Position Title and Number:	Assistant Professor, #19327
Search Committee Chair:	Amy Nathanson, Osei Appiah
Search Committee Diversity Advocate:	Joseph Bayer
Search Committee Members:	Lanier Holt, Hillary Shulman, ▮▮▮▮▮▮▮ (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: Associate Dean for Diversity, Equity, Inclusion, Wendy Smooth, ▮▮▮▮▮▮▮
Subject: Approval Request: Faculty Search Diversity Recruitment Report

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

1. APPLICATIONS AND COMMITTEE TRAINING

- Did the search committee chair and/or members attend the "Searching for Inclusive Excellence" training and/or include a trainer at one of their committee meetings? If not, explain why not.

Yes, all committee members attending the "Searching for Inclusive Excellence" training.

- 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 2021-February 2022]:

To hire an assistant professor in the field of Communication, with specialization in the areas of health disparities and/or implicit biases. The time period of the search is from October 15, 2021-January 15, 2022.

- What populations are underrepresented in the department/school?

The following racial/ethnic groups are under-represented in the School of Communication: Hispanic or Latino/a, and Pacific Islander.

- 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.

All search committee members were encouraged to contact members from under-represented populations and notify them of the position. The College advertised the position on the following sites: Inside Higher Ed Careers; The National Directory of Diverse and Strategic Faculty; SREB Doctoral Scholars Directory; and The Minority Postdoc Doctoral Directory. The School of Communication advertised the position on the following sties: The AEJMC Website; The Chronicle; Diverse Jobs in Higher Education; The ICA Website; The Journal of Blacks in Higher Education; The NCA Website; Communication and Media Studies Wiki; and Psychology Wiki.

The search was envisioned to identify researchers who study topics closely linked to issues of diversity and equity (i.e., health disparities and/or implicit biases). Given our small field, the requirements of our position, and the small numbers of individuals from under-represented groups who hold PhDs in our (or related) field(s), there were significant obstacles to identifying specific individuals to contact. However, the overall set of search strategies was generally effective in producing a diverse pool, particularly terms of recruiting Hispanic and Latino/a applicants.

- Did diversity and inclusion, or broadening participation, or related issues arise in discussions during the search process? If so, describe the nature and outcome of such discussions. Did candidates submit diversity statements? How were the statements evaluated as part of the review process?

The search committee had ongoing discussions about our interest in attracting and hiring new faculty members who represent diverse populations. There is consensus among the search committee and the faculty that this is a high priority for the School of Communication.

THE OHIO STATE UNIVERSITY
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After attending the "Searching for Inclusive Excellence" workshop, the search committee met to discuss how we viewed diversity and inclusion in the context of this job call. We discussed many different forms of diversity, including race/ethnicity and methodological diversity. We also discussed criteria for evaluating diversity statements, which applicants were required to submit as part of their application. Members of the search committee were asked to read the written statements submitted by all applicants (including the diversity statement). During preliminary Zoom interviews with our top applicants, the committee included a question about diversity, and we discussed our satisfaction with each applicant's response during a follow-up meeting. The candidates' responses to this diversity question were carefully considered as part of our final decision about who was selected to invite for campus interviews.

- 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 46 applications. In terms of gender, 65.22% of applicants were female. In terms of race/ethnicity, 44% of applicants were White, 36% were Asian, 8.7% were Hispanic, 12% were Black or African American, and 8.7% were multiracial.

The National Communication Association (NCA) periodically conducts a survey of students who receive a doctorate in the field of communication in the U.S. In the most recent report (2019), NCA reported the following demographics. In terms of gender, 62.2% of recipients were female. In terms of race/ethnicity, 69.6% of recipients were White, 10% were Black, 6.9% were Hispanic or Latino/a, 6% were Asian, 2% were multiracial, 0.3% were American Indian or Alaskan Native, and 5.2% did not report their race/ethnicity. Given these demographics, it appears that our pool was over-represented by Asian candidates and generally well-represented among the other groups among the tracked NCA demographic categories.

In total, the pool reflected the focal areas of the search, with health communication (43.48%) and race/gender/ethnicity (21.7%) making up the largest share of applicants. This suggested that our search process was effective with regards to prioritizing research areas attuned to health disparities and implicit biases. In addition, despite the fact this was not an "open" search (i.e., we were only searching for researchers who specialized in health disparities or implicit biases), we were satisfied with the broader topical diversity in our pool, which included applicants focused on communication technology (8.6%), strategic communication (4.3%), interpersonal communication (4.3%), and science communication (4.3%).

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

2. SCREENING PROCESS

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

All search committee members screened each applicant to determine whether they could meet our needs in teaching, research, service, and DEI initiatives. Specifically, applicants were evaluated according to their publication record, teaching experience/interests, record of service, and involvement with DEI initiatives. The Communication faculty in the school were also encouraged to review applicants and submit recommendations. The search committee also conducted preliminary Zoom interviews with 4 applicants deemed the strongest in the pool. The committee compared the relative strengths and weaknesses of all 4 applicants after completing these preliminary interviews. Answers to one of our interview questions about diversity played a significant role in selecting candidates for formal campus (or online) interviews.

OPTIONAL: Please complete the following table for applicants not chosen for a campus interview using the following format (see instructions on the last section on the next page).

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

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COLLEGE OF ARTS AND SCIENCES

Key for Table
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. Unable to contact to schedule an interview.
8. Withdrew from consideration or declined an interview offer
9. Other (enter description)
10. Other (enter description)

3. PROPOSED INTERVIEW POOL

- Briefly describe the credentials of the candidates that you propose to bring as finalists to campus. How satisfied are you with that pool and with its diversity? Please explain.

Each of the candidates has a strong research record and has experience teaching (or has expressed interest in teaching) some of our high-need courses. All candidates have obtained (or will obtain) PhDs from high-caliber research programs (i.e., UC-Santa Barbara, Indiana, Kentucky). Two of the three interview candidates identify as members of an under-represented group in Communication. In addition, all finalists submitted thoughtful diversity statements and communicated a clear commitment to DEI initiatives during preliminary Zoom interviews. Moreover, all three finalists communicated specific plans/ideas for to furthering DEI initiatives their future research, teaching, and service.

- Were any of the candidates chosen for campus interviews veterans or a person disclosing a disability?

No.

- For each candidate chosen for a campus interview, briefly describe how the candidate would contribute to the diversity of the department/school. How would each candidate amplify the values of inclusion and excellence? 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?

███████████████ (ABD): In her diversity statement, Ms. ████ describes how she is well-equipped to contribute to the diversity as female student from Honduras living in the predominantly White state of Kentucky. She also described how she has invested in shaping her current institutional policy in ways that support equity, access, and inclusion. For example, she has promoted the welfare of international students as a member of the International Student Council and planned workshops related to health equity and minority health as part of her work with the Center for Health Equity Transformation. In both the statement and Zoom interview, Ms. ████ also specified ways that she would like to take an active role in furthering diversity, equity, and inclusion at OSU, including participating in inclusiveness development programs and pursuing grant opportunities to conduct research on issues tied to health equity and minority women's health.

███████ (PhD): In her diversity statement, Dr. ████ emphasizes how she views her research agenda, academic service, and the classroom as all requiring active promotion of diversity practices. In doing so, she also reflects on the importance of dismantling White Supremacist Ideologies given her experiences with White and Black family members. As part of this overall mentality, she also discusses how her research seeks to identify and address inequalities, with special attention to Southwest African and North African (SWANA) and Black communities, refugees, and other racial minorities. Moreover, she describes how she has hands-on experience promoting inclusion through fellowships, volunteering, teaching, such as mediating interfaith dialogue and increasing the diversity of authors featured in her course syllabi. More generally, her scholarship has developed around – and continues to draw upon – a wide array of cultural perspectives ranging from Biblical Hebrew to modern Arabic and Persian languages. Finally, in the statement and Zoom interview, she provided examples of how she has worked, and plans to continue, incorporating DEI considerations into university policies and practices (e.g., serving on a job search committee and voicing concerns about the support for minority faculty members).

███████ (ABD): In her diversity statement, Ms. ████ reflected on her experiences as a Latina Mexican immigrant woman and how they drive her work. Ms. ████ delineated and described in detail her desire to foster inclusive environments through 1) research, 2) teaching and mentoring, and 3) service. From a research standpoint, she discussed how her research seeks unveil the unique challenges that undocumented immigrants face, as well identify strategies to mitigate those structural inequities. She also underlined how she seeks to communicate her research findings in

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both English and Spanish to broaden the impact and speak directly to non-English communities. From a teaching angle, she provided specific examples of how she teaches classes in ways that are accessible to students from under-represented groups so they can "see their lived experiences within their classrooms". She also noted how mentorship has been critical to her as a first-generation, Latina student, and how she sought to provide multiple forms of support to her students, as reflected in her being awarded a Graduate Mentoring Award at UCSB in 2019. From a service standpoint, she has participated in a number efforts to address inequities for undocumented and LGBTQ student communities. In addition, she reiterated these commitments to diversity during her preliminary Zoom interview, while also citing specific examples of how she would work to create inclusive environments and collaborations at OSU (e.g., working with the Kirwin Institute).

Proposed Interview Pool Chart. This chart is mandatory but including the specific name is optional.

Total number of candidates selected for campus interviews	Gender of candidates interviewed, if known		Race/Ethnicity, Disability Status, and Veteran's Status of candidates interviewed, if known
	Female	Male	
0	0	0	American Indian or Alaska Native
0	0	0	Asian
0	0	0	Black or African American
2	2	0	Hispanic or Latino(a)
0	0	0	International Applicant
0	0	0	Pacific Islander
0	0	0	Two or More Races
1	1	0	White
0	0	0	Race Not Identified
0	0	0	All by Disability Status = Yes
0	0	0	All by Veteran Status = Yes
0	0	0	Unknown status
3	3	0	TOTAL

INSTRUCTIONS FOR COMPLETING THE OPTIONAL TABLE IN PART 2, SCREENING PROCESS

1. If using the optional table:
   a. For each of the general areas listed in items 1-6 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
   b. Include all candidates who apply.
   c. Fill out the table in real time as decisions are made rather than retrospectively.
   d. Check more than one category for individual candidates if more than one applies
2. If not using the optional table,
   a. Committees should keep another chart or notes for each candidate to explain their evaluation (i.e., be able to "document their work process and evaluation metrics").
   b. Divisional deans may ask for these notes if there are questions about the pool.