

<b>Position Title and Number:</b>	Black France #22817
<b>Search Committee Chair:</b>	Lucille Toth
<b>Search Committee Diversity Advocate:</b>	Jonathan Mullins
<b>Search Committee Members:</b>	Wynne Wong Thierno Diallo

**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?

Wong and Diallo took their workshop on September 15<sup>th</sup>, 2022.  
Mullins and Toth took their workshop on December 1<sup>st</sup>, 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 Department of French and Italian in the College of Arts and Sciences at The Ohio State University invited applications for a tenure-track Assistant Professor of French and Francophone Studies with a specialization in Black France.

The committee started reviewing applications on November 15, 2022. First round of interviews were scheduled December 13 and 14, 2022. We are planning on hosting finalists for campus visits in the second half of January 2023.

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

African American, Indigenous American, Latinx and Asian populations are underrepresented in our department. The department, particularly its tenure stream faculty, is predominantly white.

- 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.

Beyond the tradition platforms where French and Francophone job ads are usually posted (H-France, Fabula, Francophil), we advertised this positions in platforms targeting underrepresented scholars such as ALA, CSA, NCFS, SDN, SCMS Black caucus, as well as social media accounts advocating for inclusive scholarship:

Facebook (FB) British Association of Film, Television and Screen Studies (BAFTSS) FR & Francophone

FB Society for Cinema and Media Studies (SCMS) Gender and Feminisms

FB SCMS Transnational Cinema

FB SCMS Fr & Francophone

FB SCMS Documentary Studies

Visible Evidence

FB American Library Association & CSA

FB African Studies Association

FB NECS-European Network for Cinema and Media Studies

We also personally emailed a dozen of individuals/ scholars from underrepresented or marginalized groups.

- 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.



The Search committee members were keenly aware of the need to prioritize the hiring of a visible minority especially given the nature of the job description. We thus selected a pool of 12 candidates for initial Zoom interviews that reflected this exigency. We discussed our own internal biases (for example, one candidate was in a rather senior role and there was some reticence among some members due to her high rank but we ultimately agreed that we had to think about inclusivity and not have her rank condition our thinking, and thus invited her for a semifinalist interview which she ultimately declined for her own personal reasons). In our deliberations to select finalists, the importance of bringing Black scholars to campus was deemed to be essential. We thus chose three Black candidates, two of who are of Caribbean descent and one from Senegal. We decided as a committee that diversity was just as important as perceived merit as we made our selections.



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

Every member of the committee had to read diversity statements. During the first round of interviews, Dr. Mullins, as diversity advocate, was in charge of asking candidates to give concrete ways they advocated for a more diverse, inclusive, and equitable environment, be it in the classroom, in their department or in the larger community.

- 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 were quite satisfied with the diversity of our pool of applicants given the data from the EEO report:  
 - 54% of applicants identified as women.  
 - 39.39% of applicants identified as Black or African American and 4.55% identified as 'other' and 1.52% as Asian. Which means that a total of 45.46% of applicants identified as non-white.

Of the 12 candidates interviewed:

- 1 was Latinx
- 4 were Black
- 7 were White

Our three finalists are black (2 cis women, 1 cis man).

**✓ 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
12/15/22	62	54.84% of female	39.39% Black or African American
			4.55% 'other'
			1.52% Asian

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

Screening was conducted through semi-finalist interviews conducted over 30 minute Zoom interviews in which we ensured that there were 5 of 12 candidates of color. During these interviews we ensured that we asked all candidates exactly the same questions. Lucille Toth asked them to discuss the main concerns of their research in the target language (French) and their research timeline/trajectory. Wynne Wong asked them to explain their ideas for a graduate seminar and a GE course. Jonathan Mullins asked them to give concrete examples of how they advocated for DEIA issues in their pedagogy, department, and larger community. Thierno Diallo asked them about departmental service (particularly committee work they'd be interested in) as well as their ideas for study abroad programs. We envisioned that the consistency of these questions made the search equitable.

We actively sought to create a pool of 3 finalists who were of color. We agreed as a committee that diversity was a crucial factor alongside perceived merit as we made our selection.



- 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
1. [REDACTED]	<ul style="list-style-type: none"> <li>- Very promising research on digital humanities and eco-feminism.</li> <li>- Grad course example was too limited/ focused on her research. GE idea was great 'Black Paris'.</li> <li>- Did not answer the DEI question directly.</li> </ul>	yes
2. [REDACTED]	<ul style="list-style-type: none"> <li>- Interesting research on sustainable independence. Yet, we found that the large place that translation has in his research did not fit our search.</li> <li>- Excellent GE and grad courses idea on 'Black Enlightenment'.</li> <li>- Did not clearly answer how he implements diversity and ensures inclusivity in class.</li> </ul>	yes
3. [REDACTED]	<ul style="list-style-type: none"> <li>- Fascinating research on sound and ecocriticism.</li> <li>- Interesting classes ideas on archives and resistance.</li> <li>- Interested in decolonizing our curriculum.</li> </ul> <p><i>She was considered as a 4th candidate for campus interviews.</i></p>	yes
4. [REDACTED]	<ul style="list-style-type: none"> <li>- Fascinating research on haitian cinema and ecocriticism.</li> <li>- Interesting classes ideas on exile and diaspora.</li> <li>- Interested in study abroad programs.</li> <li>- Excellent answer for diversity and the limits of inclusivity in the French language.</li> </ul> <p><i>She was considered as a 4th candidate for campus interviews.</i></p>	yes
5. [REDACTED]	<ul style="list-style-type: none"> <li>- Fascinating research on Afro-carribean marronage and queer Haiti.</li> <li>- Great idea for GE: "Queer Global France".</li> <li>- Good experience as diversity advocate outside of classroom</li> </ul>	yes
6. [REDACTED]	<ul style="list-style-type: none"> <li>- Very interesting research on human rights and west africa. Yet, we found that he does not engage enough with French and Francophone theorists for this position.</li> <li>- Excellent idea for GE: "Humanitarian Literature and Cinema".</li> <li>- Very vague about committees to join ("any committee").</li> </ul>	yes
7. [REDACTED]	<ul style="list-style-type: none"> <li>- Excellent research on indigenous decolonial ecology.</li> <li>- Excellent ideas for GE and grad courses ("Postcard to Paradise").</li> <li>- Had great vision to implement indigenous issues into the department's mission and curriculum.</li> </ul> <p><i>He was considered as a 4th candidate for campus interviews.</i></p>	yes
8. [REDACTED]	<ul style="list-style-type: none"> <li>- Research on archiving memories of enslaved people. Interesting theoretical framework using 'bigidi' and trauma theory.</li> <li>- Good grad course idea on marronage. Even though it seemed more appropriate for a GE class.</li> <li>- Evasive answers about how to ensure diversity in the classroom.</li> </ul>	yes
9. [REDACTED]	<ul style="list-style-type: none"> <li>- Interesting research on digital humanities and environmental humanities approach to Black Caribbean history.</li> </ul>	yes



### 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]	<ul style="list-style-type: none"> <li>- PhD in French and Francophone Studies from University of Georgia.</li> <li>- Currently an Assistant Professor of French, Foreign Languages and Literature, North Carolina State at University at Raleigh.</li> <li>- Book Manuscript under contract with the University of Nebraska Press. Title: <i>The Afro-Feminist Creative Praxis of Black French Women</i></li> </ul>	yes
2. [REDACTED]	<ul style="list-style-type: none"> <li>- PhD in French and Francophone Studies from UC Davis in 2022.</li> <li>- Currently a Rising Scholar Postdoctoral Fellow at University of Virginia</li> </ul>	yes
3. [REDACTED]	<ul style="list-style-type: none"> <li>- PhD in African American and African Studies from OSU in 2022.</li> <li>- Currently a postdoctoral scholar in History and HUmanities at Case Western Reserve University.</li> </ul>	yes

- 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]	Her research and teaching on afrofeminism would add a much needed field to our department's existing strength in intercultural competence and gender studies, adding an intersectional approach not currently covered by our tenure stream faculty. She mentioned her interest in joining the DEIA committee.
2. [REDACTED]	[REDACTED] stands out for her service work in DEIA as a graduate student, as well as her teaching and research on the Black Caribbean which would bring a new competency to our research clusters. She mentioned her interest in joining the DEIA committee.
3. [REDACTED]	[REDACTED] research positions Black Studies in a truly global context, a frame he extends in the graduate and undergraduate courses he has taught and is proposing. His diversity statement was one of the most compelling ones. He mentioned his interest in joining the DEIA committee.



**OTHER NOTES:**

**PLEASE ATTACH EEO REPORT FROM ACADEMIC JOBS ONLINE**

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