

## **Semi-Structured Interview Topics (Faculty Subjects)**

for

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**Does Composer-Singer Identity Alignment Matter? Part 1,”**

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### **Interview One: Focused Life History**

Topic 1: Family History and Familial Musical Identity

Where did you grow up? Was your family musical? What kind of music did you make together? Was this music different from the music you made at school? How so?

Topic 2: Music-Making in K-12 Schooling

What kind of music did you sing in school? Did you train privately? What kind of music did you sing in your voice lessons? Did you participate in group music-making like choir, band, or orchestra? What kind of music did you sing in your group music-making?

Topic 3: Early Memories of Music

Can you tell me about your earliest memory involving classical music? What do you feel when you remember it? How did you experience it? Do you remember the specific musical selection? Places, sights, sounds, smells, tastes, the people you were with?

Topic 4: Music Preferences

What kind of music do you like to listen to outside of work? Why do you like it? Have you ever studied that genre in school?

Topic 5: Deciding to Make a Career in Music

What made you decide to major in music? What led you to choose the undergraduate school that you did? What kind of music did you sing in your undergraduate studies? What were some of your favorite pieces you sang in your undergraduate?

Topic 6: Decision for Post-Baccalaureate Studies

What led you to pursue graduate studies? What led you to choose the graduate school that you did? What kind of music did you sing in your graduate studies? What were some of your favorite pieces you sang in your graduate work?

Topic 7: Decision for a Career in Higher Education

What led you to pursue a career in higher education? What led you to the school you are teaching at now? How long have you been there?

**Interview Two: The Details of Experience**

Topic 1: Typical Lesson Structure

Can you tell me about what a typical lesson looks like for your students? What kind of things do you talk about?

Topic 2: Student Investment

What does a student do to show you they are invested in the lessons and repertoire they are singing? What are some things you currently do to help students connect to the repertoire? What do you do if the student does not seem invested in the repertoire?

Topic 3: Repertoire Selection Process and Priorities

How do you assign repertoire to your students? What factors do you consider? Is there any repertoire that you feel your students have to learn?

Topic 4: Repertoire Selection—Student Input

How much input does an undergraduate student have on the repertoire they learn and sing? If a student requests a song, what considerations do you give?

Topic 5: Repertoire Selection and Identity

Do you use your student's identity, (gender, sexuality, race, ethnicity) when assigning repertoire?

### **Interview Three: Reflection on the Meaning**

#### Topic 1: Repertoire and Personal Identity

Do you see your own identities in the music that you perform? What about the music you teach? How do you think your upbringing has impacted your musical aesthetics today? Given your experiences in music, do you feel like your own story has been told in the music that you have been given by your teachers in the past?

#### Topic 2: Repertoire Selection and Student Identities

Do you think that students appreciate seeing themselves and their histories in the music they are singing?

#### Topic 3: Perspective on Culturally Responsive Pedagogy

What does equity in vocal education look like to you? Do you feel that different populations have different needs when it comes to culturally responsive pedagogy? What are some of these needs? After reflecting on your own experiences, do you feel it's important to offer different experiences for your students, and why?

### **Free Form Journal Entries**

#### Journal 1

What do you think the outcomes of this study will be? Do you think students will value being assigned music that shares a similar identity to their own lives?

#### Journal 2, 4, and 6

Please share your observations from the last two weeks. Did your student say anything about the repertoire? Do you feel it is making a difference in their learning or engagement?

#### Journal 3

Have you talked to your students about their composers and their stylistic features? If not, why? Do you do any research of your own before these conversations? If not, why?

### Journal 5

How much access do you see existing in the vocal community regarding minorities trying to enter the field in some way, whether that be as an educator, performer, therapist, etc.? Are there any barriers to that access? Do you take steps to mitigate those barriers?

### Journal 7

Did your perception change over the course of the semester about this study? Do you think, overall, your student valued being assigned music that shares a similar identity to their own lives? Did anything surprise you over the course of the semester? Were there any negative results?