

FACULTY SEARCH DIVERSITY RECRUITMENT REPORT 2022-2023

Position Title and Number:	OSU-School of Music-AP [#23057]
Search Committee Chair:	Anna Gawboy
Search Committee Diversity Advocate:	Danielle Fosler-Lussier
Search Committee Members:	Anna Gawboy Laura Wagner David Clampitt Danielle Fosler-Lussier

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?

Gawboy: *Building a Successful and Inclusive Search* (for SC chairs) July 26; and *Searching for Inclusive Excellence* (for all SC members) September 13.
 Fosler-Lussier: September 15
 Wagner: September 26
 Clampitt: September 27

- 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]:

Hire assistant professor who can teach music theory at the undergraduate and graduate levels, active search September 2022-March 2023



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

In the School of Music (which encompasses several disciplines), Black, Latinx/Hispanic, and Native American/Indigenous people are under-represented. Women are underrepresented at the Associate Professor and Professor ranks.

In Music Theory (the discipline in which we are searching), Black, Latinx/Hispanic, and Native American/Indigenous people are under-represented throughout the discipline; unlike other music fields, the discipline also continues to show a strong gender bias. As of 2021, the Society for Music Theory remains at least 80% white. Less than 3% of the membership in the Society for Music Theory identifies as Latinx or Hispanic; less than 2% identify as Black; about half of one percent identify as Native or Indigenous. The Society's membership is reported to be 64% men, 33% women, with a small percentage identifying otherwise. **This situation poses a serious difficulty for an inclusive search, because the pool of people trained in this field is skewed.**

- 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.

- Because people who are now in graduate school are more racially and ethnically diverse on average than the population in the discipline, we broadened the search criteria to include ABDs graduating before August 2023.

- We included the statement "We will consider candidates with research specializations outside of music theory, provided they have experience teaching undergraduate music theory and/or aural training." We hoped that this statement might attract people trained in other, more diverse Music subdisciplines (musicology, ethnomusicology, performance) into the pool who are qualified to teach music theory.

- We tried to make the advertisement seem welcoming and open to many kinds of expertise with this wording: "The field of research is entirely open: we welcome many kinds of scholarship that advance music studies, including research that pushes disciplinary boundaries or combines research methodologies."

- We emphasized truthfully that our curriculum is already a progressive one: we are not asking the new hire to come in and overhaul it. We hoped this would make the job seem attractive.

- The rubric by which we evaluated applications included close attention to diversity. The teaching metrics in particular include "Prepared to teach music from several styles, cultures, time periods, and genres" (that is, not only classical music); "Demonstrated commitment to inclusive theory instruction (including diversity statement)"; "Evidence of success in teaching minoritized or underserved populations"; "Likely to contribute to curricular innovation." With these metrics in place, we emphasize that whoever we hire must contribute to inclusion.

- 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.

- We discussed diversity extensively while writing the job advertisement, and diversity principles were key in how we formulated the position.

- When the search committee enumerated which of our criteria we deemed absolutely essential to this hire, several of the chosen criteria involved diversity: these included "Demonstrated commitment to inclusive theory instruction (including diversity statement)"; "Prepared to teach music from several styles, cultures, time periods, and genres"; and "Potential to help us make our curricula and programs more equitable and attractive to diverse students (incl. diversity statement)"

- We consciously chose a first-cut long list (for submission of teaching videos and letters of recommendation) that was significantly more diverse than the pool, with people whose training reflected the essential criteria.

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

- Rubric items under Research, Teaching, and Service included evaluation of the diversity statement
- Diversity statements were discussed in construction of the long list. When selecting candidates for Zoom interviews, we considered contributions to diversity, in terms of representation and in terms of DEI skill sets and curricular diversity.

- 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.

See above, and correspondence with Prof. ████████ in October 2022. The committee believes that it did everything it could to ensure that it attracted a diverse pool. The pool was diverse by the standards of the field of Music Theory, though not comparable in its diversity to the pools one might attract in other parts of the music studies disciplines.

✓ **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
17 October 2022	11	27%	18% decline to state 9% underrep. minority
2 November 2022	81	21%	15% decline to state ~9% underrep. minority
5 December 2022	85	21%	14% decline to state ~7% underrep. minority ~11% international

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

For each of the general areas listed in items 1-7 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. Divisional deans and the Associate Dean of Diversity, Equity and Inclusion may ask for these notes if there are questions about the pool.

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. Insufficient diversity statement.
8. Unable to contact to schedule an interview.
9. Withdrew from consideration or declined an interview offer
10. Other (enter description)

Key for Table

1. Insufficient relevant desired academic qualifications.
2. Insufficient relevant training for establishing a first-rate research or creative activity program.

RESEARCH:
* Existing contributions to scholarly research
* Potential for future contributions to scholarship
* Prepared to mentor graduate students on all aspects of research, including methods
Likely to contribute to outreach or community engagement through research
Existing or potential contributions to creative activity
Research expertise complementary to existing faculty
Likely to contribute to interdisciplinary research
Research contributes to diversity, equity, inclusion (incl. diversity statement)

3. Insufficient teaching experience and qualifications.

TEACHING:
* Evidence of success in teaching music theory
* Demonstrated strong musicianship skills
* Mastery of research-informed teaching methods
* Prepared to teach music from several styles, cultures, time periods, and genres
* Demonstrated commitment to inclusive theory instruction (including diversity statement)
Evidence of success in teaching minoritized or underserved populations (incl. diversity statement)
Likely to contribute to curricular innovation
Evidence of success in teaching aural training

4. Research proposals or creative activity potential were not compelling. (see above: Research)
5. Future funding for research program was unclear. (see above: Research)
6. Research or creative activity program lacked clear guidance and direction. (see above: Research)
7. Insufficient diversity statement.

Service
* Potential to help us make our curricula and programs more equitable and attractive to diverse students (incl. diversity statement)
Demonstrated commitment to diversity, equity, and inclusion in service work (incl. diversity statement)
Experience in professional service (commensurate with career stage)
Likely to contribute to community outreach in service

8. Unable to contact to schedule an interview.
9. Withdrew from consideration or declined an interview offer
10. Other (enter description)

Using the key above, 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 on evaluation of these candidates as an addendum to this report.

Applicant Name/#	1	2	3	4	5	6	7	8	9	10
[REDACTED]			X							
[REDACTED]				X			X			
[REDACTED]						X				
[REDACTED]				X						
[REDACTED]	X			X						
[REDACTED]				X						
[REDACTED]			X	X			X			

				X			X		
				X	X		X		
								X	
			X			X			
				X	X		X		
			X			X	X		
				X			X		
				X	X				
				X					
A							X		
M			X		X		X		
S					X		X		
C				X	X				
J	X	X	X	X					
S					X				
B				X					
A				X					
E					X				
J				X					
T					X				
M				X					
D								X	
D							X	X	
L							X	X	
D							X	X	
A				X					
F					X				
K			X	X					
J			X	X			X		
M	X				X				
V				X	X				
D					X				
G				X					
K				X				X	
C				X					
K					X			X	
O					X				
M					X				
L	X		X	X	X				
B				X	X				
N					X				
L								X	
C						X		X	
D					X			X	
A					X				
C				X					
A				X					
L				X					
W				X					
C		X				X			
B					X			X	
M			X	X				X	
T				X				X	



A							X			
S			X				X			
G				X						
D			X							
G				X						
D				X						
D			X							
N				X						
P				X						
C				X			X			
J				X			X			
E				X						
J										
K			X	X						
E				X						
N	X			X						
E										
B	X			X						
F			X							
C							X			
L			X							
A									X	
A			X							
Z										

For each of the general areas listed in items 1-7 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

- a. Include all candidates who apply.
- b. Fill out the table in real time as decisions are made rather than retrospectively.
- c. Check more than one category for individual candidates if more than one applies

3. PROPOSED INTERVIEW POOL

After a series of Zoom interviews, we developed a list of six candidates we wanted to interview. As we deliberated in December, two candidates (Anna Yu Wang and Christa Cole) withdrew from consideration because they accepted other offers.

- 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"> • PhD in Music Theory, expected May 2023, University of Texas, Austin diss. "Musical Topics in Early Spanish Modernism, 1914-1936" MA Musicology MM and BM Euphonium performance • Research uses topic theory to explore use of Spanish musical ideas in classical repertoire • would bring institutional synergy to existing relationship between Music and Dept. of Spanish and Portuguese 	yes

2. [REDACTED]	<p>Ph.D. in Music Theory, U. of Minnesota, 2019 diss. “The Saliency, Shapes, and Functions of Continuous Processes in Contemporary Electronic Dance Music.” B. Mus, Music Education, B.Ed., teacher education</p> <ul style="list-style-type: none"> • Research area: musical process in electronically produced popular music, from perspectives of composers, listener/dancers, and technology producers • By student report and observation, demonstrated ability to provide inclusive classroom atmosphere • potential synergy with Music+CSE double major (work with Digital Audio Workstations, tech) 	yes
3. [REDACTED]	<p>Ph.D., Music Theory, Indiana U. December 2020, minor in Music History and Literature diss. “Sound, Syntax, and Space in Studio-Produced Popular Music.” M.M. Music Theory B.M. Piano Performance</p> <p>Research: how people create illusions of space in audio recordings</p> <ul style="list-style-type: none"> • active as a pianist (classical) and electric bassist (pop) • extraordinary profile as a teacher and extraordinary potential as a researcher • subject matter expertise answers in Zoom were the top • track record in curriculum devt. • teaching video: active learning in the classroom with ongoing assessment • Audio production research possible synergy with Music+Computer Science major 	yes
ALTERNATE [REDACTED]	<p>Ph.D. in Music Theory, University of California Santa Barbara, 2021 diss. “Honey Pie, Colors of Dreams, and Inner Light: Stylistic Expertise and Musical Topicality in the Beatles’ Mid and Late 1960s Songs” MA in Music Theory, UCSB BA, Agnes Scott College</p> <ul style="list-style-type: none"> • Research focus on appropriation in pop music; the Beatles • potential synergy with Comparative Studies, popular music studies 	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]	<ul style="list-style-type: none"> • self-identifies as “son of a Dominican immigrant” • has taught robust collection of courses, including diverse rep. MA in Musicology. Teaching video in person is quite good. • research area contributes to diversity in the field by considering impact of Hispanic vernacular music and dance on classical repertoire

	<ul style="list-style-type: none"> • strong answers in Zoom interview about what inclusive teaching of diverse repertoire yields conceptually • has taught a course in global musics • has taught at Georgia Gwinnett College, which serves a very diverse population • Escobar letter suggests experience in teaching underprepared students • Spanish proficiency
2. [REDACTED]	<ul style="list-style-type: none"> • diversity statement has lots of specific examples, both in terms of repertoire taught and in terms of accommodating students with diverse backgrounds/experiences • demonstrated ability to teach a variety of music; classical knowledge but also strengths in pop and video game music • ability to teach songwriting and arranging, as well as music technologies: integrating this content makes our program more welcoming to students whose entry point is not classical performance, but pop
3. [REDACTED]	<ul style="list-style-type: none"> • forthcoming publication: book chapter in the collection <i>Expanding the Canon: Black Composers in the Music Theory Classroom</i> • Has taught broad range of music: classical, pop, 20C modern • integration of pop and musical theater music, music technology/audio recording and engineering into the curriculum makes our program more welcoming to people whose entry point is not classical or jazz performance (students we don't serve yet but want to) • has experience designing and teaching courses for musicians who don't have experience with music notation: offers a smoother "on ramp" into music studies • questions he asked us about reforming entry point into Music studies suggests that he understands the structural barriers clearly and wants to work on them
ALTERNATE [REDACTED]	<ul style="list-style-type: none"> • strong, specific DEI statement. • Spanish: fluent – letters mention service to Spanish-speaking students on campus • community outreach in Laredo, TX and • secondary specialization in Indian music (plays the sitar) • popular music expertise makes our program more welcoming to students whose entry point is not classical performance, but pop (that we do not now serve these students is a barrier to diversity)

Summary Table of Aggregate Data of Proposed Interview Pool [from Academic Jobs Online - EEO Report or equivalent resource (provide source)]. This chart is mandatory.

Data from EEO report pulled 5 December 2022
 Numbers do not add up because of multiple selections.

	Female	Male	Sex Unidentified	TOTAL		Disability Status=Yes	Veteran Status=Yes
American Indian or Alaska Native	0	1		1	American Indian or Alaska Native		
Asian	1	4		5	Asian		
Black or African American	0	0		0	Black or African American		
Hispanic or Latino(a)	1	6		7	Hispanic or Latino(a)		
International Applicant	1	6		7	International Applicant		
Pacific Islander					Pacific Islander		
Two or More Races		1		1	Two or More Races		
White	17	49		66	White	6	
Race Not Identified		3	11	12	Race Not Identified		
Disability Status=Yes					-	-	-
Veteran Status=Yes					-	-	-
TOTAL	19	56	11	85		6	0