

Position Title and Number:	
Search Committee Chair:	Bruno Cabanes
Search Committee Diversity Advocate:	Ying Zhang
Search Committee Members:	Bruno Cabanes, Stephanie Smith, Ying Zhang, [REDACTED] [REDACTED] (grad rep)

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, ascDEI@osu.edu*

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 we attended the 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]:

Hire the Seth Meyer Global Military History on assistant-professor level

Active search period: Oct. 2021-

- What populations are underrepresented in the department/school?

Faculty of color are underrepresented in the department; female faculty are underrepresented in the sub-field of military history.

- 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 chair reached out to scholars all over the world to encourage them or their advisees to apply to this position. As a result, this search attracted interests and applications from scholars based in Europe and Asia, many of whom were women.

We received 20 international applications.

We received 17 applications from women. This was very impressive given the fact military history is a male-dominated subfield.

- 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?

Yes. During the screening process, the search committee not only paid attention to the diverse backgrounds of the applicants but also screened the applicants’ diversity statements as well as diversity-related topics in their research and teaching profile.

- 1) The search committee read the diversity statements carefully and assessed the applicants’ understanding and commitment to diversity issues. One applicant on the long list was excluded from the short list consideration

- precisely because his diversity statement demonstrated poor understanding of diversity and inclusion issues.
- 2) The search committee also selected candidates whose research explores race, ethnicity, gender, and sexuality critically and whose teaching (sample syllabi and teaching philosophy) fully integrates such questions.

The search committee was very pleased that among the 12 applicants invited for virtual interview, 4 were non-White and 4 were women.

- 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 are extremely pleased with the applicant pool and its diversity. We received 86 applications. For a search in a male-dominated field, receiving nearly 20% of female applicants was a huge success. 12 shared their disability status. Among the applicants who disclosed their racial/ethnic identification, 14.61% were Asian and 4.49% African American. 23.26% were international applications.

Breakdown for diversity, equity & inclusion:

Gender:

65 male | 75.58%

17 female | 19.77%

4 declined | 4.65%

Race/Ethnicity:

1 American Indian or Alaskan Native | 1.12%

13 Asian (2 of 13 also selected “white”) | 14.61%

4 Black or African American (1 of 4 also selected “white”) | 4.49%

57 white (2 of 57 also selected “Asian”; 1 of 57 also selected “Black or African American”) | 64.04%

10 declined | 11.24%

4 other | 3.49%

International Applicants (mailing addresses in other countries, but may be US citizens):

20 | 23.26% | 16 male, 2 female, 2 declined

Disabilities:

12 Yes

62 No

8 Declined

4 Unknown

Veteran Status:

5 Yes

73 No

5 Declined

3 Unknown

- ✓ **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.

The committee requested a cover letter, c.v., diversity statement, and three letters of recommendation in the first round of screening, and then requested three writing samples and two sample syllabi from long-listed applicants. The search committee evaluated the applicants based on the following criteria:

- Excellent academic productivity and potential
- Strong interest and performance in teaching
- Good fit with the department in terms of enhancing intellectual diversity and collaboration, strengthening or creating connections with other departments, and expanding department's course offerings on underrepresented topics
- Diversity and inclusion

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

- 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.

The search committee is disappointed that the non-White scholars on the long list did not perform well during the interview and the second phase of the screening process. The three short-listed candidates' research, teaching, program-building capacity, and diversity awareness far exceed theirs.

The search committee is extremely pleased that the short list includes two women candidates. Two of the applicants are currently based outside the U.S. All three candidates situate questions of gender, sexuality, ethnicity, and race at the center of their scholarly research, and their teaching also reflects such awareness and dedication. Their research and teaching expertise all reflects a truly "global" vision by connecting military history to studies of regions, cultures, and communities that have been previous overlooked.

Zach [REDACTED] (PhD), assistant professor of history at Duke Kunshan University (DKU) (U.S.-China). Dr. [REDACTED] specializes in transnational East Asian military history, with a focus on modern China and the social impact of the U.S. military presence in the Western Pacific region since World War II. His dissertation, "From Allies to Occupiers: Living with the U.S. Military in Wartime China, 1941-45," won the Society for Military History's 2017 Edward M. Coffman Prize for the best dissertation in military history, as well as the Betty M. Unterberger Dissertation Prize, awarded by the Society for Historians of American Foreign Relations (SHAFR) in recognition of distinguished research and writing in diplomatic history. Revised into a book manuscript, it is set to appear in fall 2022 with the University of North Carolina Press as *The Tormented Alliance: American Servicemen and the Occupation of China, 1941-1949*. The book



offers a new, grassroots perspective on the formation, evolution, and undoing of the alliance between the United States and the Republic of China during World War II and the Chinese Civil War. Dr. [REDACTED] scholarship has also unspooled over two peer-reviewed book chapters, five peer-reviewed journal articles (in outlets including *Diplomatic History*, *Modern American History*, and *the Journal of Modern Chinese History*), and two forthcoming book projects. One of the new book projects takes a global, comparative approach to U.S. military presence, esp. its Rest and Recreation program, in South Vietnam, Tokyo, Singapore, Manila, Bangkok, Hong Kong, Taipei, Kuala Lumpur, Penang, Sydney and Honolulu. Of the twelve candidates whom the search committee interviewed over Zoom, Dr. [REDACTED] underlined most clearly his ability and aspiration to position Ohio State as a center for global military history. If offered the job, it would be his intent of immediately devote significant time to program building, an endeavor with which he has unusually deep experience for an early career scholar. Dr. [REDACTED] has also proven himself a dedicated teacher and colleague. He has taught a variety of courses relating to international relations, Chinese history, U.S. empire in East Asia, and the historical method. His excellence and innovation in teaching were recognized by the Apero Teaching and Learning Awards (ATLAS) Course Award in 2020.

Kate [REDACTED] (PhD) is currently a Tenure-Track Assistant Professor at the University of North Texas (since Fall 2016). Her education experience includes one year at the United States Air Force Academy. Dr. [REDACTED] combination of expertise in military history, gender and sexuality studies is unusual, and gives her a strong base from which to analyze broadly comparative topics in global history. Strategically positioned at the intersection of key scholarships as varied as World War I colonial soldiers, colonial masculinity, and the discourse of “martial race,” her research sheds new light on struggles among racialized groups within the British Empire. Published by Stanford University Press in 2019, her pathbreaking and prize-winning first book *Faithful Fighters: Identity and Power in the British Indian Army*, won the North American Conference on British Studies’ Stansky Prize, the American Historical Association’s Pacific Coast Branch Book award, and was an Honorable Mention from the American Political Science Association, Best International Security Book by a Non-Tenured Faculty member. Widely praised for its original approach to military history, *Faithful Fighters* revisits the illusion of racial and religious inclusivity projected by the British Indian Army between the 1910s and the 1930s. Dr. [REDACTED] has already published, or had accepted, six articles in top journals such as the *Journal of British Studies*, *Gender & History*, and the *American Historical Review*. Her article “Queering the Martial Races: Masculinity, Sex, and Circumcision in the Twentieth Century British Indian Army”, published in *Gender & History* (August 2015), won the Nupur Chaudhuri First Article Prize (Coordinating Council for Women in History), presented at the American Historical Association Conference (January 2017). She has also published, or has accepted, two book chapters in the *Routledge Companion to Sexuality and Colonialism* (2021) and in an edited volume on *The British Empire Beyond the Armistice: Overlooked Aftermaths, 1918-1920* (Manchester University Press, forthcoming). Dr. [REDACTED] teaching also uses themes such as race, gender, war, migration, and the body to shed light on the global implications of war and imperialism. At the University of North Texas, Dr. Imy’s teaching has been nominated in her first year of eligibility for the University-wide J.H. Shelton teaching award.

Lydia [REDACTED] (PhD) is currently a postdoctoral researcher in the Institute of History at the Leiden University (The Netherlands). After receiving her doctoral degree, she took up fellowships at the John Sloan Dickey Center for International Understanding at Dartmouth College (2018-19) and the Institute of Historical Research, School of Advanced Study at University of London (2019-2021). Dr. [REDACTED] first book, entitled *States-in-Waiting: Postwar Decolonization and its Discontents* has a contract pending with Cambridge University Press. It is a substantial revision of her excellent dissertation, finalist of the World History Association Dissertation Prize in 2019. The book examines insurgency in the Global South and its impact on refugees, on institutions of international order, and on geopolitical transformation. Connecting anti-colonial movements from Northeast India to central and southwestern Africa, this book makes significant contributions to 20th-century global and military history. It shows how the limits of national liberation and international system drove some groups to resort to violent insurgencies and transnational advocacy networks between Western and non-Western worlds, which in turn undermined their own statehood claim-making. Beyond her first book, Dr. [REDACTED] research pursues global military history in multiple trajectories. Her new book project proposes a fascinating study of the UN peacekeeping missions. Dr. Walker’s peer-reviewed articles have appeared or are forthcoming in prestigious journals such as *The American Historical Review*, *Past & Present*, and *The Journal of Military History*. They represent her ambitious explorations of a wide range of intersecting topics in global history and military history, such as terrorism, counterrevolutionary warfare, mercenaries, and international institutions and laws. Dr. [REDACTED] scholarly interests mesh well with this department’s strengths in diplomatic history, transnational history, African history, and Asian history. Her work will complement current faculty members in the field of military history by not only strengthening its connections to other fields but also adding more research dimensions such as insurgencies and militant global governance. She would deepen the department’s connection with the Mershon Center with her interests in security and international politics issues. At Harvard, she was the Head Teaching Fellow for a GE course on US military intervention and occupation. She also mentored and supervised undergraduate theses in History at Harvard. She taught as the main instructor in three courses at the Institute of Peace and Conflict Studies in New Delhi during 2011-17, including advising M.A.-level students.

- Were any of the candidates chosen for campus interviews veterans or a person disclosing a disability?
N/A (some candidates declined to disclose)
- 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	
3			American Indian or Alaska Native
			Asian
			Black or African American
			Hispanic or Latino(a)
			International Applicant
			Pacific Islander
			Two or More Races
	2	1	White
			Race Not Identified
	n/a	n/a	All by Disability Status = Yes
			All by Veteran Status = Yes
			Unknown status
			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.