

<b>Position Title and Number:</b>	Medical Anthropologist or Human Biologist
<b>Search Committee Chair:</b>	Barbara Piperata
<b>Search Committee Diversity Advocate:</b>	Douglas Crews
<b>Search Committee Members:</b>	Douglas Crews, Joy McCorriston, Erin Moore, [REDACTED] [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: Associate Dean for Diversity, Equity, Inclusion, Wendy Smooth, [REDACTED]

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 members of the committee attended the "Searching for Inclusive Excellence" training. Barbara Piperata (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 2021-February 2022]:

*The search objective was to hire an assistant professor in medical anthropology / human biology to support the Department of Anthropology's rapidly growing Medical Anthropology Major. The time period of the active search is July 2021 – January 2022.*

- What populations are underrepresented in the department/school?

*While the Department of Anthropology is close to achieving gender parity (9 Male; 8 Female), we currently have no 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.

*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 site, as well as in Academic Jobs Online. We also reached out to the leadership of the major organizations to which medical anthropologists and human biologists belong to request the job ad be posted on their respective sites (e.g., Society for Medical Anthropology, Human Biology Association). Second, we identified graduate programs and specific faculty (n=34) from other institutions actively producing PhDs in medical anthropology and human biology to solicit their help identifying recent graduates and ABD students from underrepresented communities. Third, we reviewed the meeting programs of the American Anthropological Association, Human Biology Association, American Association of Biological Anthropologists, and the Society for Applied Anthropology to identify early career scholars whose work aligned with our search. Finally, we searched the Ford Foundation Fellows Directory and the California President's Postdoctoral Fellowship Program (CPPFP) for anthropologists and scholars in closely related fields whose research matched our search criteria. The Ford Foundation solely supports scholars from underrepresented populations and the CPPFP prioritizes such scholars in their recruitment efforts. As a result of our outreach and database searches, we identified 41 potential candidates. Members of the committee helped prepare individualized invitations for each of these 41 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 **highly successful**. We received 67 applications, which, based on the EEO report included 1 Native American, 13 Asian, 2 Black/African American scholars, as well as 1 scholar who identified as Native Hawaiian/other Pacific Islander and 6 others who selected multiple categories.*



- 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?

*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. We are confident these strategies helped attract a talented and diverse pool of candidates.*

*All applicants were asked to address diversity and inclusion in their cover letter. Those candidates that were selected for the long list were asked for an additional, one-page, diversity statement in which they articulated how they engage with issues of diversity and inclusion in their teaching and research. In evaluating these statements, 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).*

- 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 67 applications, which, based on the EEO report, included 43 women, 23 men and one person who did not identify their sex. Of the 67 applicants, 1 person identified as Native American, 13 as Asian, 2 as Black/African American (one of whom identifies as Black/Latinx) and 1 as Native Hawaiian/other Pacific Islander. Six other applicants selected multiple categories. We received a total of 7 applications from international scholars. 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. This is the most diverse candidate pool we have had in the last 10 years. 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 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

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

**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

### 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

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- 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.

#### All four scholars on our short list are women of color.

██████████: Ph.D. ██████████ University of Illinois, Champaign Urbana. Currently a Postdoctoral Research Associate at the University of Colorado – Boulder. Dr. ██████████ studies anthropological genomics and the oral microbiome to understand health transitions and health disparities among past and present Indigenous populations on the N.W. Coast of the United States. Her work is on the cutting edge of bio-archaeology, a field in which she has already established a reputation. She has published 9 peer-reviewed articles in leading anthropology and science journals, including Science Reports, Human Biology and American Anthropologist. She has presented her research at 15 major international scientific conferences including the American Association of Physical Anthropologists, the Native American and Indigenous Studies Association and the Society for American Archaeology. She has also demonstrated success securing external grants to support her research – she is the Co-PI on 3 recent NSF grants (2020-2021). Despite her early stage of career, she has already demonstrated expertise in developing innovative, collaborative, grant winning research projects where she models and advocates for stronger ethical frameworks in genomic research with Indigenous communities. Her work with Indigenous communities puts her in the vanguard developing decolonizing methods. As part of the Indigenous Peoples in Genomics (or SING) Consortium, Dr. ██████████ mentors Indigenous students studying genomics.

██████████: Ph.D. ██████████ Emory. Currently an Assistant Professor in the Department of Women's and Gender Studies at the University of Toledo. Dr. ██████████ examines the medical history and cultural memory of J. Marion Sims, the so-called father of modern gynecology, who infamously developed fistula treatments by experimenting on enslaved women. Her work has been published in top journals in medical anthropology, disability studies, and gender studies, including in Medical Anthropology Quarterly. Oxford University press recently solicited a book manuscript from her on this subject. Drawing on a range of archival sources, the book will document enslaved women's experiences as subjects of medical experimentation in the nineteenth-century, U.S. south and will shed light on interdisciplinary ways of viewing history and its contemporary resonances. It will also examine the role of Black feminist praxis in successfully re-narrating this important medical history, through various forms of cultural memory work. Dr. ██████████ has received funding from the Detroit Health Department to facilitate trainings on racism as a public health crisis. Dr. ██████████ is an experienced teacher and mentor. At the University of Toledo, she mentors undergraduate and graduate students and has taught classes including "Black Feminist Theory" and "Gender, Race, & Health Inequalities."

██████████: Ph.D. ██████████ Arizona State University. Currently a Postdoctoral Research Scholar in the Julie Ann Wrigley Global Futures Laboratory at Arizona State University. Dr. ██████████ scholarship focuses on environmental justice and community resilience in the aftermath of disasters with a focus on water and food security. She has conducted research in Puerto Rico on community water-sharing networks in Puerto Rico in the aftermath of Hurricane Maria and is currently involved in a large NSF-funded project (\$3.7M) focused on water insecurity in colonias along the US-Mexican border. She has published three articles in peer-reviewed journals and has another 3 articles currently under review. She is a part of three NSF-funded collaborative research grants all focused on community responses to water insecurity. Her methodological breadth is a strength and includes ethnographic methods, social networks, and surveying techniques. She is skilled in qualitative and quantitative data analysis. Dr. ██████████ has solid teaching experience, including course design. She has presented her work at numerous international conferences including the American Association for the Advancement of Science, American Association of Geographers and the Society for Applied Anthropology.

██████████ Ph.D. ██████████ University of California, Irvine. Currently Assistant Professor in the Department of Women's and Gender Studies at Wellesley College. Dr. ██████████ has expertise in Science and Technology Studies and Feminist Anthropology. Her scholarship focuses on pregnancy trials in the US and UK. These trails draw on epigenetics to connect pregnant people's behavioral choices (i.e., diet and exercise) to intergenerational health risks. Dr. ██████████ work problematizes the focus of these trails on pregnant bodies and individual behaviors, which she argues obscure the role that racism plays in shaping maternal health outcomes in the US and UK. She has received funding for her research from prestigious agencies including a Wenner-Gren Foundation – Dissertation Improvement Grant and a National Science Foundation Doctoral Dissertation Improvement Grant. Since receiving her PhD, she has received additional funding from the Wenner-Gren Foundation and is currently an AAUW American Postdoctoral Fellow. Dr. ██████████ has a forthcoming book with University of California Press titled "Weighing the Future: Race, Science, and Pregnancy Trials in the Postgenomic Era. She also has published 6 peer-reviewed articles, 4 book reviews, and 5 essays/commentaries on topics related to her



research aimed at the broader public. She regularly presents her research at international conferences including the American Anthropology Association, Society for Medical Anthropology, and the National Women’s Studies Association Conference. She has extensive teaching experience and has developed courses in Women, Gender and Sexuality Studies and Anthropology.

- 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?

**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	
██████████	1		American Indian or Alaska Native
			Asian
██████████	1		Black or African American
██████████	1		Hispanic or Latino(a)
			International Applicant
			Pacific Islander
██████████ (Black/Latinx)	1		Two or More Races
			White
			Race Not Identified
			All by Disability Status = Yes
			All by Veteran Status = Yes
			Unknown status
	4		<b>TOTAL</b>

██████████ Dr. ██████████ is an Indigenous/Native American woman and, thus, would increase the ethnic diversity of our department, which currently has no faculty of color. As a member of the Tsimshian community and Indigenous scholar, Dr. ██████████ brings an underrepresented perspective to her research and teaching and contributes to a culture of diversity, equity, and inclusion in anthropology. Her research challenges exploitive, colonizing practices in genomics and anthropology by collaborating directly with Indigenous communities to develop mutually beneficial research programs, placing her in the vanguard developing decolonizing methods in anthropological research. She uses integrative methodological frameworks that engage with both Western-scientific and Indigenous ways of knowing as complementary, equally valuable forms of data and ensures that community members are partners throughout the research process, from conceptualizing the project to interpreting the generated data. In addition to being at the forefront of developing protocols for a decolonized anthropology, Dr. ██████████ work on genomics and the oral microbiome means she will bring cutting edge methods and theoretical approaches to the field of bio-archaeology and public health and thus will elevate the national profile of our department. Dr. ██████████ will bring new courses to the department including anthropological genetics, human microbiomes and health, social injustice and health, and decolonizing methods. Her research expertise will be an enormous draw for our undergraduate and graduate programs, and we envision her acting as a bridge between the Social and Behavioral Sciences and the College of Medicine, College of Dentistry, and College of Public Health, creating interdisciplinary research opportunities for students at all levels.

██████████ Dr. ██████████ is a Black woman, and thus, would increase the ethnic diversity of our department, which currently has no faculty of color. As a Black woman in academia and a McNair Scholar, Dr. ██████████ brings an underrepresented perspective to her research and teaching. Prior to joining the faculty at the University of Toledo, Dr. ██████████ was an administrator in the McNair Program at Cornell University, where she oversaw student recruitment and interviewing, as well as led research workshops. The enormous administrative and mentorship skills she gained administering the McNair Scholar’s program shape her approach to instruction and research on human health and diversity. In addition to her on campus work, Dr. ██████████ worked with the UToledo Eberly Center for Women, the University of Toledo Office of Diversity & Equity and the Medical School on programming, which include: “Dialogue on Diversity on Covid-19 Vaccines and the Black Community,” “UToledo 1619 Project Event Series,” and “Black Feminist Health Science Studies: Why it Matters and How it Helps Us All.” She also worked on projects with the center for Multicultural Student Success whose mission



prioritizes campus diversity initiatives. We envision Dr. [REDACTED] becoming a leading voice in the college and OSU campus on issues of student diversity and serving as an experienced guide in programming aimed at first generation students, as well as students of color.

[REDACTED] Dr. [REDACTED] identifies as a Black Puerto Rican woman and, thus, would increase the ethnic diversity of our department, which currently has no faculty of color. Born and raised in Puerto Rico, Dr. [REDACTED] grew up in a US colony that has suffered economic and environmental turmoil. These experiences include working as a shelter manager in the aftermath of Hurricane María. She integrates her experiences of social and environmental injustice and the skills she has learned from them into her research and teaching. Her research focuses on understanding how communities organize to confront climate disasters and the impacts these strategies have on human wellbeing. As a disaster anthropologist, Dr. [REDACTED] will enhance the Anthropology Department's strength in social-environmental systems research through her expertise in water and energy security in contexts of cascading disasters, as well as droughts. Her field work in Puerto Rico and the US-Mexico borderlands is a new geographic focus for the department that will offer field-training opportunities to undergraduate and graduate students in anthropology and other social and behavioral sciences. Dr. [REDACTED] brings extensive knowledge of and training in decolonizing methods and disaster science and will add new courses on these subjects to our anthropology and medical anthropology curricula. She has a strong track record of mentoring undergraduate students from underrepresented groups and has developed pedagogical techniques that enhance student success – skills she will bring to our department and college. She has extensive experience conducting outreach and engaged scholarship. We can envision her developing into a leader within SBS in applied science and teaching these skills to students who are eager to apply their social science degrees to address social and environmental injustice and inequity in the US and abroad.

[REDACTED] Dr. [REDACTED] is a Latinx scholar and child of Mexican immigrants, and, thus, would increase the ethnic diversity of our department, which currently has no faculty of color. Her research focuses on how biases of race and gender affect the production of science, technology, and medicine, with an emphasis on epigenetics and pregnancy trials. In this way she brings an entirely new research dimension to our department and could offer cutting edge courses in Science and Technology Studies at the undergraduate and graduate levels. She has extensive experience training students from underrepresented groups (e.g., five years mentoring students as part of the Diversity Educational Community and Doctoral Experience program at UC Irvine). She currently leads a feminist and critical race theory reading group for faculty and postdoctoral fellows, a tradition she could bring to ASC/SBS to help build intellectual bridges across departments.

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## 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.

