

FACULTY SEARCH DIVERSITY RECRUITMENT REPORT 2022-2023

Position Title and Number:	Assistant Professor in African and/or African Diaspora Art History and Visual Culture
Search Committee Chair:	Jody Patterson, History of Art
Search Committee Diversity Advocate:	Julia Andrews, History of Art
Search Committee Members:	Christina Burke Mathison, History of Art John Davis, Knowlton School of Architecture [REDACTED], Graduate Student, History of Art

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 attended:

Jody Patterson – September 27, 2022
 Julia Andrews – cannot confirm date, but can confirm that she attended
 Christina Burke Mathison – September 26, 2022
 John Davis – October 18, 2022
 Dareen Hussein – October 18, 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]:

To hire an assistant professor in the field of the History of Architecture and the Built Environment, within the research cluster "Race and Architecture: The Just City." The job was posted in late August 2022, applications were due on November 15 2022, and the search remains open until filled (the job ad is posted to stay up until February 2023).

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

People of color are underrepresented in on our department's faculty. We have 12 tenure-track and CTP-track faculty in the department: 10 are white and two are Asian-American. Thus, African Americans, Latinx, Middle Eastern, Indigenous/First Nations, and other minoritized groups are not represented on our faculty at all. Our graduate student population is significantly more diverse.

Gender balance in our department is considered to not be a problem.

- 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.

First, we posted the job widely, including to international networks. It was posted on the College Art Association job board, the job board for the Society for Architectural Historians, and H-Net.

By far the most impactful thing we did to recruit a diverse pool of candidates was to write direct recruitment emails, both to potential applicants and to key faculty members in the field working in the field. The department chair sent over 50 emails after combing through the graduate student directories of major universities, and the tables of contents of major journals and edited volumes in the field. We also had networking correspondence with the graduate program directors of several key architecture schools so that they could make their graduate students and recent PhDs aware of the opportunity. We were very surprised by the size and depth of the pool; we received 57 applications, and most were excellent.

- 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.

Yes, DEI was discussed throughout the process. From the start we wanted to cast the range of the search as broadly as possible in terms of time period and geography so that we would have the best chance of getting a large and diverse pool of candidates. We discussed strategies for creating a rubric that would ensure an equitable evaluation of candidates, and capture a range of diverse perspectives. We then implemented this rubric in our review process.

We also included a graduate student on our search committee which we thought would broaden the committee's perspective and create buy-in and participation from our graduate student community throughout the search process.

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

We carefully read each applicant's diversity statements. We were particularly interested in two criteria: the degree to which the candidate's diversity statement indicated thoughtfulness and knowledge about DEI issues, and then in particular the concrete steps/initiatives/actions that the candidate had already taken with regard to DEI in their own research, teaching, and service. We distinguished concrete action from performative gestures.

- 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 very pleased with the size and diversity of the pool; we received 57 applications. The applicant pool ended up being about 60% White, 5% Black or African American, 15% Asian, 10% Hispanic/Latino, and 11% other (many who selected "other" are likely of Middle-Eastern decent).

✓ **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
November 16, 2022	56	N/A	40%

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

All five members of the search committee read all 57 candidate files. We used a rubric, based on the model presented at the College's DEI trainings, but edited at a faculty meeting by the whole department (we are using the same rubric for all three departmental searches). We each filled the rubric out as we read each candidate's file. Then at the first search committee meeting after the application window closed, we each put forward our top 10 candidates based on the rubric. Each candidate that received at least 1 vote was discussed/considered (about 30 candidates received at least one vote) and after our discussion there was broad consensus around the 12 candidates we wanted to interview. We interviewed all 11 candidates via zoom (one dropped out to take another position) and then met at the end to select the 3 finalists. There was broad consensus on who the top 5 candidates were, and further discussion brought it to 3.

- 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]	PhD Candidate in Architectural History at the University of Alberta. Very impressive candidate. Broad training in architectural history, research focus on decolonization and petro-aesthetics. Excellent DEI statement, and excellent answers on DEI in the interview. She was deemed viable by the committee, and could have been brought for a campus visit, but her research and writing sample were not as focused and rigorous as some other candidates; her research was a bit all over the place.	Yes
2. [REDACTED]	VAP at University of Rochester, recent PhD from UT-Austin. Qualified candidate with a research focus on architecture and urbanism in the Middle East, particularly in the 18 th -19 th centuries. Was stronger on paper than in the interview – struggled to articulate his research focus and the connection of his work to the RAISE initiative. He was not deemed viable by the committee after the interview.	Yes
3. [REDACTED]	Teaching professor at Northeastern University; PhD in architectural history from Columbia. His research profile was fantastic, and he was seriously considered for a campus interview. Wide-ranging publications specifically on the topic of architecture and race. His DEI answers in the interview were less stellar. That combined with the fact that his research area (the Black Atlantic) overlaps somewhat with the scholar we have made an offer to in the African/Diaspora search, meant that he didn't rise to the top of the pool after the interview.	Yes
4. [REDACTED]	PhD Student at UCSB. Scholar of 18 th -19 th century architecture and urbanism of the Middle East. Scholarly profile was promising, but it was a very unsuccessful interview. She struggled to connect her work to the theme of the job and cluster.	Yes
5. [REDACTED]	VAP at the University of Hong Kong, PhD from the University of Illinois at Chicago. Very strong research profile in a desirable area for the department (colonial southeast Asia). Fantastic writing sample. He blew the interview with his DEI answer, however, which was disqualifying (all on the committee agreed on this).	Yes
6. [REDACTED]	Postdoc at University of British Columbia, where she also got her PhD. Studies cultural interaction in 13 th -15 th century Persia, and the way architecture and urbanism were shaped by the Mongol Invasion. Fantastic research profile, great interview, great DEI answers. Was strongly considered for a campus interview. In the end, the committee felt that other candidates' research connected more closely with the goals of "Race and Architecture: The Just City."	Yes
7. [REDACTED]	PhD student at Yale. Research focus on West African colonial urbanism, particularly in Ghana. Strong writing sample. He gave a good interview, and was a viable candidate, but seemed in the end more like an urban historian and less like an architectural historian – he will likely end up in a history department. DEI answers were not as strong as they could have been. But a very strong candidate.	Yes
8. [REDACTED]	Postdoc at Michigan, recent PhD in American Studies from George Washington. Absolutely outstanding candidate, and gave a great interview; she was next in line for a campus visit. Studies architectural materials from the perspective of supply chains, equity, capital, and environmental history, with a book project on the role of concrete in US imperialism. Clearly a rising star in the field, and had great answers on research, teaching, and DEI. In the end, the only reason she wasn't selected for the campus visit	Yes

	were feelings on the committee that she wouldn't expand the department's global focus as much as the top three candidates, and that we aren't sure how well she'd fit in an art history department – she's more of a historian.	
9. [REDACTED]	Was selected for an interview, but canceled the week before because she accepted another position.	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]	Assistant Professor at Ithaca College, PhD from SUNY-Binghamton. Outstanding scholar of the architecture and urbanism of post-1979 Tehran and the broader Middle East. Studies how architecture and the built environment are shaped by revolutionary politics. Explores a wide range of sources, not just buildings: other kinds of archives, film, photography, etc. Promising research profile, excellent writing sample. Strong connection to the theme of the hire, and fills a critical gap in the department (the Middle East). Wide range of proposed courses on contemporary cities of the Middle East but also on Islamic Architecture more broadly. Outstanding candidate in all respects. Will contribute to both history of art and to things going on at Knowlton, as well as the Middle East Studies Center and NESAs.	Yes
2. [REDACTED]	PhD Student (ABD) at UW-Madison in History of Art and Architecture. Outstanding scholar of 19 th century South Asian cities. His dissertation explores the way a "holy city" in India (Puri) was reimagined by colonial building practices of the 19 th century, and how colonialism overall shapes the way we think about South Asian architecture, religious practice, and pilgrimage. Very strong publication record for a graduate student; promises to be a productive scholar. Fills a critical need in the department (South Asian Art/Architecture). Really fits the spirit of the hiring cluster (the issue of architecture and colonialism was a focus of the search from the beginning). Good DEI and teaching answers.	Yes
3. [REDACTED]	VAP at Ithaca College, recent PhD from MIT. Outstanding candidate; excellent research on the architecture of museums and the ways that museum policies/regulations have historically marginalized institutions in the global south. Fantastic answers on teaching and DEI; proposes to offer courses on the architecture of the global south, on architecture and climate/environment, and on museum architecture. Comes from one of the top architectural history programs in the country at MIT, and appears poised to be a major voice in the field.	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]	Expands the diversity of the department in exciting ways, bringing the perspective of someone who grew up in Iran and has experienced numerous cultures (she has lived in Iran, Turkey, and the United States). She is deeply invested in architecture and politics, studying the intersection of the built environment in the Middle East in the 20 th century. Great teaching coverage of the entire Middle East, a critical area that students at Ohio State need to be learning about in an era of increased Islamophobia. Spoke eloquently about how she incorporates DEI principles into her teaching. Forges connections for our department with NESAs and the Middle East Studies Center, as well as Geography and History (and, of course, Architecture).
2. [REDACTED]	Expands the diversity of the department in exciting ways, and forges great connections across campus, particularly with NASA and History. Brings an international perspective to the department, having grown up and attended university in India, and self-identifying as an immigrant to the US. Spoke eloquently in his DEI statement not just about diversity concerns in the US, but about the perspectives on diversity gained through living and working in India, which has its own deep issues with racism and religious intolerance. Had great answers on how he creates an inclusive learning environment in the classroom. Research focus on colonialism, which is a key issue we want our students learning more about.
3. [REDACTED]	Expands the diversity of the department in exciting ways, expanding our teaching coverage of the global south and cementing the department's excellence in Global Modernism. Perhaps the strongest DEI statement in the candidate pool, with reflections on her on experience as an immigrant from Sri Lanka, her status as a first-generation college student, and specific answers on how she builds inclusive classrooms. Will forge important connections with Knowlton and with museum institutions in Columbus.

OTHER NOTES:

PLEASE ATTACH EEO REPORT FROM ACADEMIC JOBS ONLINE