



Department Application Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	10,500	12,000
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	University of Cambridge	
Department	Faculty of Music	
Focus of department	STEMM	<u>AHSSBL</u>
Date of application	30 th November 2018	
Award Level	<u>Bronze</u>	Silver
Institution Athena SWAN award	Date: April 2014	Level: Silver
Contact for application <small>Must be based in the department</small>	Professor Katharine Ellis	
Email	Kje32@cam.ac.uk	
Telephone	01223 762550	
Departmental website	www.mus.cam.ac.uk	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

from: *I. R. M. Cross*
Professor of Music & Science
Director, Centre for Music & Science
Chair, Faculty Board of Music
Professorial Fellow, Wolfson College
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UK

Dr Ruth Gilligan
Athena SWAN Manager, Advance HE
First Floor, Westminster Tower
3 Albert Embankment
London SE1 7SP

28 November 2018

Dear Dr Gilligan,

I am delighted to write this cover letter in support of the Faculty of Music's Athena SWAN application. At Cambridge we suffer from a damaging and longstanding gender imbalance among students and academic staff, and from a lack of diversity at all levels. Engagement with the Athena SWAN process has helped us diagnose the ensuing problems, devise procedures to tackle those problems effectively, and install safeguards against discrimination.

We are incorporating training in equality and diversity issues and in avoidance of unconscious bias in all staff recruitment processes, foregrounding these concerns for all Faculty and other staff involved. We have new systems in place for inducting and mentoring new members of staff to provide an inclusive environment within which they are supported to develop their careers and helped to manage work-life balance.

We shall address the gender disparity within the student body and investigate the reasons behind inequalities of achievement. Although we do not have formal control over undergraduate admissions, we are collecting and analysing data to understand why female recruitment is low. Once this is completed, we shall work with Directors of Studies in Music to embed awareness of gender and diversity issues into every stage of the admissions process across colleges. We are in the final stages of changing the undergraduate degree structure to increase curricular diversity; for all teaching staff we are highlighting the desirability of unconscious bias training and the importance of making every learning environment positive and inclusive.

With a view to cementing Athena SWAN and Dignity at Work principles within the culture of the Faculty, our Action Plan includes urgent measures to eradicate harassment. Equally, we shall build on recent work to increase the visibility of positive and diverse role models: last year our distinguished public lecture series was given by the most distinguished scholar of colour in the field of creative musicology in the USA; next year our guest will be one of the most celebrated exponents of feminist and queer musicology.

As Faculty Chair I am particularly concerned to ease systemic pinch-points, so as to ensure that opportunities to progress — particularly from undergraduate to graduate, and from graduate to post-doctoral positions — are equally available to all. My personal commitment to this process is evidenced in the 50%-50% gender balance across the eighty-six graduates that I have supervised over the last twenty-five years.

The Faculty of Music at Cambridge is comparatively small. Even limited changes in the demographic distribution of staff or students will have a substantial effect on Faculty culture. The Athena SWAN self-assessment has already led to fundamental changes in our day-to-day operation; I look forward to leading colleagues through the next stages of the process for the benefit of our entire community.

I can confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Faculty and its activities, and very much hope that our application will meet with a favourable reception.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Ian Cross', is centered below the text.

Professor Ian Cross

[522 words]

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: **Bronze: 500 words** | **Silver: 500 words**

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

Emerging from a centuries-long tradition of choral music and college-based teaching in Cambridge, the Faculty of Music was established in 1947. It is a world-leading centre for teaching and research in Music at the University of Cambridge and is one of 10 small faculties within the School of Arts and Humanities. Our academic team includes specialists in medieval and renaissance music, early modern music, nineteenth-century music, opera, popular music, ethnomusicology, performance studies, composition, and music and science. Our facilities comprise three linked buildings, including the West Road Concert Hall, on the University's Sidgwick Site (Humanities and Social Science hub), close to the centre of Cambridge.

We deliver four degrees:

- a three-year full-time-only undergraduate course providing students with a thorough grounding in the subject and a broad range of choice across the discipline;
- an MMus, providing specialist training for students intending to pursue a professional career in choral studies;
- an MPhil offering a freestanding research focussed programme which also offers effective preparation for doctoral study;
- a PhD programme attracting some of the best students from across the UK and abroad.

In 2017/18 the Faculty was home to 14 permanent academic staff (6 professors, 2 readers, 3 senior lecturers, 3 lecturers), 1 teaching associate, 8 postdoctoral researchers (all fixed term) and 15 support staff who worked with over 180 undergraduate and over 60 graduate students (see Figure 1 for gender breakdown). Since then we have appointed 3 more fixed-term postdoctoral researchers (2 female; 1 male). As part of a collegiate institution, the Faculty also benefits from a rich community of College-based staff in Music who contribute significantly to our teaching activities. Of these, 12 (1 female; 11 male) are recognised formally as Affiliated Lecturers, a non-staff title offered to external colleagues who make an ongoing contribution to our undergraduate and MMus teaching. In 2017/18 women represented 29% of our permanent academic staff and 37% of our postdoctoral researchers. The small size of our Faculty makes statistical interpretation of trends challenging. In what follows, we use 5 years' worth of figures for this reason; even so, small numbers of colleagues and students can produce highly volatile percentage results.

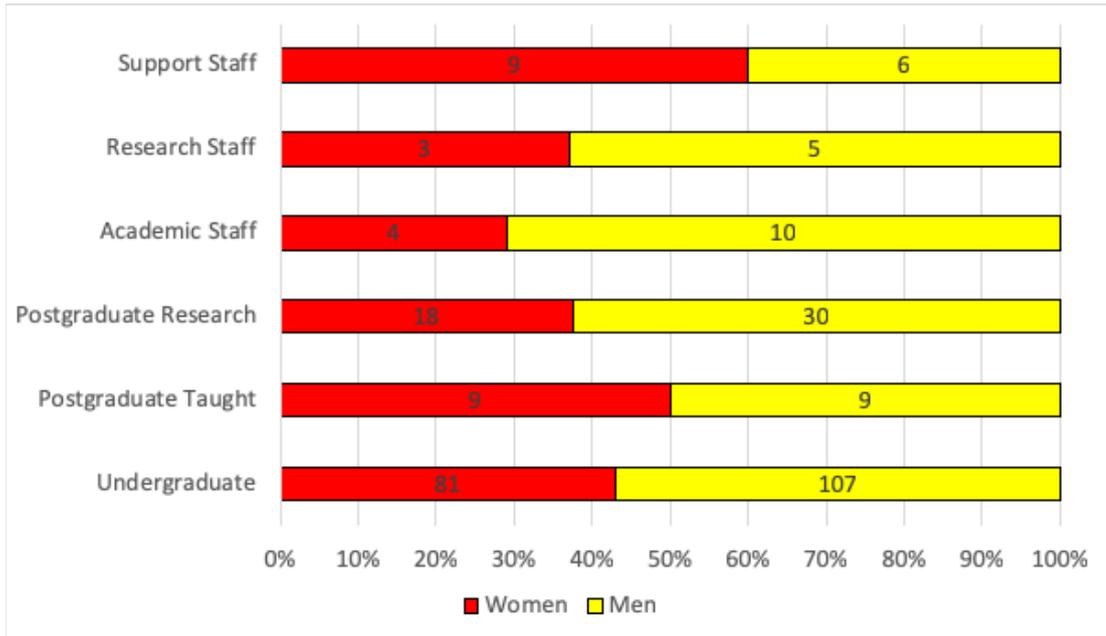


Figure 1: Members of the Music Faculty in 2017/18

The Faculty’s activities are governed by our Faculty Board, whose membership is drawn primarily from our permanent academic staff alongside representatives from among College and postdoctoral staff, students at all levels, and at least one academic from another Department. The Board elects a Chair along with Directors of Research, Graduate Education and Undergraduate Teaching. With the Degree Committee Secretary these colleagues act on behalf of the Faculty Board as its Standing Committee. In 2017/18 this committee comprised 2 men and 3 women. Our Committee structure is shown below:

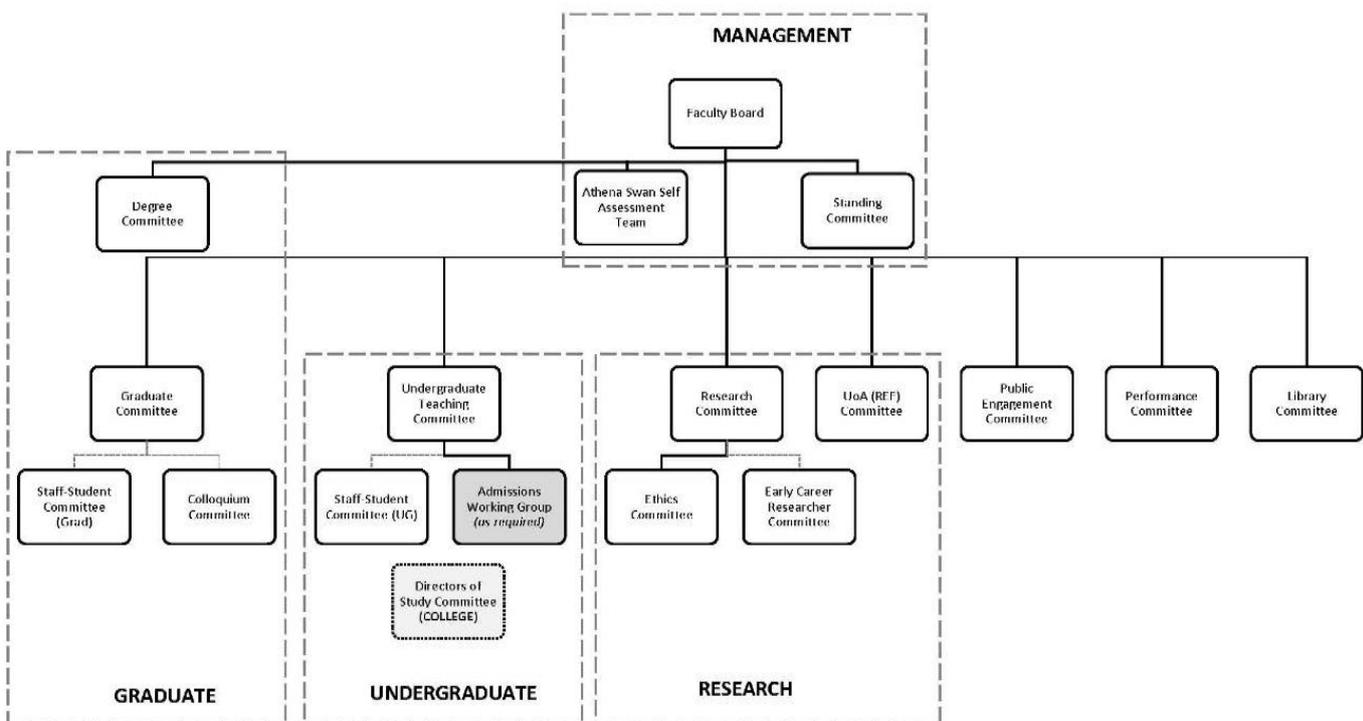


Figure 2: Faculty Committee Structure

The Faculty Manager acts as Secretary to the Faculty Board and is responsible for the provision of all support services to the Faculty, directly or indirectly managing all members of the support staff, listed in **Table 1**.

	TOTAL	FTE	Male		Female	
			No.	%	No.	%
Management, Admin & Finance	5	3.57	1	20%	4	80%
Concert Hall	2	2.00	0	0%	2	100%
Computing / Audio-visual	2	1.01	2	100%	0	0%
Performance, Outreach & Impact	3	1.10	0	0%	3	100%
Custodial	3	3.00	3	100%	0	0%

Table 1: Numbers of Faculty Support Staff

[501 words]

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team

The Music self-assessment team (SAT) was established in November 2017. Members were invited by the SAT Chair, Chair of Faculty and Faculty Manager as part of the annual committee-membership process, and in light of relative committee workloads. The Faculty's Postgraduate Administrator acted as the team's Secretary. Given the Faculty's modest size, the SAT was comparatively large, comprising 9 members. Criteria for invitation included:

- career stage,
- range of experience in university equality and diversity matters,
- caring responsibilities,
- range of career levels among administrative and academic staff,
- student representation at both undergraduate and postgraduate levels, and
- good overall gender balance.

The team included members with widely-differing levels of experience of Cambridge itself, from new Faculty arrivals to colleagues with decades of Faculty experience. The team represented the Faculty's teaching and research functions (including externally-funded research projects), though it could not cover all our academic subdisciplines. The final team comprised 4 women, 5 men. All meetings were assisted by an Equality and Diversity support officer from the School of Arts and Humanities.

Name, gender	Faculty role
Sam Barrett, M Replaced 1 October 2018 by Ian Cross, M	Chair of Faculty of Music, FT Reader Chair of Faculty of Music, FT Professor
Emma Chapman, F	Graduate Administrator, PT SAT Secretary
Alex Drury, M	Faculty Manager, FT
Katharine Ellis, F	1684 Professor of Music, FT SAT Chair
Martin Ennis, M	Senior Lecturer, FT
Melle Kromhout, M	Research Fellow/ Postdoctoral Researcher, FT
Ursula Perks, F	Undergraduate student (2nd year, full time)

Ditlev Rindom, M	PhD student (3rd year, full-time)
Bettina Varwig, F	Lecturer in Music, FT

Table 2: Self-Assessment Team

(ii) an account of the self-assessment process

The SAT met five times as a full team (November 2017; February, May, June and November 2018) and twice in breakout groups (May 2018). Face-to-face meetings were supplemented by email communication. Initial meetings focused on a) planning and data-gathering, and b) the format and content of the Faculty Survey. May and June 2018 were spent analyzing the survey data and drafting action points. Late summer to November was spent preparing the application text. We drew quantitative data University staffing databases, from training enrolment records maintained by the university's Personal and Professional Development (PPD) team, and from Faculty admissions and REF statistics. At times, GDPR compliance hindered our ability to harvest gender-split data, because University files had already been anonymized, concealing gender identities.

Our Faculty Survey ran for three weeks in February 2018; the response rate was 50.8% (156 responses from 307 invited). Major themes emerged: Faculty culture (especially as perceived by undergraduates); mentoring and appraisal; the effect on undergraduates of gender imbalance within the teaching staff; role models and publicity; the need to monitor our activity more closely. We will run a Faculty survey of this kind every 2 years, posting the statistical data on the Faculty's Moodle site (Virtual Learning Environment) for inspection by staff and students.

As a result of the 2018 Faculty Survey we outlined 3 priority areas: Staff recruitment and academic pipeline; student curriculum and achievement; cultural renewal. These form the foundation of our Action Plan.

(iii) plans for the future of the self-assessment team

The SAT will become the Faculty's Equality and Diversity Committee (EDC), meeting each term and reporting to Faculty Board (**AP 17.1**). In the meantime we have added Athena SWAN and diversity issues as a standing item on Faculty committee agendas. The EDC will oversee the 4-year action plan and will act more generally as

an awareness-raising forum in respect of university-wide initiatives, notably via our Moodle site.

The EDC will also oversee future Faculty Surveys so that we can calibrate our progress against the 2018 Athena SWAN targets listed in our Action Plan. We shall make these gender-inclusive, avoiding the binaries of the 2018 survey **(AP 17.2)**. As part of the Faculty’s annual committee planning, membership of the EDC will change annually, ensuring appropriate staff and student representation as aligned with relative workloads.

<p>Action Points</p> <p>17.1 Set up an Equality and Diversity committee</p> <p>17.2 Re-run the Faculty Survey every 2 years</p>
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[907 words]

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. Student data

If courses in the categories below do not exist, please enter n/a.

- (i) Numbers of men and women on access or foundation courses

n/a

- (ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

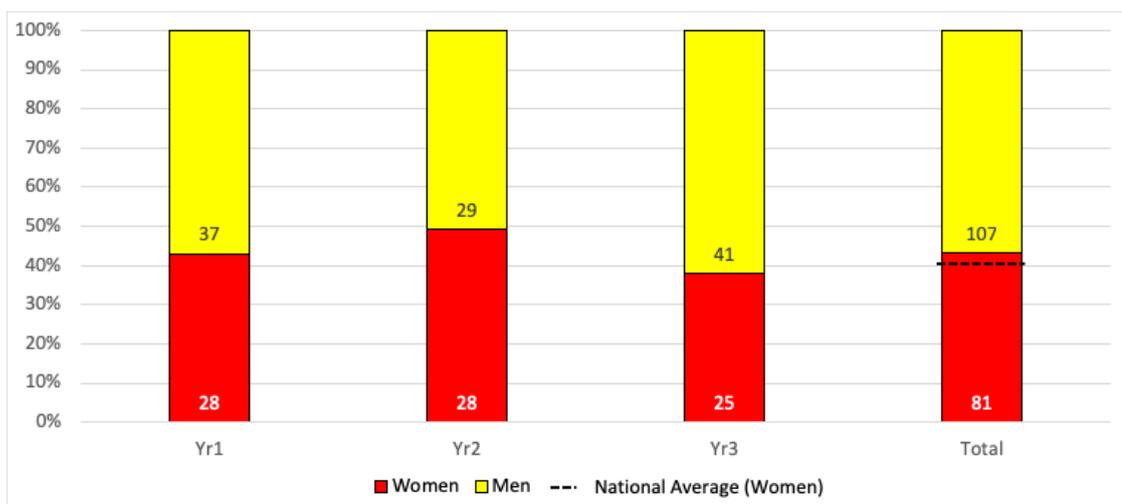


Figure 3: % and number of Undergraduates in the Faculty in 2017/18

Undergraduate Study (BA Hons, Music) Cambridge undergraduates are admitted by one of the 31 autonomous colleges. Faculties and departments have no control over the entry to a specific course. All students study full-time.

HESA statistics for enrolment in Creative Arts and Design 2012/13 to 2016/17 consistently show between 62.5% and 64% female students. For W3 Music, HESA statistics in 2016/17 show 42% female to 58% male undergraduates, but these figures are likely to be skewed towards men by the inclusion of Music Technology. HESA statistics for W300, which would provide the most reliable comparative data, are unavailable.

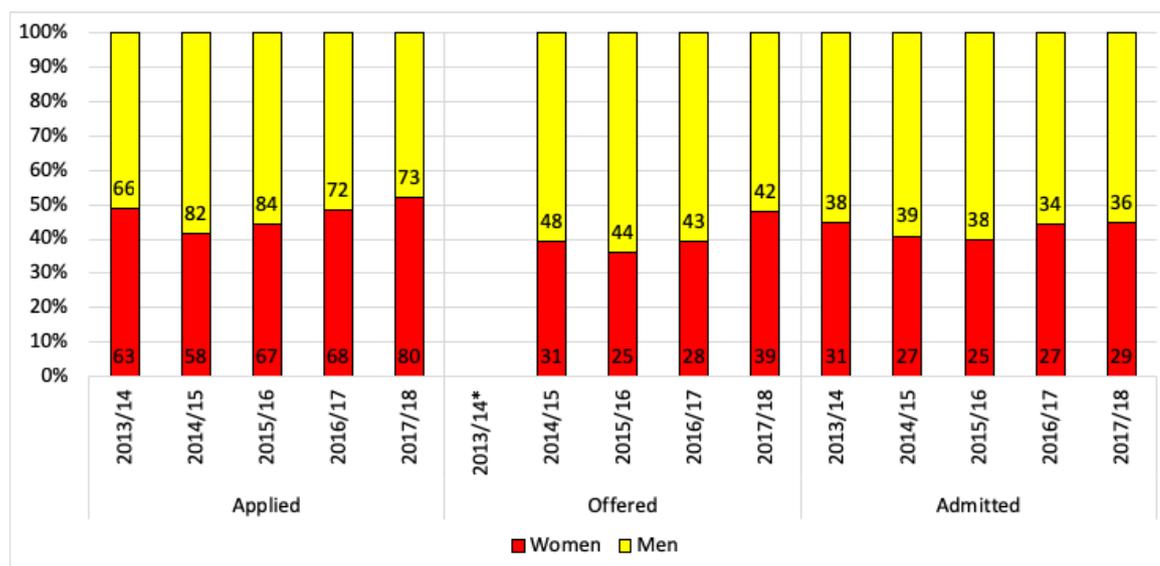


Figure 4: BA Music Application, Offer and Acceptance Rates 2013/14 - 2017/18

Figure 4 indicates that since 2013, Cambridge has had only one applicant field (2017/18) where women outnumbered men (80:73). This result is probably linked to a major intensification of our maintained-sector outreach work in 2016/17, which is continuing. However, in no cohort did undergraduate offers to women exceed 45% of the total; and over time, women applicants' chances of success actually diminished. Extrapolation from **Figure 4** shows that the overall chance of being admitted hovers around 48% for men, and how it has since 2013/14 deteriorated for women, with the female-dominated application of 2017/18 ironically yielding the worst percentage success rate.

- 2013/14: 63 women applied; 31 admitted: 49.2%
- 2014/15: 58 women applied; 27 admitted: 46%
- 2015/16: 67 women applied; 25 admitted: 37.3%
- 2016/17: 68 women applied; 27 admitted: 39.7%
- 2017/18: 80 women applied; 29 admitted: 36.25%

The counter-intuitive force of these figures is strengthened given the national A-level context (**Table 3**), where women routinely outperform men (**AP 8.1-8.3**).

	A Level Music A* A		Applicants		Acceptances	
	Women	Men	Women	Men	Women	Men
2011	55.9%	44.1%	40.4%	59.6%	35.6%	64.4%
2012	55.8%	44.2%	44.4%	55.6%	35.8%	64.2%
2013	57.6%	42.4%	54.8%	45.2%	52.5%	47.5%
2014	56.0%	44.0%	47.7%	52.3%	39.2%	60.8%
2015	55.0%	45.0%	44.4%	55.6%	36.2%	63.8%
2016	54.0%	46.0%	44.1%	55.9%	41.7%	58.3%
2017	53.0%	47.0%	46.0%	54.0%	42.2%	57.8%

Table 3: Undergraduate Admissions in Comparison with National A-Level Results

New Action Points

- 8.1) Investigate why the female progression rates from applications to admissions are poor**
- 8.2) Raise awareness of UG gender disparity among Directors of Studies overseeing admissions**
- 8.3) Recommend Equality and Diversity training and Unconscious Bias training to all staff doing Admissions**

A student-initiated curriculum survey completed by 58% of undergraduates in December 2017 revealed discontent on gender and intersectional grounds. Female students, especially, complained about gender imbalances in teaching provision. The Undergraduate Teaching Committee, supported by the Faculty Board, will recommend ways to mitigate gender imbalances in staffing and to embed inclusivity within the current programme. All survey responses will feed into work on a new degree programme intended to start in 2021 (AP 9.1, 9.3, 14.2-14.4).

New Action Points

- 9.1) Feed 2018 Faculty Survey comments into UG degree revision process**
- 9.3) Ask lecturers to ensure diverse representation within their courses**
- 14.2) Consider gender balance of UG/PG lecturers in any given year**
- 14.3) Encourage greater diversity within the Faculty's Register of Supervisors**
- 14.4) Recommend that Directors of Studies ensure each student is taught by at least one woman per year**

Examinations are held in all three years of undergraduate study. Past papers are available online for all established courses; we prepare Specimen papers for new courses. Faculty assessment methods vary widely (portfolio work, recital, dissertation, assessed coursework, unseen examinations, take-away papers).

Figures 5 – 7 show student achievement in years 1, 2 and 3 for 2012/13 to 2016/17.

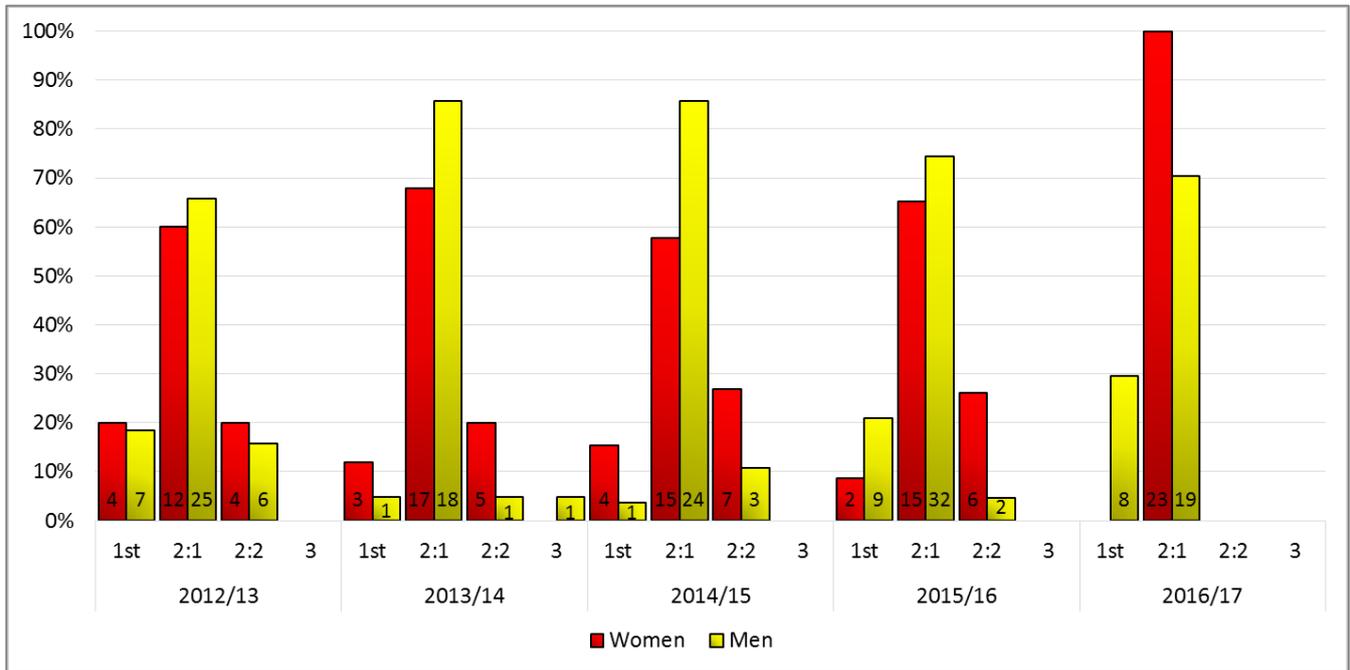


Figure 5: Year 1 BA Music Results 2012/13 - 2016/17

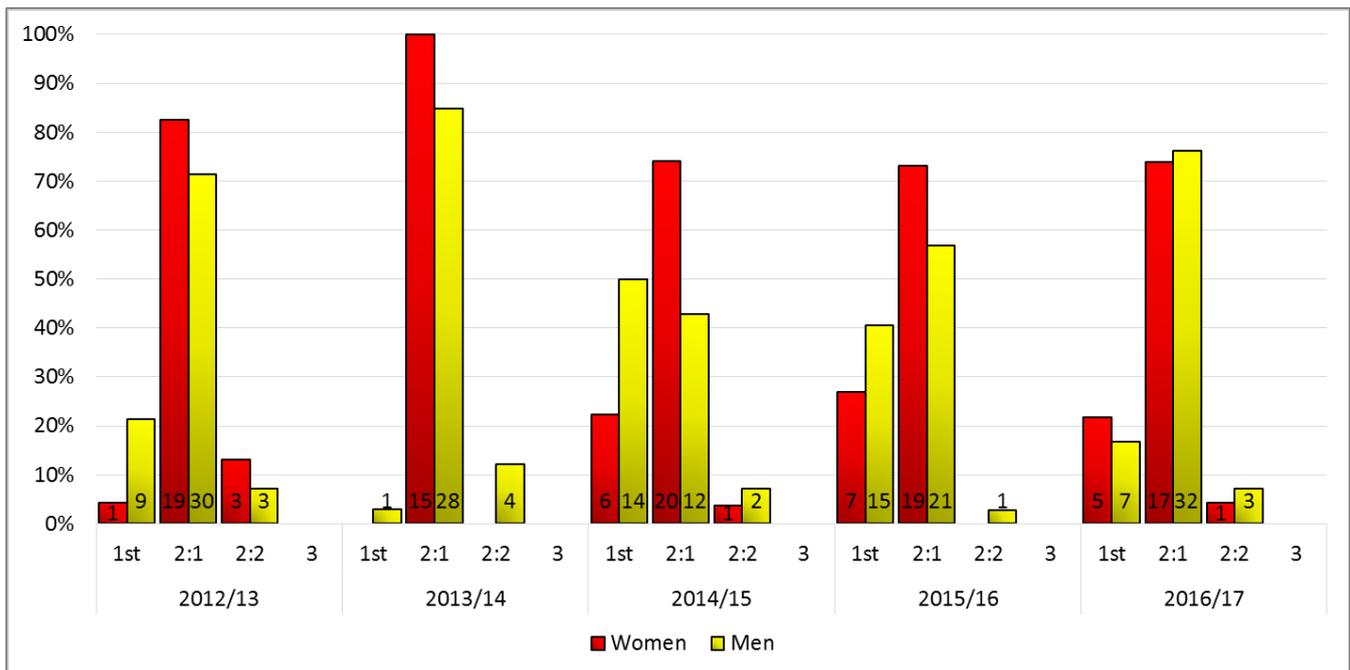


Figure 6: Year 2 BA Music Results 2012/13 - 2016/17

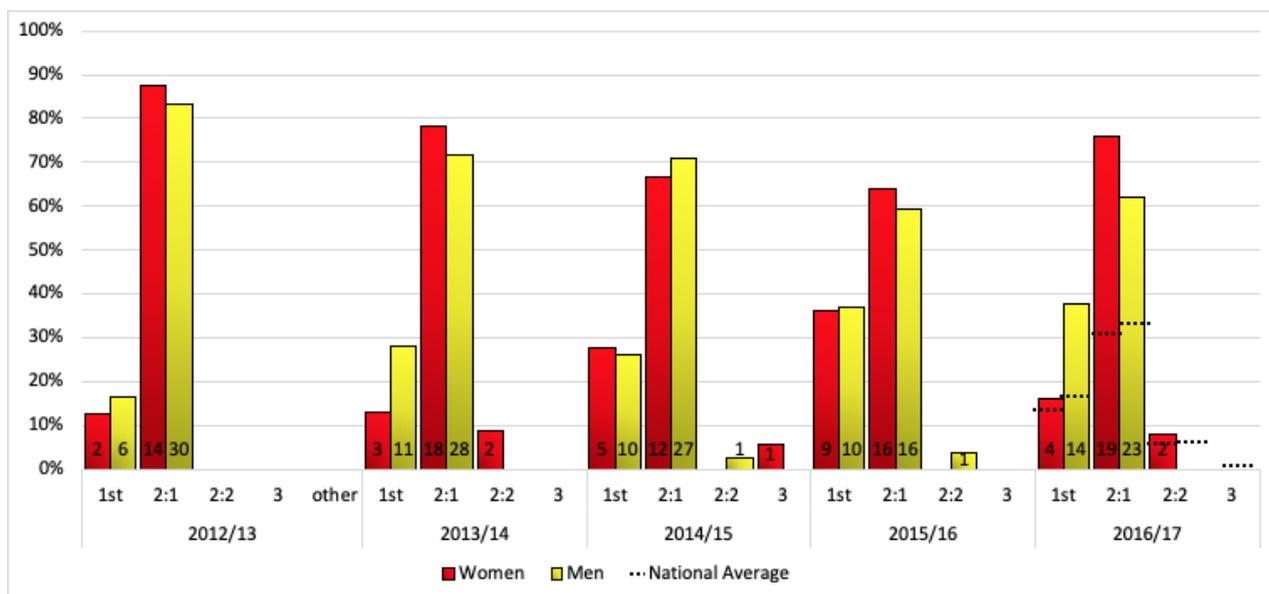


Figure 7: Final BA Music Results 2013/14 - 2016/17

Mapping the results of examinations (**Figures 5 - 7**) on to admissions figures (**Figures 3 & 4**) shows no pattern. However, it is notable that in Finals (**Figure 7**) the results for men routinely outstrip the national average by a factor of 2, whereas for women the results are more modest and more variable.

In terms of first-year achievement, student responses to the Faculty Survey homed in on the 2016/17 results (8 male Firsts and zero female Firsts, out of 54 students). This unbalanced outcome was widely reported as shocking. **Figure 5** shows that this pattern is close to that of 2015/16 but not to that of the previous 3 years, where up to 20% of women achieved Firsts. It is difficult to pin down the reasons for volatility of female achievement in year 1; hence our action points stress fact-finding, training and support in the first instance (**AP 8.4, 9.2, 11.2**). It is mildly reassuring to see that with the exception of the 2016/17 graduating cohort, comparison of the number of Firsts in years 2 and 3 shows women closing the gap on men's achievement (**Figures 6 and 7**).

The Faculty Survey asked about potential gender bias in advertising and recruitment processes. Among respondents, 7.27% (all UG students) said they did. All those referred to the undergraduate admissions process. Two male and two female undergraduates detected indirect bias against women (alongside class bias) at interview, pointing to tests focusing on types of practical musicianship associated with male-dominated and privileged educational backgrounds (e.g. choir schools). One female undergraduate had experienced an all-male interview process. Without being in a position to centralize the admissions process, the Faculty can nevertheless point to these comments and recommend to colleges that they implement best practice (**AP 8.3, 13.1**).

The Faculty is acutely aware of the impact of student gender imbalance at undergraduate level. Over 75% of Faculty Survey respondents believed gender balance in small-group supervisions was important; free text comments suggested

that female student confidence would be enhanced if student gender balance were improved (AP 10.2-10.4).

New Action Points

8.4) Cross-reference student gender balance against student attainment

9.2) Update records of student attainment by gender

10.2) Raise the issue of intimidating learning environments at Directors of Studies meetings

10.3) Organise a general staff meeting dedicated to sharing best practice about positive learning environments

10.4) Ask teaching staff to maximise gender balance of supervision groups

11.2) Revisit marking criteria to assess whether they contain implicit bias

13.1) Create an Equality and Diversity officer

- (iii) Numbers of men and women on postgraduate taught degrees
Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

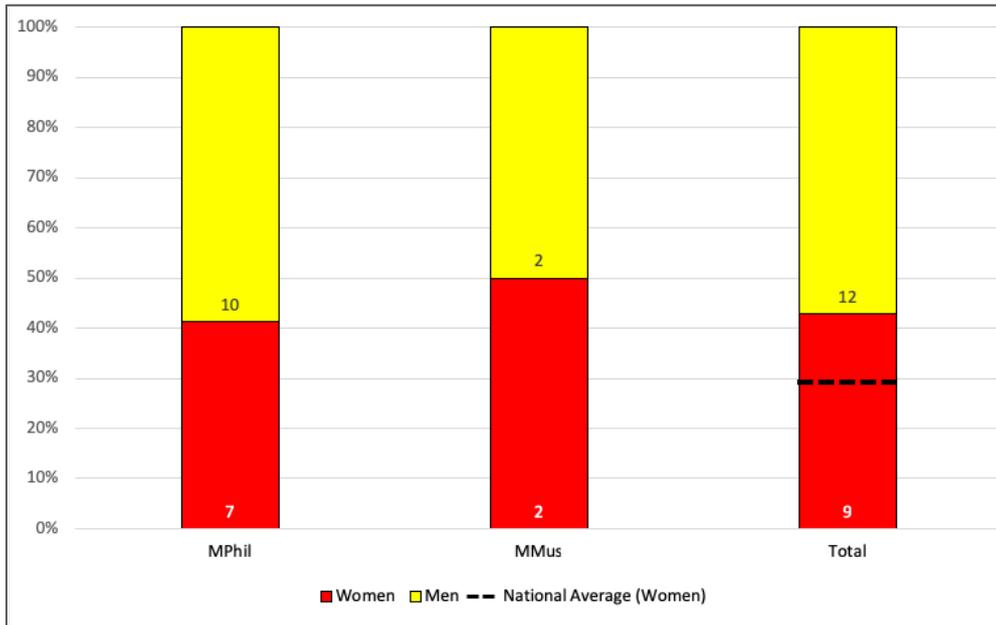


Figure 8: % and number of Taught Postgraduate Degree Students in the Faculty in 2017/18

The MMus was (until reconfiguration for 2018 entry) a very small course, with between 4 and 11 students annually (Figure 9). Admissions are Faculty-administered. There was considerable volatility in the size of the female applicant pool and the percentage of women admitted (between 9% and 50% admitted). The 2016 entry cohort (1 woman; 10 men) was particularly unbalanced. Expansion of course content to include choral singing alongside choral directing has transformed the applicant pool (62% female in 2018) and the resulting cohort (47% female – 8 women and 9 men), though the figures for women still show proportional losses between application and admission.

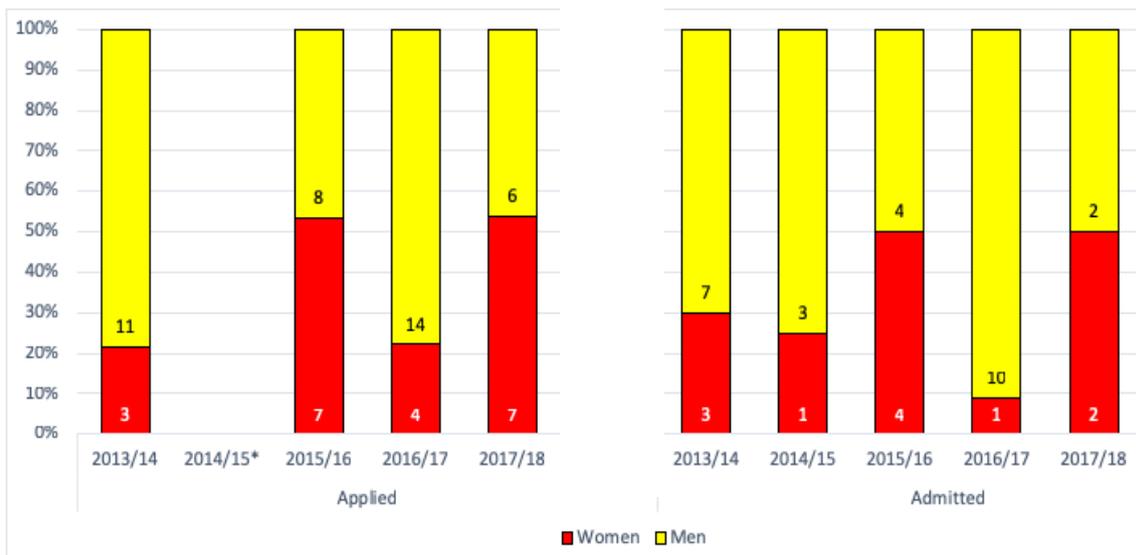


Figure 9: Numbers of Postgraduate Taught (MMus) Applications 2013/14 - 2017/18
* No Data Available

MMus Distinctions are numerically rare given the low numbers (**Figure 10**), but only 10% of women vs. 24% of men are recorded as gaining Distinctions. We shall monitor closely the results from the reconfigured degree (**AP 8.4, 9.2**).

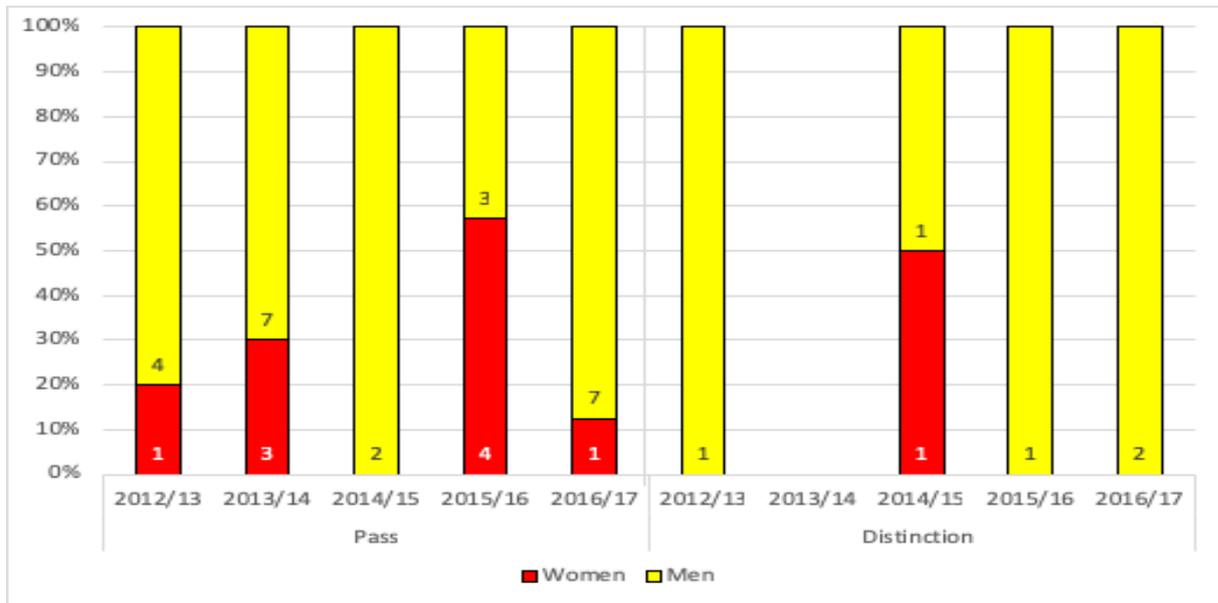


Figure 10: MMus Results, 2012/13 - 2016/17

The MPhil (Figure 11) is also relatively small. Admissions are Faculty-administered. A leaking pipeline is detectable between applications and admissions for women in all years. This is especially evident in 2015/16: of 28 female applicants only 3 began our programme. Due to GDPR we no longer have access to statistics about the gender balance of places offered, so we cannot explain these figures (**AP 17.4**). However, with the exception of 2015/16, these admissions statistics show overall improvement in women's chances of success since 2013.

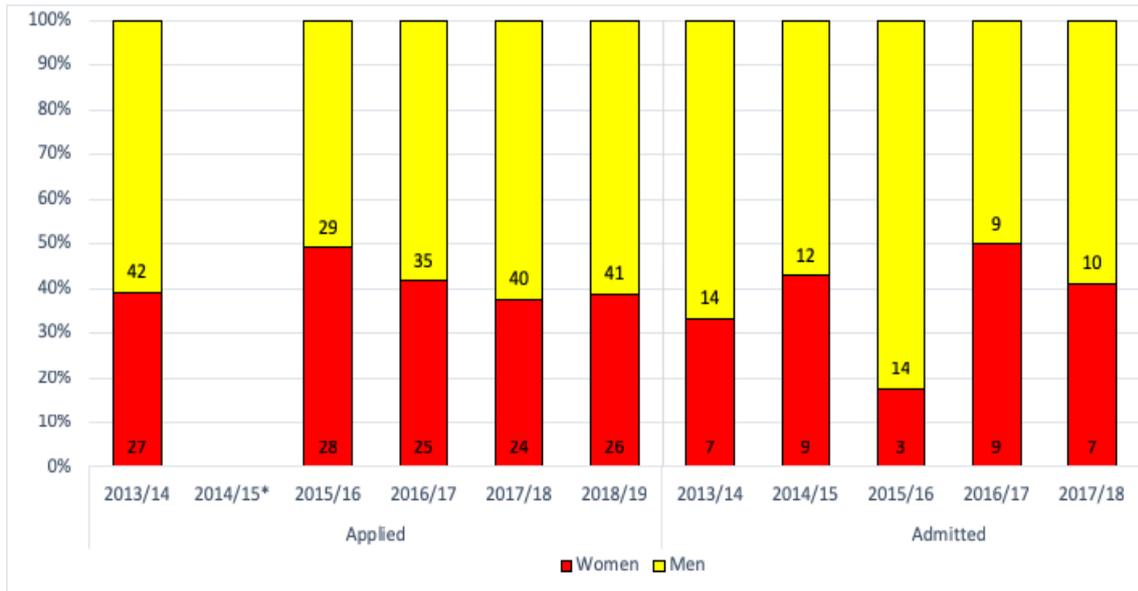


Figure 11: MPhil Music Studies Applications 2013/14 - 2018/19
*No Data Available

The number of Distinctions for female students ranges from 0% to 50% across the four-year period, with the 0% coinciding with an extremely unbalanced year (18% women; 2015/16).

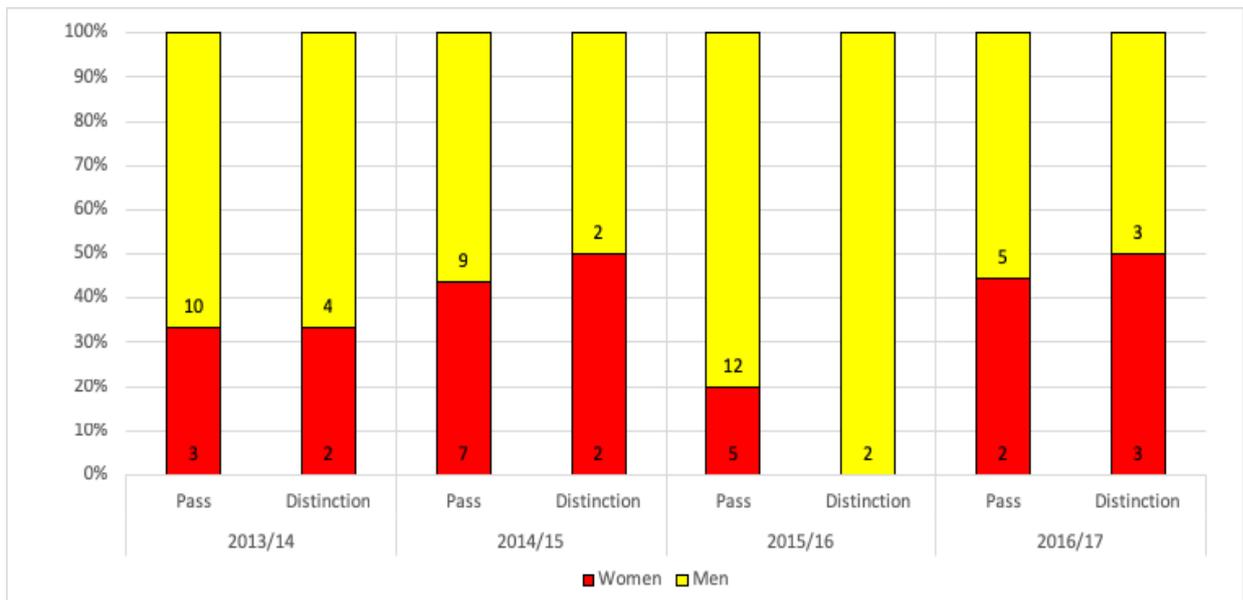


Figure 12: MPhil Music Studies Results 2013/14 – 2016/17

New Action Point

17.4) Capture gender and intersectional data on PG admissions before it is anonymised

(iv) Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

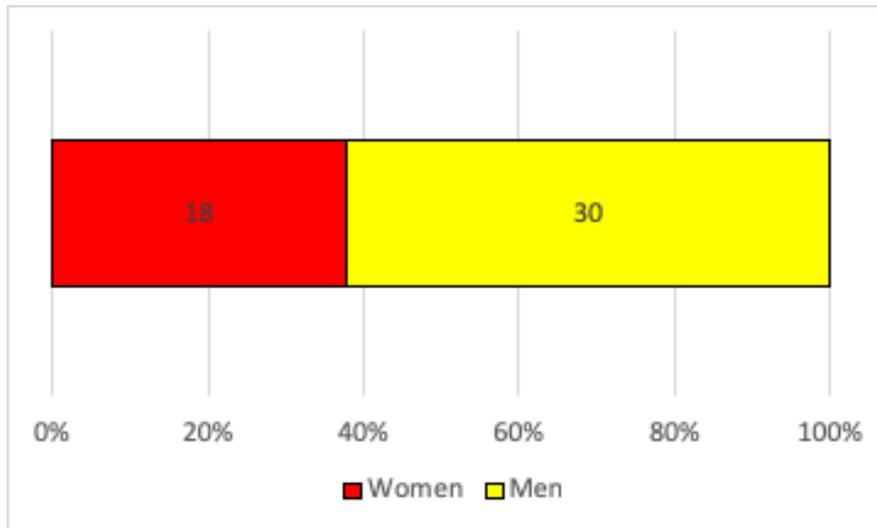


Figure 13: % and (number) of PhD Students in the Faculty in 2017/18

The PhD cohort (**Figure 13**) is around 37% female. **Figure 14** details applications and admissions to the PhD (musicology, ethnomusicology, music and science, and composition). Data here are incomplete (we cannot reconstruct the gender split for places offered, and 2014/15 applications data are missing) (**AP 17.4**); but the remaining figures show PhD applications from women running consistently at 38-42% for the years 2013 to 2018 (**AP 8.5**). Admissions are volatile, possibly due to small numbers. In the Faculty Survey, female PhD students emphasized the importance of role models, which suggests that greater female staff visibility (including on the web), alongside other proactive measures, will help raise the female PhD application rate, especially from the internal MPhil cohort (**AP 14.1, 14.6, 16.3**).



Figure 14: PhD Music Applications 2013/14 - 2018/19

*No Data Available.

Figure 15 shows PhD completions in each of the years 2013 to 2018, split by gender. It does not indicate completion times. The volatility by gender is possibly due to small numbers. There are no recorded cases of female withdrawals from the PhD programme, or of students being referred or offered a lower degree.

However, there are possibly differences in the net time taken to completion for students who have caring responsibilities (**AP 17.6**). We run a mentoring system where postdoctoral researchers volunteer to mentor PhD students; we shall continue this practice.

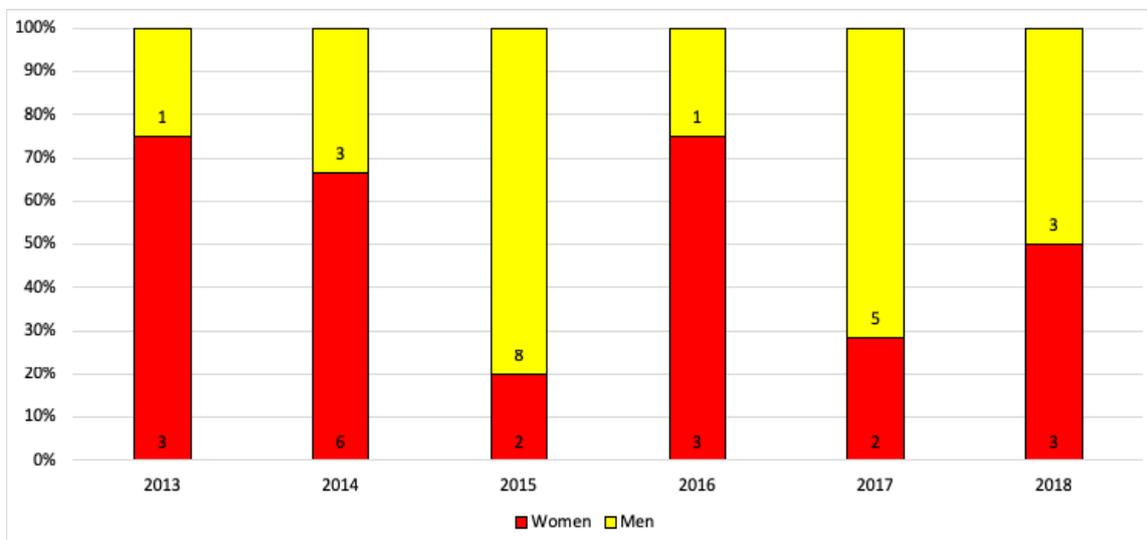


Figure 15: Postgraduate Research (PhD Research in Music) Completions 2013 – 2018

New Action Points

8.5) Encourage more MPhil students, especially women, to apply for a PhD

14.1) Ensure best possible gender and diversity balance in Faculty publicity

14.6) Ensure that gender balance is factored into decisions regarding invited lecturers

16.3) Celebrate Faculty achievement more publicly via news items and via revived research blog. Actively seek blog and news items from women

17.6) Monitor PhD completion rates as correlated against caring responsibilities

- (v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

We regard mobility as beneficial and we recommend students to study wherever they will flourish. Some students return to Cambridge for master's or doctoral study after courses or employment elsewhere. Nevertheless, the Faculty Survey revealed that a relatively small number of students wished to stay after graduation (3 male UGs; 4 female UGs, 1 male PG and 1 female PG), whereas 13 wished to

remain in education elsewhere. The Faculty does not run a master’s for instrumentalists, which means that graduates looking for further study in this area have no option but to move. For those looking to continue their studies immediately in Cambridge, our Director of Graduate Education runs an annual workshop, a practice which we shall continue.

The overall applicant picture is unstable, as **Table 4** shows.

Entry year		Cambridge degree	Degree from elsewhere
2017/8	MMus	2	11
	MPhil	12	52
	PhD	9	25
2016/7	MMus	3	15
	MPhil	9	51
	PhD	0	36
2015/6	MMus	0	15
	MPhil	7	50
	PhD	15	23

Table 4: Origin of Applicants to Postgraduate Degrees.

Most volatile is the transition from Cambridge master’s study to PhD enrolment here (65% in 2015/16; 0% in 2016/17; 37.5% in 2017/18). Funding affects student decision-making. Final decisions on funding take place at University level, meaning that the Faculty can best cultivate female and minority-student success by encouraging applications and guarding against unconscious bias when ranking applicants for the University competition (**AP 1.1**). Among PhD respondents to the Faculty Survey, 5 (2 men, 3 women) said they wished to continue in academia in Cambridge, and 4 (2 men, 2 women) intended to move elsewhere.

GDPR compliance prevents us from reporting for all years on the gender or intersectional aspects of the pipeline within Cambridge. We shall from now on capture these data while applications remain live (**AP 17.4**).

4.2. Academic and research staff data

- (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

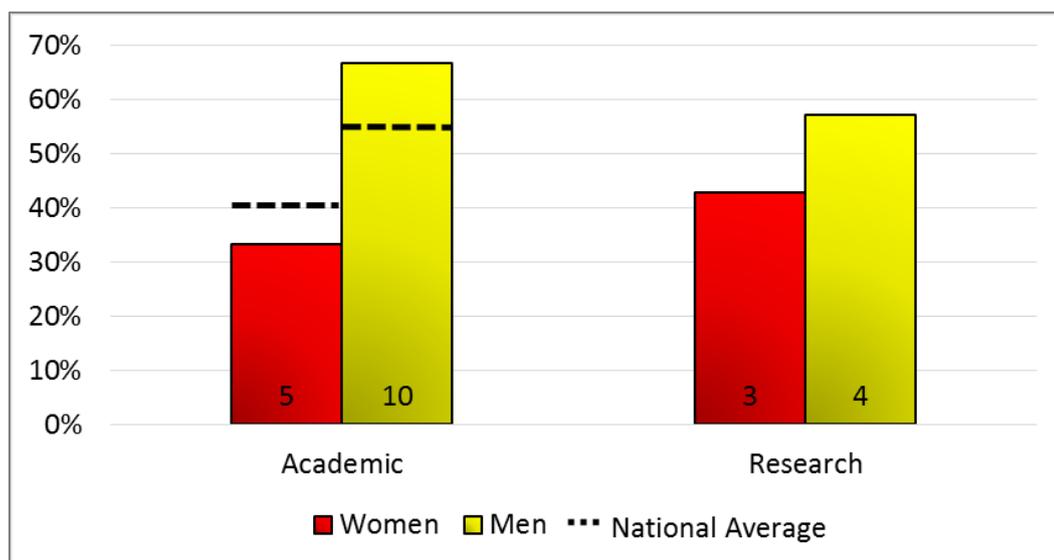


Figure 16: % and Number of Academic and Research Staff in the Music Faculty in 2017/18

HESA statistics for 2016/17 for Music, Dance, Drama and Performing Arts identify 43% staff as female, from a total field of 7855. Cambridge compares unfavourably in terms of permanent Faculty academics (**Figure 16**), and even more so when college-based teaching staff are included (**AP 14.3**).

Table 5 shows the gender distribution of staff teaching the undergraduate programme in the three years from 2015/16.

	2015/16	2016/17	2017/18
Women	10	5	6
Men	22	27	25

Table 5: Distribution of staff teaching the undergraduate programme 2015/16-17/18

These figures take account of absences due to sabbaticals, funded research, parental leave and secondments. The figures show women occupying between 45% and 18.5% of the teaching workforce. The variance is mostly attributable to the availability of female Early Career Researchers for teaching. These figures can yield stark realities for individual students: in the Faculty Survey one second-year undergraduate said that only one of her scheduled lectures so far had been given by a woman (**AP 14.4**).

Among permanent staff, the Cambridge Faculty is also oddly shaped, with 3 female Professors and 1 Lecturer (but only from 2017/18) (**Figure 17**). There have been no female Senior Lecturers since 2013 because of 100% success in promotions to

Reader in 2010 and 2012 (the two female University Lecturers listed for 2013 and 2015 in **Figure 17** were on fixed-term contracts). The current situation reflects a very small number of additional permanent posts and staff replacements (4 in total) over the period from 2013. Among these new permanent staff, 2 are male and 2 female. The next Faculty retirement is expected in 2021 (**AP 1.1-1.4**).

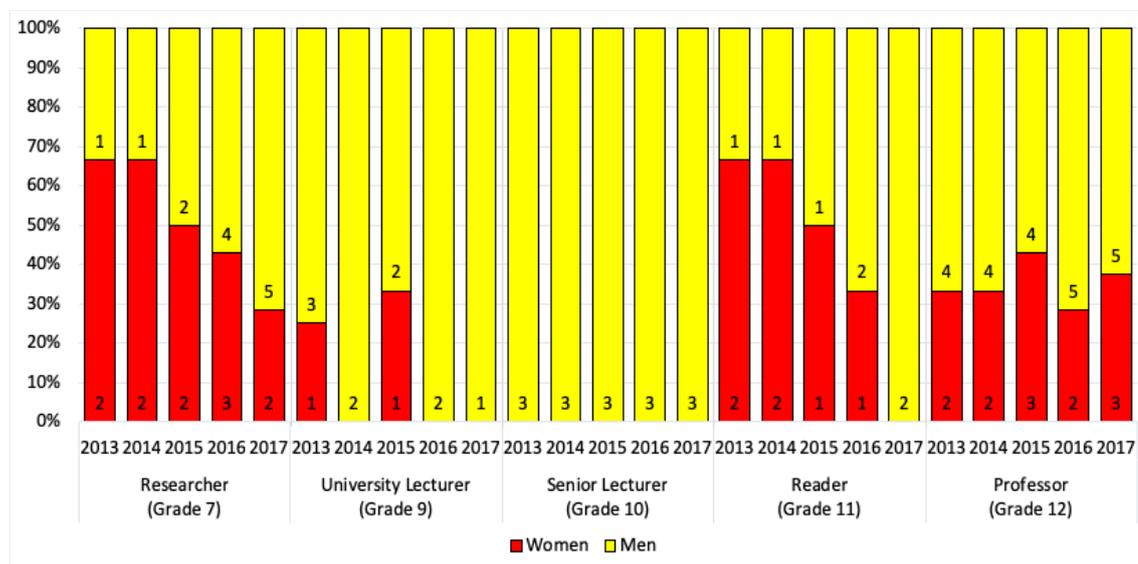


Figure 17: Academic and Research Staff by Grade

	2013		2017	
Researcher	2	67%	2	29%
University Lecturer	1	25%	0	0%
Senior Lecturer	0	0%	0	0%
Reader	2	67%	0	0%
Professor	1	20%	3	38%

Table 6: Changes in Proportion of Female Staff over the last 5 Years

There are consistently 2 or 3 female Researchers working within the Faculty at any time. However, the number of male Researchers has grown during the same period, taking the percentage of female Researchers down from 67% in 2013 and 2014 to 29% in 2017 (**Figure 17/ Table 6**).

The Faculty cannot directly influence the gender distribution of Early Career Fellows funded by the British Academy or the Leverhulme Trust; but where postdoctoral researchers are appointed to Faculty-run projects, it can ensure that all necessary equality and diversity measures are implemented (**AP 1.1, 1.4**).

New Action Points

1.1) Expand Equality and Diversity training requirements

1.2) Require face to face unconscious bias training for all colleagues on appointment committees

1.3) Ensure that job advertisements use gender-neutral language and include explicit mention of welcoming applications from women/minorities.

1.4) Formalise current practice of using extended networks to broaden and personalise searches

(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts.

Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

Figure 18 shows academic staff, split by part-time and full-time contract status and by gender. The figures here show no discernible gender pattern. There is a much more consistent picture for Researchers alone: in the five years from 2013 only 1 man as against 8 women has worked on a part-time basis.

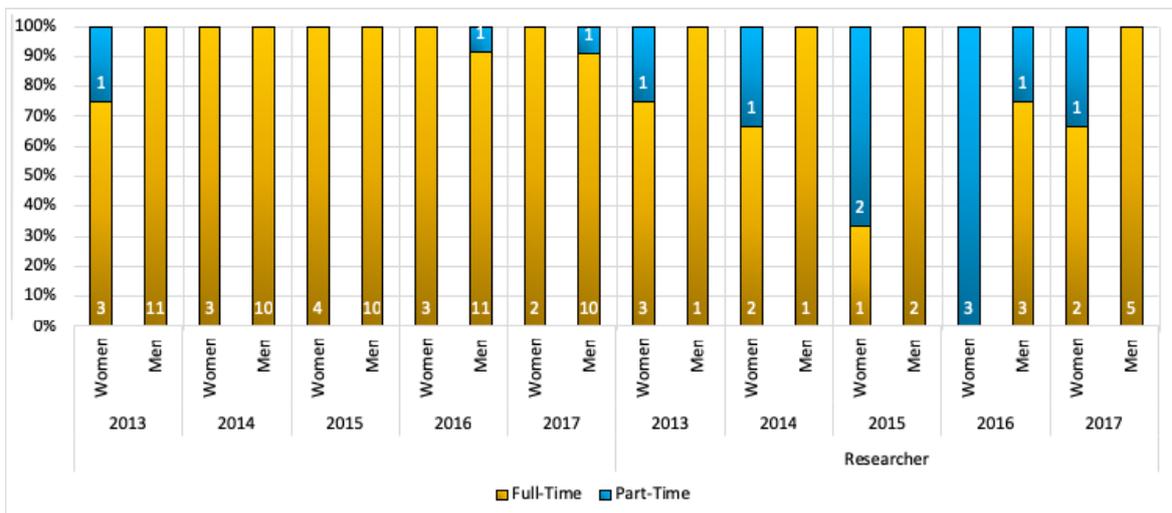


Figure 18: Academic staff split by Part Time and Full Time

In **Figure 19**, staff are presented by contract-type. Fixed-term academic staff are Faculty appointments to cover for colleagues on parental leave, on secondment, and on research grants with teaching buyouts. The Faculty does not offer free-standing fixed-term appointments or zero-hours contracts. Fixed-term contracts are gender-balanced on headcount. The University provides redeployment

assistance for all staff at risk of redundancy, including those coming to the end of fixed-term contracts.

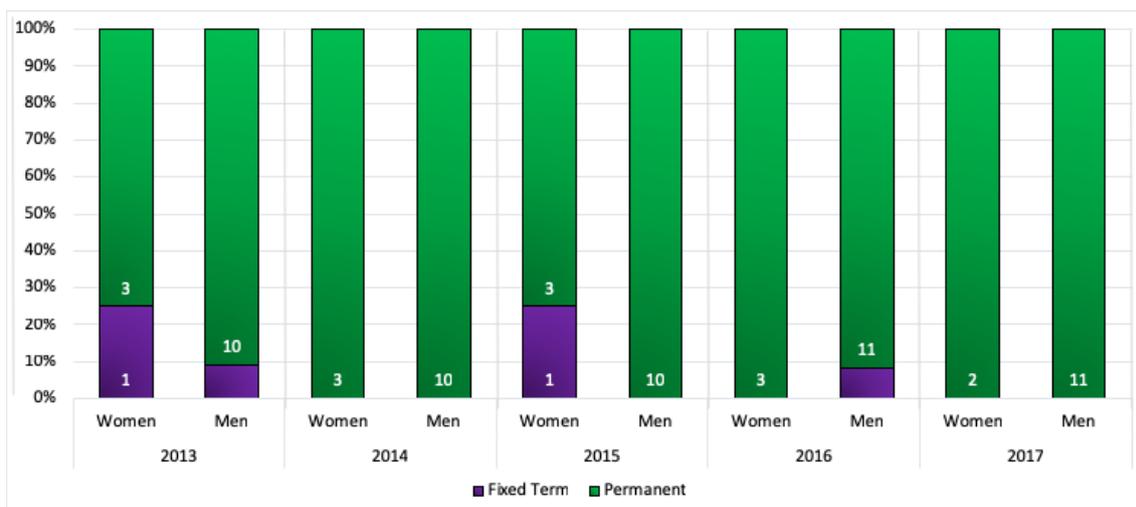


Figure 19: Staff by Contract Type 2012-2016

(iii) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

	Women	Men	Women	Men
2013	0%	9%		1
2014	33%	10%	1	1
2015	50%	0%	2	
2016	33%	17%	1	2
2017	50%	18%	1	2

Table 7: Turnover Rates of Academics 2013-2017

Table 7 shows the turnover rates of academic staff (both fixed-term and permanent) between 2012 and 2017. With one exception representing a move to a more research-intensive post, the figures here reflect retirements and the departure of fixed-term colleagues. Academic turnover within the Faculty is low and there are no appreciable gender differences in the data available (**AP 3.5**).

To help redress historical under-representation of women and BME staff, the University has a compulsory retirement age of 67 in accordance with the 2012 Employer Justified Retirement Age (EJRA) policy. Forthcoming retirements will fall in 2021, 2022 and 2024 (1 on each occasion) (**AP 1.1-1.4**).

Departing support staff are invited to attend an exit interview. For fixed-term academic staff we are instituting such interviews. Non-confidential recommendations for change will be discussed in Faculty committees and implemented as necessary (**AP 3.4**).

Table 8 relates to Researchers alone. These figures seem to show a higher turnover of female than male Researchers. The Faculty has not unearthed any evidence that there is a problem here, but increased monitoring is necessary **(AP 3.4)**.

	Women	Men	Women	Men
2013	75%	0%	3	
2014	67%	100%	2	1
2015	0%	0%		
2016	67%	25%	2	1
2017	67%	0%	2	

Table 8: Turnover Rates of Researchers 2013-2017

In the Faculty Survey, 5 Early Career Researchers wished to continue in academia: one in Cambridge specifically (male); the others (2 male, 2 female) in Cambridge or elsewhere. We know of no researchers who have left before the ends of their contracts for reasons other than a) to take up permanent jobs or b) to move to research groups appropriate to new directions in their research **(AP 3.5)**.

New Action Points

3.4) Ensure fixed-term staff are invited to an exit interview

3.5) Compile destination database for leavers

[2660 words]

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Since 2015 the Faculty has appointed 3 permanent academic staff, 1 Teaching Associate, 3 Temporary Lecturers, 8 postdoctoral researchers and 12 support staff. The Faculty ensures that there is female representation on all appointment committees. Overload on small numbers of permanent staff is mitigated by inviting female external panel members where appropriate.

Before serving on any appointment committee, Faculty colleagues are required to complete the university's Equality and Diversity online training module **(AP 1.1)**; as of 2018 they also complete a half-day recruitment briefing and module in Unconscious/Implicit Bias **(AP 1.2)**.

The University has recently updated its recruitment guidelines in order to increase the number of women in academic application fields. Following these guidelines, and to ensure a diverse field, the Faculty advertises via formal and informal channels (University vacancies site, the website jobs.ac.uk, online fora, professional networks). Advertisement texts have historically been gender-inclusive in binary terms; the most recent are gender-neutral in their English originals (translations are sometimes more challenging) **(AP 1.3)**. Each appointing committee is proactive through word of mouth in encouraging women and minorities to apply **(AP 1.4)**.

Implementing the University’s family-friendly policy also means that shortlisted candidates are allocated presentation and interview times that take account of individual needs such as caring responsibilities and/or travel difficulties. Interviews are conducted by Skype where necessary. The Faculty is aware of the disadvantages of video interviews but is heartened by the fact that two recent appointments (both women) have resulted from their use.

Figure 20 shows the gender breakdown for shortlisted applicants and the percentages by gender of a) job offers to total applications and b) job offers to shortlisted applicants between 2015 and 2017. In 2015 and 2016, under 10% of women applicants were shortlisted, as opposed to 15% of men; but in both years, 50% of shortlisted women gained a job offer. In 2017 women dominated in each category: 13% of female applicants, as compared with 8% of males, were shortlisted; 34% of shortlisted women received a job offer **(AP 1.2)**. We do not currently have figures for 2013 and 2014 **(AP 17.5)**.



Figure 20: Academic Recruitment Data 2015 – 2017

New Action Point

17.5) Monitor gender distribution of incoming and exiting Early Career Researchers and other academic staff (applicant pool, shortlists, offers, take-up)

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

All new academic staff receive individual Faculty inductions to complement University online and group provision. The latter are scheduled termly to accommodate staff arriving mid-year. University induction entails a briefing on duties, opportunities and policy/procedure including equality and dignity at work, family-friendly provision, and compulsory completion of the Equality and Diversity training module **(AP 2.1, 2.2)**.

Faculty induction has since 2017 involved a raft of meetings with key Faculty personnel (Faculty Chair, Director of Research, Library staff, Mentor) across two days, the timetable organized by the Faculty manager in consultation with the new staff member. There has been 100% uptake so far. It has been welcomed by colleagues, one of whom said in the Faculty Survey that such an induction would also benefit early-career researchers in colleges. As part of our community-building for such researchers across the university we plan to extend the new induction scheme **(AP 2.3)**. We shall then monitor approval ratings via surveys in 2020 and 2022 **(AP 17.2)**.

New Action Points

2.1) Publicise the University's HR induction toolkit to new staff on arrival

2.2) Create a stronger Music intranet with relevant links and information, including requirement for all new staff to do online Equality and Diversity training within 3 months

2.3) Extend current Faculty postdoc induction arrangements to include college-based Junior Research Fellows

A designated mentor (sometimes two—one for teaching and one for research) is available to help newly-appointed staff. This role begins not from their arrival date but from their appointment date. Mentors help new colleagues find a college affiliation, access training, prepare teaching, funding applications and publication submissions, and REF submissions (including open access compliance).

We intend to monitor the synergy between mentoring and induction as a way of ensuring better support for colleagues beyond their first year. Overhaul of the appraisal system (Section 5.2 (ii)) is an integral part of this process, as is a recommendation for termly mentor/mentee meetings on average **(AP 3.1-3.3, 4.1)**.

New Action Points

3.1) Ensure a list of mentors and mentees is available to all staff and Early Career Researchers on Moodle

3.2) Publicise Personal and Professional Development training by Staff Development Office and Office for Postdoctoral Affairs

3.3) Set up expectation of an average termly individual meeting with mentees

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

From 2011 to 2018 there were 5 promotions (of which 3 female) among the 14 permanent academic staff. There is no history of women being repeatedly unsuccessful in promotion applications.

The University's Senior Academic Promotions (SAP) exercise begins in October; but during the previous summer the Faculty Manager contacts all permanent academic staff, inviting them to discuss promotion possibilities with a Professor of their choice. They are also encouraged to talk with their designated mentor if they so wish. The School of Arts and Humanities runs a parallel mentoring system which we encourage colleagues to access.

The 1684 Professor takes an active role in advising and encouraging colleagues, undertaking close examination of CVs in relation to the published criteria, and clarifying queries about process and standards. There is no dedicated Promotions Committee within the Faculty. In the event of an application being unsuccessful, the 1684 Professor is the conduit for confidential feedback to the applicant.

University guidelines detail how the promotions panels assess CVs to acknowledge career breaks, caring responsibilities, parental and adoption leave, disability, injury or illness. Applicants are invited to declare such personal circumstances on a separate form, which is assessed prior to and separately from the overall application in order to ensure proper and independent attention to the contents. In committee, applications are scored objectively against other candidates; scores are then recalibrated in light of the personal circumstances form.

Faculty Survey responses revealed a need for greater transparency and better communication around promotion processes (**AP 5.1-5.5**). Of 24 respondents, 11 said they understood the procedures for promotion; a further 11 replied either 'somewhat' or 'no'. Of 21 respondents only 6 found the process transparent and fair, with 7 answering 'sometimes' or 'no', and a further 5 preferring not to specify.

There are no permanent Research staff in Music, so there is no analogue to the Senior Academic Promotion round. However, there is a Contribution Reward

Scheme (one-off payments, or salary increments) for postdoctoral researchers and support staff. Of staff applying to this scheme 100% were successful. Those applicants were 75% male, evenly spread between postdoctoral researchers and support staff. The scheme is not publicized widely enough: only 11 permanent staff and postdoctoral respondents were either vaguely or fully aware of its existence. Proportionately, support staff are more aware of it (AP 5.2).

New Action Points

5.1) Brief mentors about the availability of promotion and reward schemes at relevant levels. Include information at induction; ensure it is discussed at appraisal.

5.2) Increase Faculty publicity about the university's Senior Academic Promotions Fora and the university's CV mentoring scheme

5.3) Actively encourage promotion applications, especially among those who might be inclined to play too safe

5.4) Look to give stretching roles to help promotion cases

5.5) Encourage attendance at the annual School meeting on the academic promotions process

(iv) Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.



Figure 21: Comparison of Numbers Submitted to REF 2014 and RAE 2008.

In 2008 the Music Faculty submitted a headcount of 10 male and 5 female Category A staff, and 3 male and 1 female Category C staff (**Figure 21**). Among eligible permanent staff, all female staff were included. The 2014 figures again included all permanent female staff, alongside fixed-term research fellows: 14 male and 9 female Category A staff, and 1 male colleague in Category C. In terms of gender balance, there was a shift from 31% women in 2008 to 37.5% in 2014. Impact case studies were represented by 4 male and 1 female members of staff.

For REF 2021 the Faculty is required to submit all eligible staff. The Faculty’s impact case studies are likely to include 2 male colleagues and 1 female—an improvement on the 4 men and 1 woman in 2014.

5.2. Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

	Academic staff		Postdoctoral researchers		PhD students	
	Women	Men	Women	Men	Women	Men
2013/14	0	4	0	4	0	1
2014/15	1	1	0	0	0	0
2015/16	2	4	2	2	0	2
2016/17	0	2	0	0	0	1
2017/18	2	3	1	2	1	1

Table 9: Academic Staff, Postdoctoral Researchers and PhD Students who Undertook Additional Training 2013/14-2017/18

The University runs a Personal and Professional Development (PPD) team coordinating training (online and face-to-face) that includes Senior Leadership Development programmes, management training and a wide array of vocational courses. A separate Researcher Development Programme (RDP) serves PhD students and postdoctoral fellows. Faculty staff highlight these services at induction and via mentoring; they are an important way for new colleagues to enhance their general skills in line with the Research Concordat. The uptake figures in **Table 9** relate to PPD schemes only (not RDP), but are too low for comfort (**AP 6.1**).

The Faculty Survey asked a) whether colleagues and students alike felt supported and encouraged to attend training courses, and b) whether they had time to attend; and asked staff c) whether sufficient courses were available. Of 19 respondents to c), 2 said no, but only 8 gave a definite yes. By contrast, 61 respondents (58%) said they found it difficult to fit training into their schedule (half as many did not). Among staff responding to a), 4 of 30 respondents (2 male, 2 female) did not feel encouraged to attend training, while 19 (6 male and 12 female) said they did. Uptake of PPD training courses among support staff was

markedly better than among academics: 14 male and 36 female attendances were registered for Music support staff between 2013 and 2018.

All staff are strongly encouraged to complete the University's Equality and Diversity Online module, and those who have not yet completed the training are reminded monthly by email by the School of Arts and Humanities. The current uptake rate is 78%. We plan to strengthen this recommendation to achieve 100% uptake by 2019 **(AP 1.1)**.

New Action Point

6.1) Encourage staff training in leadership and other relevant aspects of academic life, including internal and external committees, and formulating large-scale grant proposals

(ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

For several years the Faculty has operated an opt-in system for academic appraisal, folded into the mentoring system. The result has been considerable drift. Of 15 academic and postdoctoral staff who responded to the Faculty Survey, 5 had arrived within 12 months and had not yet been appraised. Of the remaining 10 colleagues, one had been appraised in the last 12 months; 3 in the last 2 years; 1 over 2 years ago, and 3 never. Two preferred not to specify. Only 4 male academic colleagues and 1 female academic colleague had definitely been appraised in the last 3 years.

Putting in place an effective and regular appraisal system is urgent **(AP 4.1)**. The Faculty Survey asked whether colleagues had received guidance on being appraised. Of 27 respondents, 63% said they had not. Asked whether they would welcome training in appraisal (as either appraisee or appraiser), of 17 respondents, 9 said yes; 2 no; 6 unsure. The Faculty will advertise the University's online training package for Reviewers **(AP 4.2)**. The 1684 Professor and Chair of Faculty will review non-confidential outcomes of a new appraisal system and take them forward via the relevant Faculty channels **(AP 4.3)**.

New Action Points

4.1) Relaunch appraisal scheme for academic staff (biennial); institute annual appraisal for Faculty postdoctoral researchers

4.2) Publicise appraiser and appraisee training (university has online training packages). Ensure that all appraisers have done SRD training

4.3) Ensure, via post-appraisal checks, that follow-up mechanisms for training, grant application support, sabbatical applications etc, are in place

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

Mentoring is in place for new colleagues, but follow-through is not consistent at present (**AP 3.3**). Postgraduates and postdoc respondents to the Faculty Survey were especially hungry for career support. Free-text comments indicated that certain members of college teaching staff, and Faculty staff, were valued as mentors and role models, but that support was catalyzed only when colleagues asked for help or guidance (**AP 3.2, 3.3, 4.1, 6.1**). The Director of Research (currently the 1684 Professor) has opened the staff Work-in-Progress seminars to postdoctoral researchers and will solicit further ideas on inclusivity (**AP 16.2**). For 2018/19, postdoctoral researchers will represent 50% of the 6 speakers in this series (2 men; 1 woman). We shall also re-launch the Faculty mentoring scheme for postdocs (including those based in colleges) with a recommendation for termly meetings (**AP 3.1, 3.3**).

Action Point

16.2) Canvass colleagues about how the Work In Progress seminar might be made more inclusive

(iv) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

Music graduates enter varied walks of life; our graduates are as likely to be doing law conversion courses, administration or charity work as teaching, performing or composing music. We point them towards training opportunities and to the University Careers Service, which offers support including CV-writing, application-writing, interview technique and job-offer negotiation. We could do this more proactively (**AP 12.1, 12.2**). The Faculty offers opportunities for students to gain professional performance and composition experience via masterclasses, workshops and events involving visiting academics. Professional integration is central to our MMus degree; for MPhil and PhD students we offer an academic careers afternoon with workshops on publishing, reviewing, giving conference papers and preparing for the viva and for interviews. Students wishing to continue from master's study to a PhD are supported mainly by their current and prospective supervisor.

Supervisors are keenly aware that intending academics among their PhD students need publications in order to become postdoctoral researchers; they factor in the necessary time and advise students on publication strategy. Supervisors also expect to act as referees for their students and former students (**AP 12.3**). For those wishing to apply for postdoctoral positions we have established support

systems led by the Director of Research. Applicants for externally-funded fellowships (British Academy, Leverhulme) are assigned a mentor from within the Research Committee and guided through the process at all stages, from refining the proposal to choosing the best referees.

New Action Point

12.1) Encourage PhD students to take up career development opportunities within and outside the university, especially via the Office for Postdoctoral Affairs

12.2) Ensure that travel grant deadlines are publicised to postgraduate and undergraduate communities as relevant

12.3) Reinforce PhD supervisor awareness of the need for students intending to join the academic profession to network internationally, and to present/publish their work

(v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

Staff research grant applications are supported via the Research Committee (which acts as a Peer Review College), Faculty Manager (for local financial and HR help) and School of Arts and Humanities Research Facilitators (for the discussion of research needs and large-scale budgeting)—but only once an idea has been formulated, collaborators gathered and a funder identified. The Faculty Survey indicates there is room for support at an earlier stage in the process—something that more proactive mentoring and appraisal could address (**AP 3.3, 4.1**).

Among recent research grant successes since 2014, high-value collaborative awards for Principal Investigators have gone to men (2 ERC Starting Grants, 1 Templeton Foundation award, 1 Mellon Fund award), while smaller awards of less than £150k, or Co-Investigator portions (3 British Academy Small Grants, 2 Leverhulme Research Fellowships, 1 HERA Co-I grant) have gone mostly to women. The cost or collaborative nature of research is not an indicator of quality, but we are aware of the danger that research team leadership might be perceived among students and colleagues as associated with men only. Via the new appraisal and mentoring processes, we shall be encouraging women to apply for large-scale grants at every opportunity (**AP 6.1**).

5.3. Flexible working and managing career breaks

- (i) Cover and support for maternity and adoption leave: before and during leave

Academic and research Staff are invited to meet with the Faculty Manager and Chair to discuss the practicalities of their leave and to explore the support needed. The University's Maternity Policy, Flexible Working Policy and Working from Home policy are discussed. Both staff groups are supported in negotiation with funders to suspend/extend research projects, securing the best possible outcome for the individual. In addition, the Faculty discusses how to manage teaching commitments during the leave period, agreeing the most appropriate form of teaching cover (e.g. a Teaching Associate or a range of contracted staff). The Faculty also draws the attention of both staff groups to the University's Returning Carer's Scheme and the existence of the SPACE (Supporting Parents and Carers at Cambridge) staff network. All these policies merit enhanced publicity (**AP 15.5**).

Support staff meet with their line manager and the Faculty Manager to review workload until and beyond their leave date, to assess how work might best be reallocated (after handover) or put on hold to allow key tasks to be completed comfortably before the leave starts. They are provided with the same access to University policy and SPACE (*Supporting Parents and Carers @ Cambridge*) network information as academic and research colleagues. Staff bought in to cover would either be recruited as fixed-term maternity cover or provided through the University's Temporary Employment Service.

For all staff groups, we support the formal leave application process and draw attention to the financial information relating to it. We also provide full details of the contact options available (e.g. judicious use of 10 paid Keeping in Touch Days) and the range of family-friendly policies available to them on their return. Following University policy, we also undertake risk assessments and confirm eligibility for paid leave to attend appointments. The University offers enhanced maternity, adoption and parental leave pay (18 weeks at full pay; 21 weeks at Statutory Maternity Pay (SMP) and 13 weeks of unpaid leave).

New Action Point

15.5) Advertise family-friendly policies, including schemes for flexible working and carers' schemes, on Moodle

- (ii) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

As staff return, we encourage use of any accrued annual leave to allow for some part-time and flexible working over the first few months. For academic and research staff, we actively promote the University's Returning Carers Scheme (RCS), and we have been pleased to support one member of research staff (male)

with a successful application on return from shared parental leave in 2017. The RCS offers costs to help carers travel to conferences, engage crucial research support to rekindle project momentum, and to support teaching. Applications can be made prospectively or up to 5 years after returning to work.

The Faculty has a fridge for milk but does not currently have dedicated family-friendly space for breast-feeding or baby-changing, or general rest. These are facilities we shall request as and when plans for a new building are revived (**AP 15.4**).

New Action Point
15.4) Ensure that any new Faculty building has adequate and dedicated family-friendly spaces, and gender-inclusive facilities

(iii) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

2013	
Researcher	2
2014	
Assistant (Grade 4)	1
Grand Total	3

Table 10: Number of Women who have taken Maternity Leave 2013-present.

In the last 5 years, 3 women took maternity leave; 2 researchers in 2013 and 1 member of support staff in 2014 (**Table 10**). All returned after their leave.

(iv) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

	Parental leave		Paternity
	Women	Men	Men
2012	1		1
2014			1
2016			1
2017		4	2

Table 11: Number who have taken Paternity/parental Leave 2012-present.

In the last 5 years, 4 men took Paternity leave, with a further 2 men (both research staff) taking periods of shared parental leave in 2017 (**Table 11**). Recent applications for shared parental leave involved Faculty negotiation with funders to extend and enhance their provision in this area.

(v) Flexible working

Provide information on the flexible working arrangements available.

The Faculty employs a number of part-time support staff and has formal and informal flexible working arrangements in place for a small number of staff to facilitate caring responsibilities. The Faculty Manager also works to ensure flexibility for all staff to deal with unexpected issues, offering flexible start/end times and granting last-minute leave wherever possible, supporting other colleagues to cover resulting additional workload.

Academic working hours are extremely flexible. Academics who teach are invited to specify preferred slots within the timetable. All have the opportunity to work from home or at other locations as appropriate. The Faculty has also recently negotiated with an incoming member of research staff (female) to join the Faculty on a part-time basis to accommodate caring responsibilities, confirming that she would be in a position to increase her hours further into her employment as she wished.

(vi) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work

Returning staff can apply for flexible working, or for the Graduated Return Scheme, which allows them to return to work for a minimum 20% of full-time, increasing their hours to full-time within 12 months. As yet the Faculty has no experience of implementing this scheme **(AP 15.5)**.

5.4. Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

Culture matters, especially in an environment where structural imbalances such as Music's personnel profile cannot be changed quickly. For this reason, the Faculty Survey contained several questions on perceptions of equality and inclusivity, and on matters of culture within and beyond the Faculty's teaching and research remit.

The results of the Faculty Survey, especially from a significant minority of female undergraduate students, suggested a need for change in the culture of the Faculty and in modes of delivery of the undergraduate programme. Asked whether they had felt uncomfortable in the Faculty because of their gender, 18% (19 respondents) said yes **(AP 13.1-13.3)**. None of those respondents identified as male; all but three were undergraduates. One further respondent volunteered

feeling uncomfortable in the Faculty on grounds of his sexuality (**AP 13.2**). Questions on lecture and seminar culture elicited 6 free-text responses suggesting that women did not feel they could speak up in lectures, and that male students were not always prevented from dominating discussions within small-group teaching (**AP 10.1, 10-2**).

New Action Points

13.2) Organise a periodic general staff meeting to discuss ethical practice

13.3) Introduce an induction session on ethical practice (UG, PG and staff)

In response to a question about whether male and female students were equally likely to succeed, 5 respondents simply pointed to the complete absence of female Firsts as against 8 male Firsts in year 1 in 2016. There was considerable overlap between the 19 respondents who said they felt uncomfortable in the Faculty on account of their gender, and those responding negatively to questions on diversity and available role models (**AP 11.2**).

The Faculty Survey included questions about harassment in relation to protected characteristics. There were over 50 indications of discrimination or harassment witnessed, these covering all the protected characteristics. There were also 26 instances of respondents having experienced discrimination or harassment on grounds of gender, race, religion or disability (**AP 13.5**). These indications came from students and postdoctoral researchers, and mostly from women witnessing or experiencing gender-related problems. One student praised a member of permanent academic staff who stood up against discrimination voiced in a public forum; others alighted on a particular incident in a second-year lecture where disparaging remarks about female musicians led to a concerted student complaint.

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

The Faculty Manager is responsible for ensuring the proper application of all aspects of HR policy and procedure. In a small Faculty it is possible for one person to support and oversee everyone, thereby ensuring consistency of approach. The Faculty promotes the University's Breaking the Silence initiatives. In respect of dignity at work, the Faculty does not currently have an incident register (**AP 13.5**). We recognise the need to be more proactive, to encourage colleagues to report incidents of discrimination, bullying or harassment either within the Faculty or via the University's anonymous reporting system. We shall encourage colleagues to attend its Where do you Draw the Line? Training (**AP 13.6**).

New Action Points

13.5) Set up a harassment /bullying incident register

13.6) Encourage staff and student attendance at 'Where do you draw the line?' training

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

In such a small Faculty, colleagues generally serve on several committees. The most influential are Faculty Board (the governing committee), Standing Committee (for operational decisions and finance), Research Committee, and Undergraduate Teaching Committee. Committee members are invited by the Chair of Faculty (HoD) in consultation with the Faculty Manager and taking into consideration the Faculty Workload Model. We try to ensure that no one has too much chairing responsibility, but it is common for a single colleague on normal teaching duty to serve on between two and five committees, with numbers rising in relation to seniority (**AP 7.2**). The Early Career Research representative and the Outreach and Impact Coordinator (currently both women) have especially heavy loads. The burden is factored into the workload of the Outreach and Impact Coordinator as a way of ensuring that academic colleagues engage with her work; for the Early Career Researchers we shall suggest having 2 Representatives (**AP 7.3**).

Figures 22 and 23 below give information for 2018/19, with student representatives information based on 2017/18.

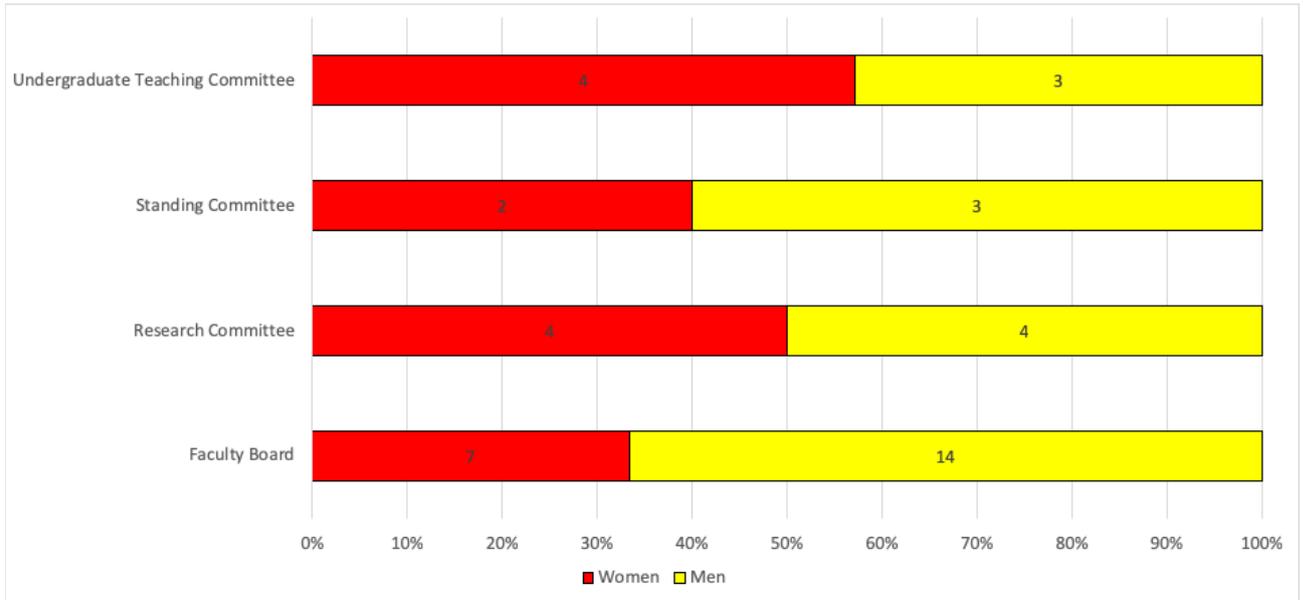


Figure 22: % and Number on main Internal Committees by Gender



Figure 23: % and Number on main Internal Committees by Role and Gender

Roles rotate each year in line with sabbatical and other leave. There are no spare personnel for shadowing or deputies. Women suffer from committee overload, especially when their female peers are on leave. Among academic staff, **Figure 23** shows women in parity with or outnumbering men on 12 out of 17 committees, despite their minority presence within the Faculty as a whole. Within the academic workload model, the challenge for the Faculty will be to balance the visibility of women on decision-making bodies, in positions of responsibility and on important *ad hoc* project committees (such as Athena SWAN) against the need for them to be visible to students as key members of the teaching staff (**AP 7.1**).

New Action Points

7.1) Include the following as part of the workload model revision: committee work, appointments committees, *ad hoc* project committees, outreach

7.2) Bear overload questions in mind when putting together committees each year.

7.3) Share ECR representative role between 2 colleagues

Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

There are two categories here: committees (or other responsible roles) within the university; and committees outside the university.

Committee/Role	Staff Type	Grade	Gender
University Director of Digital Humanities	Academic	Professorial	Male
Deputy Head of School of Arts and Humanities 2017/18	Academic	Professorial	Female
Academic Lead, Panel D REF 2021	Academic	Professorial	Male
School of Arts and Humanities Research Committee	Academic	Professorial	Female
School of Arts and Humanities Research Strategy Forum	Academic	Senior Lecturer	Male
School of Arts and Humanities Senior Academic Promotions Committee	Academic	Professorial	Female
Social Sciences Research Methods Centre (SSRMC)	Academic	Professorial	Male

Table 12: Members of University of Cambridge Committees

At present, School and University external committee work (**Table 12**) tends to be done by colleagues at professorial level. They are invited via a combination of requests and open calls for interest in specialist roles. Impressive service on one committee can lead to an invitation to take on a higher-profile role. Enhanced

mentoring and appraisal within the Faculty will help other colleagues follow this path should they wish to do so (**AP 4.1, 3.1, 3.2, 6.1**).

The second category of external committee relates to academic service beyond the university, which is usually research-led. **Table 13** relates to current activity.

Committee/Role	Staff Category	Grade	Gender
British Academy Committees	Academic x 2	Professorial	Women x 2
Learned Society committees	Academic Research	All levels including ECR	Women & Men (numerous)
Journal editorships	Academic	Reader Senior Lecturer	Man Man
Journal editorial boards	Academic	All levels	Women & Men (numerous)
Series Editorships	Academic	Lecturer Professorial	Man Woman

Table 13: Members of External Committees.

Mentors encourage colleagues to seek out opportunities on external subject-based committees; sometimes invitations come direct from the organisations themselves. For Early Career researchers, the Faculty recognizes that networking to establish visibility and credibility within the field is an essential skill, and that opportunities to take academic responsibility are vital (**AP 12.1, 12.3**). These considerations underpin our offer to run the Royal Musical Association Research Students' Conference in 2021, with joint ECR (M) and Professorial (F) leads, and a committee including other ECRs.

(iv) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The current workload model includes UG and PG teaching, and administration. It does not include student pastoral work (most of which is done, by Faculty staff, as part of their college-based roles) and has not historically included outreach or committee service. The Chair of Faculty implements the workload model in convening the teaching for each year and in working with the Faculty Manager to allocate administrative roles. All are subject to discussion and negotiation with the individual member of staff. We recognize the importance of stability and experience in certain roles such as Director of Undergraduate Studies or Director of Graduate Education; but in principle, responsibilities rotate. The workload model has not been updated for many years and is now being rethought, especially in relation to PhD loads, impact and outreach, committee and project work, and variable class sizes for optional courses (**AP 7.1, 7.2**). The model is closely linked to promotion criteria, which at Cambridge set considerable value on teaching and

administrative service alongside research excellence (AP 5.2, 5.4, 5.5). Very heavy administrative duties bring sabbatical entitlements that help to offset periods of intense administrative burden.

(v) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

The Faculty Survey asked whether meetings and seminars should take place between core hours (defined here as 9.30 – 3.30). From 118 responses, 84 agreed, (71%), 27 were neutral and 7 disagreed. Faculty Board has since begun to discuss scheduling of meetings and, in particular, the Graduate Colloquium (Wednesdays, 5 – 6pm) (AP 15.2).

Staff with caring responsibilities expressed frustration at having to leave the Colloquium before being able to connect with the speaker. However, graduate students wished to retain the link with the post-seminar dinner (at which they host the speaker). We decided to start with a 4.30pm tea, to allow everyone access to the speaker (AP 15.1). Undergraduate teaching timetables (usually mornings) are organized to fit with caring responsibilities, in that academics opt for particular sets of times and days, which are then allocated according to the sum of needs expressed. For that system to work, postgraduate teaching has to be less flexible. Regular staff meetings for the entire academic year are planned in June; ad hoc meetings are by definition more flexible, but maximum notice is given.

Social occasions include a weekly coffee break on Tuesdays in term-time; an induction welcome buffet for students (early evening), and a family summer party (early afternoon). There is also a Christmas dinner which includes library staff, porters, support staff and academics. Respondents to the Faculty Survey valued these events, which 62% (74) of 118 respondents found inclusive in character. However, 18% (21 respondents) disagreed, and did not say why. We shall follow up in future Faculty Surveys (AP 17.2).

New Action Points

15.1) Trial new format for Graduate Colloquium

15.2) Launch a general consultation about acceptable and best times for seminars and committees

15.3) Take core hours as a starting-point when discussing ad hoc meetings, lectures etc

(vi) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

The Faculty Survey addressed questions of gender balance among visiting speakers, female visibility, and leadership. Out of 118 respondents, 41% (49) criticised the gender balance of research seminar speakers and named lecturers (**AP 14.6**). The Faculty's biennial distinguished lecture series (Wort Lecturer) since 2003 has included 5 men and 2 women, and records of the biennial Orr Lecture show at least 8 men and no women between 1989 and 2015. Discussion of inclusivity in recent years has yielded one invitation to a scholar of colour (Wort 2017/18) and two to women (Orr 2016; Wort 2019). However, in the last three years the weekly Graduate Colloquium has achieved a nearly equal gender balance, presenting speakers as in **Table 14**:

	Women	Men
2015/6	10	10
2016/7	10	11
2017/8	11	12

Table 14: Graduate Colloquium Invited Speakers, 2015/16-2017/18

In response to the question of who leads the Music Faculty, 82 people (70% of respondents) said 'mostly by men', 3 respondents 'mostly by women' and 33 respondents 'equally by men and women'. We shall monitor whether this perception changes over the next few years as a result of implementing new publicity strategies (**AP 16.3, 17.2**).

A cluster of student comments related to the unfortunate effects, for female students, of gender imbalance among their lecturers. One such effect was a lack of role models (12 free-text comments, from 10 female and 2 male UG and PG students). These comments were complemented by a smaller strand, also coming from students, that linked the lack of BME representation in the curriculum to the Faculty's lack of BME staff (4 undergraduates: 2 male, 2 female) (**AP 1.4, 14.3**). The ten respondents who commented positively on role models in the Faculty tended to be those who prioritized aspects other than gender (6 female and 4 male UG and PG students). There are different ideas here as to what constitutes a role model, but the broader message is clear (**AP 14.3, 14.4**).

(vii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally

recognised? Comment on the participant uptake of these activities by gender.

The Faculty has an 0.4 FTE Outreach and Impact officer who organises masterclasses, taster days, open days and a Sutton Trust summer school. Outreach relies on volunteers. From 2015/2016 to 2017/2018, 75 academic session leaders did lectures, presentations and workshops. Gender distribution across the three years is unbalanced: 24 women and 51 men, in fairly consistent proportions across the 3 years for which we have figures (**Table 15**). We ask Faculty permanent staff to commit one hour per academic year to outreach events of this kind, but 100% commitment at this level would yield only 14 staff hours—less than 20% of the outreach hours we provide. Hence the participation of postdocs, PhD students and college staff. Among Faculty permanent staff, in each of the years cited below, Professors contributed more hours than Readers, Senior Lecturers or Lecturers. The core commitment has not been part of the workload model but will be factored in as of 2019/20 (**AP 7.1**).

	2015/16	2016/17	2017/18
Faculty staff	5M; 0F	7M; 1F	5M; 1F
College-based staff	5M; 3F	4M; 2F	2M; 1F
Postdocs and research assistants	0M; 1F	0M; 2F	2M; 1F
PhD students	1M; 2F	1M; 0F	1M; 2F
Support staff	0M; 1F	0M; 1F	0M; 0F
Others (mostly externals and visiting staff)	7M; 1F	7M; 3F	4M; 2F
Totals/percentages	18M; 8F 69%M 31%F	19M; 9F 68%M 32%F	14M; 7F 67%M 33%F

Table 15: Staff Contribution to Outreach, 2015/16 - 2017/18

Attendance at Taster Days, Sutton Trust Summer Schools and Music+ days (all for maintained-sector pupils only) reversed the gender balances of the staff presenting to them. The figures in **Table 16** are broadly consistent with what we know anecdotally of the national applicant field, with the difference that here, too, female attendance is shrinking. The ‘at least’ figures for maintained school attendance reflects the fact that in addition to events for maintained school pupils only, we also organised masterclasses for students from all educational backgrounds. We lack granularity on types of school (single-sex etc) for all these events and will enhance our monitoring (**AP 17.7**).

Year	Male Total	Female Total	State School Male	State School Female
2015/2016	18 = 28%	48 = 72%	18 = 100%	48 = 100%
2016/2017	81 = 35%	149 = 65%	At least 61 – 75%	At least 111 = 74%
2017/2018	81 = 39%	127 = 61%	At least 74 = 91%	At least 96 = 76%

Table 16: Pupil Attendance at Outreach Events, by Gender, 2015/16 – 2017/18

New Action Point

17.7) Monitor outreach activity attendance by type of school against gender

[5453 words]

[10043 words total]

6. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

7. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

Action Plan

STAFF RECRUITMENT AND ACADEMIC PIPELINE						
Action point no.	Objective	Rationale (Problem/data analysis)	Actions Planned	Person Responsible	Measures of Success	Milestones Timeframe
1	Improve recruitment process to attract more women and minorities to apply at all levels of the academic staff base	Permanent university academic staff have always been male-dominated and next retirement will be 2021	<p>1.1) Expand Equality and Diversity training. Recommend refresher training every 3 years to Faculty Board</p> <p>1.2) Require face to face unconscious bias training for all colleagues on appointment committees, with particular attention to composition of shortlists</p> <p>1.3) Ensure that job advertisements use gender-neutral</p>	<p>1.1) Chair of Faculty, via Faculty Board</p> <p>1.2) Chair of Faculty</p> <p>1.3) Faculty Manager</p>	<p>100% Equality and Diversity online training completed in 2019 and again in 2022. 100% Unconscious Bias training attendance for Appointment Committee members. Greater parity of female to male applicants; more minority applicants</p>	<p>1.1) Action completed by October 2019 and ongoing thereafter, with annual reminders re. refresher training</p> <p>1.2) Action completed by October 2019 and ongoing thereafter</p> <p>1.3) Advertisement boilerplate revised and launched January 2019</p>

			<p>language and include explicit mention of welcoming applications from women/minorities</p> <p>1.4) Formalise current practice of using extended networks to broaden and personalise searches</p>	1.4) Chairs of Search Committees; all search committee colleagues		1.4) Guidance for Chairs of Search Committees in place by December 2018
2	Create systematic induction for all new staff; link to all support services	Most but not all staff surveyed had received an induction; respondents saw room for improvement	<p>2.1) Publicise the University's HR induction toolkit to new staff on arrival</p> <p>2.2) Create a stronger Music intranet with relevant links and information, including requirement for all new staff to do online Equality and Diversity training within 3 months</p> <p>2.3) Extend current Faculty postdoc induction arrangements to</p>	<p>2.1) Faculty Manager</p> <p>2.2) Faculty Manager</p> <p>2.3) Faculty Manager; Director of Research</p>	100% induction achieved; Faculty surveys show improvement (target of 75% satisfaction by 2022 survey)	<p>2.1) Action completed by September 2018 and ongoing</p> <p>2.2) Action completed by October 2019</p> <p>2.3) New induction system in place by autumn 2019</p>

			include college-based Junior Research Fellows			
3	Provide a stable and visible mentoring scheme for academic staff at all levels	Survey gave a clear steer here, especially among postdocs. More training required	<p>3.1) Ensure a list of mentors and mentees is available to all staff and Early Career Researchers on Moodle. The documentation should show that postdoc mentors should never be that postdoc's PI</p> <p>3.2) Publicise Personal and Professional Development training by Staff Development Office and Office for Postdoctoral Affairs</p> <p>3.3) Set up expectation of an average termly individual meeting with mentees</p> <p>3.4) Ensure fixed-term staff are invited to an exit interview as per HR policy, with non-confidential</p>	<p>3.1) Director of Research</p> <p>3.2) Chair of Faculty; Director of Research; mentors and appraisers</p> <p>3.3) Chair of Faculty; Director of Research; mentors</p> <p>3.4) Faculty Manager</p>	<p>Survey responses in 2020 and 2022 will show improvement in visibility, take-up and effectiveness of mentoring. Aim for 75% satisfaction by 2022 survey</p>	<p>3.1) Moodle site to be launched January 2019</p> <p>3.2) Recommend to staff as of September 2018; review after 3 months; then include as part of biennial survey</p> <p>3.3) Start new system in October 2019</p> <p>3.4) Immediate effect</p>

			<p>recommendations discussed and actioned as necessary</p> <p>3.5) Compile destination database for leavers</p>	3.5) Faculty Manager		3.5) Immediate effect
4	Provide regular academic staff appraisal (SRD)	Survey revealed that very few academic staff appraisals are being carried out; there is also a wish for training in being appraised	<p>4.1) Relaunch appraisal scheme for academic staff (biennial); institute annual appraisal for Faculty postdoctoral researchers</p> <p>4.2) Publicise appraiser and appraisee training (university has online training packages). Ensure that all appraisers have done SRD training</p> <p>4.3) Ensure, via post-appraisal checks, that follow-up mechanisms for training, grant application support, sabbatical</p>	<p>4.1) Chair of Faculty and 1684 Professor</p> <p>4.2) Faculty Manager</p> <p>4.3) 1684 Professor; Chair of Faculty</p>	Appraisal figures increase. Target of 75% for permanent academic staff appraised by 2020 survey; target of 100% postdoctoral researchers appraised annually by 2020 and thereafter. Target of 100% of Professors as trained appraisers by 2020	<p>4.1) New appraisal form to be designed and presented to Faculty Board March 2019; checklist of subjects for discussion to be placed on Moodle March 2019; appraisal system to be launched summer 2019;</p> <p>4.2) Publicity to start January 2019; training to be completed by summer 2019; thereafter, annual calls for new appraisers</p> <p>4.3) System ready on launch of new appraisal programme in summer 2019</p>

			applications, promotion etc, are in place			
5	Improve knowledge of promotion and other reward schemes; increase applications for them	Survey revealed general lack of awareness about the various schemes and the criteria by which they worked	<p>5.1) Brief mentors about the availability of promotion and reward schemes at relevant levels. Include information at induction; ensure it is discussed at appraisal</p> <p>5.2) Increase Faculty publicity about the university's Senior Academic Promotions Fora and the university's CV mentoring scheme</p> <p>5.3) Actively encourage promotion applications, especially among those who might be inclined to play too safe</p> <p>5.4) Look to give stretching roles to help promotion cases</p>	<p>5.1) Faculty Manager, appraisers, mentors, and PIs managing postdoctoral researchers</p> <p>5.2) 1684 Professor</p> <p>5.3) 1684 Professor, mentors and appraisers</p> <p>5.4) Chair of Faculty</p>	<p>More, and successful, promotion applications when the opportunity arises; 2020 Faculty survey shows 80% awareness of promotion and reward schemes, and increased confidence in its fairness</p>	<p>5.1) Briefing completed annually by January, starting 2019 in time for new appraisal round and autumn 2019 promotions round</p> <p>5.2) By summer 2019 in time for the autumn 2019 promotions round</p> <p>5.3) From January 2019; and especially summer 2019 after the appraisals round</p> <p>5.4) Annually from 2019 when organising Faculty administration</p>

			5.5) Encourage attendance at the annual School meeting on the academic promotions process	5.5) 1684 Professor; Faculty Manager		5.5) From 2019 promotions round
6	Improve knowledge about and support for staff career development opportunities and large-scale research grants	Faculty Survey suggested staff wanted a more proactive approach	6.1) Encourage staff training in leadership and other relevant aspects of academic life, including internal and external committees, and formulating large-scale grant proposals 6.2) Publicise Faculty travel grants and other awards in time for each deadline	6.1) Director of Research, Chair of Faculty, Mentors 6.2) Faculty Manager	Increase in uptake of internal programmes (e.g. Senior Leadership Programme; Springboard programme for women). Increase in female applicants for large-scale research grants (at least one by 2022 survey). Greater satisfaction with proactive rather than reactive support (target 75% by 2020 survey)	6.1) Annual reminders from January 2019; also integrated into appraisal system by summer 2019; 6.2) Immediate effect
7	Manage work overload for under-represented categories of staff	Uneven distribution of labour among Faculty (and university) committees, partly	7.1) Include the following as part of the workload model revision: committee work, appointments	7.1) Chair of Faculty		7.1) Introduce in 2019/20 academic year as a result of autumn 2018 revisions

	(outreach/committees)	because connected to specific academic and administrative roles	committees, <i>ad hoc</i> project committees, outreach 7.2) Bear overload questions in mind when putting together committees each year 7.3) Share ECR representative role between 2 colleagues	7.2) Faculty Manager and Chair of Faculty 7.3) Faculty Manager		7.2) Introduce in 2019/20 academic year 7.3) Introduce in 2019/20 academic year
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STUDENTS: CURRICULUM AND SUPPORT						
Action point no.	Objective	Rationale (Problem/data analysis)	Actions Planned	Person Responsible	Measures of Success	Milestones Timeframe
8	Improve gender balance among the student body.	Undergraduate recruitment pipeline shows losses between application and offer, despite women consistently gaining more of the top A-level grades in Music. There are further losses	8.1) Investigate why the female progression rates from applications to admissions are poor. 8.2) Raise awareness of UG gender	8.1) Outreach coordinator in conjunction with Director of Undergraduate Studies 8.2) UG: Chair of Faculty in conjunction with Chair of the Directors of	Cohorts at all levels will be closer to 50:50.	8.1) Investigation to take place during academic year 2018/19 8.2) To be initiated alongside 8.1, during the academic year 2018/19

		between offer and take-up. At all levels, applications from women are lower than from men.	disparity among Directors of Studies; raise awareness of PGT gender disparity with admissions tutors for MMus and MPhil. 8.3) Recommend Equality and Diversity training and Unconscious Bias training to all staff involved in admissions 8.4) Cross-reference student gender balance against student attainment, cohort by cohort (UG and PGT) 8.5) Encourage more MPhil students, especially women, to apply for a PhD	Studies meeting. PG: Director of the MMus, Director of Graduate Education 8.3) Director of Undergraduate Studies 8.4) Chairs of Examinations/Director of Undergraduate Studies; Director of Graduate Education 8.5) Director of Graduate Education; MPhil supervisors		8.3) Summer 2019, before the 2019 admissions cycle starts 8.4) Start with the examinations period 2019; continue annually 8.5) Implement by 2019 application cohort
9	Improve the diversity of the undergraduate curriculum	Faculty Survey revealed view that the traditional aspects of the curriculum are a gender (and intersectional) issue insofar as traditional skills tend to be	9.1) Feed 2018 Faculty survey comments about possible indirect discrimination among teaching staff into undergraduate degree Revision process	9.1) Chair of Faculty; 1684 Professor	Student satisfaction about curriculum diversity improves. Target of zero complaints about curriculum diversity in Faculty Survey and in NSS free-text comments in 2020 and	9.1) New undergraduate structure is agreed by Faculty Board November 2019 with aim of 2021 implementation

		<p>taught intensively in elite public schools and choral establishments. Female and male students noted the absence of female (and BME) musicians represented within their curriculum</p>	<p>9.2) Update records of student attainment by gender, especially as linked to modes of assessment and assessment of traditional skills</p> <p>9.3) Ask lecturers to ensure diverse representation within their courses, and to review course outlines/syllabuses with Athena SWAN principles in mind</p> <p>9.4) Introduce a normal practice of including full first names in bibliographies (to make female writers visible) and encourage course leaders to include female and minority writers and composers where possible. Monitor results</p>	<p>9.2) Director of UG Studies</p> <p>9.3) Chair of Faculty; Director of UG Studies.</p> <p>9.4) Director of UG Studies; Faculty Administrator</p>	<p>beyond. Students recognise Faculty commitment to diversity both in dedicated courses (e.g. Decolonising the Ear) and within traditional ones (e.g. historical, technical and practical courses)</p>	<p>9.2) Academic year 2018/19 and annually thereafter</p> <p>9.3) In place and ongoing</p> <p>9.4) Student Handbook revision published for 2018/19 academic year; monitoring of syllabuses on Moodle by Faculty Administrator</p>
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10	Ensure that lectures and supervisions are equally positive learning environments for students irrespective of their gender	Faculty Survey showed considerable anxiety about small-group teaching (supervisions) as intimidating, with female voices cut short or not encouraged	<p>10.1) Recommend Unconscious Bias training to Faculty staff, supervisors, and college-based Directors of Studies</p> <p>10.2) Raise the issue of intimidating environments at Directors of Studies meetings</p> <p>10.3) Organise a periodic general staff meeting dedicated to sharing best practice</p> <p>10.4) Ask teaching staff to maximise gender balance of supervision groups</p>	<p>10.1) Chair of Faculty</p> <p>10.2) Chair of Faculty in conjunction with Chair of Directors of Studies meeting</p> <p>10.3) E&D Committee Chair; Chair of Faculty</p> <p>10.4) Director of Undergraduate Studies</p>	Student comments about feeling intimidated reduce to zero by 2020 Faculty Survey. All genders are perceived as having an equal voice	<p>10.1) January 2019</p> <p>10.2) For initial discussion at Spring 2019 meeting</p> <p>10.3) To be organised early in 2019 and repeated as necessary. Faculty Board to discuss and recommend further actions if necessary</p> <p>10.4) Implementation in autumn 2019</p>
11	Ensure that the content and marking practices of Music's taught programmes are fair for all	Faculty Survey revealed perceptions esp. from female undergraduates that	11.1) Feed data on achievement by gender into undergraduate curriculum revision	11.1) 1684 Professor	Disparities of achievement by gender become statistically insignificant. By Faculty Survey 2022, students	11.1) New undergraduate structure is agreed by Faculty Board November 2019

	genders, and perceived as such	years 1 and 2 of the current UG programme favour men because its core components refine choir-school skills, and most such schools are for boys only	11.2) Revisit marking criteria to assess whether they contain implicit bias; and ensure that resulting texts are understood across the student body, especially with regard to the requirements for first-class work	11.2) Director of Undergraduate Studies	cease to express concern at structural inequities within the curriculum	with aim of 2021 implementation 11.2) For completion by Spring 2019
12	Improve student knowledge about career development opportunities, travel and research grants	Faculty Survey suggested students (esp. female PhD students) wanted a more proactive approach.	12.1) Encourage PhD students to take up career development opportunities within and outside the university, especially via the Office for Postdoctoral Affairs 12.2) Ensure that travel grant deadlines are publicised to postgraduate and undergraduate communities as relevant	12.1) PhD supervisors; Director of Graduate Education to send reminders 12.2) Faculty Manager	Student survey respondents in 2020 and 2022 (esp. female PhD students) show increased satisfaction about levels of support. More students will attend conferences and present/publish their work	12.1) Immediate effect for 2018/19 academic year 12.2) Immediate effect for 2018/19 academic year

			12.3) Reinforce PhD supervisor awareness of the need for students intending to join the academic profession to network internationally, and to present/publish their work	12.3) Director of Research; Director of Graduate Education		12.3) Immediate effect for 2018/19 academic year
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CULTURAL RENEWAL

Action point no.	Objective	Rationale (Problem/data analysis)	Actions Planned	Person Responsible	Measures of Success	Timeframe/Milestones
13	Eradicate discrimination and harassment from the Faculty	Faculty Survey showed significant numbers of students and Early Career Researchers reporting witnessing (and some experiencing) discrimination or harassment (mainly on gender grounds, but also in relation to other protected characteristics). Students registered dissatisfaction with reasonable adjustments for disability in accordance with the 2010 Act	<p>13.1) Create an Equality and Diversity officer in the Faculty – preferably not someone in a teaching role – as contact point for students and staff</p> <p>13.2) Organise a periodic general staff meeting to discuss ethical practice</p> <p>13.3) Introduce an induction session on ethical practice (UG, PG and staff inductions)</p> <p>13.4) Review existing policies on registering special learning needs of students; speed up their implementation so that Faculty</p>	<p>13.1) Chair of Faculty via Faculty Board</p> <p>13.2) E & D Committee Chair; Chair of Faculty</p> <p>13.3) Faculty Manager</p> <p>13.4) Chair of Faculty via Faculty Board</p>	<p>Faculty surveys show no signs of discrimination and harassment in the Faculty by 2022. 100% of new staff and postgraduate students attend induction session on ethical practice by 2020. Faculty improves turnaround time for reasonable adjustments such that complaints reduce to zero in Faculty Survey of 2022. 100% of Faculty will have refreshed their Equality and Diversity training by 2022 Faculty Survey. 75% of staff will have done 'Where do you draw the line?' training by 2022</p>	<p>13.1) Proposal to be presented to a spring 2019 Faculty Board meeting</p> <p>13.2) To be instituted in time for 2019/20 academic year</p> <p>13.3) To be included in inductions from autumn 2019</p> <p>13.4) To be completed by autumn 2019 for start of 2019/20 academic year</p>

			<p>lecturers can respond to student needs from as close to the beginning of the year as possible. Disseminate via Student Handbook, Supervisors' Handbook, and Moodle</p> <p>13.5) Set up a harassment /bullying incident register</p> <p>13.6) Encourage staff and student attendance at 'Where do you draw the line?' training</p>	<p>13.5) Faculty Manager</p> <p>13.6) Faculty Manager</p>		<p>13.5) Completed by spring 2019</p> <p>13.6) Six-monthly reminders to be sent, starting January 2019</p>
14	Increase the visibility of successful female staff and external academics, as potential role models	Faculty survey yielded overwhelming view that Faculty is led mostly by men: potentially relating not just to managerial roles but also to teaching staff lecturing on compulsory courses and representing the Faculty to the student body. Students	<p>14.1) Ensure best possible gender and diversity balance in Faculty publicity, images, prospectus, web presence, blogs, news</p> <p>14.2) Consider gender balance of lecturers in any given year, especially for compulsory course</p>	<p>14.1) Chair of Faculty; Faculty Manager; Impact and Outreach Officer; E & D Committee Chair</p> <p>14.2) Chair of Faculty</p>	<p>More balanced responses to question about Faculty leadership in Faculty Survey of 2020. Increased number of female lecturers and supervisors from 2019/20 onwards. Gender balance of invited speakers reaches 50:50. All students are taught by at least one female</p>	<p>14.1) In place and ongoing</p> <p>14.2) Annual, starting in time for 2019/20 academic year</p>

		<p>complained about a lack of female supervisors and a lack of attention to career support for female students, especially those considering traditionally male-dominated professions (conducting, composition)</p>	<p>provision</p> <p>14.3) Encourage greater diversity within the Faculty's Register of Supervisors, especially for compulsory courses, by actively seeking applications from women and minorities</p> <p>14.4) Recommend that college-based Directors of Studies ensure each student is taught by at least one woman per year</p> <p>14.5) Build up careers initiatives and publicity generally, but including support for women aiming for musical careers in male-dominated environments</p> <p>14.6) Ensure that gender balance is factored into decisions regarding</p>	<p>14.3) Director of Undergraduate Studies in collaboration with Chair of Faculty</p> <p>14.4) Director of Undergraduate Studies in collaboration with Chair of Directors of Studies meeting</p> <p>14.5) Chair of Faculty</p> <p>14.6) Chair of Faculty</p>	<p>lecturer or supervisor per year by 2021.</p>	<p>14.3) Integrate into Undergraduate Teaching Committee annual tasks from 2018/19 onwards</p> <p>14.4) To start at the beginning of the academic year 2019/20</p> <p>14.5) Run two events per year starting 2020/21, after soft launch 2019/20</p> <p>14.6) Immediate effect</p>
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			invited lecturers and Affiliated Lecturers			
15	Increase family-friendliness and ease of attending Faculty events	Survey revealed carer difficulty in attending Graduate Colloquia (5pm Wednesdays) in particular. Faculty does not currently have a dedicated room for nursing mothers	<p>15.1) Trial new format for Graduate Colloquium with preceding social event starting 4.30</p> <p>15.2) Launch a general consultation about acceptable and best times for seminars and committees. Vary committee times to maximise possibility of attendance</p> <p>15.3) Take core hours as a starting-point when discussing ad hoc meetings, lectures etc</p> <p>15.4) Ensure that any new Faculty building has adequate and dedicated family-friendly spaces, and gender-inclusive facilities</p>	<p>15.1) Chair of Colloquium Committee; E & D Committee Chair</p> <p>15.2) Chair of Graduate Colloquium committee; Faculty Manager</p> <p>15.3) Chair of Faculty</p> <p>15.4) Faculty Manager</p>	<p>Increased attendance at Graduate Colloquia and other major Faculty events (we shall ask students to do a headcount). Increased attendance at committee meetings from 2019/20 academic year onwards</p>	<p>15.1) Ongoing, started October 2018.</p> <p>15.2) After initial consultation in 2019 to inform implementation in 2019/20, we shall repeat the process every year, as membership changes</p> <p>15.3) Institute from December 2018</p> <p>15.4) Timescale unknowable; new building timetable perpetually postponed by the University</p>

			15.5) Advertise family-friendly policies, including schemes for flexible working and carers' schemes, on Moodle	15.5) Faculty Manager		15.5) Completed by spring 2019
16	Improve integration of different levels of staff within the Faculty	Postdocs and PhD students have little opportunity to mix informally with staff; there is no staff common room in the Faculty	<p>16.1) Argue for any new building scheme to include staff and student common rooms. In the meantime, investigate reconfiguration within the Faculty building</p> <p>16.2) Canvass colleagues about how the Work In Progress seminar might be made more inclusive</p> <p>16.3) Celebrate Faculty achievement more publicly via news items and via revived research blog. Actively seek blog and news items from women</p>	<p>16.1) Chair of Faculty; 1684 Professor; Faculty Manager</p> <p>16.2) 1684 Professor</p> <p>16.3) 1684 Professor; Faculty Manager; Impact and Outreach officer</p>	Postdocs and PhDs feel as much part of the community as permanent staff (as per survey results in 2020 and beyond). Revived Faculty blog features at least 6 new items per year from 2018/19 onwards, with representation proportionate to Faculty staff gender balance. News items from across the Faculty include maximum possible representation of women	<p>16.1) New building timetable perpetually postponed by the University; local reconfiguration in time for 2019/20</p> <p>16.2) Starting summer 2019, in time for 2019/20 academic year</p> <p>16.3) Started summer 2018, and ongoing</p>

GENERAL						
Action point no.	Objective	Rationale (Problem/data analysis)	Actions Planned	Person Responsible	Measures of Success	Timeframe/Milestones
17	Develop systems to monitor all the above	Data-gathering routines are currently inadequate to monitor all the strands identified; GDPR compliance forces earlier collection of gender-specific data than has hitherto been necessary	<p>17.1) Set up an Equality and Diversity committee from the membership of the Athena SWAN Self-Assessment Team</p> <p>17.2) Re-run the Faculty Survey every 2 years (2020, 2022) and publish statistical data on Moodle</p> <p>17.3) Include data monitoring as part of all committee Terms of Reference</p> <p>17.4) Capture gender and intersectional data on PG admissions before it is anonymised</p> <p>17.5) Monitor gender distribution of incoming and exiting</p>	<p>17.1) Faculty Manager; SAT Chair</p> <p>17.2) E & D Committee Chair; Faculty Manager</p> <p>17.3) Faculty Manager</p> <p>17.4) Faculty Support Staff (PG), reporting to Graduate Committee</p> <p>17.5) Faculty Manager, reporting to Research Committee</p>	<p>2020 and 2022 Faculty Surveys take place, overseen by Equality and Diversity Committee</p> <p>Faculty committees produce annual data updates from 2019/20 academic year onwards, and feed results to the Equality and Diversity committee. 'Persons Responsible' have clear task list with progress monitored by E & D Committee</p>	<p>17.1) Institute new committee December 2018 once Athena SWAN application is submitted</p> <p>17.2) Next iteration 2020</p> <p>17.3) Summer 2019, in time for 2019/20 academic year.</p> <p>17.4) Instituted by autumn 2018</p> <p>17.5) Start monitoring in autumn 2018</p>

			<p>Early Career Researchers and other academic staff (applicant pool, shortlists, offers, take-up)</p> <p>17.6) Monitor PhD completion rates as correlated against caring responsibilities</p> <p>17.7) Monitor outreach activity attendance by type of school against gender</p> <p>17.8) Create and monitor a task list with timeline for each 'Person Responsible'</p>	<p>17.6) Faculty Support Staff reporting to Degree Committee</p> <p>17.7) Outreach Officer</p> <p>17.8) E&D Cttee Secretary</p>		<p>17.6) Start monitoring in autumn 2018</p> <p>17.7) Initiate in time for 2020 entry cohort</p> <p>17.8) January 2019</p>
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