advice provided in materials we received as part of the "Searching for Inclusive Excellence" training sessions.

All applicants were asked to address diversity and inclusion in their cover letter and had to submit a Diversity and Inclusion Statement besides their Research and Teaching statements. The committee developed a specific rubric to evaluate the candidates, evaluating their DEI practices and experiences (see below). The committee paid particular attention to how the candidate's own lived experiences influence their research and teaching, as well as evidence for the specific ways the candidate incorporated diversity and inclusion in the classroom (e.g., pedagogical techniques, syllabus development, teacher training) and in their research (e.g., decolonizing methods, community outreach, protocols for disseminating research findings).

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

All candidates were evaluated by each committee member independently, following a rubric designed specifically for this search. The rubric includes an explicit evaluation of the DEI statement as well as space for diversity and inclusion practices in teaching. The DEI rubric considered to what extent candidates i) show understanding of dimensions of diversity (ethnic, socioeconomic, racial, gender, sexual orientation, disability, cultural differences); ii) articulate with challenges faced by underrepresented individuals; and 3) show commitment to DEI (track record/specific plans). The teaching rubric also considered candidates' mentorship activity and ability to support graduate students as well as their appreciation of DEI in teaching. The final score of the candidate was divided as 55% research (curricular fit, potential and productivity, future plans), 20% DEI, 20% teaching, 5% service. As such, DEI practices and experience was considered on the same level as teaching in this search.

- 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.

We received 41 applications, which, based on the EEO report, included 23 women, 16 men and two persons who did not identify their sex (declined/unknown). Of the 41 applicants, 2 persons identified Black/African American, 3 as Asian, 1 as multiple races, and 6 declined or selected unknown. We received a total of 5 applications from international scholars. Three candidates identified themselves as Latinx, and 4 indicated disabilities. Anthropology, as a discipline, lacks diversity and we have struggled in the past to attract a diverse applicant pool. As discussed above, we employed numerous recruitment strategies to address this challenge. While we were hoping for a more diverse pool as a result of our efforts, our candidates pool still shows higher percentage of diverse candidates (4.76% Black/African American; 7.14% Asian; 7.14% Latinx) than the composition of faculty and PhD students in the field (2.2 – 3.7% Black/African American; 3.2 – 3.7% Asian-American; 2.8 – 5.4% Latinx; Antón et al. 2018 DOI: 10.1002/ajpa.23382). Considering the lack of diversity in the discipline, we are satisfied with the number of candidates from underrepresented groups in the pool.

✓ **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

Date	Total Number of Applicants	Percent Underrepresented Sex	Percent Underrepresented Minorities
9/30/22	41	56.09%	19.04%

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

For each of the general areas listed in items 1-7 on the key, provide a brief description of the specific key factors used in evaluation that the committee agreed to at the start of the search. Divisional deans and the Associate Dean of Diversity, Equity and Inclusion may ask for these notes if there are questions about the pool.

Key for Table (**See rubric in document attached for evaluation criteria used by committee**)

1. Insufficient relevant desired academic qualifications.
2. Insufficient relevant training for establishing a first-rate research or creative activity program.
3. Insufficient teaching experience and qualifications.
4. Research proposals or creative activity potential were not compelling.
5. Future funding for research program was unclear.
6. Research or creative activity program lacked clear guidance and direction.
7. Insufficient diversity statement.
8. Unable to contact to schedule an interview.
9. Withdrew from consideration or

declined an interview offer



10. Other (enter description)

Using the key above, 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 on evaluation of these candidates as an addendum to this report.

All candidates were evaluated by each committee member following a pre-defined rubric. The final rubric for each committee member and the summary that informed the selection of candidates invited to campus are attached to this report. The rubric informed the list of candidates presented to the Faculty for discussion on October 19, and was made available to the Faculty together with the files of all 41 applicants. The Committee presented the 4 candidates selected for visits to the Faculty on 10/19, who reviewed them and agreed unanimously with the committee's recommendations.

Applicant Name/#	1	2	3	4	5	6	7	8	9	10

For each of the general areas listed in items 1-7 on the key, provide a brief description of the specific key factors used in evaluation that the committee agreed to at the start of the search

- a. Include all candidates who apply.
- b. Fill out the table in real time as decisions are made rather than retrospectively.
- c. Check more than one category for individual candidates if more than one applies

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]	Dr. [REDACTED] is an associate professor in the department of biological sciences at Marshall University. Her research addresses the evolution of skeletal morphology and its relationship with behavior, lifestyle, adaptation and bone morphology. Her research, teaching, and service experience fit extremely well with the aim of the search and would complement and strengthen the department. Her level of productivity and scholarly impact are outstanding, with over 10 articles in top journals published in the last 5 years, and a great record of research funding. Moreover, her interdisciplinary research themes of comparative bone morphology, evolution of major adaptations, and functional morphology offer great opportunities for collaboration with graduate students and faculty.	Yes
2. [REDACTED]	Dr. [REDACTED] is a Senior Lecturer in Evolutionary Anthropology at Liverpool John Moores University. His research program focuses on the evolution of the postcranial skeleton, and how evolutionary changes in body size and shape result in the major adaptive transitions in human biology and behavior. His research integrates paleoanthropology with anatomy and evolutionary biology, making him a good fit for the position advertised by the department. His productivity and scholarly impact are outstanding, with over 10 articles published in top journals in the last 5 years and a great record of funding for his research. His interdisciplinary research program and focus on quantitative analysis and computational	Yes

	models will complement the department's strengths well and offer great opportunities for collaboration with faculty and graduate students.	
3. [REDACTED]	Dr. [REDACTED] is a Postdoctoral Research Scientist at Columbia Climate School, Columbia University. He is a human evolutionary biologist and geochemist whose research focuses on understanding climate's impact on the origins of humans through a combination of geochemical (stable isotope analysis) and computational methods, as well as the study of fossil teeth of non-human-primates and hominins. His research experience and qualifications fit well with the position advertised by the department. His productivity and scholar impact are outstanding, with over 10 articles published in top journals in the last 5 years and a great record of funding for his research. His expertise in geochemical methods will fill an important gap in the department's research focus which, together with his expertise in quantitative methods, will strengthen the department and create great opportunities for collaboration with our graduate students and faculty.	Yes
4. [REDACTED]	Dr. [REDACTED] is a visiting professor in the Department of Applied Forensics at Mercyhurst University. She is a paleoanthropologist interested in the early periods of human evolution and her research areas focus the postcranial functional morphology and early hominin systematics. She has experience with a range of digital methods and data sources, and both her research focus and methodological expertise make her a good fit for the position advertised by the department. She has an extensive productivity, with 7 articles and book chapters published in renowned journals and presses, complemented by extensive fieldwork experience. She lacks large grants but has been able to fund her research systematically. Her focus on early human evolution will complement the department's strengths well and will allow her to establish strong collaborations with faculty and students.	Yes
5.		

- 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]	Dr. [REDACTED] is a woman originally from Kenya, the first person in her family to earn a college degree, and is keenly aware of experience disparities in access to education, resources, and support networks between sexes and under representation of minorities in the sciences. She has years of experience as a teacher and researcher advocating for STEM diversity, as has extensive experience mentoring high-school and college students in the US as well as active programs of outreach with K-12 teacher in Kenya. She has actively allocated efforts to these activities, including receiving grants to fund her work promoting opportunities for minorities in the US and Africa. Her research projects include resources and space for the participation of students from underrepresented groups. She shows awareness of relevant programs at OSU and as such has demonstrated her interest in continuing to engage actively with the OSU community. She would add important diversity to the department because of her personal background and identities, and also because of her

	active engagement in the inclusion of minorities in her research, teaching, and outreach.
2. [REDACTED]	Dr. [REDACTED] is a white man from European descent, and as such his identities would not help us diversify the faculty body in our department. However, his diversity statement shows a high awareness of the issues faced by students and faculty from underrepresented minorities. He is committed to broadening participation of underrepresented groups and women in research and academia. Notably, he has worked towards increasing opportunities for underrepresented minorities at different stages of their education and careers. His teaching and mentoring have adopted several steps to become more inclusive and to mentor female and underrepresented minorities students. As associate editor of one of the flagship journals in the field (Journal of Human Evolution), he has taken steps to diversify the pool of peer-reviewers, to increase the participation of underrepresented minority scholars, and support underrepresented minority authors. He shows some awareness of OSU programs dedicated to underrepresented minorities and demonstrates interest in engaging with them.
3. [REDACTED]	Dr. [REDACTED] is a white man from European descent, which means that his hiring will not help us diversify the faculty body in our department. As a young scholar (PhD from 2017), he has little experience as a teacher. However, he shows strong concerns about promoting equal opportunity and access to education to the diverse population from across Ohio. His diversity statement shows that he is aware of the main struggles related to the disparity of opportunities available for underrepresented minorities. He has taken steps within his career to mentor female and underrepresented minority students. Despite his limited experience with teaching and outreach activities, he shows in his writing the interest and commitment to support the department in creating inclusive practices and establishing spaces for underrepresented minority students to succeed.
4. [REDACTED]	Dr. [REDACTED] is a white woman of European descent, and her hiring would allow our department to achieve parity in the number of male and female faculty. Dr. Melillo has had little opportunity to work with programs and activities in the US related to the support to underrepresented minorities, but has experience living and working in Africa and Europe, giving her first-hand familiarity with different perspectives and expectations for researchers and students from different backgrounds. As such, we believe she will be able to contribute significantly to the creation of relevant spaces to support underrepresented minority students in the department and at OSU.
5.	