



BERKLEE STAFF GENDER EQUITY STUDY

Report to the

Berklee Staff Gender Equity Task Force

Of

BERKLEE COLLEGE OF MUSIC

Submitted by

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BERKLEE STAFF GENDER EQUITY STUDY
TABLE OF CONTENTS

ACKNOWLEDGEMENTS III

EXECUTIVE SUMMARY 1

Introduction 1

The Gender Equity Task Force 3

Study Design 3

Findings and Recommendations 4

Connect Equity to Excellence 4

Diversify Senior Leadership 4

Create More Inclusive Decision-Making Processes 5

Improve Communication 5

Address Promotion and Compensation Inequities 6

Create and Monitor a Positive Work Environment for Women Leaders 6

Elevate the Office of Human Resources 7

Be Proactive about Racial Equity at the Same Time as Gender Equity 8

Make Progress on Equity a Part of Each Vice President’s Job 9

Role for the Task Force 9

Give Human Resources the Authority and Resources to Implement
Recommendations 9

GENDER EQUITY STUDY METHODOLOGY 11

Overview of the data collection process 11

Context 12

Specific data collection strategies 13

Analysis and recommendation processes 14

THE NUMBERS: STAFF GENDER COMPOSITION 15

Total Staff 15

Chart 1: Gender Composition of Staff 15

Chart 2: Historical Data 16

Status of Women 16

Chart 3: Gender Composition by Grade 17

Chart 4: Numbers by Grade w/o Chairs 17

Years of Service 18

Chart 5: Numbers by Years of Service (not including Chairs).....	18
Compensation-----	19
Chart 6: Compensation: Overall (Grades 13-23).....	19
Chart 7: Compensation: Gender and Grade	20
Chart 8: Compensation: Gender and Years of Service /Staff.....	21
Chart 9: Average Compensation by Years of Service/ Assoc. & Full Directors ..	21
Chart 10: Average Compensation by Years of Service / Sr. Executives*	22
LEADERSHIP	24
ADVANCEMENT AND CAREER PATH.....	27
Chart 11: Average Grade By Years Of Service (13-VP)	29
PERCEPTIONS OF EQUITY	30
Gender gaps in perception: men and women live in “different worlds.” -----	30
SEXUAL HARASSMENT	32
CONCLUSIONS AND RECOMMENDATIONS.....	34
RACE AND EQUITY.....	40
Staff racial composition -----	40
Chart 12: Overall Numbers by Race	41
Racial composition by grade -----	42
Chart 13: Numbers: Grade by Race.....	42
Years of Service -----	43
Chart 14: Numbers: Years Of Service by Race.....	43
Advancement-----	43
Survey responses -----	44
APPENDIX A: NON-GENDERED ORGANIZATIONAL ISSUES	45
APPENDIX B: GENDER EQUITY SURVEY	48
APPENDIX C: STAFF INTERVIEW PROTOCOL	64
APPENDIX D: SURVEY RESPONDENTS VS. TOTAL STAFF POPULATION.....	68

ACKNOWLEDGEMENTS

Berklee College of Music has made a noteworthy institutional commitment: to ensure gender equity for all the staff members in your community. Equity has been defined to mean “providing an environment in which all persons, regardless of race, religion, cultural background, gender, or sexual preference can make a contribution as well as develop and succeed to their highest potential.” Of related importance, Berklee has grounded its commitment to gender equity in the understanding that this is a necessary step in making Berklee the most effective and influential college of music possible. Berklee’s commitment to full inclusion and the motivation for that commitment have been integral to the success of this project.

With this commitment in mind, this study of Berklee’s current state with regard to staff gender equity was designed and carried out by Praxis Consulting Group, Inc., the authors of this report. The recommendations in this study represent the opinions and advice of Praxis Consulting Group and all references to “we” in the report are references to Praxis’ consultants. Although we, Praxis consultants, are fully responsible for all of the recommendations in this report, we would like to acknowledge and thank the many members of the Berklee community for their input, assistance and participation in this study.

First and foremost, we would like to thank the members of Berklee’s Staff Gender Equity Task Force for their enthusiasm in pursuing the systematic collection of data in order to deeply understand issues of gender equity. Their knowledge and insights guided us in all aspects of this study from design through recommendations. Many task force members spent more than 30 hours during the last year meeting with Praxis consultants, providing a context for our understanding of Berklee, reviewing and assisting us in refining data collection tools, examining findings, suggesting analyses, discussing interpretations and evaluating recommendations. Without the thoughtful input of this dedicated and diverse group of Berklee employees, the quality of this study and our confidence in our recommendations would have been reduced. Task force members included: John Eldert, Nancy Eagen and Margaret Dennis (co-chairs), Archie Agan, Robert Bloodworth, Janelle Browning, Candace Carter- Smalley, Janet Chwalibog, Alicia Donnelly, Janice Fagan, Lynette Gittens, Rosie Huntress, Renese King, Eileen Knight, Laura Kulba, Anne Leone-Jones, Scott Mabuchi, Adrian Ross, Jane Stachowiak, Madeleine Toh, Pablo Vargas, Kathy Zerlin, and Karen Zorn.

In addition it is essential recognize both Berklee’s immediate past President, Lee Berk, and Berklee’s Board of Trustees for their vision, insight and sincerity in undertaking the strategic planning process which identified gender as a necessary focus of change to ensure Berklee’s continued leadership as an educational institution in the music industry, and for commissioning this study in order to best determine the focus of their change efforts.

We also want to thank the many members of Berklee's staff who took the time to fill out and return the Staff Gender Equity Survey and/or agreed to be interviewed. The accuracy of the conclusions of this study was dependent, in large part, on obtaining information from a broad and representative group of staff regarding their experience, knowledge and perspectives. The open cooperation of many members of the Berklee staff and administration is, in our view, evidence of the seriousness with which Berklee has undertaken this initiative.

We are hopeful that the findings and recommendations in this report will provide Berklee with direction and concrete actions that will contribute to the achievement of the College's strategic goal with relation to gender.

EXECUTIVE SUMMARY

Introduction

Berklee College of music is, in its own words, “the largest independent music college and the premier institution for the study of contemporary music.” In short, Berklee aims to be a paragon of excellence in the music education industry. Berklee has also made a commitment to equity for all staff members, defined as “providing an environment in which all persons, regardless of race, religion, cultural background, gender or sexual preference can make a contribution as well as develop and succeed to their highest potential.” Of course, the two are inextricably connected. A work environment that is not simply welcoming but makes the most of each employee’s potential contributions and develops that potential as well, is the same work environment that is needed to deliver on the educational mission of the college.

As this report will show, Berklee has not yet achieved this level of equity with respect to the contributions of women employees. Because of gender inequities in promotion and compensation, because of marked differences in the perceptions that women employees have about career prospects at Berklee as compared to their male peers, because of the small number of women in the higher (VP and above) leadership positions in the college, and because of significant differences in personal experience with sexual harassment, women employees do not experience the same work environment as men. And the experiences of women of color are even starker, with compensation inequities being more pronounced and representation at the highest levels of leadership being non-existent.

Fortunately, the situation is not all bleak. Overall, both women and men employees like working at Berklee and are committed to the mission of the college. In addition, the environment for women employees at the college has improved over the last ten years. Although the ratio of women to men has decreased (women made up about 44% of the workforce in 1996 and 40% of the workforce in 2004), the number of women Directors has increased, and new women employees can expect the same level of pay as their male peers.

The climate at Berklee also has improved. There is a generally held perception that blatant sexist behavior and sexual harassment have both declined and are dealt with more forcefully than was once the case. With the arrival of a new president and the positive momentum from the current strategic plan with regard to gender equity, Berklee is poised to achieve the ambitious gender equity goal that it has set for itself. But current momentum alone will not be enough. The college must make a set of institutional changes that: include women in the top leadership positions in the college; ensure that women are as well compensated as their male peers; permit women at all levels to influence decisions appropriate to their job role, knowledge, and years of experience; and promote women in generally equal numbers as men to positions for which they are well qualified.

Gender inequity, of course, is often intertwined with other areas of potential inequity; for Berklee College of Music, the issue of racial inequity is especially significant. In the gender equity study, which this report presents, we looked carefully at the intersection of gender and racial equity. Although race deserves its own study, one conclusion is inescapable: the

situation of racial equity in the college is starker than that of gender equity. There are few white women in the highest levels of the college leadership; there are no women of color and only two men of color at those same levels. In fact, women of color believe that a lower ceiling exists for them than for white women in terms of promotion. Therefore, any steps taken to address gender inequities must include steps to address racial inequities. Otherwise, there is the danger of making improvements for one group of employees at the unintended expense of another.

The results of these inequities are both profound and subtle. On the profound level, there are alarmingly few women employees who have worked at the college more than 10 years. Although it is not clear why there are so few women with long tenure, the impact is significant. Similarly, the longer women have worked at the college the more likely they are to express dissatisfaction with their career and their opportunity to make the contributions to the college that they feel capable of making. This means that there has been a “talent drain” at the college and also means that the current talent is not being fully used.

Men and women of color note the almost complete absence of people of color in leadership positions within the institution. Even as they report satisfaction with their immediate job, they wonder if there is a glass ceiling for them. This situation would be intolerable no matter what, but for a college that is a leader in contemporary music education, there is no shred of logic to the current demographics of the staff.

On the subtle level, women employees often wonder whether their job prospects are limited by their gender with no clear way to establish whether that is the case or not. With so many more women employees than men reporting having been sexually harassed (26% as compared to 6%), women have to wonder whether the college truly welcomes their presence. Again, they can't be sure whether this is the case or not, but simply asking the question can have insidious effects.

Fortunately, all of these inequities can be remedied. The rest of this Executive Summary will spell out briefly the steps that can be taken and the rationale for those steps. The full report that follows includes important details that buttress the recommendations and will be especially useful reading for those staff members who implement the changes we recommend.

The Gender Equity Task Force

The Staff Gender Equity Study was initiated by Berklee's Staff Gender Equity Task Force (hereafter referred to as "the task force"), which is comprised of a diverse cross section of more than 20 women and men staff members. The goal of the study was to assess gender equity at the college and make recommendations about how to create an environment in which women and people from diverse racial and ethnic backgrounds are truly full and valued members of the Berklee workforce. Although the task force had input into every aspect of the work from study design and analysis of results through recommendations, the research itself was carried out by Praxis Consulting Group, and *all conclusions and recommendations are the opinions and advice of Praxis consultants.*

Study Design

The Staff Gender Equity Study was designed to be objectively rigorous **and** nuanced. It was essential that the study ascertain as complete and accurate a picture of gender equity at the college as possible. Otherwise any recommendations might be suspect, at best, and take the college in the wrong direction, at worst. To ensure objectivity and nuanced texture, the study gathered information in a variety of ways including: 34 individual interviews with a stratified, random sample of staff; 233 completed on line surveys (60% return rate); and Praxis conducted quantitative analyses of staff data in the human resources data base as of March 15, 2004. This approach was designed to be comprehensive and to have the added benefit of providing ways to crosscheck the accuracy of each finding. For example, findings from the staff survey (every staff member was asked to complete an anonymous, 100 question questionnaire) were compared to findings from the interviews and then compared with findings from the human resources database. **In every case, the recommendations that follow below come from findings that were verified across sources.**

It is essential to note that several of the issues identified in the study (e.g., lack of institutional 'voice,' lack of career paths) were issues for men as well as for women. However, for women, those issues were perceived more profoundly and hence, are evidence of the gender "gap" that this report advocates should be closed. For example, both women **and** men were concerned about the lack of opportunities for career advancement at the college. This, then, is a *universal* human resource issue that affects all employees. However, women, across the board, were significantly less satisfied than men with the opportunities to advance at Berklee. Human resource data supports this dissatisfaction with information about the relatively few women at higher levels in the college. This is gender inequity.

Findings and Recommendations

On the whole, Berklee is a good place for staff members to work. But it is not as good an environment for women as it is for men. Staff members, overall, are very positive about their experience working at Berklee. They like the flexibility, the informality, the people they work with directly and the fact that it is a music college. However, the data from this study make it clear that, while there are some organizational issues that affect both women and men, there are some very real issues of equity for women at Berklee. We also are pleased to add that, because of the timing of the study and the report, some of the changes recommended in this report have already been made or are underway.

Connect Equity to Excellence

Achieving true gender equity, whereby all women at Berklee will find their skills, knowledge and abilities fully utilized and rewarded is an essential element of Berklee's ability to continue to achieve and maintain its position as a leader in the music education arena. Gender equity, therefore, should be regarded as an essential element in the college's quest to offer "an educational environment designed to provide the most complete learning experience possible."

Our first recommendation is that Berklee's leadership should continue to reinforce, in words and actions, that gender equity and inclusion go hand-in-hand with educational and organizational excellence.

Diversify Senior Leadership

Historically, Berklee has been an organization in which white men have comprised the great majority of the faculty, staff and student groups. Although progress has been made, some of the dynamics that are rooted in this history persist today. For example, until very recently, the college's key leadership positions have been held by a small group of white men who have been at Berklee for a long time; women still comprise only 40% of the staff overall and much smaller proportions of high level positions; and, perceptions and experiences of women and men are significantly different with regard to gender-related issues and treatment.

The specific individuals who are members of Berklee's leadership team have changed a little in the last five to six years, but the key leadership positions continue to be held by white men. Although there are a few women on the Council, there are only two people of color who hold council positions. Viewed by women and people of color, the ongoing lack of diversity in Berklee's top leadership positions has resulted in a lack of confidence in the College's leadership's commitment to making Berklee a truly inclusive educational institution.

The current demographic composition of the leadership group also means that the voices and experiences of women and people of color are not widely represented in broad policy and operations decisions. Without more diversity in these positions, the credibility of equity initiatives will be questioned; women and people of color will neither believe that their abilities and performance will be fairly rewarded nor that they can expect to achieve long term career success at Berklee; a deep understanding of some of the subtle but persistent factors that are obstacles to equity will be missing from discussions and decisions that affect the College as a whole; people with leadership and management responsibilities are unlikely to make gender and racial equity a priority in how they recruit, hire, assign, reward, promote and generally treat people; and, women and people of color will continue to leave Berklee in disproportionate numbers.

Our second recommendation is that Berklee’s new President makes it a priority to diversify, by both gender and race, the College’s top leadership positions.

Create More Inclusive Decision-Making Processes

In interviews as well as survey responses, both men and women indicated concerns with regard to their ability to be “heard” beyond their immediate department. In fact, gender equity survey items related to general power and voice received the most negative responses by both women and men. However, women were significantly more negative than men with regard to their experiences of exclusion. Those perceptions were strongest for women who have been employed at Berklee longer.

In general, staff members hold the perception that decision-making at Berklee has been top-down with little opportunity for significant input by or inclusion of anyone who is not in a senior leadership position. The installation of a new President has generated a strong sense of hopefulness that this top-down, exclusionary, decision-making process will change. A more inclusionary style will make better use of the skills, knowledge and abilities of staff throughout the College.

We recommend that the College’s decision-making processes be restructured so that decisions are being made at the level where people have the most information, and input from people with knowledge and experience, regardless of their grade level, becomes the norm.

Improve Communication

An inadequate internal communications system was another issue identified in the study. Again, this was cited by men and women as a problem, but women were more likely than men to say that they were left out of the informal channels of communication. For both women and men this added to feelings of disenfranchisement and a sense that there are “secrets” at Berklee that are known only to a privileged few. A lack of information has contributed to staff members’ experience of not knowing what is going on in other areas of the College. This problem has, of course, been exacerbated by the rapid growth in the size of

the student body and the work force. This growth is certainly not a problem but puts more pressure on the need for effective systems of communication. Staff reported a desire to have information both to be more effective in their immediate job role and to be able to contribute to an issue that is being addressed outside of their immediate functional area.

We recommend that Berklee assign responsibilities for college-wide internal communication to someone in the communications area of the college; and we recommend that a plan for consistent and regular internal communication of information to all staff through means that are easily accessible be developed and implemented as soon as possible.

Implementation of this recommendation will contribute to staff being able to more fully contribute to Berklee and to feel more connected to the College as a whole.

Address Promotion and Compensation Inequities

Data from all sources consistently showed that while there is more parity in hiring and compensation at lower grade levels, the longer women have been at Berklee and the higher their grade, the larger are the gaps in gender ratio and compensation. There are comparatively fewer women at higher levels in the college and they are less well paid than their male counterparts.

We recommend that a full compensation study be conducted and that a pool of funds be set aside to resolve any inequities.

Create and Monitor a Positive Work Environment for Women Leaders

Women with more tenure and in higher level positions also reported more experiences of not having a voice; more examples of not being recognized or rewarded for their contributions and accomplishments; more stories about having to be their own advocate for advancement; have a stronger belief that success has to do with who your friends are, rather than what you accomplish; and, they have greater perceptions that gender is an issue at Berklee. Finally, the women in these groups are less likely to believe that the College's leadership holds themselves and others accountable with regard to fair treatment and in insisting that all members of the Berklee community treat one another with respect.

The position of Director was identified as a "ceiling" by a number of women who were interviewed (women of color thought the ceiling for them was even lower). It was not surprising, then, that women Directors reported the most frustration with advancement, compensation and gender issues.

We recommend that the college implement systematic employment practices that ensure that women candidates are affirmatively considered for promotion or as new hires when leadership positions are open. We also recommend an annual survey of all employees to measure workplace satisfaction (using the data from our staff survey as the baseline against which to measure progress). Particular attention should be paid to the job satisfaction of women at the Director level and above.

Elevate the Office of Human Resources

Ensuring gender and racial equity in recruitment, hiring, promotions, and compensation depends on having strong, clear systems in place that are well understood by every person in a management position and for which each manager is held accountable. Issues about being heard, feeling welcome in the college, sexual harassment and perceptions that people are treated differently because of gender or race are rooted in the college's culture. Both systems and culture issues can be addressed by a strong Office of Human Resources, operating in close partnership with the college's senior leaders. That office needs to be charged with the responsibility to develop systems and train people to use the systems effectively. It also needs to have the authority to hold people responsible for setting and achieving equity goals. The leader of that department must have enough authority to hold people accountable for equity goals across all divisions and all levels of the College. The department must also be funded well enough to hire staff with the background and experience to proactively address issues related to equity. As Berklee is currently structured, the Office of Human Resources lacks the power, authority and funding to fulfill the role of facilitating the development and achievement of equity goals in all aspects of the College.

We recommend that the leadership position of the Office of Human Resources be elevated to the highest appropriate level, with responsibility and authority for human resource issues across the whole college. In addition, we recommend that within the Office of Human Resources there be funding for a staff position for an individual with the background and experience to design and implement equity strategies and to develop cultural competencies across all divisions of the College. Such an individual could have dotted line reporting responsibilities to the President.

We make this recommendation despite the fact that many members of the task force initially suggested that our recommendation be for the President to create a senior leadership position for a Diversity Officer or to create an Office of Diversity. We believe this recommendation results from a concern that Human Resources currently does not have the power or authority to effectively implement equity strategies or to hold people accountable for achieving equity goals.

We are opposed to recommending the creation of a separate Office of Diversity because it is our experience that such offices have been ineffective. In the 1970's and 80's many colleges and universities across the country set up Affirmative Action Offices, Offices of Diversity and/or created what appeared to be high level positions that were tasked with implementing strategies and monitoring the progress of the educational institution with regard to equity goals. Most leaders of these offices reported directly to the President or the Provost. They

were ineffective for two reasons. First, rather than take on responsibility for achieving equity goals themselves, people across the college or university left this up to the Diversity Officer. Then, because the Diversity Officer had no direct reports, he or she had no authority to hold anyone accountable to the goals. These positions, then, became revolving doors for people of color who were “sidelined” into them but who rarely remained in them once they realized that they were given responsibility without authority and they were unable, from their position, to move their institution forward with regard to equity.

Regardless of the specifics of how a role is structurally created to focus on issues of diversity, it is our strong recommendation that this role be given both the responsibility and authority for addressing equity issues across all divisions of the college and the role have some reporting link (direct or dotted) to the President. It is also essential that this role be designed in a way that does not remove responsibility for equity from individual leaders and managers.

Be Proactive about Racial Equity at the Same Time as Gender Equity

An important issue that surfaced during the course of this study was that people of color at Berklee believe that improvements in gender equity have come at the expense of efforts to achieve racial equity. For the purpose of focus and clarity, issues of gender and racial equity have been separated in terms of Berklee’s approach. An unintended consequence of this strategy is that attention and action related to equity at Berklee has been concentrated on gender with little, if any, attention to racial equity. Interview data and quantitative analyses indicated that race is much more of an issue than gender in terms of numbers, status, lack of advancement opportunities, and voice. It is essential that Berklee not let this tension worsen or it will threaten the college’s ability to achieve equity for both groups.

We recommend that Berklee take two actions. First, Berklee should either undertake a study of the current status of the faculty and staff with regard to racial equity (by conducting interviews and focus groups) or, using data currently available, college leadership should work collaboratively with faculty and staff of color to set some clear goals to achieve racial equity. Second, all action plans to achieve gender equity should be integrated with an overall plan to achieve equity for all subgroups in the Berklee community.

Make Progress on Equity a Part of Each Vice President's Job

Within the framework of college-wide diversity and equity goals and working collaboratively with the Office of Human Resources, college leaders need to establish and be held accountable for achieving specific diversity goals.

We recommend that each major area of the College, led by a Vice President, set measurable gender and racial equity goals as well as climate goals and time frames for achieving them.

Goals should not be about numbers alone. For example, just hiring or promoting according to diversity is not enough. Staff that are hired and promoted need to have the qualifications to successfully do their job and they need to be supported to be successful in their roles and in contributing to achieving the educational and operational goals of the college. The Vice Presidents and those who report to them should then be held accountable (in terms of performance assessment, raises, promotions and rewards) for achieving the agreed-upon goals.

Role for the Task Force

The Staff Gender Equity Task Force is comprised of a broad cross-section of staff members interested in making Berklee a great place to work as well as being a premier educational environment. They have spent significant time and energy identifying and understanding the equity issues at Berklee. We believe they could make an additional contribution to achieving gender equity at Berklee if they use the findings from this study to propose a set of metrics for the college to monitor that would assess progress toward gender equity goals

Give Human Resources the Authority and Resources to Implement Recommendations

There are a number of **more specific recommendations** suggested by the data in this study. All of these recommendations will be implemented most effectively under the auspices of a well-funded Office of Human Resources that has the power and authority to implement, across all divisions of the college, what amount to dramatic changes in the way Berklee has operated until now. These specific recommendations include:

- Set up and manage a comprehensive database that includes essential human resources data for *all* staff at Berklee.
- Undertake a comprehensive compensation study that analyzes the multiple factors contributing to the appearance of a lack of parity in compensation between women and men in different grades, that identifies inequities where adjustments need to be made, and that identifies and defines clear career paths. The college, in turn, should identify a pool of money dedicated to fix inequities in compensation.
- Develop and implement college-wide, systematic processes for all employment systems (recruitment, hiring, performance assessment, promotion, compensation) that will ensure attention to issues of equity.

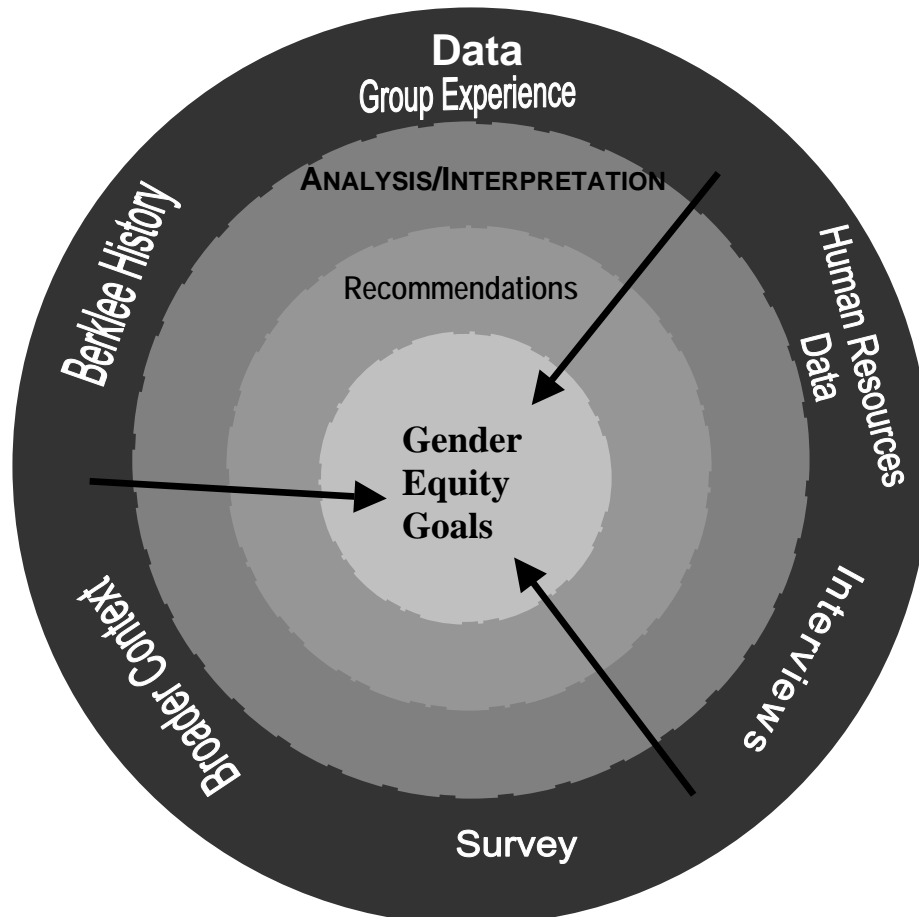
- Provide training for faculty or staff with any responsibility for implementing any employment processes.
- Make it clear to managers at all levels that supporting people in developing their careers is a management responsibility.
- Develop and implement a process for tracking and analyzing terminations with regard to demographics, position, and tenure at time of termination as well as reasons for termination.
- Develop and implement more events to bring staff members together across departments and locations.
- Continue and expand the current sexual harassment awareness training.
- Establish and implement a zero tolerance policy for sexual harassment.
- Develop and implement a comprehensive management education program to ensure that all managers at Berklee know how to promote inclusion within their own area as well as how to support each individual in identifying and achieving her or his career goals. College leadership will need to provide additional funding for the Office of Human Resources in order for the Office to take responsibility for this task.
- Include achievement of equity goals in performance reviews of every leader and manager.
- Administer an employee survey on a regular basis to assess progress with regard to people's perceptions of the Berklee culture, particularly with reference to issues raised in this study (e.g., advancement, voice, gender as an issue, sexual harassment, etc.).
- Regularly monitor progress with respect to gender and racial equity.

GENDER EQUITY STUDY METHODOLOGY

The goal of the Staff Gender Equity study was to assess the current situation at Berklee College of Music with regard to gender equity and make recommendations for change that would allow Berklee to “create an environment in which women and minorities know that they are full and valued members of [y]our community.” We conducted this study using a multi-method design to collect in-depth, objective information about the current situation and to elicit staff members’ ideas about how to achieve a fully inclusive working environment.

Overview of the data collection process

Praxis consultants worked collaboratively with Berklee’s Staff Gender Equity Task Force (SGETF) regarding the design and implementation of each of the specific data collection processes. The study process began with extensive data collection including: in-depth interviews, an all-staff survey and analysis of human resource records. Once data was collected it was analyzed by the task force in conjunction with Praxis. All of this careful work resulted in recommendations for changes that will ensure that Berklee is a more inclusive educational institution.



The study was designed to be objectively rigorous **and** nuanced. It was essential that the study ascertain the most complete and accurate picture of staff gender equity at the college possible. Otherwise, any recommendations might be suspect, at best, and take the college in the wrong direction, at worst. To ensure objectivity and nuanced texture, the study gathered information in a variety of ways including: 34 individual interviews with a stratified, random sample of staff; a survey made available to all staff on line and returned by 233 staff members (60% return rate); and, Praxis conducted comparative analyses of quantitative staff data in the human resources data base as of March 15, 2004. This approach was designed to be comprehensive and have the added benefit of providing ways to crosscheck the accuracy of each finding. For example, findings from the staff survey (every staff member was asked to complete an anonymous, 100 question questionnaire) were compared to findings from the interviews and then compared with findings from the human resources database.

Specific steps in the overall study process took place as follows:

- Collection of quantitative data from Human Resources data base
- Analysis of termination data (last 2 years)
- Four pilot interviews (2 women, 2 men)
- Twenty interviews (10 men & 10 women; randomly selected to reflect % of total staff re: race, years of service, grade)
- Preliminary analysis of interview themes
- Design of survey
- Implementation of an on-line survey
- Analysis of survey results
- Ten additional interviews (over sampled for women in higher grades and people of color)
- Synthesis of findings from interviews, surveys and Human Resources data
- Development of integrated set of findings
- Development of recommendations for changes

Though the research itself was carried out by Praxis Consulting Group, the task force shaped every aspect of the work from study design and analysis of results to recommendations.

Context

This study took place during spring of 2004. For the past five years, Berklee has been experiencing rapid growth in numbers of students, faculty and staff. In addition, during the time in which this study took place, Berklee was in the process of interviewing and appointing a new President. The new President is the first non-family member to lead Berklee since Lawrence Berk founded the College in 1945. This study is part of a strategic initiative to create gender and racial equity throughout Berklee, which is outlined in Berklee's 5-year strategic plan. The plan was developed in 2000 under the leadership of Lee Berk, who retired at the end of the 2003 - 2004 academic year after a 25-year tenure as president.

This study was preceded by two earlier studies related to the same strategic initiative. The first was a faculty gender equity study that was completed in the summer of 2001. The second was a study focused on the perceptions of, and institutional factors affecting the experiences of, African American students at Berklee. Recommendations from both studies are currently being implemented by the Divisions of Academic Affairs and Student Affairs, respectively.

Specific data collection strategies

Quantitative Data from the Human Resources Database. Praxis worked with a subgroup of the task force to determine what fields of data we should include in our analyses. Berklee's Office of Human Resources provided us with as much data as was available in their database. The data analyzed in this study represents the situation of staff at Berklee as of March 15, 2004. Comparable historical data was not available for this study, because Berklee changed its HRIS database in 2001.

Termination Data. At the time of the study, Berklee had only been conducting exit interviews for 26 months. The data recorded, however, was limited. Therefore, we only were able to conduct some cursory analyses of the reasons that people left in different demographic categories and their grade at the time they departed.

Round II interviews. The primary purpose of the first round of interviews was to understand the breadth and depth of experience and perspectives of Berklee's staff with regard to equity issues. We used this information to shape the specific questions included in the on-line survey that all staff were asked to complete. Second, this round of interview responses was treated as data and included in all analyses.

Following discussions with the task force about their perceptions of equity issues at Berklee, Praxis developed a draft interview protocol that was reviewed by task force members who suggested revisions. Two consultants then conducted four pilot interviews to test and refine the protocol. The interview protocol for Round 1 interviews is included in Appendix C.

In order to maximize the likelihood that interview data would reflect as broad a cross section of staff experience as possible, we worked with the task force to define a set of dimensions that might be expected to result in different experiences and perceptions by staff members. In addition to gender, the dimensions included race, age, years of service and grade. The twenty staff members who were interviewed did, indeed, reflect the proportion of staff in each of these categories in Berklee's total staff population. A task force member who was on the human resources staff then went through the complete staff list, counting off every 14th person until 20 potential interviewees were selected (10 women and 10 men) who filled the demographic categories we had defined. All staff members who were selected through this stratified random sampling process were then invited to participate in the interviews. No one refused, but one person was unable to participate due to time conflicts. All staff members who were invited to be interviewed were assured that their names as well as their specific responses would remain confidential. Whenever possible, men were interviewed by men and

women by women so that interviewees would feel as comfortable as possible expressing their views about gender equity.

Survey. Praxis constructed a survey based on the categories of information identified by task force members and from Round 1 interview responses. Once survey questions had been generated, a sub-group of the task force took the draft survey and commented on both the clarity and usefulness of individual items, categories and the survey as a whole. Based on this feedback, the survey was refined. The final survey consisted of 90 numerical response items, some demographic questions and 3 open-ended questions. A copy of the final survey is included in Appendix B.

The survey was made available on line to all Berklee staff members through a third party provider. The survey was accessible for a three-week period, during which time Berklee staff received a total of four reminders. The survey response process was set up so that a staff member could complete the survey all at once or by accessing their survey a number of times as convenient. However, once a respondent submitted their survey, she or he no longer had access to it.

A total of 233 staff members completed surveys. This represents a 60% response rate, which is extremely good. To explore whether there were any demographic biases with regard to who completed surveys, we compared response rates of staff from different demographic groups to the proportions of each group in Berklee's total staff population (see Appendix D). With only a few exceptions, the return rates from different subgroups reflected the composition of the staff as a whole.

Detailed analyses of the survey data are available for review in the Office of Human Resources.

Round 2 Interviews. Following administration of the survey and analysis of Round 1 interviews, Praxis determined that some of the most intense experiences of inequity were reported by more senior women and women and men of color at all levels in the college. To develop a deeper understanding of the experiences and perceptions of staff members in these groups, we interviewed ten more staff members, over-sampling for women in higher grades and people of color. Again, everyone who was invited to be interviewed agreed to do so.

Analysis and recommendation processes

Analyses. Praxis consultants conducted initial analyses of all data that was collected and made a preliminary report of findings to the task force. Task force members then suggested further analyses, which Praxis conducted.

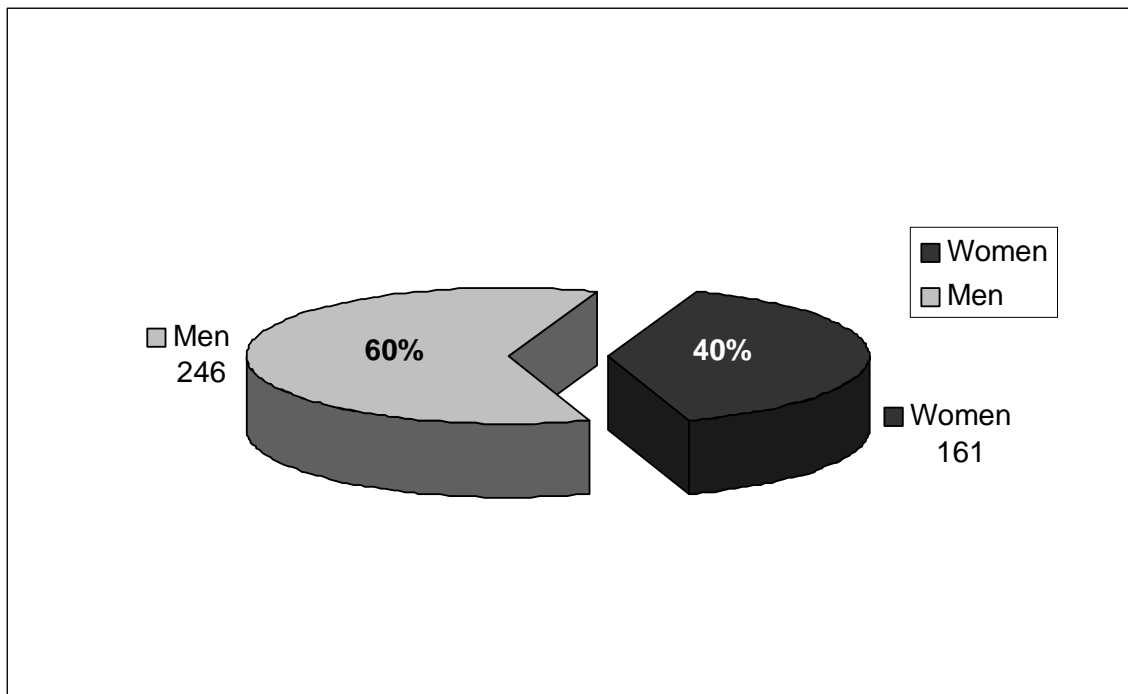
Recommendations. Praxis met with the task force to shape a set of recommendations that respond to the major findings of the study and are directed at moving Berklee toward a goal of achieving both more gender and racial equity and inclusion.

THE NUMBERS: STAFF GENDER COMPOSITION

To understand equity issues related to gender, comparative analyses, using data from the Office of Human Resources as of March 15, 2004, were conducted on a variety of dimensions:

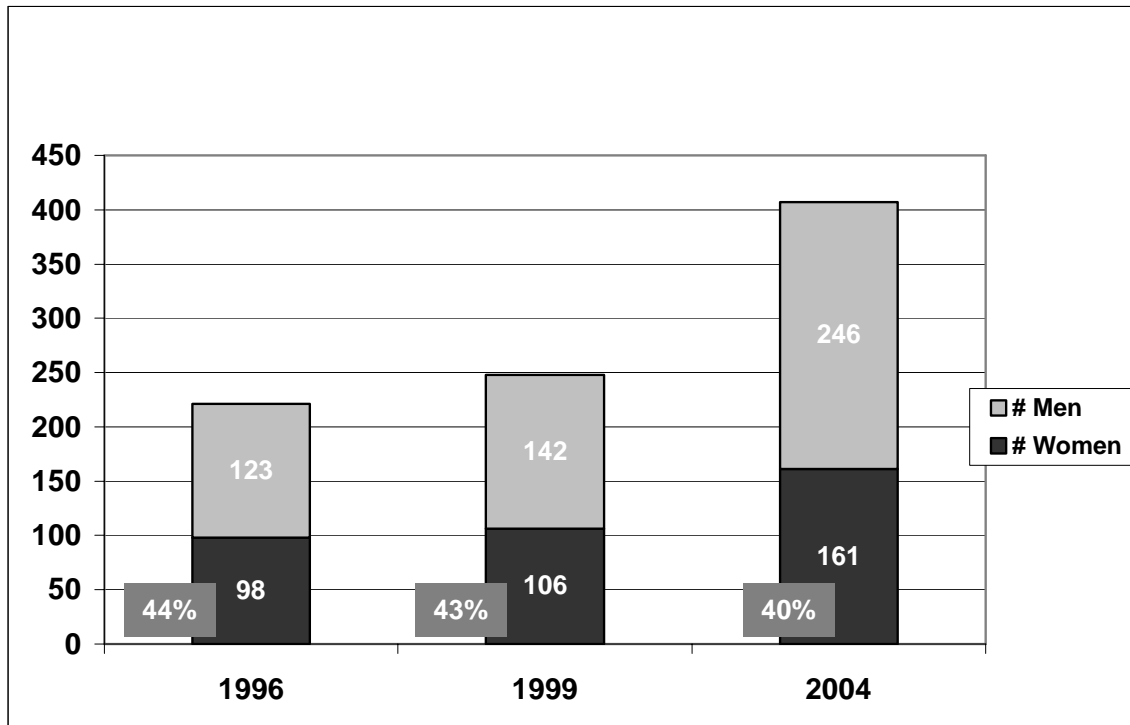
Total Staff

CHART 1: GENDER COMPOSITION OF STAFF



Women currently comprise 40% of Berklee's staff. Although Berklee's rapid growth has resulted in nearly doubling the total number of staff in the past eight years, the proportion of staff members who are women has decreased during that same time period.

CHART 2: HISTORICAL DATA

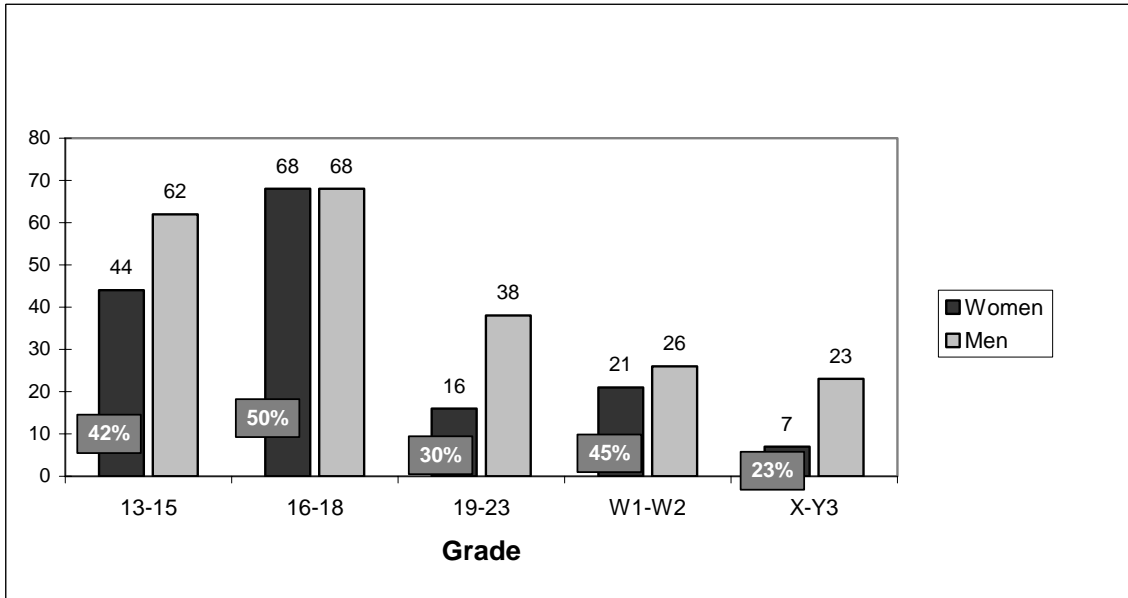


Status of Women

For purposes of comparatively analyzing the status, compensation and advancement of women and men staff members, chairs were not included in the data (unless specifically labeled). Although chairs are administrators, they come from faculty rather than staff positions. A thorough comparative analysis of men and women chairs was reported in the Faculty Gender Equity Study released in the fall of 2001.

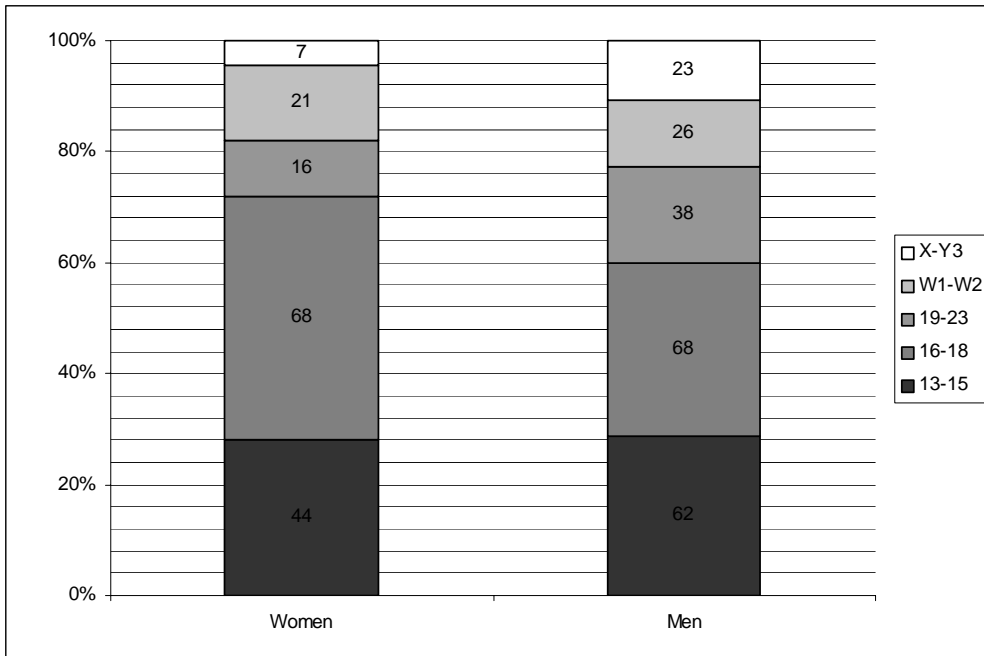
The next chart (Chart 3) shows that women comprise a much smaller proportion of the staff at the highest grades than at lower levels.

CHART 3: GENDER COMPOSITION BY GRADE



The grade distribution of women staff compared to that of men staff shows that approximately 72% of all women staff are at grade 18 or below, while only 60% of all men staff are at grade 18 or below. The largest percentage of women (44%) is located in grades 16 to 18.

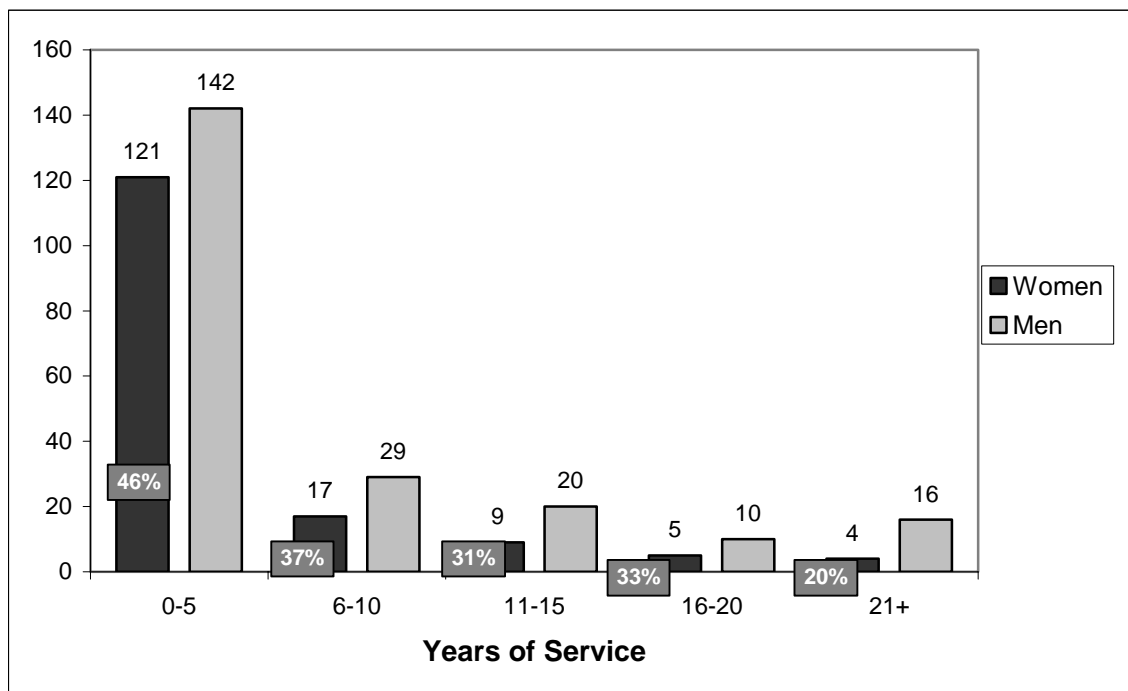
CHART 4: NUMBERS BY GRADE W/O CHAIRS



Years of Service

A comparison of men and women according to years of service at Berklee shows that for the group employed within the last five years, the proportion of women to men has increased. However, there has been an overall decrease in the proportion of women staff members at Berklee (reported above). In addition, there is a trend toward a decreasing proportion of women with increasing years of service. Finally, there are very few women (18) who have remained at Berklee more than 10 years. Overall, men on staff at Berklee today average nine years of service compared to an average of five years of service for women. The small number of women who have been at Berklee a long time also indicates that Berklee has very few women in-house that could be considered serious candidates for senior positions requiring substantial experience.

CHART 5: NUMBERS BY YEARS OF SERVICE (NOT INCLUDING CHAIRS)



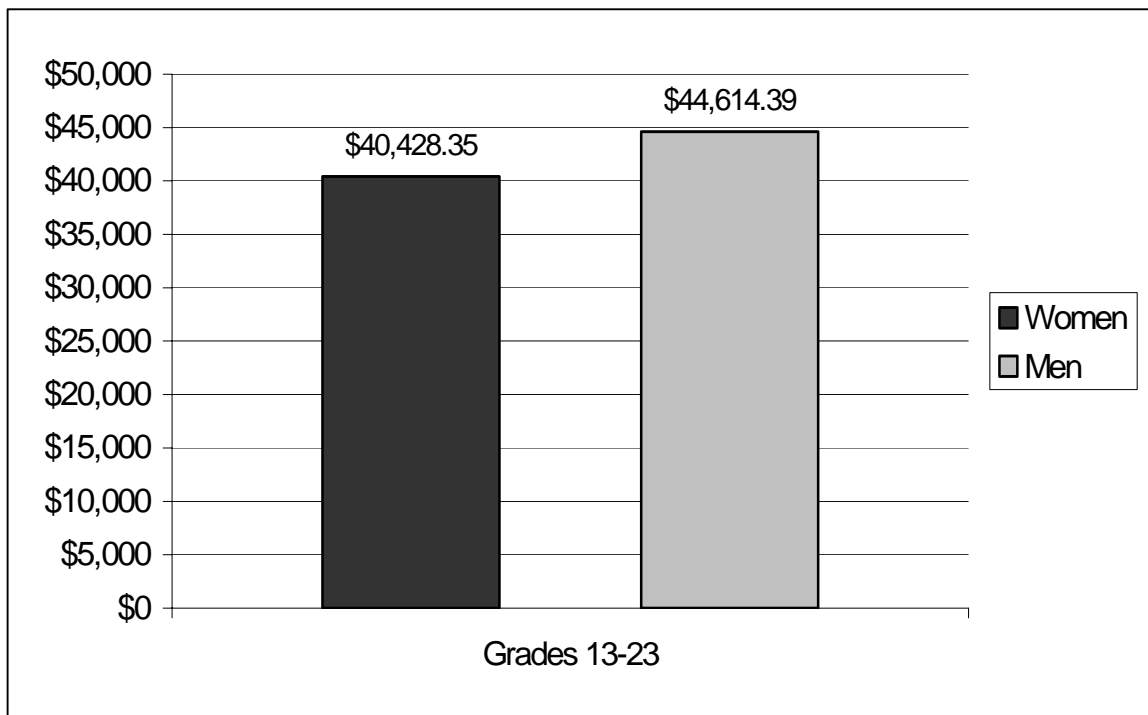
When looked at together, the facts that the overall proportion of women to men on the staff at Berklee has been decreasing, and that the ratio of women to men who have been at Berklee for 0-5 years is greater than the overall proportion of women to men, suggest that women staff are not staying at Berklee. A review of 26 months of termination data (records beginning in November, 2002) indicated that during that time period 52% of full time staff members who left Berklee for any reason were women, even though they compose only 40% of the workforce. Women staff, in other words, are leaving Berklee at a rate disproportionate to their numbers in the total staff population. This is our best indication that women do not stay at Berklee as long as men do. However, at the time of this study no systematic data was available that explained why women have been leaving at a greater rate than men or whether they are leaving of their own accord or because they have been terminated. The Office of

Human Resources is currently in the process of creating a more comprehensive and systematic database for tracking termination information, so that useful information about termination patterns can be used by College leaders as they work toward the goal of making Berklee one of the best places to work.

Compensation

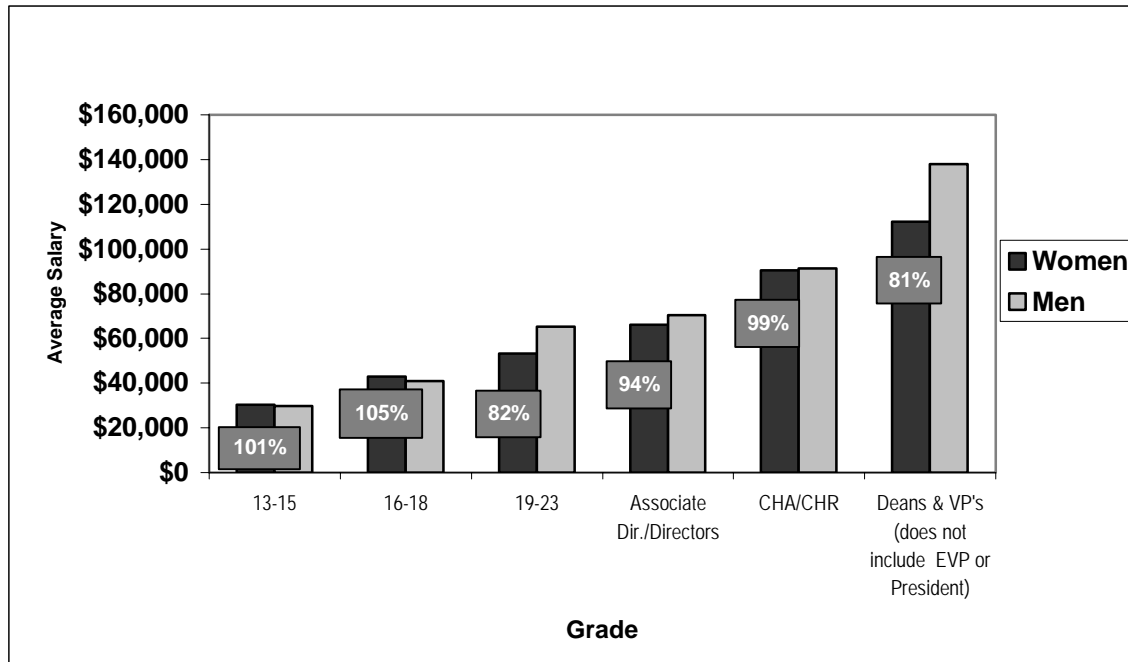
Most of Berklee’s full-time staff members are salaried. In order to include all full-time staff in our compensation analyses, we converted full-time, hourly rates into annual salaries (calculated by multiplying the hourly rate by x 35 hours/wk and multiplying that by 52 weeks/yr). Our first comparative analysis included an overall comparison of compensation for women and men in grades 13-23. The results of this analysis showed that, when the compensation of all women and men in grades 13 – 23 were compared, on average women were paid 91% of what men are paid (\$40, 428.35 for women vs. \$44,614.39 for men.)

CHART 6: COMPENSATION: OVERALL (GRADES 13-23)



The graph below shows the results of a comparative analysis of compensation of salaried staff within grade categories.

CHART 7: COMPENSATION: GENDER AND GRADE

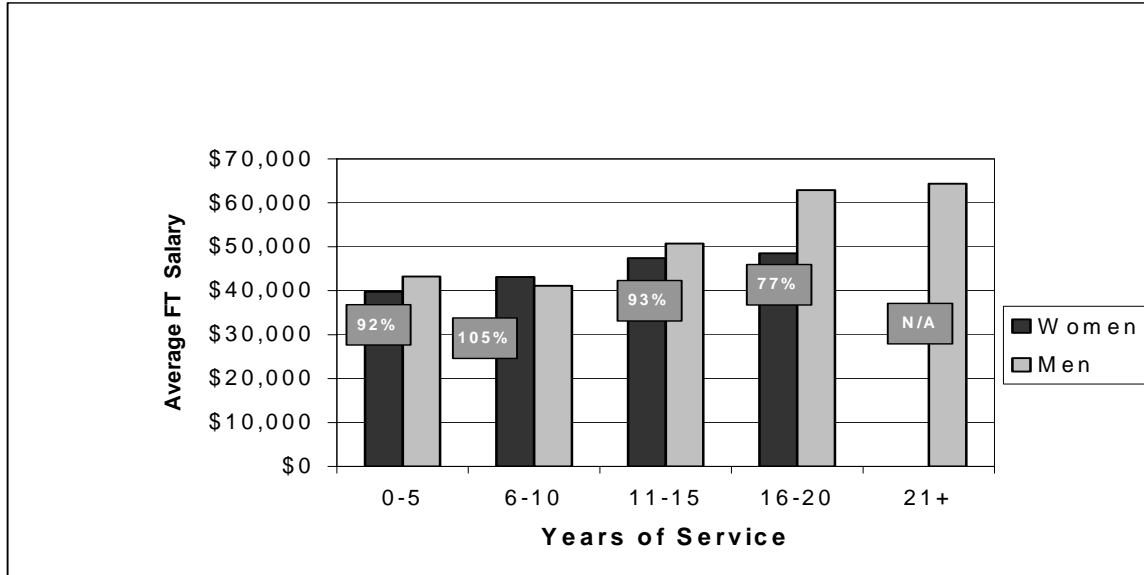


These compensation comparisons show a general trend of differences between women and men's compensation increasing in favor of men with increased grade level. At the lowest grade levels, which include 59% of Berklee staff, salary discrepancies are very small and, in fact, slightly favor women.

Further analyses showed that the greatest discrepancies between men and women's salaries within the same grade are at the level of Associate Vice President where women's average compensation is only 83% of men's average compensation. Although there is little difference in the salaries of women and men Chairs, women Directors' salaries, on average, are only 94% of men's. There also appear to be gender differences in compensation that favor men in the mid-level grades (19-23). A more comprehensive compensation study, taking multiple variables into account, is needed in order to determine whether the differences shown here are representative of differences in experience and/or the gender composition of each specific grade level or whether there is genuine gender bias in compensation.

Research on gender issues in organizations notes the fact that differences favoring men tend to increase the longer people have been in an organization that has been dominated by men. To pursue the possibility of this kind of pattern at Berklee, we compared women and men's compensation as a function of their years of service at Berklee. The following graph shows this analysis for full-time staff at the Assistant Director level and below.

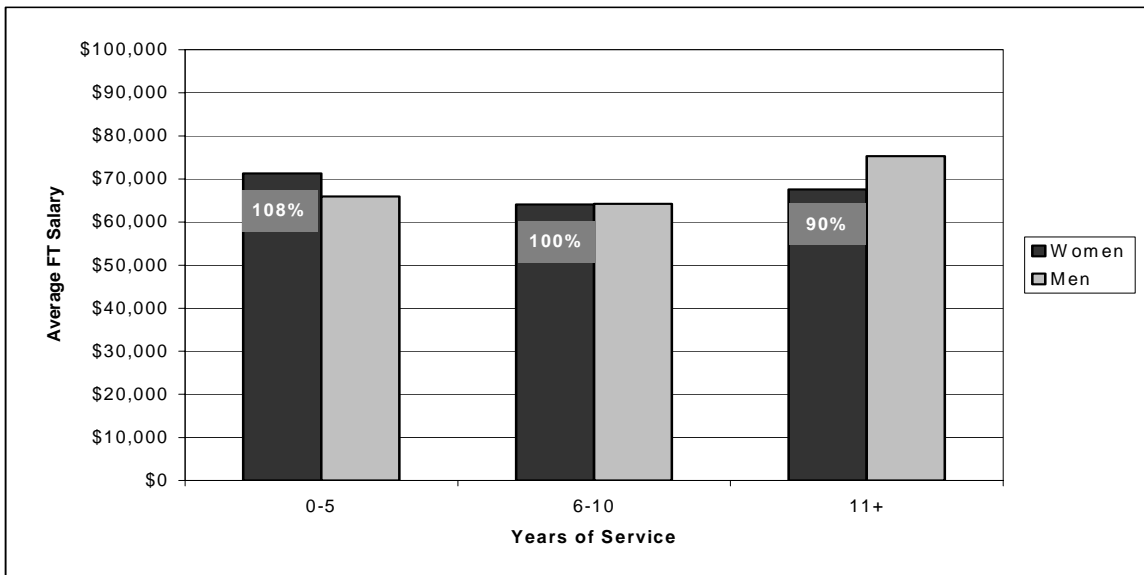
**CHART 8: COMPENSATION: GENDER AND YEARS OF SERVICE /STAFF
(INCLUDES ASST. DIRECTORS AND FT STAFF)**



This analysis showed that the greatest discrepancy in compensation between men and women exists for staff members that have been at Berklee more than 15 years.

The following graph shows a similar comparison for Associate Directors and Directors according to their years of service at Berklee.

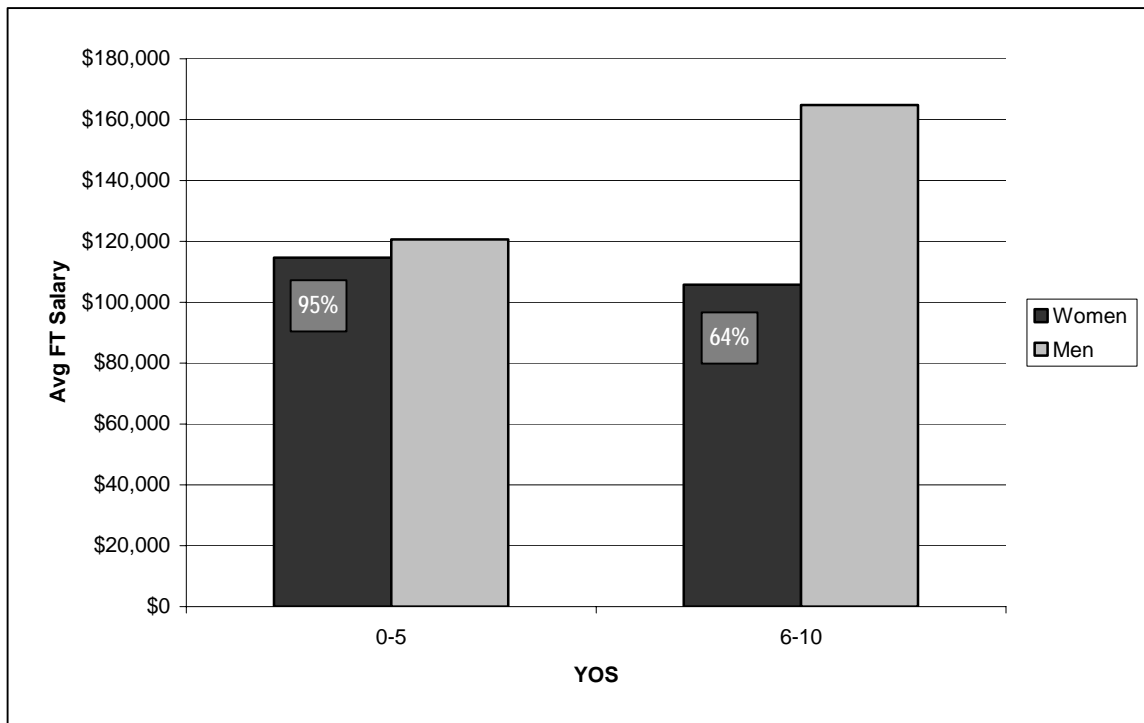
CHART 9: AVERAGE COMPENSATION BY YEARS OF SERVICE/ ASSOC. & FULL DIRECTORS



This comparison indicates that although the average compensation of women Directors is greater than men's for staff who have been at Berklee five years or less, differences begin to favor men for Directors who have been at Berklee for more than 10 years. There is also an upward trend in compensation for male Directors as their tenure at Berklee increases. For women Directors there is a decrease and then a much smaller increase with women who have been at Berklee the longest being paid about the same, on average, as those relatively recently hired. Because this analysis does not take into account the length of time individuals have been in the Associate Director or Director position, the trends are suggestive rather than conclusive.

A comparative analysis of compensation for men and women at senior staff levels shows a somewhat different pattern.

CHART 10: AVERAGE COMPENSATION BY YEARS OF SERVICE / SR. EXECUTIVES*
 (DOES NOT INCLUDE EVP AND P)



* There were too few senior women with tenure of more than ten years to make a meaningful comparison by gender.

As in other analyses, women and men in senior staff positions with relatively few years of service are paid similarly. However, senior women with 6-10 years of service on average are paid substantially less than their male counterparts, repeating the pattern of larger differences in compensation, favoring men, the longer senior staff have been at Berklee.

Initial comparative analyses of women's and men's compensation at different grade levels and according to tenure at Berklee indicated that the patterns of compensation by tenure grouping within grade are different for women and men. This is further evidence that a more comprehensive compensation study, including employees' entire work histories, is needed in order to fully understand compensation patterns and to determine whether and where adjustments may need to be made.

Overall, these comparisons between men and women's compensation at Berklee reveal some patterns that clearly are consistent with data from other organizations: compensation differences between men and women are greatest at the highest levels and the longer people have been employed at Berklee.

LEADERSHIP

The senior leadership team in any organization sets the tone for the rest of the organization. The issues that the team addresses, decisions that leaders make (as well as decision-making authority that is given to others and the extent to which others' decisions are supported), how the leadership team makes decisions, actions the team takes, how members communicate with one another and the broader organization, how senior leaders behave in relation to one another as well as with others throughout the organization, and even the composition of the team is a cue to everyone else about organizational norms and processes. People at all levels of an organization observe the senior team to learn what it takes to be successful in the organization, what behaviors are acceptable, what issues are and are not important and how to get things done. People pay attention to whether the actions of a senior team and its individual members are consistent with its words, which is the root of organizational trust. Finally, the success or failure of an organization is attributed to the decisions and actions of its senior leadership.

The most obvious and critical gender inequities at Berklee exist at the highest grade levels. When people were asked in the interviews about power and decision-making, the typical response of women **and** men was that all important college decisions were made by the top two officers.

Historically, Berklee has been an educational institution in which white men have held nearly all of the key leadership positions as well as a significant majority of staff positions (60% or more). Even though the number of staff positions at Berklee has nearly doubled since 1996, the proportion of women has actually dropped slightly during that same time period.

In late 2001, the Faculty Gender Equity Study stated that women were needed in key leadership and decision-making roles if Berklee was serious about achieving gender equity. In response, the all-male President's Cabinet, the college's formal decision-making body, was replaced by the Council, which included seven women among its 30 members. However, since that time, there has been no change with regard to the gender composition of Berklee's most senior positions.

The highest ranking women at Berklee are still Associate Vice Presidents. Although four new people have been hired at the level of Dean/Assistant VP or above, three of the four are white men and one of the four is a white woman. This does not include Berklee's new President who is also a white male.

In addition, since the beginning of 2000, one male of color on the Council has left Berklee and three staff members were promoted into Council-level positions. Of the group who were promoted, one was an African American man, one was a Caucasian woman and one was a Caucasian man.

The change from the Cabinet to the Council initially was not viewed favorably by women who had been at Berklee a long time or who were more senior themselves. There were two

reasons for this. First, they believed that although they were told that the Council now was the formally designated decision-making body, the great majority of important decisions were still being made by the same few white men. Second, this change did not result in any changes in the actual composition of the college's most senior leadership group. The change from the Cabinet to the Council, in the eyes of many women, was only seen as a change in appearance.

More recently, Berklee's new president has re-established the Cabinet (the seven full Vice Presidents) as the college's senior decision-making body. That group is comprised entirely of white men. Because that change occurred after the interviews for this study were concluded, we don't have any systematic information about how that change is viewed by staff members concerned with diversity and equity.

The continued lack of diversity in senior positions, *despite* major strategic initiatives related to gender and diversity that have been part of Berklee's 5-year strategic plan for the last four years, has raised questions, reported by some of the women and men we interviewed, about whether Berklee is serious about gender, in specific, or diversity more broadly.

The perception by women that they don't influence important decisions is reinforced by their observation, as reported in interviews, that the same one or two senior women are always chosen to "fill the female slot" on any important college decision-making bodies. Although this dynamic can be explained by the fact that there are so few women in senior positions, it is problematic. To other women in the college, this can be seen as tokenism, rather than as a sign that women's voices are being sought and given serious consideration. By making them highly visible as individuals, this dynamic also sets these few women up to be observed and judged more so than men at the same level. As the representatives of women's voices, there is pressure on them to raise gender issues at senior decision-making levels and then to be viewed by men as overly sensitive about gendered dynamics.

Survey responses supported the implication from interviews that women question whether Berklee's leadership is serious about gender and racial diversity. The gender equity survey included five questions about leadership commitment to and support for gender equity. These questions included:

- Leadership's comfort with working with both women and men
- Leadership's commitment to achieving Berklee's gender equity initiative
- The consistency of leadership's message about the importance of gender equity for the institution
- Leadership's unwillingness to tolerate behavior that is demeaning due to gender
- Leadership's understanding of the needs of women faculty, staff and students

The same five questions were asked about each of three levels of leadership: senior leadership, vice presidents and deans, and directors and chairs. The scores indicating positive perceptions of leadership commitment to and support of gender equity **decreased** with consecutively higher leadership levels, and gaps in scores between women's and men's

responses were greater in response to perceptions about each consecutively higher leadership level. In other words, women who work at Berklee are less confident than their male counterparts about the commitment of senior leadership to gender equity. While men's "mean" (average) responses were positive with regard to perceptions of the commitment and support of each leadership group, women's were neutral. Women who had been at Berklee for more than ten years consistently had the least positive perceptions of leadership commitment as indicated by their mean scores on each question.

For both senior leadership and vice presidents and deans, the average scores for all respondents combined were least positive with regard to leadership's understanding of the needs of women faculty, students and staff. The gap between women's and men's scores on this question for each of these groups was significant, with women's scores being less positive than men's.

When asked about the extent to which they agreed that leaders at each of the three levels were held accountable for their behavior with regard to gender equity, men's responses were positive. Women's responses about each level of leadership were neutral. Women's responses were the least positive with regard to their perceptions that vice presidents and deans were being held accountable. Analyzed by gender and tenure, the lowest degree of confidence that the top two levels of leadership are being held accountable for gender equity was expressed by women who had been at Berklee for more than ten years.

Overall, survey responses indicate that, at least among women, there is not a strong degree of confidence that Berklee's leadership is serious about addressing gender inequities. This conclusion is further supported by women and men's responses to the survey question asking about the need for more gender balance in decision-making. Women's mean score on this question was the lowest of all questions on the survey. 79% of the women who responded agreed that more gender balance was needed, compared to only 43.8% of men. However, mean scores for both groups were lower than neutral. When responses looked at by gender within tenure categories, women's responses were less positive than men's in each tenure category. The gap between men and women's mean scores on this question was significant overall and within tenure categories.

Survey and interview responses together indicate that women do not perceive that the people with the most institutional power to make changes understand women's needs and concerns. The consistently significant gender gap in responses about leadership is a further indication that without making changes in the composition of the senior leadership group, women's confidence in Berklee's commitment to gender equity is unlikely to increase.

ADVANCEMENT AND CAREER PATH

Perceived differences in advancement opportunities related to gender were first identified in interviews and later confirmed by survey responses. Several of the women interviewed, as well as some of the men, perceived men as having more opportunities for advancement. In fact, several women noted that there seemed to be an internal ceiling for women at the Director level (women of color perceived the ceiling for them was at a grade level even lower than that of Director). Although there are a few women in higher positions, their numbers are disproportionate to men in the same positions and some of them have been hired into those positions from outside of Berklee. It was not uncommon for more senior women with longer tenure at Berklee to report that they had to fight hard to get their positions. At the same time, several of them reported that higher-level positions actually were created for individual men. In some cases women reported having the responsibilities commensurate with a higher level position long before they were given the position. More senior, long-tenured women also recounted incidents where men with lesser qualifications and/or experience were promoted around them.

Survey responses were consistent with interview data indicating that women staff members are more likely to believe that their gender limits their opportunities to advance at Berklee. The following survey results support these perceptions:

- a) Women were significantly more likely than men to perceive that gender affects promotion:
 - 64% of men believed gender had no effect on how likely they were to be successful here, compared with only 34% of women
 - Women Directors and Chairs (combined for analysis of survey responses) indicated the strongest agreement that gender affected their opportunity for promotion
 - Both Director/ Chair level women and mid-level women were significantly more likely than other groups to agree that gender is liable to affect how successful a person will be at Berklee

- b) Women and men had differing perceptions about whether chances for promotion were better or worse according to a staff member's gender (see following section on Perceptions of Equity for details.)
 - The gender gap in men and women's responses when asked if chances for promotion were better if you were a man was the third largest gender gap in responses to any question on the survey
 - Responses to this question by women in each tenure category were significant and negative, with the most negative mean response given by women with the most tenure.

- c) When asked about their agreement that formal procedures for promotion were followed, 40% of men agreed to some extent, as compared to only 19% of women. In addition to the large gender gap in responses to this survey item, *for both men and women the percentage of respondents agreeing was small enough to raise a question about whether there are formal procedures for promotion that are really being followed.*
- d) There was a significant difference between women's and men's responses to a survey item asking the degree to which they agree that being successful at Berklee is primarily a result of how well you do your job.
 - Women's mean response was negative while men's was positive
 - Only 33% of women agreed to any degree with this statement compared to 64% of men

The perceptions by women that men have an advantage at Berklee in terms of promotion and that there is a ceiling for women staff members at Berklee are probably reinforced by the fact that there are only seven women at Berklee who hold positions higher than Director (out of a total of 30 senior positions). In fact, women at the Associate Director/ Director grade level were the least positive group of survey respondents with regard to their opportunities to be successful at Berklee.

Because Berklee is a relatively small institution, it was not surprising that some of the men interviewed also recognized that there were limited numbers of senior positions, causing them to believe that they would have to go elsewhere in order to advance in their career. Overall, 33% of the staff members interviewed thought there was no career path for them at Berklee. A comparison by gender, however, found that 25% of the men interviewed compared to 47% of the women thought there was not a career path for them at Berklee.

Both women and men interviewees reported that they had lots of opportunities to pursue professional development experiences. On the other hand, very few of the women and men interviewed believed that Berklee helped them with career development.

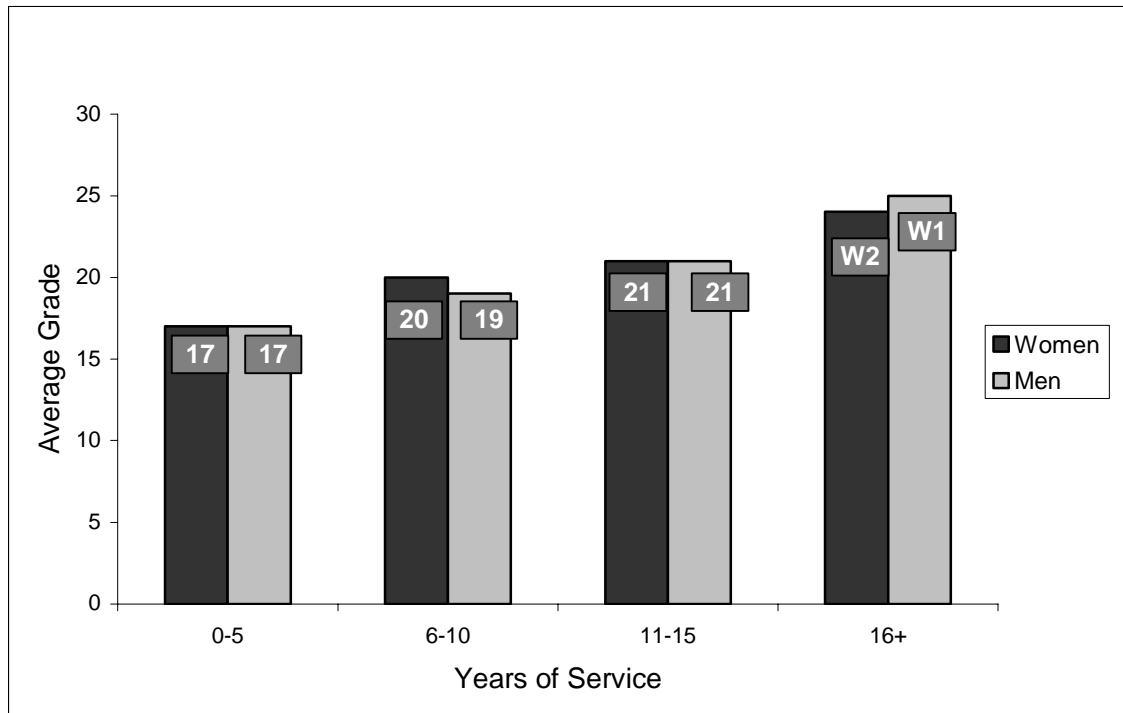
Differences between women and men staff members with regard to their experience of gender as limiting their opportunities at Berklee were greater the longer women and men have been employed at Berklee. Compared to men in the same tenure category, the responses of women employed more than 10 years at Berklee showed significantly less agreement that gender had never blocked them from things they had wanted to do at Berklee.

Another interesting gender difference with regard to career development was that the mean response of men employed 6 -10 years at Berklee indicated significantly more agreement than would be expected by chance, that their supervisor has helped them with their career opportunities at Berklee. They were the only group whose mean degree of agreement with this statement was significant. The gap between women's and men's responses to this

question was also greater in this tenure category than for those who had been at Berklee for either less or more time.

Data in the table below only includes people in positions up to and including vice presidents. It indicates that women currently at Berklee have advanced at the same rate or slightly faster than men until they have been employed at Berklee 16 years or more when they fall behind.

CHART 11: AVERAGE GRADE BY YEARS OF SERVICE (13-VP)



The average grade achieved by women with 16 or more years of service is one grade lower (Associate Director or W2) than that achieved by their male counterparts (Director or W1). However, this data is influenced by the fact that there are only 13 women staff members who have been employed at Berklee more than 15 years compared to 48 men. It is not clear whether women have not stayed at Berklee or whether these numbers reflect the fact that fifteen or more years ago there were very few women staff members at Berklee. However, the termination data that was available indicates that women and people of color leave Berklee at a greater rate than do white men.

PERCEPTIONS OF EQUITY

Survey and interview data provided substantial information about the experiences and perceptions of women and men staff members at Berklee. Human Resource data supports many of these perceptions.

Several issues emerged with regard to gender as a result of analyses of data from all sources. These included gender gaps in perception in general, advancement and career path, sexual harassment, power and voice, and confidence in leadership.

Gender gaps in perception: men and women live in “different worlds.”

One of the striking findings of this study was that men and women staff members at Berklee have different views about the effect of gender on their experiences at Berklee as well as about the importance of gender as an issue. Those differences in perception were clear when women and men’s responses to survey questions directly asking about the effect of gender on their experience at Berklee were compared.

There were significant differences between men and women’s responses to seven individual questions focused on whether or not gender was an important issue. Those questions included:

- Whether individuals felt their gender blocked them from achieving their goals at Berklee
- Whether men and women were made to feel equally comfortable in the Berklee environment
- Whether gender was a factor in how they were treated
- Whether men’s comments were more likely to be heard in meetings than women’s
- Whether gender affected how successful someone was likely to be at Berklee
- Whether gender affected one’s ability to gain influence with college leaders
- Whether there needs to be more gender balance in influencing important college decisions

When asked “whether or not gender differences affected men and women equally at Berklee”, men generally said, “Yes.” They perceive that men and women are equally affected by gender. Women’s responses, on the other hand, indicated that they believe there is differential treatment that favors men.

Both men and women agree that Berklee provides favorable conditions for each gender; however, women and men's perceptions differ significantly about conditions for the opposite gender (especially regarding promotion). For example:

- 20% of men agreed that "Your chances to be promoted at Berklee are generally better if you are a woman," compared to 1% of women; while 41% of men disagreed, compared to 68% of women
- 16% of men agreed "Your chances to be promoted at Berklee are generally better if you are a man," compared to 58% of women; 47% of men disagreed compared to 16% of women

The responses of women and men also were significantly different on six individual questions concerned with whether gender is a factor affecting a person's power and voice at Berklee. For example:

- 35% of men agreed that "Men are more often the decision-makers and women are more often implementers," compared to 75% of women

There were also significant responses in opposite directions between women and men on a series of survey questions concerned with sexual harassment and with questions related to confidence that the college's leaders are committed to addressing gender inequities. Analyses of responses to these questions are presented in detail in the next section of this report. In both instances they provide evidence that women have a different, and less favorable, working environment than men.

Viewed as a whole, these differences in perception between women and men at Berklee suggest both that women's and men's experiences at Berklee are different and that men, in particular, often don't understand the ways in which gender is a factor in women's experience. This lack of a common experience makes having a more balanced gender composition of Berklee's leadership and decision-makers even more important in order for women's perspectives to be taken into consideration.

SEXUAL HARASSMENT

Sexual harassment is often an issue in workplace environments that are either male-dominated or that are in transition from a history of being male-dominated. It is also one of the most important issues in gauging whether a workplace is truly inclusive of all employees. In Round 1 of the interviews a number of women staff reported that they had experienced sexual harassment and/or that they were aware of instances when other women had been sexually harassed. Women who had worked at the college for more than five years reported that official response to sexual harassment, in their opinion, had historically been especially lax. Several men interviewed in Round 1 also reported second-hand knowledge of sexual harassment, though none of them reported being victims of sexual harassment themselves. Because of these findings from Round 1 interviews, six questions relating to harassment were included on the gender equity survey. We consider the responses from the survey to be especially telling with regard to sexual harassment because they came from a confidential and anonymous survey of all staff. The interview results pointed to the need to gather data about sexual harassment, but were less “reliable” as a way to measure both the level of harassment and the extent of gender gap.

Survey responses indicated that both women and men agreed on three issues related to how Berklee deals with sexual harassment. They agreed that:

- The staff at Berklee were made aware of the college’s sexual harassment policy
- That if they experienced or observed an incidence of harassment they would be likely to report it
- That sexual harassment charges would be fairly investigated before actions were taken; although the mean scores for both men and women on this question were just above neutral

However, men and women disagreed, in their survey responses, about the most important aspects of sexual harassment.

The most powerful survey finding about sexual harassment was that more than 26% of the women who responded reported that they had experienced sexual harassment as a staff member at Berklee; 22% of women respondents expressed agreement or strong agreement that they had experienced sexual harassment. An analysis of this question by gender within tenure groups indicated that the longer women were employed at Berklee, the greater the likelihood that they had experienced sexual harassment. While some of women’s experiences of harassment undoubtedly occurred several years ago, 19% of women who had been employed five years or less indicated that they had experienced harassment as a staff member at Berklee.

The mean score of all respondents to the statement that “employees clearly understand what behaviors constitute sexual harassment” was just above neutral. This was a relatively low response for questions on this survey. A gender comparison showed that women’s scores were significantly less positive than men’s on this question. This response pattern indicates

that although people believe they are made aware of the college's sexual harassment policy, there is not a widely shared understanding of the behaviors that constitute harassment. *This suggests that the college should provide more extensive sexual harassment training to staff.*

When asked whether they agreed that sexual harassment would not be tolerated at Berklee, women and men responded differently. While 75% of men agreed that sexual harassment would not be tolerated, only 58% of women agreed with this statement. This survey finding was buttressed by interview responses in which several women recounted situations where men known by them to have behaved inappropriately toward women staff did not seem to have received disciplinary action.

Another indication that women and men experience and view the Berklee environment differently is indicated by their comparative responses to a question asking about the degree to which they agreed that it was unusual to hear jokes and comments at Berklee that are demeaning to women. Almost 78% of men indicated agreement with this statement, as compared to 60% of women.

What do men staff members do when a man makes jokes that are demeaning to women? Unfortunately, men and women agree on this; neither group reports that men are likely to express disapproval when other men make demeaning jokes. Women are even less likely to report that men take responsibility for challenging other men in these situations.

Responses to questions about sexual harassment indicate that Berklee is not an environment where women staff members can assume they will not be subject to sexual harassment. Overall, Berklee needs to put more effort into making staff aware of the behaviors that constitute harassment and in ensuring staff members that harassment will be fairly investigated, but not tolerated.

CONCLUSIONS AND RECOMMENDATIONS

Berklee defines itself as “the premier institution for the study of contemporary music.” Achieving true gender equity, whereby all women at Berklee will find their skills, knowledge and abilities fully utilized and rewarded is an essential element in Berklee’s ability to continue to achieve and maintain its position as a leader in the music education arena. Gender equity, therefore, should be regarded as an essential element in Berklee’s quest to offer “an educational environment designed to provide the most complete learning experience possible.”

Our first recommendation is that Berklee’s leadership should continue to reinforce, in words and actions, that gender equity and inclusion go hand-in-hand with educational and organizational excellence.

On the whole, Berklee is a good place for staff members to work. But it is not as good an environment for women as it is for men. Staff members, overall, are very positive about their experience working at Berklee. They like the flexibility, the informality, the people they work with directly and the fact that it is a music college. However, the data from this study make it clear that, while there are some organizational issues that affect both women and men, there are some very real issues of equity for women at Berklee.

Historically, Berklee has been an organization in which white men have comprised the great majority of the faculty, staff and student groups. Although progress has been made, some of the dynamics that are rooted in this history persist today. For example, until very recently, the college’s key leadership positions have been held by a small group of white men who have been at Berklee for a long time; women still comprise only 40% of the staff overall and a much smaller proportion of high level positions; and, perceptions and experiences of women and men are significantly different with regard to gender-related issues and treatment.

Although the specific individuals who are members of Berklee’s leadership team have changed a little in the last five to six years, the key leadership positions continue to be held by white men. Although there are a few women on the Council, there are only two people of color who hold council positions. Viewed by women and people of color, the ongoing lack of diversity in Berklee’s top leadership positions has resulted in a lack of confidence in the College leadership’s commitment to making Berklee a truly inclusive educational institution. The current demographic composition of the leadership group also means that the voices and experiences of women and people of color are not widely represented in broad policy and operations decisions. Without more diversity in these positions, the credibility of equity initiatives will be questioned; women and people of color will neither believe that their abilities and performance will be fairly rewarded nor that they can expect to achieve long term career success at Berklee; a deep understanding of some of the subtle but persistent factors that are obstacles to equity will be missing from discussions and decisions that affect the College as a whole; people with leadership and management responsibilities are unlikely to make gender and racial equity a priority in how they recruit, hire, assign, reward, promote

and generally treat people; and, women and people of color will continue to leave Berklee in disproportionate numbers.

Our second recommendation is that Berklee's new President makes it a priority to diversify, by both gender and race, the College's top leadership positions.

In interviews as well as survey responses, both men and women indicated concerns with regard to their ability to be "heard" beyond their immediate department. In fact, gender equity survey items related to general power and voice received the most negative responses by both women and men. However, women were significantly more negative than men with regard to their experiences of exclusion and those perceptions were strongest for women who have been employed at Berklee longer.

In general, staff members hold the perception that decision-making at Berklee has been top-down with little opportunity for significant input by or inclusion of anyone who is not in a senior leadership position, even when decisions were not about college-wide problems or policies. The installation of a new President has generated a strong sense of hopefulness that this top-down, exclusionary, decision-making process will change. A more inclusionary style will make better use of the skills, knowledge and abilities of staff throughout the College.

We recommend that the College's decision-making processes be restructured so that decisions are being made at the level where people have the most information, and input from people with knowledge and experience, regardless of their grade level, becomes the norm.

An inadequate internal communications system was another issue identified in the study that was not specifically gender-related but that added to staff members' feelings of disenfranchisement. A lack of information has contributed to staff members' experience of not knowing what is going on in other areas of the College. Having this information would be helpful in terms of input into the issues they are working to resolve in their own area or where staff members have a contribution to make regarding an issue that is being addressed outside of their immediate functional area.

We recommend that Berklee assign responsibility for internal communication to a role within the communication area. We then recommend that, as soon as possible, that individual develop a plan for consistent and regular internal communication of information to all staff through means that are easily accessible.

Implementation of this recommendation will contribute to staff being able to more fully contribute to Berklee and to feel more connected to the College as a whole.

Data from all sources consistently showed that while there is more parity in hiring and compensation at lower grade levels, the longer women have been at Berklee and the higher their grade, the greater are the real gaps in gender ratios and compensation. Women with more tenure and in higher level positions also reported more experiences of not having a

voice; more examples of not being recognized or rewarded for their contributions and accomplishments; more stories about having to be their own advocates for advancement; a stronger belief that success has to do with who your friends are, rather than what you accomplish; and greater perceptions that there is gender inequity. Finally, the women in these groups are less likely to believe that the College's leadership holds themselves and others accountable with regard to fair treatment and in insisting that all members of the Berklee community treat one another with respect.

The position of Director was identified as a "ceiling" by a number of women who were interviewed (women of color thought the ceiling for them was even lower). It was not surprising, then, that women in Director positions reported the most frustration with advancement, compensation and gender issues.

Ensuring gender and racial equity in recruitment, hiring, promotions, and compensation depends on having strong, clear systems in place that are well understood by every person in a management position and for which each manager is held accountable. Issues about being heard, feeling welcome in the college, sexual harassment and perceptions that people are treated differently because of gender or race are rooted in the college's culture. Both systems and culture issues can be addressed by a strong Office of Human Resources, operating in strong partnership with the college's senior leaders. That office needs to be charged with the responsibility to develop systems, train people to use them effectively, and to be given the authority to hold people responsible for setting and achieving equity goals. The leader of that department must have enough authority to hold people accountable for equity goals across all divisions and all levels of the College. The department must also be funded well enough to hire staff with the background and experience to proactively address issues related to equity. As Berklee is currently structured, the Office of Human Resources lacks the power, authority and funding to fulfill the role of facilitating the development and achievement of equity goals in all aspects of the College.

We recommend that the leadership position of the Office of Human Resources be elevated to the highest appropriate level, with responsibility and authority for human resource issues across the whole college. In addition, we recommend that within the Office of Human Resources there be funding for a staff position for an individual with the background and experience to design and implement equity strategies and to develop cultural competencies across all divisions of the College. Such an individual could have dotted line reporting responsibilities to the President.

We make this recommendation despite the fact that many members of the task force initially suggested that our recommendation be for the President to create a senior leadership position for a Diversity Officer or to create an Office of Diversity. We believe this recommendation results from a concern that Human Resources currently does not have the power or authority to effectively implement equity strategies or to hold people accountable for achieving equity goals.

We are opposed to recommending the creation of a separate Office of Diversity because it is our experience that such offices have been ineffective. In the 1970's and 80's many colleges and universities across the country set up Affirmative Action Offices, Offices of Diversity and/or created what appeared to be high level positions that were tasked with implementing strategies and monitoring the progress of the educational institution with regard to equity goals. Most leaders of these offices reported directly to the President or the Provost. They were ineffective for two reasons. First, rather than take on responsibility for achieving equity goals themselves, people across the college or university left this up to the Diversity Officer. Then, because the Diversity Officer had no direct reports, he or she had no authority to hold anyone accountable to the goals. These positions, then, became revolving doors for people of color who were "sidelined" into them but who rarely remained in them once they realized that they were given responsibility without authority and they were unable, from their position, to move their institution forward with regard to equity.

Regardless of the specifics of how a role is structurally created to focus on issues of diversity, it is our strong recommendation that this role be given both the responsibility and authority for addressing equity issues across all divisions of the college and the role have some reporting link (direct or dotted) to the President. It is also essential that this role be designed in a way that does not remove responsibility for equity from individual leaders and managers.

The Staff Gender Equity Task Force is comprised of a broad cross-section of staff members interested in making Berklee a great place to work as well as being a premier educational environment. They have spent significant time and energy identifying and understanding the equity issues at Berklee. **We believe they could make an additional contribution to achieving gender equity at Berklee if they use the findings from this study to propose a set of metrics for the college to monitor that would assess progress toward gender equity goals.**

Within the framework of a set of broad college diversity and equity goals and working collaboratively with the Office of Human Resources, **we recommend that each major area of the College, led by a Vice President, set measurable gender and racial equity goals as well as climate goals and time frames.** Goals should not be about numbers alone. For example, just hiring or promoting according to diversity is not enough. Staff who are hired and promoted need to have the qualifications to successfully do their job and they need to be supported to be successful in their roles and in contributing to achieving the educational and operational goals of the college. The Vice Presidents and those who report to them should then be held accountable (in terms of performance assessment, raises, promotions and rewards) for achieving the agreed-upon goals.

There are a number of **more specific recommendations** suggested by the data in this study. All of these recommendations will be implemented most effectively under the auspices of a well-funded Office of Human Resources that has the power and authority to implement what amount to dramatic changes in the way Berklee has operated until now.

These specific recommendations include:

- Set up and manage a comprehensive database that includes essential human resources data for *all* staff at Berklee
- Undertake a comprehensive compensation study that analyzes the multiple factors contributing to the appearance of a lack of parity in compensation between women and men in different grades, that identifies inequities where adjustments need to be made, and that identifies and defines clear career paths. The college, in turn, should identify a pool of money dedicated to fix inequities in compensation
- Develop and implement college-wide, systematic processes for all employment systems (recruitment, hiring, performance assessment, promotion, compensation) that will ensure attention to issues of equity
- Provide training for faculty or staff with any responsibility for implementing any employment processes
- Make it clear to managers at all levels that supporting people in developing their careers is a management responsibility
- Develop and implement a process for tracking and analyzing terminations with regard to demographics, position, and tenure at time of termination as well as reasons for termination
- Develop and implement more events to bring staff members together across departments and locations
- Continue and expand the current sexual harassment awareness training
- Establish and implement a zero tolerance policy for sexual harassment
- Develop and implement a comprehensive management education program to ensure that all managers at Berklee know how to promote inclusion within their own area as well as how to support each individual in identifying and achieving her or his career goals. College leadership will need to provide additional funding for the Office of Human Resources in order for the Office to take responsibility for this task
- Include achievement of equity goals in performance reviews of every leader and manager
- Administer an employee survey on a regular basis to assess progress with regard to people's perceptions of the Berklee culture, particularly with reference to issues raised in this study (e.g., advancement, voice, gender as an issue, sexual harassment, etc.)
- Regularly monitor progress with respect to gender and racial equity

An important issue that surfaced during the course of this study was that people of color at Berklee believe that improvements in gender equity have come at the expense of efforts to achieve racial equity. For the purpose of focus and clarity, issues of gender and racial equity have been separated in terms of Berklee's approach. An unintended consequence of this strategy is that attention and action related to equity at Berklee has been concentrated on gender with little, if any, attention to racial equity. Interview data and quantitative analyses indicated that race is much more of an issue than gender in terms of numbers, status, lack of advancement opportunities, and voice.

It is essential that Berklee not let this tension worsen or it will threaten the college's ability to achieve equity for both groups. Therefore, it is our strong recommendation that Berklee take two actions.

First, Berklee should either undertake a study of the current status of the faculty and staff with regard to racial equity (by conducting interviews and focus groups) or, using data currently available, college leadership should work collaboratively with faculty and staff of color to set some clear goals to achieve racial equity. Second, all action plans to achieve gender equity should be integrated with an overall plan to achieve equity for all subgroups in the Berklee community.

Finally, in the course of this study, several organizational issues and concerns surfaced that did not seem to be related to gender. A report on those issues and associated recommendations for change are included in Appendix A.

RACE AND EQUITY

Although gender equity for staff was the focus of this study, data on issues of racial equity was gathered and analyzed whenever possible. As one member of the Staff Gender Equity Task Force put it, “Gender equity cannot be achieved while other forms of inequity exist.” For the purpose of focus and clarity, issues of gender and racial equity at Berklee have been separated in each of the equity studies that have been undertaken to date. Because a Faculty Gender Equity study has been completed and a Staff Gender Equity study is being reported here, questions about Berklee’s commitment to racial equity are increasing.

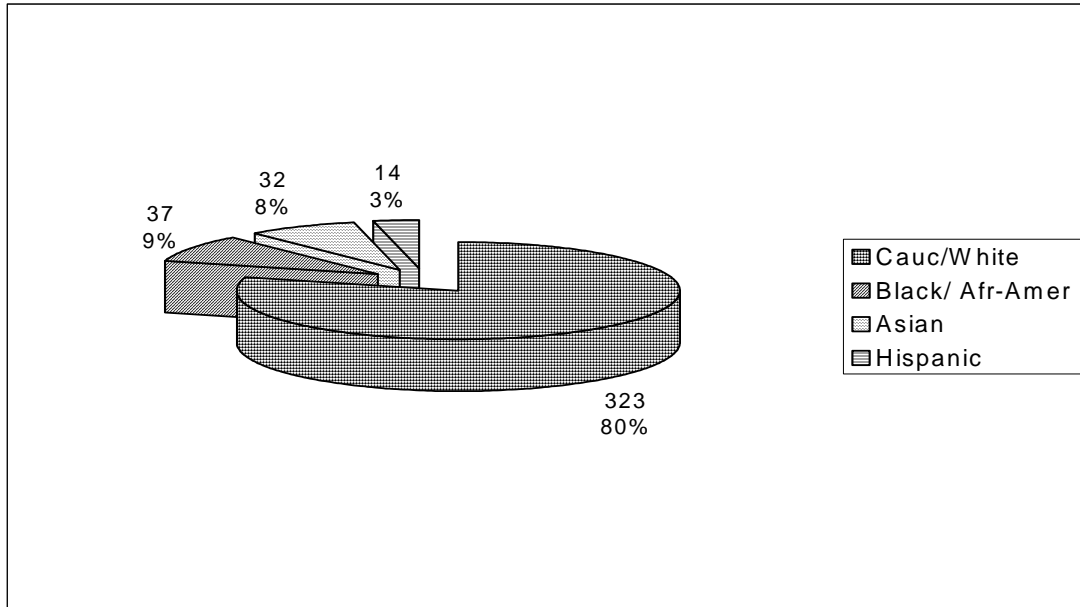
Interviews and responses to the open-ended survey questions in this study revealed that efforts to achieve gender equity were being viewed by many as coming at the expense of racial equity. This is in a context in which at least some staff (of all racial groups) report that racial inequity at Berklee is greater than gender inequity. When issues such as race and gender are addressed separately within an organization, it is easy for tensions to arise over allocation of attention and resources. One solution to ease this tension is to recognize that equity for different groups should not be viewed as “either/or” choices but rather “both/and”. This solution can work if it is accompanied by action on racial equity.

It would have been short sighted to interview staff about gender equity issues without asking them about other equity issues as well. As we learned that equity concerns were significant for both women and men staff members of color, we probed for this in the interviews and we conducted some preliminary analyses of the human resources data to make comparisons by racial identity. Through the interview process we learned that men and women of color at Berklee are concerned about the few women and men of color in higher levels of the college and also wonder whether there is a very low glass ceiling for their employment prospects (ending below the level of Director).

Staff racial composition

As we conducted analyses of the staff human resources data, we were also able to conduct some preliminary analyses with regard to race and ethnicity.

CHART 12: OVERALL NUMBERS BY RACE



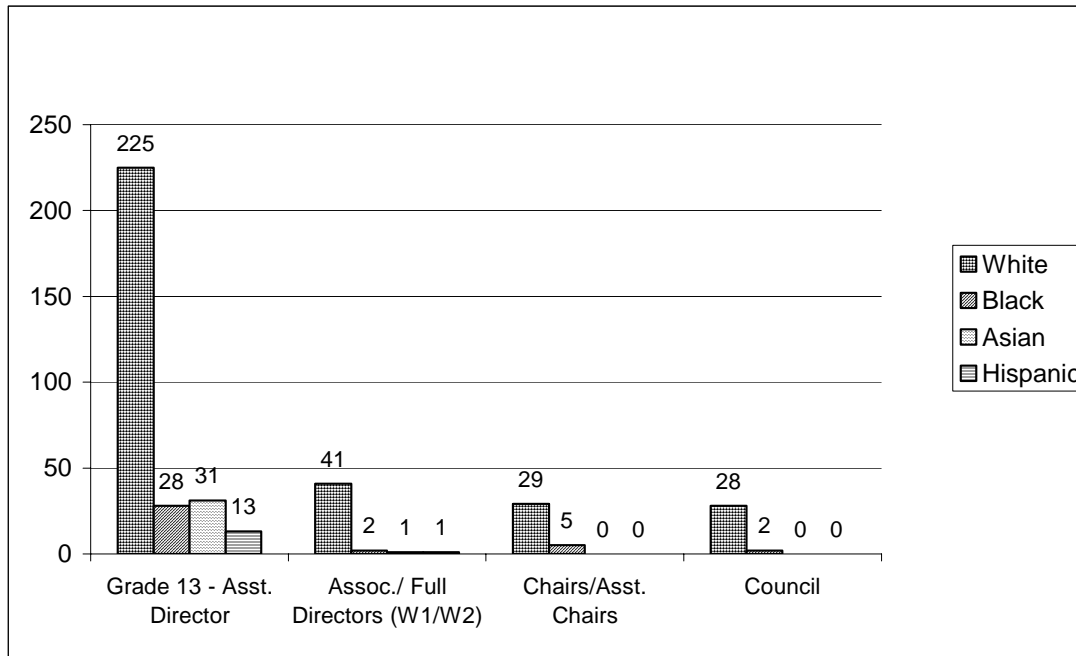
This chart shows that people of color comprise 20% of Berklee’s staff. This is a small proportion of the staff given that Berklee is located in a highly diverse, urban environment. An African American woman who was interviewed said, “When I first walked around Berklee, it looked really diverse. But, when I became a staff member, I found out that there was really very little racial diversity at Berklee. It turned out that what I had noticed when walking around was a large number of international students; pictures in publications that made Berklee look more diverse than it is in reality, and diversity among those involved in performances. None of these reflects the small degree of diversity on Berklee’s staff.”

Another interesting finding in the interviews was that white people believed that Berklee’s staff was more diverse than did people of color.

Racial composition by grade

The following chart shows the racial composition of the staff within broad grade levels at Berklee. It provides evidence for the belief on the part of staff of color that the “glass ceiling” stops before the Director level.

CHART 13: NUMBERS: GRADE BY RACE



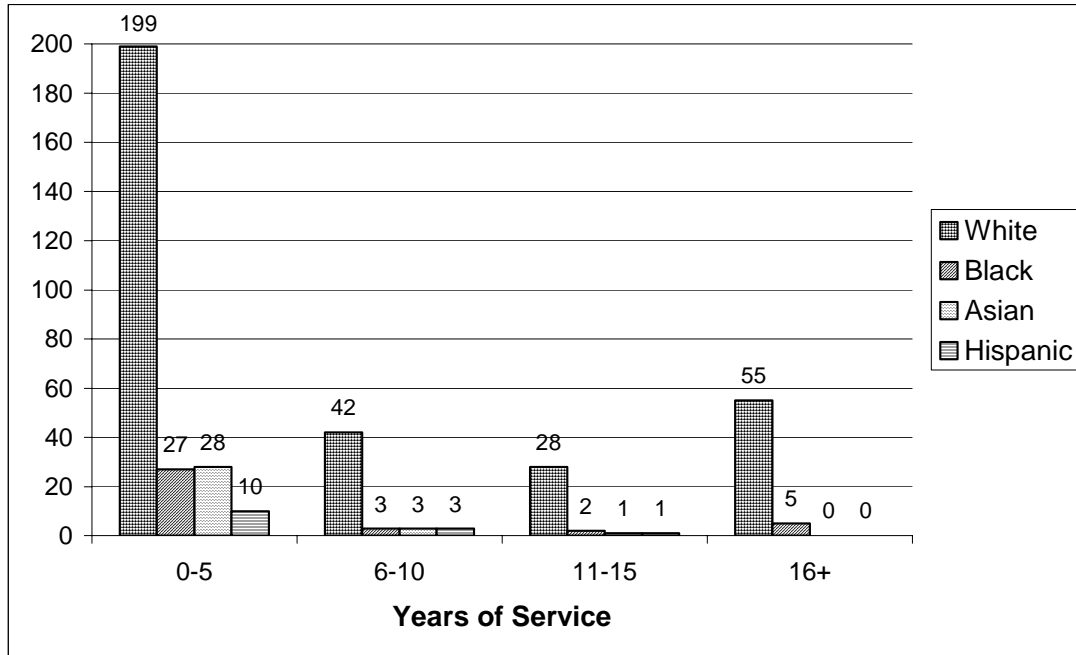
There are only 11 staff members of color (10%) in positions at the Associate Director/ Assistant Chair level or above. From another perspective, this chart shows that 87% of the people of color on Berklee’s staff hold positions below the level of Associate Director.

There are only two people of color (7%) on the Council. Both of them are African American men. There are no people of color at or above the level of vice president at Berklee. In addition, although there have been four people hired at the Dean/ Assistant VP level or above since the current strategic plan was adopted in 2000, none of those hired were people of color. The small number and proportion of people of color at the most senior levels of the college is viewed, as least by some staff, as symbolic of a lack of seriousness about diversity on the part of the Berklee’s leadership. In addition, when there are so few people of color at the senior levels in an organization, the perspectives and experiences of people of color are less likely to be fully considered as decisions are made. The racial composition of the senior staff also has symbolic value for other people of color on the staff with regard to the likelihood that they will be able to advance at Berklee.

Years of Service

The following graph shows the racial composition of Berklee's staff when viewed according to years of service.

CHART 14: NUMBERS: YEARS OF SERVICE BY RACE



This chart shows that 78% of the people of color on Berklee's staff have been at Berklee for five years or less.

The limited termination data that was available for this study showed that staff members of color have been leaving Berklee at a rate of 28%, which is considerably greater than their proportion in the population. However, as with gender, turnover rates need to be more systematically recorded before it is possible to understand why there are a disproportionate number of people of color leaving Berklee and what the implications for organizational action may be.

Advancement

The small number of staff members of color who have been at Berklee more than 5 years means that there is a very limited internal pool of people of color in the pipeline for eventual promotion to senior levels.

Both men and women of color who participated in the interviews believed that race is a more limiting factor than gender in terms of career advancement at Berklee.

Survey responses

Although the gender equity survey for this study was constructed with the intention of being able to compare experiences and perceptions of staff members across racial and ethnic groups, the numbers of respondents in different subgroups were so small that comparisons would not be valid. The small number of individuals in each racial identity group at each grade level at Berklee means that a study that is intended to capture the experiences of people in different racial subgroups should be conducted through an interview process rather than by using a survey.

Recommendation

First, Berklee should either undertake a study of the current status of the faculty and staff with regard to racial equity (by conducting interviews and focus groups) or, using data currently available, the Provost and Human Resources Office should collaboratively work with faculty and staff of color to set some clear goals to achieve racial equity. Second, all action plans to achieve gender equity should be integrated with an overall plan to achieve equity for all subgroups in the Berklee community.

APPENDIX A: NON-GENDERED ORGANIZATIONAL ISSUES

In addition to issues that were directly related to gender or racial equity, several other organizational issues were identified as a result of this study.

Supervisory skills. Interviews of a broad cross section of the Berklee staff revealed that managers' supervisory skills seem to be uneven in terms of behaviors such as performance feedback, communication, and facilitation of employees' career development. Some staff indicated they received regular and helpful performance feedback from their supervisors. Others reported a lack of feedback or feedback that was not useful. Only a third of the staff members interviewed believed that their supervisors gave them any help in terms of career development. ***This feedback suggests the need for developing a set of clear management skills and/or competencies for people with supervisory responsibilities, providing appropriate management development training and matching performance evaluations to those skills and competencies so that managers can be held accountable.***

Reward system. Berklee currently gives every staff member the same percentage increase in compensation each year. Several of the staff that we interviewed noted that this system does not provide motivation with regard to performance. It also makes it very difficult to distinguish, through financial rewards or incentives, those who are doing an exceptional job either in terms of general performance or in relation to those criteria Berklee particularly values. ***We recommend that, consequent to a compensation study, Berklee consider implementing a system for annual compensation increases that includes some portion of merit-based reward.*** This kind of system would provide people in senior leadership positions with the power to reward and/or correct supervisors' behavior. It would also give supervisors the power to reward and/or correct the behavior of their direct reports.

Disconnection. Many of the staff interviewed also mentioned that they felt disconnected from other staff on campus, unless their job responsibilities required interaction with people outside of their department. Responses to two survey items supported this contention. The mean response for both women and men was just above neutral in terms of their agreement that they felt connected to the larger Berklee community and that it was easy for them to get to know people at Berklee outside of their department. A lack of connection to the organization as a whole seemed to be a due to several factors including Berklee's rapid growth and the lack of availability of a common, informal gathering space. Staff who had worked at Berklee longer reported dissatisfaction with the discontinuation of many of the informal staff gatherings and events that used to provide a way to meet others at the college.

A sense of some disconnection from the larger institution is a common phenomenon in organizations that experience rapid growth and where staff are located in many different buildings. In these circumstances organizational leaders need to design ways to make it easier for staff to get to know one another. Berklee's leaders can build staff unity and enhance people's feelings of connection to the college by promoting formal venues in which people from different departments can interact and by supporting informal events that bring staff together.

Participation in task forces and committees is one clear channel through which staff members get to know one another across departments and divisions.

Transparency and internal communication. Some of the people interviewed indicated that there are “secrets” at Berklee – information that is only available to a few select people. For this study, for example, although all of the data we asked for was made available, the human resources data for Council members was not available from the Office of Human Resources. It had to be obtained from another source. As one staff member put it, “It is ultimately possible to find out what you need to know, but you have to work hard to get it.” This way of handling information communicates distrust of other people’s professionalism. By appearing to need to “protect” certain kinds of information, assumptions that the information might raise questions or concerns, or that there is something to hide, are promoted.

Many of the staff interviewed also expressed frustration with what they experienced as a lack of internal communication at Berklee. There are numerous decisions that are made by leadership that aren’t communicated to staff either in terms of the actual decision or the rationale for the decision. For example, people reported not knowing how or why individuals were selected to be on various task forces or committees; why specific new job titles were created; or, what the criteria for promotion are. People cited instances of accidentally finding out that other people on campus were working on a project that had great overlap with, or was complementary to, a project of their own. Perhaps the most dramatic examples of lack of communication were offered by people who, after proposing a change in policies or procedures or submitting a request to pursue a potential improvement in operations, later found out that their proposal had been rejected by someone at a higher level without any explanation given.

Although some people said that information about decisions that were made and institutional changes was available on Berklee’s intranet, there was a general sense that this information was not as accessible as it could be.

A substantial number of staff who came to Berklee with professional experience gained elsewhere shared a frustration with the speed (or lack thereof) at which long-time Berklee staff members were willing to change processes and systems for accomplishing college or department goals. Long-time Berklee staff members, many of whom are not professionally trained, were perceived by professionally experienced “new comers” to Berklee as resisting new ways of doing things that would be more efficient and effective. As a result, these newer staff members felt that their knowledge and potential contributions were not being well used and that Berklee was losing some of the benefit and contributions that these staff members could bring.

When an organization’s members are not well-informed, not only do misassumptions occur with regard to how and why decisions are made, but the organization fails to fully benefit from what each member may have to offer.

It is our recommendation that Berklee assign responsibility for internal communication to someone in the communication office. That person should develop a plan for consistent and regular internal communication of information to all staff through means that are easily accessible. At a minimum, the plan should include what kind of information will be made available to what groups or subgroups on a regular basis and how different groups, committees and task forces will communicate the issues they are pursuing, their progress and their decisions or recommendations.

APPENDIX B: GENDER EQUITY SURVEY

WELCOME TO BERKLEE'S STAFF GENDER EQUITY STUDY SURVEY

Berklee College of Music has committed itself to ensuring gender equity for all members of the Berklee community. The goal of the Board-sponsored diversity initiative, of which gender equity is one part, is to provide an environment in which all persons, regardless of race, religion, cultural background, gender or sexual orientation can make a contribution as well as develop and succeed to their highest potential.

This survey has been developed to gather information from all of Berklee's staff regarding individual opinions, experiences and beliefs as they relate to gender equity at Berklee. The information from the survey will be included as part of the full staff gender equity study that is being conducted under the guidance of the Staff Gender Equity Task Force. Please note that the term *gender* refers to both women and men.

CONFIDENTIALITY

Your responses to this survey will be anonymous and confidential. You are asked not to sign your name. No one at Berklee can or will see your individual completed survey. Your individual Internet link is only known by you and the survey company hosting the survey (Training Technologies, Inc). The survey company will provide Praxis Consulting Group, Inc. (the consultants conducting Berklee's gender equity study) with the tabulated data from everyone's responses. No individual will ever be identified with specific responses. There are no right or wrong answers to any of the survey questions; the "best" answer reflects your honest opinion or your experience.

QUESTIONS ABOUT THE SURVEY

If any of the questions are unclear, problematic or objectionable, or if you have any other questions, please contact Margaret Dennis, Director of Employee Relations in Berklee's Office of Human Resources (Tel: 747-2305 or Email: mdennis@berklee.edu). If you have any technical problems please contact Beth Uhrig at Training Technologies, Inc. (513) 696-4404 or buhrig@traintech.com.

Thank you.

We appreciate your time and your cooperation.

Instructions

Please read each statement and determine which response best represents the degree to which you agree or disagree with the statement, then simply point and click under the heading that best represents your choice. Make sure a black dot appears in the circle you have selected.

Example Question								
	Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree	Not Applicable/ Don't Know
Teamwork is encouraged	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This person Strongly Agreed with the statement that "teamwork is encouraged" in the company. The response is based on the degree to which they believe teamwork is encouraged, not whether it should be encouraged or whether others believe it is encouraged.

You can change any of your responses at anytime before you click the "Submit Responses" button at the very end of the survey. Simply select your new choice and it will automatically replace your old choice. If you need to go back to a previous page, click on the "Back" button at the bottom or top of your screen. You can then move forward again by clicking the "Next" button at the bottom of your screen.

If you wish to stop in the middle of the survey and finish it later, simply click on the "Save Responses and Continue Later" button at the bottom of your screen and your responses will be saved. You can then exit the survey and resume at a later time from any computer with Internet access using Internet Explorer as your browser. You must return to the survey by using the same private, individual link provided in your e-mail notification. When you return to the survey you will be brought directly to the page where you left off, with all of your previous responses intact.

When you have completed the survey, click on the "Submit Responses" button at the bottom of the last page and your answers will be submitted. Note that once you click "Submit Responses" your answers cannot be changed. You will automatically exit the survey and not be able to return.

1. Work Environment

The following statements represent different points of view about the work environment at Berklee. Please indicate the degree to which each statement describes your perceptions about Berklee by checking the response that best represents your degree of agreement or disagreement.

		Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree	Not Applicable/ Don't Know
1.	Men and women feel comfortable working together on teams or on projects.								
2.	Employees clearly understand what kind of behaviors or actions constitute sexual harassment.								
3.	Staff members at Berklee treat one another respectfully.								
4.	Being successful here is primarily a result of how well you do your job.								
5.	Staff members are as highly valued as faculty members in terms of their contributions to Berklee's success.								
6.	Formal criteria for promotion are closely followed.								

		Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree	Not Applicable/ Don't Know
7.	Sexual harassment is not tolerated.								
8.	Women and men are made to feel equally comfortable in this work environment.								
9.	There needs to be more gender balance in influencing important College decisions.								
10.	There are successful women who are positive role models for other employees.								
11.	There are successful men who are positive role models for other employees.								
12.	It is unusual to hear comments and jokes that are demeaning to women.								
13.	Overall, this college is a good place for women to work.								
14.	Whether someone is male or female has no effect on how likely he or she is to be successful here.								
15.	Asking for job adjustments to accommodate family needs will hurt your opportunities for advancement.								

		Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree	Not Applicable/ Don't Know
16.	Sexual harassment is not an issue for staff at any level.								
17.	Overall, this college is a good place for men to work.								
18.	Having power here depends on who your friends are more than on your position or your expertise.								
19.	Opportunities to work on high visibility projects/ committees/ task forces are open to anyone who is really interested.								
20.	Sexual harassment charges are fairly investigated before any actions are taken.								
21.	Being male or female doesn't affect your ability to influence college leaders.								
22.	Staff who were Berklee students have the best chance of being successful here.								
23.	Men are more often the decision-makers and women are more often implementers.								
24.	When there is a job opening, gender never plays a part in who is finally hired.								
25.	Your chances to be promoted at Berklee are generally better if you are a woman.								
26.	Your chances to be promoted at Berklee are generally better if you are a man.								
27.	Men express their disapproval when other men make demeaning comments or jokes about women.								

2. Personal Experiences

In this section of the survey we are interested in knowing something about what you have personally experienced while working at Berklee. This section contains a number of statements that could be used to describe your work environment as it relates to you. We are interested in knowing to what degree you agree or disagree with each of these statements, **based on your personal experiences**.

Indicate how much you agree or disagree with each statement about **your experiences** as a Berklee staff member by checking the response that best represents your degree of agreement or disagreement.

2a.

Please respond to the following statements in the context of **your current work experience**:

		Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree	Not Applicable/ Don't Know
28.	My skills and abilities are well utilized here.								
29.	Faculty here appreciate what I do for Berklee.								
30.	Gender has never been a factor in how I have been treated at Berklee.								
31.	I feel that I fit in here.								
32.	In most meetings that I attend, men's comments tend to be heard more than women's comments.								
33.	I am given the opportunity to contribute to decisions that affect my work.								
34.	If I experienced or observed an incidence of sexual harassment I would be likely to report it.								
35.	I have the work relationships I need with people in other departments to carry out my job responsibilities								
36.	I can be as successful here as I want to be.								

		Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree	Not Applicable/ Don't Know
37.	I enjoy working with the people in my department.								
38.	I am given the authority to make decisions that are appropriate to the level of responsibility of my job.								
39.	I have been made aware of the college's formal sexual harassment policy.								
40.	It has been easy for me to get to know staff members outside of my department.								
41.	If I have an idea or a concern, I can get it heard by someone who will do something about it.								
42.	I personally have never been blocked from anything I wanted to do at Berklee because of my gender.								
43.	I feel connected to the larger Berklee community.								
44.	I have experienced sexual harassment as a staff member at Berklee.								
45.	There is a clear career path for me here.								
46.	Overall, Berklee has been a good place for me to work.								

2b. Please respond to the following statements as you think about *your experiences* with your direct supervisor, or in your department.

		Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree	Not Applicable/ Don't Know
47.	My supervisor fully understands the contributions I can make to the work of our department.								
48.	My supervisor provides men with opportunities to succeed.								
49.	My supervisor provides women with opportunities to succeed.								
50.	I have found the performance appraisal process to be useful in terms of my own development.								
51.	Men and women staff members in my department value each other's contributions.								
52.	My supervisor supports my efforts to balance my Berklee work responsibilities with my obligations outside of Berklee.								
53.	My supervisor acknowledges when I do a good job.								
54.	My supervisor gives me constructive feedback about my performance on a regular basis.								
55.	I have a mentor at Berklee who is helping me to achieve my goals.								

		Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree	Not Applicable/ Don't Know
56.	My supervisor insists that men and women behave respectfully toward one another.								
57.	My supervisor has helped me develop my career opportunities here.								
58.	The contributions of women are acknowledged in my department.								
59.	The contributions of men are acknowledged in my department.								
60.	My supervisor has encouraged me to take advantage of professional development opportunities.								
61.	People who can influence my career at Berklee have been supportive of me.								
62.	My immediate supervisor treats men and women the same.								
63.	Men and women treat one another respectfully in my department.								

3. Leadership

The following statements represent different views staff members may have about the goals, values, and behaviors of members of Berklee’s leadership groups. Each leadership group appears on a separate page. Please indicate how much you agree or disagree with each statement below when it is applied to each of the following leadership groups:

Senior Leaders (President and Executive Vice President) ...

		Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree	Not Applicable/ Don't Know
64.	...Consistently convey the message that creating an environment where each of us can contribute and be rewarded for our contributions is an important organizational goal.								
65.	...Understand the needs of women staff, faculty and students.								
66.	...Are unwilling to tolerate anyone behaving in ways that demean people due to their gender.								
67.	...Are comfortable working with both women and men.								
68.	...Are held accountable for their behavior with regard to gender and diversity.								
69.	...Are committed to achieving Berklee’s gender equity initiative								

Vice Presidents and Deans . . .

		Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree	Not Applicable/ Don't Know
70.	...Consistently convey the message that creating an environment where each of us can contribute and be rewarded for our contributions is an important organizational goal.								
71.	...Understand the needs of women staff, faculty and students.								
72.	...Are unwilling to tolerate anyone behaving in ways that demean people due to their gender.								
73.	...Are comfortable working with both women and men.								
74.	...Are held accountable for their behavior with regard to gender and diversity.								
75.	...Are committed to achieving Berklee's gender equity initiative								

Chairs and Directors ...

		Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree	Not Applicable/ Don't Know
76.	...Consistently convey the message that creating an environment where each of us can contribute and be rewarded for our contributions is an important organizational goal.								
77.	...Understand the needs of women staff, faculty and students.								
78.	...Are unwilling to tolerate anyone behaving in ways that demean people due to their gender.								
79.	...Are comfortable working with both women and men.								
80.	...Are held accountable for their behavior with regard to gender and diversity.								
81.	...Are committed to achieving Berklee's gender equity initiative								

4. Other factors that may affect your experience at Berklee.

We are aware that there are many factors that can affect a staff member's experiences at Berklee. Please rate the extent to which each of the following impacts your experience as a staff member (e.g., how you are treated, opportunities you have, etc.) at Berklee:

	Very Important	Important	Somewhat Important	Not Very Important	Not At All Important	No Opinion
82. Gender						
83. Racial Identity						
84. Ethnicity						
85. Sexual Orientation						
86. Age						
87. Disability (differently abled)						
88. Nationality						
89. Competence						
90. Whether or not you are a musician						

5. Open-Ended Questions

- a. If there is anything we didn't ask about that you'd like us to know to help us better understand the current situation at Berklee with regard to gender, please tell us here:
- b. If there is anything you'd like to tell us about your experiences at Berklee with regard to any other diversity category (i.e., race, ethnicity, age, disability, sexual orientation, nationality), please tell us here:
- c. What actions would you recommend be taken at Berklee in order for the college to better achieve its goal of providing "an environment in which all persons, regardless of race, religion, cultural background, gender or sexual orientation can make a contribution as well as develop and succeed to their highest potential?"

6. Demographics

The following questions ask specific information about you. You are not obligated to answer any of these questions, however it would help us greatly if you would. We are asking these questions because we expect there could be important differences in the experiences, opinions and/or perceptions of individuals based not only on whether they are male or female but also on other factors such as race, ability, position, division, etc. We will use people's responses to these questions only to analyze the data so that we can best understand what it means. Your responses will not be used to identify you in any way. **Remember** that all of your responses on the survey are completely confidential and no one at Berklee will see any individual survey responses.

Which one of the following best describes you? Circle the number/answer that identifies the most appropriate response.

Gender:		
Male		1
Female		2
Age:		
20-29		1
30-39		2
40-49		3
50-59		4
60 +		5

Race: (check all that apply)		
African American/ Black		1
Asian		2
Latino /Hispanic		3
Multi-Racial		4
White/ Caucasian		5
Other		6
Number of children under 12 living at home:		
None		1
One		2
Two		3
More than two		4
If you are responsible for one or more children:		
Are you satisfied with your childcare arrangements?	Yes	No
Do you have adequate back up in case your child is ill?	Yes	No
Sexual Orientation:		
Bisexual	1	
Gay/Lesbian	2	
Heterosexual	3	
Transgendered	4	
Disability:		
Do you meet the federal definition of someone who qualifies for accommodation in the workplace?	Yes	No
Do you take personal responsibility for the care of a sick/ incapacitated relative?		
Yes	Yes	No
Did you attend Berklee as a student?	Yes	No
Do you think of yourself as a musician?	Yes	No

How many years have you been employed at Berklee?	
	0-5
	6-10
	11-15
	16-20
	20+
What is your current status?	
	Full-time
	Part-time

Division:	
	Academic Affairs
	Administration and Finance
	Berklee Media
	External Affairs
	Information Technology
	Institutional Advancement
	Office of the President
	Student Affairs

APPENDIX C: STAFF INTERVIEW PROTOCOL

DRAFT Staff Study

INTERVIEW PROTOCOL

1. Name, department, status, how long have you worked here? Other positions at Berklee? Are you a Berklee graduate? What is your education level?
2. Where else have you worked?
3. What is the main reason you are working at Berklee? Overall, how would you describe your experience as a staff member here?

Lead-in question

4. This is a study about gender equity for the Berklee staff. The goal (hand out) of this initiative is to ensure gender equity for all staff members (defined as providing an environment in which all persons, regardless of race, religion, cultural background, gender or sexual orientation can make a contribution as well as develop and succeed to their highest potential)
 - a. If this goal were met to your satisfaction, how would your work experience here be different? The work experiences of others?
 - b. Where would you say Berklee is today in terms of achieving this goal (probe for specifics....)

Valued?

5. To what extent do you think this college makes use of all of your talents, skills, and knowledge and life experience? Why? Do you feel you have any particular areas of skill or knowledge as a woman/man (other identity area such as age, race) that you bring to your work as a Berklee staff member? Are those valued?
6. How well are you able to communicate your skills, knowledge and abilities? Is anyone interested in them? Who?
7. Are you a musician? (If yes: did this influence your decision to work at Berklee?) Do you think that being or not being a musician has any effect on your ability to be successful here? How? Do others perceive you as a musician? Does it help your work?

Success?

8. What does it take to be successful here?
 - a. How is success measured? Is it measured? For individuals? For the college? How is it recognized? Rewarded? How do you define success?
 - b. Are there "unstated ways success is measured?"
 - c. * What do you think are your personal chances of being successful here? Why?
 - d. How, specifically, has the college (policies/procedures), or members of the staff, administration or faculty supported you in being successful here?
 - e. Are there any ways in which you would say the college (policies and procedures) or members of the staff, faculty, administration or student body, either intentionally or unintentionally, have kept you from being successful here?

Advancement?

9. Are there opportunities for advancement for you here? Do you feel supported if you don't choose to seek advancement at this time? How are advancement opportunities created and accessed?
10. Do you see a career path for you at Berklee? For others? If so, what are you doing about going to the next step? What encourages you? Discourages you?
11. If you have been promoted, how was your training/orientation to that new post? What success or gaps occurred?
12. Do you feel informed enough to make educated decisions about your career path?
13. How do you find out about job openings here at Berklee? In general would you say most openings are really "Open?" How are job openings created? Are candidate pools for openings as diverse as you think they should be?
14. What professional development opportunities are you aware of that exist for staff here? Have you ever been encouraged by someone else to take advantage of any of these opportunities? Have you ever asked to take advantage of any of these? Was your request approved? What have you learned from your supervisor/other administrators that influences your drive for professional development?
15. Do you now, or have you in the past, had a mentor either here at Berklee or outside of Berklee? How did that mentoring relationship come about? How, if at all, do you think having/ not having a mentor will affect your success here?
16. How do performance evaluations work here? What is evaluated? How regular? How useful to you? How are they used? What emphasis is placed on your self-evaluation? On evaluating your supervisor? Besides an annual review, what other ways do you receive feedback on your performance?

Culture

17. How would you describe the most important elements of the workplace environment here at Berklee?
 - a. How well do you fit in here? Why or why not?
 - b. How much do you feel you can really be yourself here?
18. We learn about culture from stories as well as our own experiences. What are some of the Berklee stories? What stories are there about women at Berklee?
19. Explain concept of Norm and Norma. Ask person to describe Norm and describe Norma
20. How would you describe the diversity of the staff as a whole today? Some people would say that having a diverse staff would make the college more successful, others would disagree. What do you think? Why? What would you change/improve if anything? Do people really know each other across diversity? Are there some diversity barriers that are less permeable than others?

Gender differences?

21. Some people would say that gender/race/ethnicity/age/sexual orientation has little influence in defining who is successful here; others would say one or more of these factors has a lot of influence. What would you say and why?
22. Some people would say that men and women staff members at Berklee are treated the same and others would say that they are treated differently. What would you say?
 - a. Could you describe some of the similarities and/or differences that you have experienced/observed? (Probe for specific examples and for other identity categories that affect treatment.)
 - b. Are there policies or practices that affect men and women differently? How? (Probe for overt and subtle differences; probe re: compensation, benefits?)
 - c. Are there any ways in which you perceive that staff members receive preferential treatment because they are male or female? (Look for specific examples).
 - d. Do you sense a difference in productivity between men and women? Is their productivity measured differently (volume of work, quality of work, relationships, creativity, detail oriented, big picture?)?
 - e. Are expectations from managers, peers, and “customers” different for men/women staff members?
23. Have there been any times when you either experienced or observed another staff member, faculty, or student interacting with you or someone else in a way that you would consider demeaning or inappropriate? Please tell me about that situation (without names if you prefer). What did you do about anything you thought was inappropriate? What was the result?
24. Are there any ways in which you have seen, or experienced for yourself women staff, faculty or students being treated with less respect than male staff, faculty or students? (Probe for specific examples and if situations involve power or are between peers).
25. Overall, do you think talented women staff members have a good experience here? Why or why not?
 - a. What about talented male staff members?
 - b. What differences, if any, do you think there are between the experiences of these two groups?
26. Are there any other insights you can give me about how you think women experience being staff members in this college? Men?

Work/Non-work

27. Do you think flexibility is afforded to all levels of employees? Have you had opportunities to experience flexibility in your role (job sharing, working part time, working from home?)?
28. What are your other major commitments outside of Berklee? How do you balance work/non work priorities? How does the working “culture” at Berklee support or not support that balance? Are family and other non-work issues valued here?
29. How does parental leave work? Have you taken it? Was it adequate? If someone takes parental leave does that have an impact on their career?

Accountability and equity across groups

30. Do you feel there is equal accountability at the college at all levels in terms of how people behave/treat others?
31. As a staff member, do you feel on a par with faculty?

Power & Voice

32. Who would you say holds the power here at Berklee? Can you give me some examples of what people with power get to do here? How do people get into the groups that hold power? (Possible follow-up: It seems that white men occupy a large proportion of the positions of power and influence in this college. Why do you think that is so? (Try to understand their theory for why things are as they are). If you wanted to have input into a decision that was begin made, do you believe you could find a way (informal? formal?)
33. Question about transparency. Do you generally feel as if you know how and why different decisions are made?
34. When you think about yourself in this environment, who do you influence (who takes your opinion seriously)? Are you ever frustrated because you can't exert influence when you think you have something to offer? (probe: up/ down/ peers)

Other?

35. We are interested in understanding how assignments are made in this college beyond the core responsibilities of your job description.
 - a. Opportunities to serve on committees
 - b. Opportunities to work on special projects
 - c. Opportunities to interface with other areas and levels of the college
36. How is workload determined? Working extra hours?
37. In most organizations there are perks (formal and informal) that are available. What would you say the perks are at Berklee?
 - a. Have you ever wanted any of these? If yes, did you request them? Get them?
 - b. In your view how are these perks generally allocated? (By whom, to whom, on what basis?)
38. How would you characterize your relationship with your supervisor? Does your gender/that of your supervisor play a role? How?
39. How would you characterize your relationship with others you assist?
40. Does your supervisor support gender equity? What impact does that have on you?

When it works?

41. Can you tell me a story about a situation where your experience or observation of an interaction between men and women here at Berklee exemplifies how men and women ought to relate? Describe and tell me why this is a good example.
42. Are there any things you think Berklee could do differently that would make it more possible for women staff members to be successful here (and want to stay here?)
43. This interview is confidential. Nothing you say will be attributed to you. Having said that, could you imagine repeating the answers that you gave today to your supervisor? Would you answer differently if you knew this were not anonymous? How?

APPENDIX D: SURVEY RESPONDENTS VS. TOTAL STAFF POPULATION

1. Gender

Response	# Survey Respondents	% Survey Respondents	# Total Staff Population	% Total Staff Population	Difference
Male	121	51.9%	246	60.5%	-8.6%
Female	99	42.5%	161	39.5%	3.0%
No Response	13	5.6%	0	0%	5.6%

2. Age

Response	# Survey Respondents	% Survey Respondents	# Total Staff Population	% Total Staff Population	Difference
Under 20	0	0.0%	0	0.0%	N/A
20-29	56	24.0%	130	31.9%	-7.9%
30-39	69	29.6%	114	28.0%	1.6%
40-49	47	20.2%	75	18.4%	1.8%
50-59	35	15.0%	67	16.5%	-1.5%
60 +	11	4.7%	20	4.9%	-0.2%
No Response/Unknown	15	6.4%	1	0.2%	6.2%

3. Race (check all that apply*)

Response	# Survey Respondents	% Survey Respondents	# Total Staff Population	% Total Staff Population	Difference
African American/ Black	14	6.0%	38	9.3%	-3.3%
Asian	9	3.9%	32	7.9%	-4.0%
Latino/ Hispanic	9	3.9%	14	3.4%	0.5%
Multi-Racial	5	2.1%			
White/Caucasian	180	77.3%	322	79.1%	-1.8%
Other	5	2.1%			
No Response/ Unknown	11	4.7%	1	0.2%	4.5%

* Staff assigned one category only for race. Survey respondents asked to check all that apply.

4. Years of Service

Response	# Survey Respondents	% Survey Respondents	# Total Staff Population	% Total Staff Population	Difference
5 or less	128	54.9%	265	65.1%	-10.2%
6-10	43	18.5%	50	12.3%	6.2%
11-15	15	6.4%	31	7.6%	-1.2%
16-20	14	6.0%	17	4.2%	1.8%
20+	23	9.9%	44	10.8%	-0.9%
No Response	10	4.3%			

5. Status

Response	# Survey Respondents	% Survey Respondents	# Total Staff Population	% Total Staff Population	Difference
Full-time	214	91.8%	376	92.4%	-0.6%
Part-time	6	2.6%	31	7.6%	-5.0%
No Response	13	5.6%			

6. Division

Response	# Survey Respondents	% Survey Respondents	# In Total Staff Population	% In Total Staff Population	Difference
Academic Affairs	49	21.0%	141	34.6%	-13.6%
Administration & Finance	29	12.4%	45	11.1%	1.3%
Berklee Media	12	5.2%	28	6.9%	-1.7%
External Affairs	16	6.9%	26.5	6.5%	0.4%
Information Technology	29	12.4%	38	9.3%	3.1%
Institutional Advancement	10	4.3%	20	4.9%	-0.6%
Office of the President	8	3.4%	29.5	7.2%	-3.8%
Student Affairs	43	18.5%	79	19.4%	-0.9%
No Response	37	15.9%			

7. Salary Grade

Response	# Survey Respondents	% Survey Respondents	# Total Staff Population	% Total Staff Population	Difference
13	5	2.1%	34	8.4%	-6.3%
14	20	8.6%	49	12.0%	-3.4%
15	12	5.2%	23	5.7%	-0.5%
16	18	7.7%	34	8.4%	-0.7%
17	51	21.9%	72	17.7%	4.2%
18	18	7.7%	30	7.4%	0.3%
19	22	9.4%	32	7.9%	1.5%
20	10	4.3%	11	2.7%	1.6%
21	4	1.7%	5	1.2%	0.5%
22	4	1.7%	5	1.2%	0.5%
23	0	0.0%	1	0.2%	-0.2%
CHA	6	2.6%	11	2.7%	-0.1%
CHR	12	5.2%	23	5.7%	-0.5%
W1	17	7.3%	24	5.9%	1.4%
W2	16	6.9%	23	5.7%	1.2%
X	0	0.0%	1	0.2%	-0.2%
X1	1	0.4%	4	1.0%	-0.6%
Y1	6	2.6%	6	1.5%	1.1%
Y2	4	1.7%	8	2.0%	-0.3%
Y3	7	3.0%	11	2.7%	0.3%
No Response	0	0.0%	0	0.0%	N/A