

<b>Position Title and Number:</b>	Assistant Professor of Dance and Health/Wellness
<b>Search Committee Chair:</b>	Valarie Williams, Professor of Dance
<b>Search Committee Diversity Advocate:</b>	Associate Professor Mitchell Rose (Au) and Assoc. Professor Harmony Bench (Sp)
<b>Search Committee Members:</b>	Assistant Professor Nyama McCarthy-Brown, Assistant Professor Momar Ndiaye, Departmental Manager Jennifer Adams, Student Representative [REDACTED]

**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.

*Search Chair Valarie Williams and Interim Departmental Chair Susan Petry attended ASC’s Diversity Training with Associate Dean Wendy Smooth on August 17, 2021. The Search Committee attended the September 17, 2021 Zoom training for recruiting a diverse faculty pool. It is made up of seven people: 1 Professor, 2 Associate Professors, 2 Assistant Professors, 1 staff member, and 1 student representative. The committee is inclusive of one African American, one African, one Native American, one person of disability, six cis-gender persons, and one gender-queer person.*

- 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 objective of the search for Assistant Professor of Dance and Health/Wellness directly responds to the evolving and burgeoning field of dance science and health and wellness in relation to, and in context with, dance. This position maps onto our current and expanding student and faculty interests in, for example, dance wellness and somatic practices reflective of BIPOC perspectives and traditions, inclusive and critical pedagogies, and virtual reality training for improved health outcomes in underserved groups. The department has collaborations across the university in Nursing and Disability Studies, Exercise and Nutrition Sciences, Medicine, Public Health, Visual and Performing Arts, Psychology, and Asian Studies. The department collaborates on curricula, scholarship, and media projects at The Advanced Computing Center for the Arts and Design and with the Wexner Center for the Arts. The ideal candidate will extend the department’s commitment to inclusive excellence in research, teaching, service, and community engagement. This position addresses an aspect from our most recent Program Reviewers in their Assessment Summary in diversification of curricula and inclusion of, and value through, diverse forms of movement practice and thought.*

- What populations are underrepresented in the department/school?

*Underrepresented populations include people of color and practitioners of non-Western dance forms; those of Latinx, Asian, Pacific Islander, and Indigenous heritage; those who identify as gender non-conforming, transgender, or non-binary; those who identify as having a disability.*



- 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.

*We used information from ASC about the field and the targeted universities who have persons of color who have received MA, MS, MFA, PhD, OT (Occupational Therapy), or PT (Physical Therapy) degrees within the past six years to inform our search process. We utilized professional connections among our faculty, staff, students, and alumni to promote and advertise the position of Assistant Professor of Dance and Health and Wellness and to identify specific persons of color and expertise.*

*Strategies: We advertised in Academic Keys from our approved date of September 15 – October 25, 2021 and worked with the International Association of Dance and Medicine in Science (IADMS) in promotion of the position. We targeted the main listserv for persons of color by advertising and getting email blasts to International Association of Blacks in Dance (IABD) and the Collegium of African Diaspora Dance (CADD) in which we play an active role and regularly recruit faculty and students. We found social media and our faculty and alumni base to be the most effective in getting to the limited pool. As well, we collaborated with the following to promote the position:*

*Dance Studies Association (includes under-represented populations and a supportive atmosphere for persons of color led by board members, including former Chair and Professor [REDACTED])*

*OhioDance—led by [REDACTED], alumnus and African American male who worked with [REDACTED] to promote among the universities and companies in the state of Ohio*

*ACDA—American college dance association which is a national college recruiting organization*

*NDEO—national dance education association that has a healthy promotion of diversity and equity – Assistant Professor [REDACTED] on the board and actively participates*

*CODA – Council of Dance Administrators as shared by Interim Chair and Professor [REDACTED] through their listserv – leaders of top 60 programs throughout the nation*

*Challenges: The position we are seeking is new to the discipline of dance and combines traditional health sciences with persons who are experts in dance. The idea of dance and health/wellness is an emerging field with few experts and limited persons of color. It is an evolving sub-discipline that we anticipate over time will eventually attract more persons of color. The limited pool we developed as reported in the AJO EEO report consisted of the following persons of color: 2 self-identified their race as Black or African American, 2 self-identified their race as Asian, 2 self-identified their race as multiple races. Due to personal connections with one candidate, we know that candidate self-identifies their race as Al-Afghani. Candidates self-identified their ethnicity as 4 Hispanic or Latino, and 3 persons self-identified with disabilities.*

*This candidate pool came from advertising in multiple venues, targeting specific organizations like International Association of Blacks in Dance, Collegium of African Diaspora Dance, and through personal emails. One member reached out to two persons of color who were former advisees; we reached out to another person of color at the suggestion of the Vice Provost at Wake Forest (a leader in occupational health sciences), and one of our members of the department reached out to a faculty member of color in an institution (Stony Brook) who potentially might have had students who had a research area in dance and health sciences. Somewhat challenging was locating email addresses to send personal email and keeping on top of following up on emails and re-sending list-serve reminders along with all forms of social media reminders. Although a small pool, we are extremely pleased with the expertise in the resultant pool.*



- 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?

*The nature of the position of dance and health expands and broadens our offerings and diversifies our curriculum. The methodological standpoint of dance science is itself an under-represented approach in a department and field dominated by studio practice. The candidates included in their applications a separate statement on how they incorporate or address diversity and inclusion in their teaching, research, and engagement. The answer was equally weighted with other items in our rubric when evaluating the candidate pool. We had lengthy conversations as a committee about the DEI statements. Some candidates who presented as experts in dance and health sciences were excluded based on statements that do not align with the priorities and direction of our unit. In evaluating these statements, where discussions and concerns arose, the diversity advocates held space for the committee to discuss and to defer to any committee member, including committee members of color, who discerned the statements on paper, or answers during the Zoom interview process, were not representative of our values. The full committee recognizes it is extremely important that whoever comes into this position is seen by all as supporting our core values of diversity, inclusion, and social justice. Due to the efforts of the diversity advocates, we maintained ongoing interest in applicants that represented diverse backgrounds including racial and ethnic identity, gender identity, and disability identity, and those who have demonstrated within their research and creative activity work with individuals with disabilities, individuals who are elderly, individuals who are neurodiverse, and individuals living with Alzheimer's and Parkinson's. In discussing the candidates, we were interested in those who will diversify the curriculum beyond our Ballet, Contemporary, and Dance Forms of the African Diaspora and help strengthen non-Western dance forms inside our movement practice offerings.*

- 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 reviewed 43 candidates.*

*43 applied through the AJO website: 9 identified as male, 29 as female, 1 as Unknown, and 4 declined to provide the information.*

*Of the 43, 2 self-identified their race as Black or African American, 2 self-identified their race as Asian, 3 self-identified their race as Other, 34 as White, 3 Declined, 1 self-identified their race as Unknown, and 2 self-identified their race as multiple. Due to personal connections with one candidate, we know that candidate self-identifies their race as Al-Afghani.*

*According to the EEO report (attached at the end of the report) candidates further self-identified their ethnicity as: 4 Hispanic or Latino, 32 as Not Hispanic, and 4 chose not to self-identify their ethnicity, and 3 self-identified their ethnicity as Unknown.*

*Three persons self-identified with disabilities, 35 persons self-identified without disabilities, 2 declined to self-identify a disability, and 3 are unknown.*

*One person self-identified as unknown as a Veteran while 42 self-identified as non-Veterans.*

*Three persons self-identified as international applicants.*

*While not a large pool, the committee recognized the pool as diverse and highly qualified in relation to the context of the limited field and the specialization of health sciences required in this position.*



- ✓ **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.

*The Search Committee developed a scoring sheet based on the items desired in the position as described in the position description. We based our review and evaluation on the following areas:*

*Degree and ability to teach Kinesiology: The position requires a terminal degree (MFA or PhD) in Dance, Dance Studies, or a related health sciences field, and requires the ability to teach Dance Kinesiology. These were equally weighted as minimum qualifications for the position.*

*Cover Letter and CV: Candidates submitted their full complement of creative and scholarly listings in their CV and addressed their preparedness for this job posting in a cover letter. These were evaluated equally.*

*Diversity Statement and connections to Dance Wellness and Movement or Somatic Practices: Their statements of diversity, equity, inclusion, and justice were weighted at the same level as their articulated connections to Dance Wellness and Movement or Somatic Practice as laid out in their submitted materials.*

*Research Samples: Candidates submitted links to examples of their artistic creative activity or scholarship. Evidence of ongoing research inquiry that demonstrates potential for tenure was the highest weighted individual category.*

*Syllabi: After an initial review, candidates being further considered submitted two sample syllabi: one Kinesiology and one of their choice.*

*ZOOM Interview: We interviewed ten candidates via Zoom that rose to the top of the pool with the first round of review and evaluation. In the 20-minute Zoom interviews we focused on five answers to questions regarding their perception of the dance field and their contextualization of how their focus in dance and health fits into that, their movement practice and methodologies used for advancing and furthering or fusing dance and health/wellness, their “on the spot” answer to a student’s typical question about flexion and extension in Kinesiology class, how they actualize their diversity statement in a classroom and community setting, and their understanding of how they would identify, lead, and serve the students, campus, and community life.*

*Faculty and Staff discussion: The committee presented to the faculty its top five candidates that resulted from this process. We notified candidates that we would open files to faculty for consideration. On December 6, 2021, the full faculty and staff discussed each of the top five candidates and selected the top three to put forward for invitation of a campus visitation experience.*

**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).**

<b>Applicant Name/#</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>



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**Key for Table**

1. Insuff c ent re evant des red academ c qua f cat ons.
2. Insuff c ent re evant tra n ng for estab sh ng a frst-rate research or creat ve act v ty program.
3. Insuff c ent teach ng exper ence and qua f cat ons.
4. Research propos s or creat ve act v ty potent a were not compe ng.
5. Future fund ng for research program was unc ear.
6. Research or creat ve act v ty program acked c ear gu dance and d rect on.
7. Unab e to contact to schedu e an nterv ew.
8. W thdrew from cons derat on or dec ned an nterv ew offer
9. Other (enter descr pt on)
10. Other (enter descr pt on)

**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.

*CONTEXT OF FIELD/POTENTIAL POOL: Working with ASC’s [REDACTED], the search committee identified a potential pool of professionals in the fields of DANCE, DANCE STUDIES, HEALTH SCIENCES, BIOLOGICAL SCIENCES from around the United States— persons of color who have recently earned a MA, MS, MFA, PhD, OT (Occupational Therapy), or PT (Physical Therapy) degree. We utilized data with information on “Degrees by Discipline, Award Level, and Type of Institution” that indicated a breakdown of how many persons have received a master’s level or above degree from institutions reporting into the national data. We were able to break it down further by Race and Ethnicity. The pool of potential applicants receiving an MA, MS, MFA, PhD, OT, or PT degree in Dance, Dance Studies, or an applicable Health Sciences field from 2013-2019 nation-wide was 1039, of whom 310,<sup>1</sup> or approximately 30%, self-identify as persons of color.*

*It is important to note that while the dance field is somewhat diverse in its make-up, the idea of merging the health sciences (which is historically not as inclusive in its make-up as dance) with expertise in dance, significantly limits the pool. Furthermore, there are two institutions who are becoming “known” for their work in this area: York University (of which one candidate is our top 3) and Trinity Laban, and while we recognized the experiential and academic value of persons who attended these institutions, we were not biased in favor of them.*

- Were any of the candidates chosen for campus interviews veterans or a person disclosing a disability?

*While the EEO from AJO indicates 3 persons self-disclosed a disability, we were unable to determine from the pool selected for campus interviews if those persons were selected.*

- 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	
			American Indian or Alaska Native
			Asian

<sup>1</sup> Persons of Color as reported in OAA’s Institutional Data Base for Public S1 schools: Race/Ethnicity Trends: Asian, American Indian of Alaska Native, Black or African American, Hispanic or Latina, Native Hawaiian or Other Pacific Islander., or 2 or more races.

			Black or African American
			Hispanic or Latino(a)
			International Applicant
			Pacific Islander
			Two or More Races
Three	X		White
			Race Not Identified
			All by Disability Status = Yes
			All by Veteran Status = Yes
			Unknown status
	3		<b>TOTAL 3</b>

The Search Committee for an Assistant Professor in Dance and Health/Wellness discussed the DEI contributions of each candidate relative to our unit's values and goals. The three women below will bring inclusive pedagogy and considerable expertise in diversifying our curricular offerings and to continuing our social justice work.

██████████ (she/they) holds a PhD in Dance Studies and Neuroscience from York University (December 2020) and a MA 2016 from York University within the Alternate Route program from Les Grands Ballet Canadiens (2014-15) for Dance Therapy and a BA in English from the University of Guelph (2000). She is currently a visiting researcher and Visitor in several places including Wake Forest Health, Chigamik Community Health Centre in Ontario and the National Centre for Dance Therapy which hosts adapted dance programs for people living with Alzheimer's and Parkinson's. She has several awards and funding and 10 published articles (2015-2021). Faculty noted that she would bring a blending of Dance Science and Humanities as a vision for research that could connect to ACCAD, the Medical Center, with grounding in phenomenology and embodied practice.

██████████ will diversify the department by bringing forward the importance of working with people and populations of differing abilities and brings a skill set that will connect a dance therapy and neuroscience perspective to the dance program. ██████████ talks about "taking responsibility for fostering diversity, equity and inclusion in all aspects of my work, and in my role as a member of institutions and communities.... "and she specifically states that in her teaching she focuses meeting this commitment through efforts to "decolonise the curriculum" in her Dance Kinesiology class. She contextualizes this value so that students learn to create a path through material inclusive of a broad range of movement styles, and her research is inclusive of bringing forward dance therapy to populations of diverse backgrounds and abilities. In service to the field of dance science and in her community engagement she states that, "I serve on several committees which are seeking to address diversity, equity and inclusion. The Certification and Accreditation Committee of Dance Movement Therapy Association of Canada, which I co-chair, is in the process of drafting terms and definitions for the field that clearly demonstrate a commitment to inclusivity and diversity. In my practice as a dance therapist, I serve individuals from a wide range of backgrounds, ages, motor abilities, gender identities and sexual orientations, and am committed to creating safe spaces for agency and community to blossom in these diverse groups. "She describes her research trajectory as "moving towards the development of transdisciplinary designs that incorporate aspects of cultural knowledge, biological markers, phenomenology and practice to arrive at holistic understandings of data and experiences." ██████████ will expand the curriculum through her inclusive approaches, cultural contextualization of dance therapy, and her work with community populations of differing abilities.

██████████ (she, her) holds a PhD in Dance Studies from Temple University's Boyer College of Music and Dance, an MA from New York University in Dance Education, and BA in International Relations and Economics from American University. She is currently Assistant Professor of Dance at Texas Tech University where she is teaching movement practice, World Dance forms, and Anatomy/Kinesiology and Applied Somatics. In addition she

has collaborated on an Arts in Medicine Dance Injury Prevention study. She has taught internationally in Mexico and been on faculty at Colgate University (2014-2015), and guest taught at comparable dance programs at Texas Woman's University and University of Madison, WI NYU, and Stony Brook. She has a book under contract and three book chapters published along with three peer reviewed journal articles and three additional book reviews in concert with multiple conference presentations/proceedings. In addition to her scholarship she has professional experience developed at Brooklyn Academy of Music, Company SoGoNo, The Field, among others. She would bring a wide-ranging talent that can seamlessly move among movement practice, the doctoral program, a deep practice and scholarship in Japanese dance forms, production, and curricula development in addition to teaching Kinesiology and Anatomy.

██████████ will diversify the department through her experience and knowledge of diversifying curricula and developing projects that reflect and respond to the field. ██████████ boldly states, "in my opinion, unless we have the difficult and painful conversations that address privilege, systemic inequality, microaggressions, and white fragility, those systems remain institutionalized. These are messy and ongoing conversations." She talks about how she has changed the curriculum at Tech and Colgate to include hip-hop in the main-stream "technique courses" and how she values "discussion in the dance studio, be it the students sharing their experiences with given material or me giving a mini-lecture/demonstration on the contextual underpinnings of a given form. I believe strongly in the value of teaching dance as corporeal and cultural knowledge." She is at the forefront of figuring out what needs to change, and how to change it. She takes what she practices in the studio and creates nationally recognized hip-hop workshops with some of the greatest Black scholars current in the field. She publishes with them and collaborates on inclusive pedagogy as a research area. Her 2021 conference paper at Dance Studies Association focused on "higher education and Dance Departments who are working outside the ballet/modern/jazz technical training format, and the impact that has had on their student population." She is one of the two co-facilitators of Tech's Anti-Racism Working Group, and has participated in year-long Inclusive Institute Training and led the change on Tech's search committees for inclusive language in Tech's four new position descriptions. She has a deep commitment to the physical practice and scholarly practice of Butoh, a Japanese art form founded after World War II, and her forthcoming book includes how Butoh translates to/on American and Mexican cultures. Her abilities to teach in Asian dance practices, hip-hop, and critical pedagogy would greatly expand our curriculum and support our movement practice and graduate seminar offerings.

██████████ (she, her) holds a MFA (2007) from New York University's Tisch School of the Arts and a BS in Chemistry and BS in Kinesiology from College of William and Mary (2005) in addition to serving as a research intern for Harkness Center for Dance Injuries NYU (2004). She holds tenure at SUNY-Brockport (2020) and has received teaching award nomination (2020), discretionary salary award for service (2020), and Provost fellowship (2020). She has been a Guest Lecturer or Visiting Artist at Skidmore College, CUNY at Old Westbury, L.E.A.P. Manhattan College. She has taught Kinesiology for Dance, Dance Kinesiology, Experiential Anatomy for universities and dance organizations around the nation. Her creative scholarship focuses on Embodiment in Performance and she presents regularly at International Associate of Dance Medicine and Science (IADMS) while maintaining a professional practice at Harkness Center for Dance Injuries since 2007-present. She would bring a wealth of teaching knowledge to our program and support in the choreography and movement practices areas in addition to developing a deep investigation of dance science in our program. She would contribute to the undergraduate and MFA aspects of the program.

██████████ will diversify the program through her commitment "to challenging white body supremacy in education and the academy through my roles as a pedagogue, artist, and scholar and by centering students' holistic wellness and cultivating self-awareness that empowers young artists and colleagues alike to approach their own contributions to community as a means toward healing." She talks about how she seeks to "decolonize the classroom, leaning heavily on my background in somatics to cultivate a body-mind connection. Rather than a hierarchical view of Cartesian mind commanding and steering the unwieldy physical body, I provide tools to reconnect to our



embodied knowledge.” These values are evident in her syllabi. She also will bring the practice of a serious yoga instructor who is certified at 300-RYA hours which will enhance our curricular offerings in the areas of movement practice and provide a steady voice for somatic and inclusive body practices. [REDACTED] articulates and contextualizes her focus on the body as a holistic wellness approach as essential “In a climate of escalating tension, articulated historical marginalization, and systemic inequity, I believe the greatest aim of E.D.I. efforts is to facilitate individual and group healing. I work to create safe spaces of trust and acceptance by working from a perspective of cultural difference (rather than cultural deficit), celebrating each person’s unique and valuable contributions to the whole.”

## 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.





Variable	Value	Gender	Total Appl	Asian	Black or Afri	White
Race		Male	9 / 20.93%		1 / 50%	7 / 20.59%
		Female	29 / 67.44%	2(1) / 100%	1 / 50%	25(2) / 73.53%
		Declined	4 / 9.30%			2 / 5.88%
		Unknown	1 / 2.33%			
		Total Appl		43 / 100%	2(1) / 4.44%	2 / 4.44%

Ethnicity						
Hispanic or L	Male		1			
		Female	3	1(1)	2(1)	
		Declined				
		Unknown				
		Total Appl	4	1(1)	2(1)	
	Not Hispanic	Male	8		1	7
		Female	22		1	20(1)
		Declined	2			2
		Unknown				
		Total Appl	32		1	2 29(1)
Declined	Male					
	Female	2			2	
	Declined	2				
	Unknown					
	Total Appl	4			2	
Unknown	Male					
	Female	2			1	
	Declined					
	Unknown	1				
	Total Appl	3			1	
Total	Male	9		1	7	
	Female	29	2(1)	1	25(2)	
	Declined	4			2	
	Unknown	1				
	Total Appl	43	2(1)	2	34(2)	

Disabilities						
Yes	Male		1		1	
		Female	2		2	
		Declined				
		Unknown				
		Total Appl	3		1	2
No	Male		6		5	
		Female	26	1	1	22(1)
		Declined	3			2
		Unknown				
		Total Appl	35	1	1	29(1)

	Declined	Male			
		Female	1	1(1)	1(1)
		Declined	1		
		Unknown			
		Total Appl	2	1(1)	1(1)
	Unknown	Male	2		2
		Female			
		Declined			
		Unknown	1		
		Total Appl	3		2
	Total	Male	9	1	7
		Female	29	2(1)	1 25(2)
		Declined	4		2
		Unknown	1		
		Total Appl	43	2(1)	2 34(2)
<hr/>					
Veteran	No	Male	9	1	7
		Female	29	2(1)	1 25(2)
		Declined	4		2
		Unknown			
		Total Appl	42	2(1)	2 34(2)
	Unknown	Male			
		Female			
		Declined			
		Unknown	1		
		Total Appl	1		
	Total	Male	9	1	7
		Female	29	2(1)	1 25(2)
		Declined	4		2
		Unknown	1		
		Total Appl	43	2(1)	2 34(2)

Declined	Other	Unknown	Multiple Selc	Int'l Appl
1 / 33.33%				
%	3(1) / 100%		2 / 100%	3 / 100%
2 / 66.67%		1 / 100%		
3 / 6.67%	3(1) / 6.67%	1 / 2.22%	2 / 4.65%	3 / 6.98%

1				
	1		1	1
1	1		1	1
1(1)			1	
1(1)			1	
				2
2				
2				2
	1			
		1		
	1	1		
1				
3(1)			2	3
2				
		1		
3	3(1)	1	2	3
1				
3(1)			1	3
1				
2	3(1)		1	3

			1	
1				
			1	
		1		
		1		
1				
3(1)			2	3
2				
		1		
3 3(1)		1	2	3
1				
3(1)			2	3
2				
3 3(1)			2	3
		1		
		1		
1				
3(1)			2	3
2				
		1		
3 3(1)		1	2	3