

Position Title and Number:	Provost's tenure-track Fellow to Faculty position in "Race and Health Equity"
Search Committee Chair:	Miranda Martinez
Search Committee Diversity Advocate:	Nick Kawa
Search Committee Members:	Isaac Weiner, [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, [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 members of the committee attended the "Searching for Inclusive Excellence" training before the evaluation of the candidates began. Search committee diversity advocate Nick Kawa attended on September 8th, 2022.

- 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 objective of this search is to hire an assistant professor through a fellow-to-faculty position in the Department of Comparative Studies, with a research focus at the intersections of race, science and technology studies (STS), and public health. The period of the active search is September 2022-February 2023.



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

The Department of Comparative Studies has 13 full-time faculty with 8 who identify as male and 5 who identify as female. In terms of race and ethnicity, 9 of 13 faculty are white (non-Hispanic), one is Latinx/Hispanic, one is Black/African-American, one identifies as 2 or more races, and one did not disclose their racial/ethnic identity. Greater representation of women and gender nonbinary faculty is needed as well as BIPOC faculty.

- 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 a diversity of places where we could recruit applicants with expertise in race, science, and technology, including Academic Jobs Online, the Chronicle of Higher Education, and the Society for Social Studies of Science jobs. Second, we individually reached out to departments with strengths in recruiting diverse graduate students with specializations that align with the position, including those at Emory University, Rice University, University of California-Davis, University of California-Santa Cruz, University of Arizona, University of Florida, and University of Pennsylvania. Third, we identified specific faculty from other institutions actively mentoring PhDs in this area of scholarship to solicit their help identifying recent graduates and ABD students from underrepresented communities.

These efforts were successful in attracting a relatively small but diverse pool of candidates. We received 25 applications, which included 3 Black/African American scholars, 7 Asian scholars, 2 Latinx scholars, 3 scholars who selected multiple racial categories, and 3 who identified as "other" racial categories. Of the 25 applicants, 15 identified as female, 9 identified as male, and 1 declined to share identifying information regarding sex or gender. Several applicants disclosed they are LGBTQ+ and 7 identified as scholars with a disability.

- 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.

Diversity and inclusion were situated at the center of our search and the ensuing discussions about candidates. Before the search began, we brainstormed to identify strategies that could expand 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. This included "demonstrated commitments and capacities to contribute to DEI" and "evidence of experience/capacity for inclusive pedagogy." The committee also paid special attention to how the candidates' lived experiences informed their research, teaching, and mentoring.



- 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. As noted above, the rubric included an explicit evaluation of “demonstrated commitments and capacities to contribute to DEI.” In addition, the rubric also considered “evidence of experience/capacity for inclusive pedagogy.”

- 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 25 applications in total, including 15 scholars who identified as female, 9 who identified as male, and 1 who declined to share identifying information regarding sex or gender. In regard to race and ethnicity, the applicant pool included 3 Black/African American scholars, 7 Asian scholars, 2 Latinx scholars, 3 scholars who selected multiple racial categories, and 3 who identified as “other” racial categories. Of the 25 applicants, 7 also identified as scholars with a disability.

✓ **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
10/24/2022	25	60% female	55.17%

- Describe the screening process and criteria employed in the evaluation of applications receive
 - The committee met and decided on a rubric that used factors based on the language of the job announcement. These included compelling research, experience in collaborative research, experience with public facing work, DEI commitments, capacity for teaching. The committee met after applications were received to select seven candidates for zoom interviews. These were conducted in late November/December. Committee then selected three candidates from list of seven.

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

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.

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

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. ██████████	Dr. ██████████ received her PhD in American Studies and Ethnicity from the University of Southern California in 2022. She currently holds the position of Postdoctoral Associate in Asian American and Diaspora Studies at Duke University. Dr. ██████████ research examines the racialization of fatness and its linkages to histories of health, nation, and empire.	Yes
2. ██████████	Dr. ██████████ received a PhD in Cultural Studies - with specializations in science and technology studies (STS) and feminist theory and research - from University of California-Davis in 2022. Dr. ██████████ currently holds a position of lecturer in Feminist, Gender, and Sexuality Studies at Stanford University. Her research uses insights from Feminist STS and Critical Race and Ethnic Studies to demonstrates how NASA's Mars Exploration Program rovers represent "autonomous colonial laboratories."	Yes
3. ██████████	Dr. ██████████ received a PhD in History of Science from Harvard University in 2019. She currently holds a position of postdoctoral fellow at Dartmouth University. Her research specifically examines "monstrous birth" as a formal medical concept and how modern biomedical practices more generally have produced new cultural meanings of race, reproduction, and embodied deviance.	Yes
4.		



5.		
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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]	Dr. [REDACTED] research and teaching—with stand at the intersections of ethnic studies, women’s and gender studies, and postcolonial science studies—directly interrogate how fatphobia and ableism are institutionalized in public infrastructure through race science, gender oppression, and legacies of colonialism. Dr. [REDACTED] also identifies as “a first generation, fat, queer scholar of color.”
2. [REDACTED]	Dr. [REDACTED] is an interdisciplinary scholar of Feminist Science and Technology Studies and Critical Race and Ethnic studies who demonstrates commitment to diversity, equity, and inclusion in all areas of her work, including her research, her feminist anti-colonial pedagogy, and her community collaborations. She also identifies as “a disabled scholar and queer woman of color.”
3. [REDACTED]	Dr. [REDACTED] research centers the historical role of medical science in producing and perpetuating racial and gendered inequities. But beyond her historical research, she’s actively engaged in addressing contemporary healthy inequities. This is evidenced, for example, in her lecture at Yale School of Medicine’s inaugural Anti-Racism Session (for incoming medical students) and her active collaboration with SEICHE Center for Health and Justice at Yale. Her teaching and public-facing scholarship also consistently center themes of equity and justice in the medical sciences.
4.	
5.	



Summary Table of Aggregate Data of Proposed Interview Pool [from Academic Jobs Online - EEO Report or equivalent resource (provide source)]. This chart is mandatory.

	Female	Male	Sex Unidentified	TOTAL		Disability Status=Yes	Veteran Status=Yes
American Indian or Alaska Native	0	0	0	0	American Indian or Alaska Native	0	0
Asian	5	2	0	7	Asian	3	0
Black or African American	2	1	0	3	Black or African American	2	0
Hispanic or Latino(a)	0	2	0	2	Hispanic or Latino(a)	0	0
International Applicant	2	0	0	2	International Applicant	2	0
Pacific Islander	0	0	0	0	Pacific Islander	0	0
Two or More Races	3	0	0	3	Two or More Races	2	0
White	9	3	1	13	White	4	0
Race Not Identified	1	2	0	3	Race Not Identified	0	0
Disability Status=Yes	7	0	0	0	-	-	-
Veteran Status=Yes	0	0	0	0	-	-	-
TOTAL	15	9	1	25		7	0