

SOPHIE COOPER 18TH APRIL, 2021

ADDRESSING THE GENDER BALANCE

A discussion about how to support girls who are interested in working in the music industry.

INTRODUCTION TO FACILITATOR

Sophie Cooper

- * Learning and Participation Manager at hcmf//
- * Freelance Music educator: Sound and Music, NYMAZ, Rhythm Time, Junior Jam. Music tech specialist.
- * Composer, performer, event curator
- * Daphne Oram Trustee
- * YSWN Associate - supporting women and gender minorities in music

GENDER DISPARITY IN AUDIO PROFESSIONS

CREATIVE CONSTRAINTS: FEW FEMALE PRODUCERS WORK IN MUSIC
Percentage of underrepresented male and female producers by year...

	2012	2015	2017	2018	2019	TOTAL
 97.6%	97.6%	98.2%	98.2%	97.7%	95%	97.4%
 2.4%	1.8%	1.8%	2.3%	5%	2.6%	

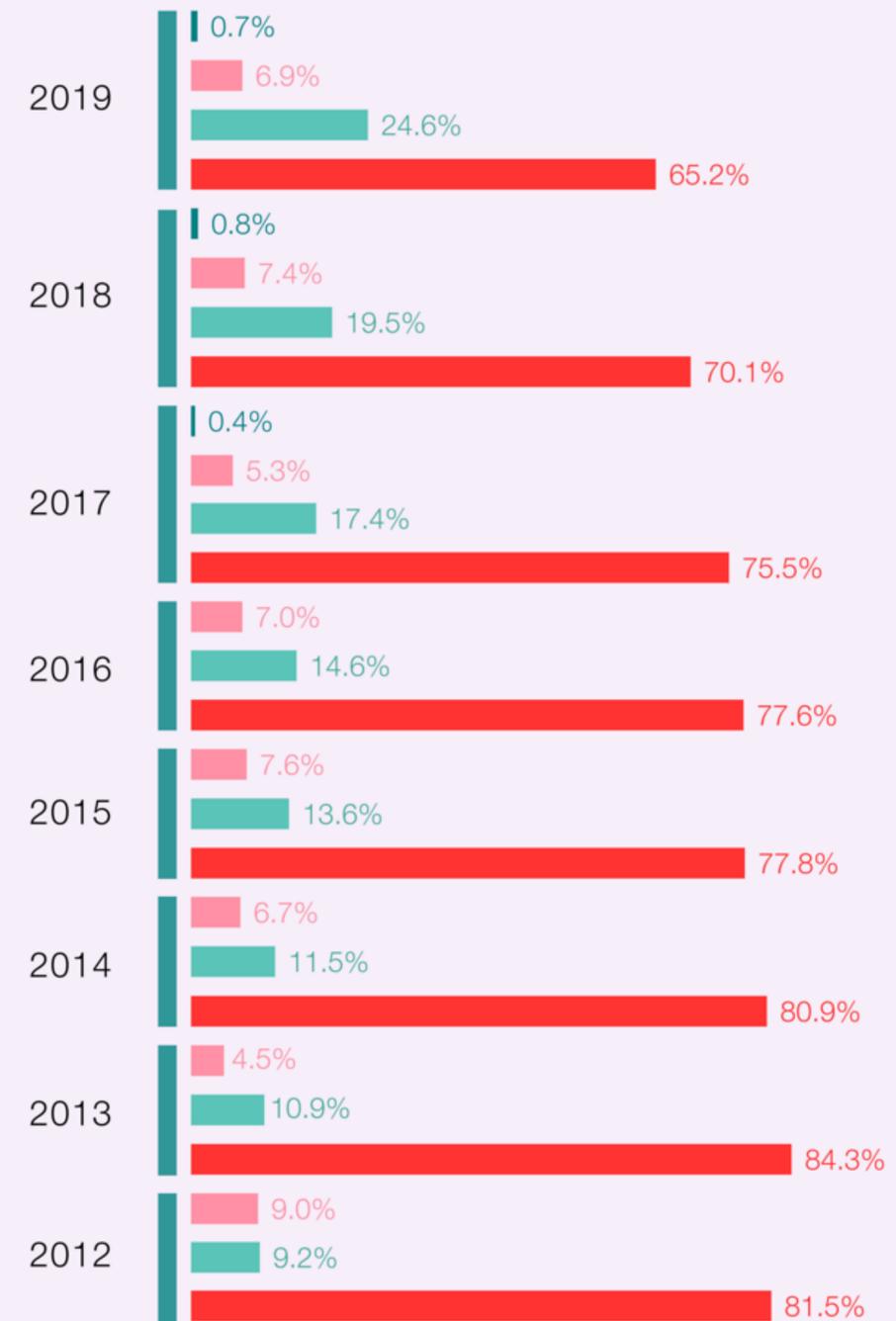
USC Annenberg Inclusion report: Inclusion in the Recording Studio?
Study of 800 popular songs between 2012 and 2019.

GENDER DISPARITY IN AUDIO PROFESSIONS

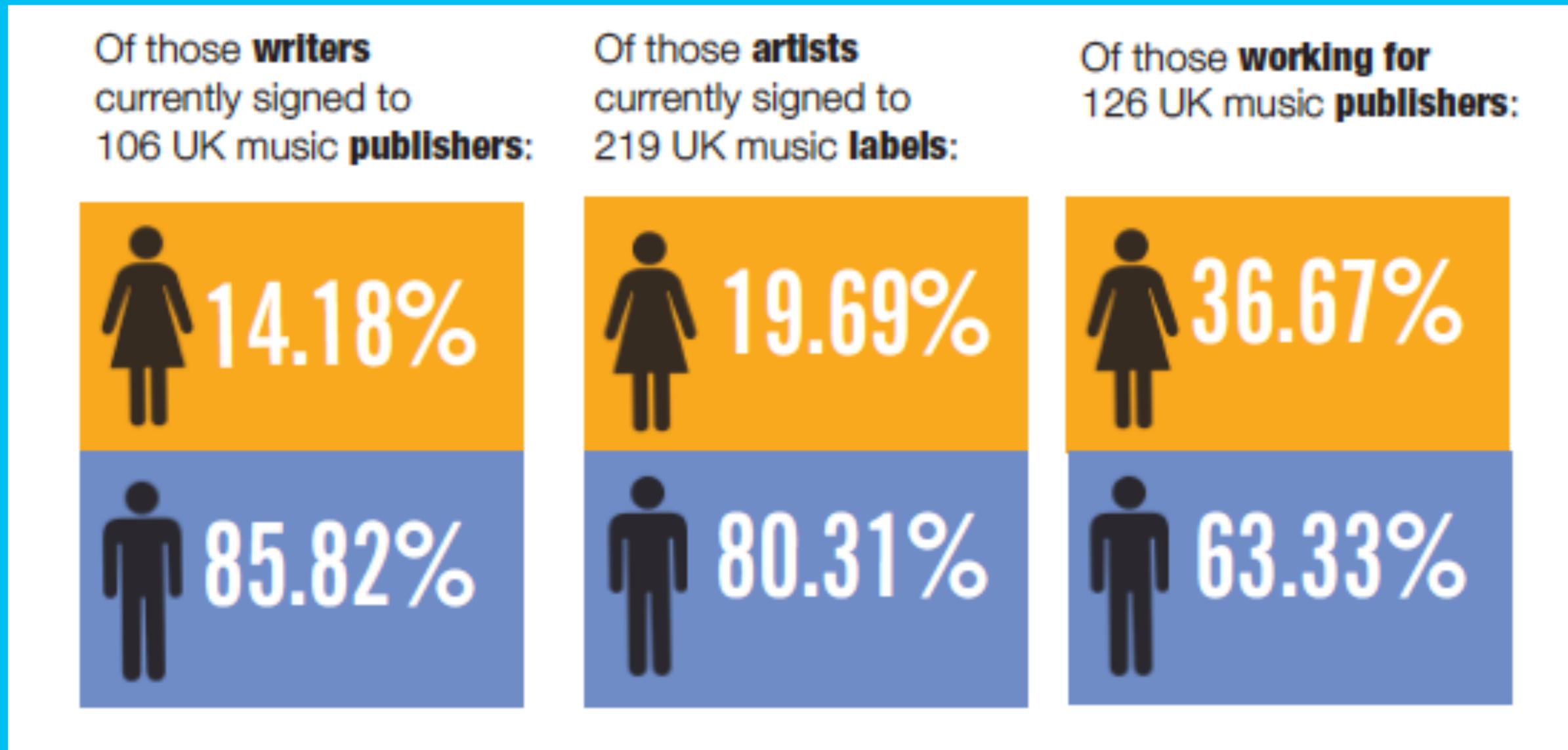
female:pressure
FACTS Survey:
Electronic music
festivals

Gender proportions of festival acts over time

- Male
- Female
- Mixed
- Non-binary

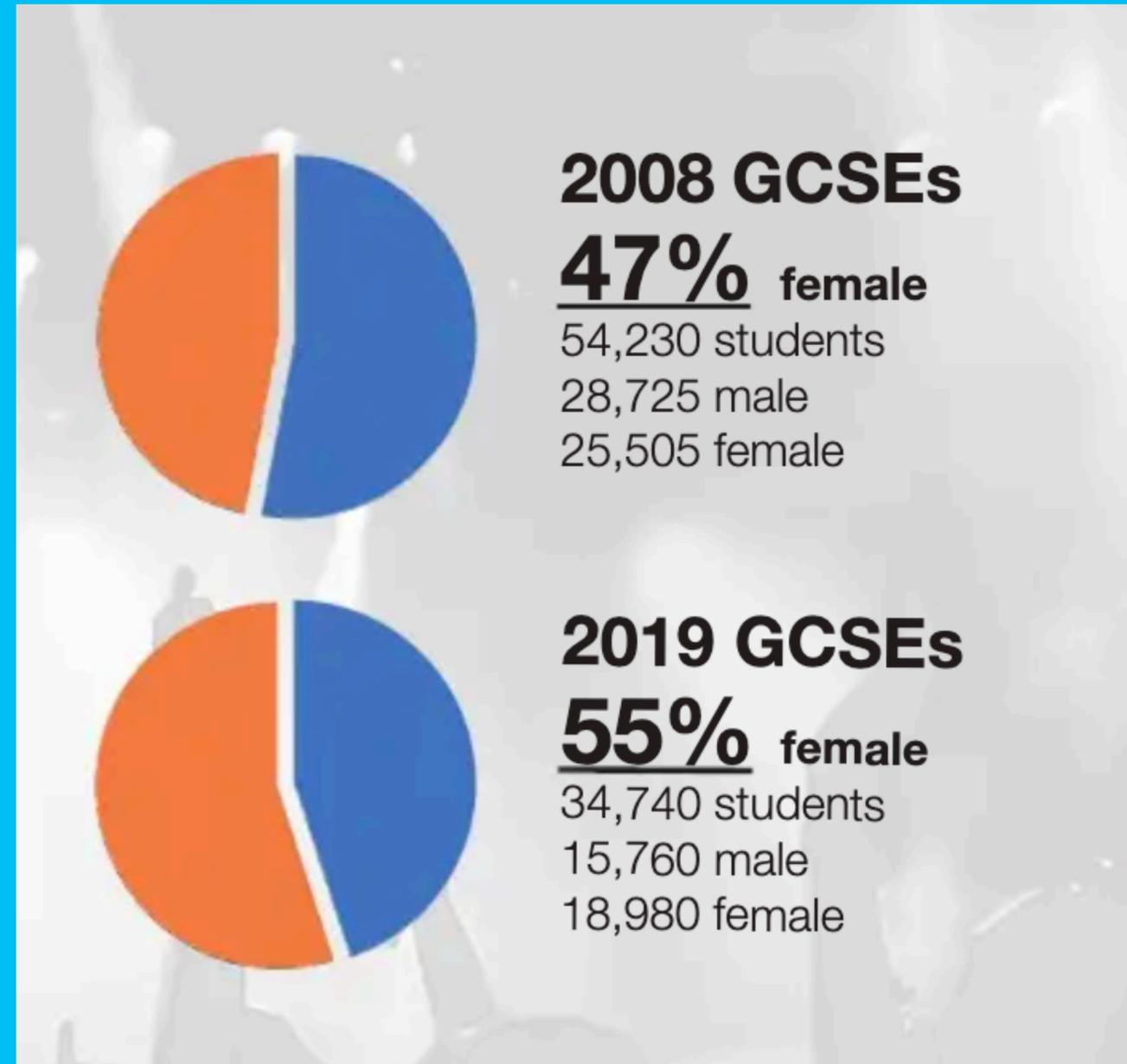


GENDER DISPARITY IN AUDIO PROFESSIONS



Counting the Music Industry: The Gender Gap (Vick Bain, 2019)

GCSE MUSIC TAKE-UP BY GENDER



Counting the Music Industry: The Gender Gap (Vick Bain, 2019)

THE UNCONSCIOUS BIAS

- * Unconscious Bias is also known as Implicit Bias
- * The term refers to unconscious forms of discrimination and stereotyping based on race, gender, sexuality, ethnicity, ability, age, appearance and so on
- * This results from embedded societal inequalities that we all grow up with
- * It's important to recognise these issues and change our behaviours to challenge them
- * Unfortunately a lot of these Unconscious Biases are very subtle and difficult to notice
- * It's also important to see that people may be affected by multiple biases which can lead to multiple discriminations. Intersectional bias.
- * Harvard University Implicit Bias tests: <https://implicit.harvard.edu/implicit/>

UNCONSCIOUS BIAS EXAMPLES

- * **Performance Bias:** Underestimating women's abilities and overestimating men's.
- * **Confirmation Bias:** looking for information that supports what we already believe
- * **Affinity Bias:** A tendency to gravitate towards people who remind us of ourselves
- * **Over Confidence Bias:** When a person's over confidence doesn't match up with their ability to fulfil a role or a task

PERFORMANCE AND GENDER BIAS EXAMPLE

In the 1970s it was established that in the top 5 USA orchestras only 5% had women musicians in them. By the 1980s this had increased to 10%, and by 1997 this had increased to 25% and in some examples, 30% plus. What changed?

In the 70's and 80's, orchestras started to use blind auditions in the first few rounds of recruitment. Notably, in the first round some of these percentages jumped to 50% and if the process of a blind audition was used in the final round, women were more likely to be chosen.

A successful solution to tackling this bias.

Source: <https://www.theguardian.com/women-in-leadership/2013/oct/14/blind-auditions-orchestras-gender-bias>

CONFIRMATION BIAS EXAMPLE

A university is recruiting for its Music Technology course and realises there are a majority of men signing up for the course compared to women. A tutor remarks that it must be because women are not as interested in careers in music tech compared to men and that this must be true considering the recruitment data.

How is confirmation bias present here and how can this perception be challenged?

WHAT CAN WE DO TO ENCOURAGE GENDER EQUALITY IN THE CLASSROOM?

- * Acknowledge gender minorities
- * Provide positive role models
- * Seek out musical works composed by women
- * Play music written by women to welcome students into class
- * Provide examples of alternative job roles within the music industry
- * Invite women and gender minority artists in for careers talks

OVER TO YOU!

- * What methods have you tried in the past to encourage equality in the classroom?
- * What worked and what didn't?