

Strategic Planning Idea List
As of November 5, 2008

- Refine audition process.
- Rollout audition process in Africa.
- Provide scholarship support for students in all majors.
- Develop a comprehensive enrollment and scholarship strategy.
- Aggressively recruit talented yet disadvantaged musicians in urban areas throughout the US.
- Recruit among private high schools to find talented musicians who can pay full tuition.
- Dramatically expand scholarship support.
- Institute a method for getting honest and constructive feedback from parents and students involved in our admissions process, and for acting on that feedback.
- Adjust interview and audition process to recognize non-performance achievers.
- Enhance scholarship program for non-performance majors.
- Increase focus on academic achievement in application evaluation.
- Relate audition ratings to ensemble placement.
- Value academic achievement in application evaluation.
- Career advising for graduating students and alumni, ideally by faculty in the major.
- Create a 4-year advising program staffed by faculty.
- Create a rich acoustic environment in a concert hall for 350 to 500.
- Create job placement program.
- Decrease noise pollution in classrooms and throughout campus.
- Expand resources and offering of career development center.
- Factor space needs into initiative planning.
- Make student work-load less demanding, esp. in early semesters.
- Monitor and improve per advising program.
- Promote student achievement in Heavy Rotation, Jazz Revelation, BIRN, Café 939 and beyond.
- Provide time for faculty to provide career guidance.
- Shuttle bus to shorten travel between buildings.
- Complete curriculum review and implement recommendations.
- Pilot a “laptop” student program.

- Explore music and the brain initiatives.
- Create singer/songwriter program.
- Offer online course to campus students.
- Create a “portable curriculum” for on campus students to enhance learning.
- Enhance the entering student experience by providing each with the complete (or near-complete) first-semester class schedule prior to their arrival.
- Enhance the support provided to students for music careers as they near graduation and entry into the music industry.
- Investigate the feasibility of a three-year diploma program.
- Expand library holdings, learning resources, and teaching spaces in order to support graduate programs.
- Implement a college curriculum committee.
- Develop and implement comprehensive student advising process – an academic advisor for every student for the entire time of enrollment.
- Loosen up the curriculum to allow today’s student to create a curriculum that works for them tomorrow. Include individual advising by a selected faculty member or chair.
- Develop campus-based masters programs.
- Develop online-based masters programs.
- Develop combined campus/online masters programs.
- Establish “minors” in the academic program.
- Regard Curriculum Review as a long-term developmental process, but complete the recommendations.
- Institute a method for getting honest and constructive feedback from students and acting on that feedback.
- Create awareness of the value of giving back to the community.
- Create bachelor of arts program to serve students dedicated to pursuing nonperformance majors.
- Create research centers in music technology and education.
- Decrease faculty workload to increase interaction.
- Develop courses that allow students to better understand their place in the world
- Increase scope of performance spaces and ensembles to use them inc. concert band, orchestra, choir, etc.
- Master program, esp. composition.
- Promote musician health, esp hearing protection.

- Teach percussion and rhythm across the curriculum.
- Complete campus master plan.
- Continue to strive to create universal access.
- Aggressively pursue dormitory/residence hall space.
- Occupy Mason, FCHC to meet immediate space demands.
- Renovate Mason and FCHC to meet long term vision.
- More strongly establish Berklee's identity in neighborhood.
- Be responsive to community needs and concerns in master plan.
- Upgrade the quality of offices and teaching spaces.
- Develop and construct a cutting-edge music and media technology/production building.
- Develop planning that ensures the effective use of limited space in support of continually changing instrumental and major populations.
- Seek out space for physical fitness facility.
- Address space needs in percussion department.
- Address space needs in student affairs.
- Adopt acoustics as a guiding principle.
- Colleague integration and business process review. As Colleague moves more of its user interface to the web, we should be examining how we can improve our general business processes, making more of them web-based self-service and capitalize on our investment while improving service to the community.
- Improve process and systems in student affairs.
- Improve process and systems in finance and accounting.
- Allow for project budgeting.
- Create a system for managing college prospects.
- Improve/update the reliability of Berklee's administrative technology to improve the transfer of data among offices.
- Conduct an internal initiative to review, revise, and rationalize our database structures and processes, correct data, develop useful information reporting.
- Conduct detailed process review in operational areas.
- Create best in field administrative systems.
- Create best in the field operational systems to improve efficiency.
- Focus on back end technology needs for classroom technology.

- Focus on building support systems for the next wave in new initiatives.
- Improve access to student services on the web.
- Successfully complete our \$50 million capital campaign.
- Develop a Capital Campaign (\$75 - \$100 million) for a new major facility.
- Develop plan to attract and accommodate the archives of premier contemporary musicians.
- Open a grant-writing office.
- Secure funding for endowed department chair and faculty positions.
- Undertake an aggressive fundraising program outside the US.
- Undertake an aggressive effort to seek out local residents interested in Berklee, engage them in the life of the college and inspire them to make charitable donations to Berklee.
- Create a strong culture of philanthropic giving among faculty, staff and students.
- Develop a truly social networking website for alumni. The new website will be regionally specific and would have four major segments: Social Networking; Alumni News; Services for Alumni; Alumni Promotion (gigs, recordings, etc.).
- Expand the number of alumni chapters.
- Develop a Career Development Office for Alumni. This will allow us not only to provide the MUCH needed service for alumni, but also will give us the added benefit of developing stronger relations with prominent members of the music industry – individuals and corporations – alumni and non-alumni.
- Recruit more successful alumni to serve as trustees and PAC.
- Develop short-term continuing education courses for alumni using Berklee College of Music faculty.
- Expand Alumni involvement in the recruitment process.
- Create programs to elicit more feedback from alumni on curriculum.
- Include alumni in faculty evaluation.
- Involve alumni in career guidance program.
- Create a Leadership Development Program (left over from last plan).
- Establish a talent management process to identify high-potential staff and ensure a strong pool of future leaders.
- Improve recruiting capabilities and implement applicant-tracking system.
- Revise and expand new employee orientation.
- Improve tuition reimbursement benefit.
- Revise and improve compensation system structure, processes and communication.
- Expand career ladders and career development resources for staff.

- Conduct a comprehensive review of employee benefits.
- Consider moving to a merit-based compensation system.
- Improve performance management process to include professional development and career planning
Establish a comprehensive Health and Wellness program for staff and faculty
- Evaluate and plan for the human resource impact of new initiatives in Valencia and elsewhere.
- Address the strain on human resources to meet the demands of new initiatives.
- Adopt best practices for quality of work environment.
- Attract the best in field talent for staff positions.
- Clarify HR policies.
- Improve staff recruiting systems.
- Manager training to improve leadership.
- Professional development for staff a must.
- Open Berklee program in Valencia.
- Introduce environmentally conscious goals.
- Integrate diversity goals into strategic plan.
- Continue to grow Berklee music.
- Expand City Music program to 15 to 20 new partners.
- Explore connections between City Music and Berkleemusic programs.
- Explore connections between Berklemusic and BerkleeValencia.
- Pilot a program that integrates on campus; online; experiential; and study abroad programs
- Implement process-improvement program to increase efficiency and empower staff
- Clarify and communicate responsibilities and accountabilities for management positions and roles as well as committees.
- Take the necessary steps to position Berklee as the primary research center for contemporary music.
- Develop plan to attract and accommodate the archives of premier contemporary musicians.
- Develop a strategy to position Berklee as the leader of a national dialogue that regularly engages and advances the discussion about the caliber of music education, specifically, and arts education, in general.
- Post-Valencia, create Berklee in China or Taiwan (careful!). Then Brazil or (probably better because of language), Argentina.

- Develop Berklee Institutes as outgrowths of graduate programs: e.g., Music and the Internet, Music Business, Music and Society, Gender Studies in Music, Contemporary Music Instruction and Scholarship, etc.
- Continue to evolve and clarify our management responsibility structure in light of Berklee's expanding global and national initiatives.
- Continually ask ourselves if we are meeting our students needs.
- Create more accountability in the system.
- Environmental awareness as a guiding principal.
- Reduce the paper we consume as an organization.
- Solidify Berklee's brand in the marketplace.
- Take a strong environmental stance.
- Focus on completion of initiatives underway. Do not pursue aggressive new strategies at this time.
- Refine current plan into plan for 2009 to 2011.
- Open up strategy planning process to entire college community to identify best ideas.
- Pursue our stated vision for Berklee 2015.
- Conduct a community review of the vision statement for 2015.
- Slow the rate of "new" strategic initiatives in order to enable the college to better focus on the big things already in progress.
- New projects should refine and better support initiatives already in process.
- Create a bold new strategy for Berklee that positions us as the contemporary music education leader.
- Energy savers (i.e. VPN access, work-from-home).
- Shuttle service from pick-up points i.e. subway/commuter/train stations for commuters
- 939 Service (i.e. soups on the menu).
- More classroom space for the college. The college must make acquiring and maintaining classroom space a priority. There should be excess classroom space in fact to deal with the inevitable emergencies that arise on campus each semester.
- Design of classroom space must be generated by the people who teach in the classrooms.
- The Berklee Laptop Computer program: Work toward a central coordination of laptop computer technology. The decisions about software and hardware acquisitions should be generated by academic concerns and not marketplace factors.
- Institute a firm TOEFL requirement for admission to the degree program.
- Expand Learning Center to include support for Liberal Arts courses, tutoring, and the College Writing Center.

- Establish a 2 to 3 hour block on Tuesdays (or another day) when no full-time faculty member has a class scheduled. We need time for collaboration and meaningful meetings during the academic day.
- Get more space: build or buy more buildings.
- Institute 50-minute lessons for all students.
- Encourage entering students to play their instruments, both in and out of the classroom.
- Provide academic departments with resources they need to support their faculty, staff, and students.
- Provide faculty with a place to “park” between classes.
- Create more of a classical program, I realize it is a contemporary school, but one must study the fundamentals and the styles that produced today’s top hits.
- Registration is a mess, and trying to find out any information is impossible because nobody knows what department is supposed to cover what.
- Requiring auditions to get in should have been employed years ago, and the ratings system needs improvement.
- You should have the media center intertwined with all of the practice facilities that way students can learn and play along with particular tunes from the comfort of their practice space.
- Lower tuition costs.
- Bring attention to the college with touring choirs and bands competing nationwide.
- Berklee needs to adopt all styles of music and embrace them to really become the best music school that it can be.
- Consider giving bigger keyboards so that one can practice “Basic Keyboard Techniques” at home. The 2 octave Oxygen keyboard is not enough.
- Stop trying to grow as a business or even in buildings. That process is leaving simple things undone behind (like broken chairs, disorganized rooms). Pick what you have now, clean up the flaws and then go on ahead.
- The cost of education is getting to high. I know there’s a lot of use in this money. However, if you stop growing for 3 years and concentrate what you have now, you won’t be needing to charge even more money out of students. Limiting the Berklee admission also helps on that.
- Give more scholarship opportunities.
- Show more concern about the environment. Use the air conditioners less in the summer.
- Put more recycle bins on every floor one next to the other: Plastic in the yellow bin, Paper in the green bin and Glass in the Blue bin and there is also the optional one which are the Batteries in Red bin. All colleges and universities in Europe have that in every floor, in every section.
- It would be nice to someday have my own office. I currently share my office with at least three other faculty members, maybe more.
- Faculty exchange I think is a great idea and a wonderful opportunity.
- The most important thing in my view that Berklee needs to do is to build more ensemble rooms, and find a new way to reserve them. We need more rooms and a better way to get them.

- First and most pressing is the need for more classroom space.
- Determine the goals of the AandI process. Address success and philosophy, and determine how success is measured.
- Guarantee housing to all first-year students.
- Support original music from Poland, east and central Europe, Balkans, and mix it with other styles.
- Mandatory singing technique classes for non vocal principles.
- Improve support for students returning to Berklee.
- Stop berklee's expansion and help out the students more financially.
- Berklee desperately needs a health center and a fitness center for the students.
- Private lessons should be geared more towards improving instrumental technique and not so much towards memorizing a million songs for proficiency.
- Look into having more dorms and/or more recording studios if possible in the near future.
- Berklee absolutely needs a gym of its own.
- Give Berklee students an actual college experience by at least giving them the opportunity to eat and live well.
- Berklee gym or workout facility (not LiveWell) .
- Increase number of drum practice rooms.
- Provide on-campus storage for students living off-campus.
- More selections for music business electives. Law-related classes, and more contract information.
- I think it would be really cool to be able to take lessons with teachers of other instruments.
- Improve access to ensemble rooms, practice rooms, stations at the learning center and media center, books at the library.
- Update registration manual to reflect only available courses.
- Give more space to musicians that are not actually performers (engineers, etc.).
- Teachers should be required to email classes every time they won't be there
- The bathrooms often don't have soap or towels in them.
- In terms of rating, there is still a strong strong strong emphasis on jazz, which I love to play, but it seems unfair for a folk singer to be asked to scat over fly me to the moon.
- Create more ensemble rooms near the 150 building, since there aren't remotely enough of them to comfortably supply the needs of the students at Berklee.
- Use the contacts teachers have to organize more events and bring more people to talk to us, like in the Film Scoring department.

- Organizing networking events for Film Scoring majors, with Film students from other colleges happens rarely, and this are the kind of events that form relationships that could go on for many years to come, and would help the students at Berklee become more professional and start working in something related to their major.
- There should be more contests going on in each major.
- More support for the clubs at Berklee. It is very hard to get started with one efficiently, and it takes years for a club to be respected and fully supported by Berklee.
- Student gym.
- More of a campus feeling and atmosphere.
- Weekend student trips outside the city.
- Better foreign exchange program.
- Licensed school psychiatrist and psychologist.
- School music store (instruments).
- Attract and enroll the highest quality student body you possibly can, regardless of their ability to pay tuition.
- Have an excellent faculty delivering an effective curriculum.
- Have facilities that smoothly support the educational process.
- Make sure that every student leaves Berklee with a realistic career path that will support an acceptable life, put food on the table, pay for health insurance, etc.
- Try for greater fluidity in the organization of the Berklee registration concerning admissions, adding and dropping classes, and credit evaluations.
- More social icebreaking situations in the arrival period for new students.
- Better and more dorm facilities.
- More piano practice rooms, perhaps even some just for professional writing majors.
- Access to film scoring labs on the weekends.
- Recording ensembles for film scoring projects so the necessity to find players for every project isn't placed on the already extremely busy students.
- More practice facilities similar to Fordham Road.
- Soundproof practice rooms and dorms so people can practice and study uninterrupted.
- Fix the 270 Commonwealth dorm vending machines.
- Restock vending machines more often.
- Offer more scholarship opportunities for entering and continuing students for their skills in songwriting, film scoring, production, engineering and business skills they already have or had obtained prior to their coming to Berklee, as opposed to focusing on scholarships solely rewarding performance.

- Create a central meeting place for students in a welcoming environment.
- Have an area for the smokers besides the beach.
- Create a world music major.
- Increase need-based scholarships.
- Master's program.
- A gym, because I think many students would like to take short exercise breaks in between classes and studying. But, they do not relish having to pay a monthly membership fee elsewhere for such a low volume of personal use.
- Larger, more centralized student center/general purpose space.
- I would really focus on getting an athletic gym or connecting with another college, so Berklee students can work out free of charge. Berklee does offer discounts at other gyms, but the gym I like runs around \$70 a month.
- Alternate registration times for students to make registration fair.
- Standardize curricular instruction for core classes to increase consistency.
- Expand and improve upon career development services offered to current students and alumni.
- Implement Experiential Learning Graduation Requirement for all students that requires all students to participate in an internship program, study abroad semester, or service-learning program during their time at Berklee.
- Implement business classes and career prep classes in all majors (including performance).
- Increase classroom and dorm space.
- Revise ratings system.
- A safety plan for 150 dorm students who are suddenly out on the street in the dead of winter, under-dressed due to a nighttime fire alarm.
- Cheaper tuition.
- More practice facilities.
- More piano rooms.
- Better pianos.
- A better, larger performance hall.
- Many more guest artists.
- One-hour lessons for performance majors.
- More recording studios and time slots longer than 2 hrs.
- I don't want to walk through a cloud of smoke everytime I enter a building.

- Perhaps there can be a better way of signing out practice rooms.
- Continue to support the growth of a musical theatre program.
- I just say more of the same!
- I think that several times each year you should have talent scouts, A&R reps, Record company reps, and producers hungry for new material invited to a big event where the most talented students involved with the composition and performing aspect of music with show off what they got in hopes of attaining connections, possible record deals, and at the very least some constructive criticism from the top industry workers.
- Private lessons of the main instrument shouldn't be an obligation for BIN students that are doing film scoring, music business, MP/E and other areas that won't require necessarily that instrument, and we, BIN students, already did those classes in our country.
- There should be option of internship after finishing the last semester with coordination of Berklee, it makes sense that we will be more prepared to understand the needs of a job after the last semester.
- As the college continues to attract mature people, I think it would be helpful to have some way for us to connect.
- I am curious if Master Degree programs are being considered.
- Create new and special identities to the three active matriculated programs at Berklee, and by so doing increase enrollment for the Artist's and Professional Diploma programs, improve graduation rates for each, and simply add vitality to each.
- Part-time attendance.
- More practice rooms for horn players. Why do community colleges in the middle of nowhere Texas have state-of-the-art practice rooms but Berklee has only the 12 or so it has now?
- Places to play and practice, more music stands, you know, things that musicians need.
- Major focus on a comprehensive understanding of current music business trends.
- Maximize your marketing potential.
- Be flexible and adjust as trends fluctuate.
- A concentrated 1st-year experience department which would include everything from tours, info sessions, freshman orientation, and having welcoming sessions in cities for incoming students.
- All Music Ed majors should be in the Berklee Wind ensemble to learn literature.
- All Music Ed Majors should be required to work the Berklee High School Jazz Festival to again, learn High School literature.
- Music Ed majors should be required to attend the Eastern MENC conference as well as the Mid West Band and Conference.
- Music Ed majors should attend the local High school and Middle school band festivals.
- Music Ed majors should be required to take a business-writing course.
- You need to get a video game focus major.

- Personal attention to each student's goals.
- Have full-time professional staff (not workstudy students) in positions where important information is given to students.
- One of the biggest issues I see in the people I talk with is getting jobs in the engineering field. It seems that music credits with major acts is a great place to start, and obviously, doing time in a major studio can help.
- Perhaps you could have visiting internships at major studios for students to go, say for a month for credit, as a senior internship to get in some apprentice experience. Perhaps this could be done with Berklee alumni.
- More scholarships, work/study opportunities, low-interest loans, for students already at Berklee.
- More short (i.e. weekend) workshops in specific software or media, i.e. Finale. This will draw more people in to the online courses I think.
- A real Master's program in jazz composition/arranging, jazz history, education, and more. Why should NEC get all the students? This should included scholarships and other financial aid.
- There was no place to take a nap on campus, no library with comfy couches or quiet reading space where I could rest.
- No school-related hangout space at all except for the "Berklee Beach" stretch of sidewalk. Making beautiful, restful space at your campus would be a comfort to the students and faculty, and a great selling point for prospective students.
- If I was running a music school, I would require that all students take a basic music business course each semester that focuses on changing trends and how to keep sight of them into the future when they leave, as well as basic marketing concepts that apply no matter what your focus in the business.
- Overall, most musicians fail for lack of business knowledge, not talent.
- I think a good idea for fundraising, (towards the end of spring semester when everyone is moving out of the dorms) is to have a "garage sale" of things that students don't need anymore or don't feel like traveling back home with or putting back in storage. We could sell these items that students have donated to get rid of, to the general public and berklee students to raise money for various clubs or for the college in general.
- I would love to see a Master's degree and Doctorate degree programs started at Berklee.
- I would focus on creating a fitness facility for the students and faculty.
- Exercising the body helps stimulate and clear the mind. Two things that definitely aid in the creation of music.
- A Berklee blog. This blog could be open source or maintained by the college. Either way, this would provide a place for Berklee students, faculty, staff, alumni and prospective students alike to connect and interact with each other and to stay informed about the most current happenings within the Berklee community across the globe.
- There was perhaps one mention of an archives program, but I'd recommend developing a true Berklee Archival program which would ensure the capture and proper preservation of materials relevant to the past successes of the school (and used in future marketing, anniversary, etc. efforts).
- Not sure if there is much of a risk or records management program within the school which, in addition to/in conjunction with something like a Chief Information Officer (CIO) would assist in

making the best use of internal information/records as well as ensure that the school is protected in the events of disaster, lawsuits/subpoenas, etc.

- Bring back the WINDSDAY workshops or a similar program to invite teachers and their students into Berklee College.
- Have an alumni talk back where you invite graduates back to discuss (with students) the “Real-World” after college.
- Offer more Summer Music programs for teachers and educators (Adult Ed Ensembles / Jazz Combos) gear it more towards adult educators who would like to learn more about improvisation and or arranging for jazz combo / Big band tie this into music notation computer classes etc.
- Offer a Masters of Music program in Jazz performance / Arranging. Berklee did offer this at one time but then took it away.
- Keep auditioning the students that come in.
- Expand the campus to include more rehearsal and engineering space, and a gym.
- Keep expanding the scholarship program.
- The college needs to offer courses and a dedicated curriculum for Interactive Music having a school like Berklee acknowledging the academic importance of this field will have a very positive impact on the industry as well.
- There are infrastructural problems to be solved at Berklee: studio space, rehearsal spaces, are all very limited and this causes significant problems to students. Hopefully there will be the possibility to add a building to the campus- although I realize the costs involved and the various issues tied to this.
- I strongly believe that the Berklee Community needs to invest in the future of the college by investing in the students who are the future of Berklee. More money to help high school and school programs, support music in the schools. These children are the future of the college.
- There needs to be more programs offered to kids who are seeking careers in music.
- Perhaps more outreach from Berklee to schools is the first step?
- I believe making greater connections with music industry businesses to foster opportunities for graduates and to stay abreast of industry trends would be a great thing to add.
- There should be courses for credit, for each major, to research and prepare for students’ real career goals. These could be private sessions with the dept. advisors, or seminars. After people graduate, they end up far away, and it’s too late.
- Eventually, there should be courses added for real venues where musicians will work. For example, film scoring dept. should have courses in screen writing and producing. Berklee should teach nightclub management, concert production, musicians’ law, so that when performance majors graduate, they can work with and for Berklee grads.
- I propose that we look at the scope of change we seek to undertake at any given time and staff the college to fit the scale, or change the scale to fit our staff. Do we have a project manager (a position with project management skills) for every project we agree to initiate? And do we have a business process expert managing the operational changes that need to be developed and implemented for the long-term success of each project?

- I also propose that we not change any business process for which there is not a business process expert available to participate in a project to manage the change. In some cases we have someone following a set of procedures to carry out their daily responsibilities, but no position exists charged with understanding the underlying business processes/policies. I propose that in those cases, a position be identified or created that is responsible for being the business process expert for that function (knows it, can document it, can represent it on projects, and can analyze the pros and cons of changing it), before a project is initiated to make changes that will impact those procedures.
- I propose that we incorporate project management and business analysis into our administrative culture in a structured and concrete way. An approach modeled around how we honored diversity might work well: establish a leadership position with a department that could oversee a program to develop project management and business analysis awareness, training, standards, and common guidelines. This department would be a resource to help leadership understand what project managers and business analysts should do, so managers can appropriately assign and resource positions to tackle that work. This effort would differ from the diversity initiative in that positions around the college should be changed, expanded or created to take on specific responsibilities.
- Campus Master Planning and property acquisitions (residence halls, student activity space, etc.)
- Increase endowment for scholarships and operations budget.
- Again, our full-time students and full-time are overburdened, and while this impacts both curriculum and operating expenses, it need to be addressed if we are to meet the mission of College, which requires the best quality and the energy to achieve that.
- Alumni relations need not only to be expanded but re-imagined. Music, like any art, is in part craft/guild, and so our alumni can play a an informing or mentoring roll that alumni from other disciplines cannot.
- Continue the open dialog and transparency that has marked the last 3 years. It greatly enhances positivity.
- Have campus cruiser polls to find out which visiting artist to bring this term. A visiting artist who was otherwise busy may find a little more time in their schedule to visit if they found out that 93% of the community voted him as their #1 choice. In addition, why not focus on bringing the students what they feel they would benefit most from?
- City Music is a great program -- I would love to see an extension of it for electronic production, such as using Reason. I worked for a similar program in Philadelphia with very effective results. Students are drawn to the immediacy of the music-making.
- Standardizing the curriculum between teachers. Different teaching styles are a wonderful thing, but I find that far too often students going into a 2nd or 3rd level course (Counterpoint 2, Arranging 2, etc) were not taught bits and pieces of the curriculum that they should have been taught, and class time will have to be spent reviewing material we should already know. I've personally had a few experiences where I've felt a bit behind my classmates who are taking the same class with other teachers.
- Additional streaming media from the library. Modern pop/rock, in addition to only jazz, world music, and classical. I would also love to see video recordings of student concerts and visiting artist clinics available online.
- A Masters and/or PhD/MFA/DMA level degree.
- A proper recording setup in the Project Band studio. Currently they're using Garage Band, and a few mics. A proper recording program with just a few fixed-place microphones could improve student recordings ten times over.

- Every teacher I've had has complained about emails going to their .edu address when they should go to their .net address, or vice versa.
- At least 10% of my classes have wires missing from the audio boxes, or projectors with remotes not in the drawers. A simple 1/8th inch audio cable can mean the difference between talking about a musical example in the abstract, and hearing it executed -- which can be a rather important difference.
- I think the single most important thing Berklee can do right now is stabilize.
- Eliminate misinformation and miseducation to students (and faculty) by consulting our own faculty about topics taught across divisions and departments. Bossa nova and samba are still taught incorrectly in several classes in Writing and Performance Departments. A one hour workshop would suffice to explain the origins of these styles and how should be played and written.
- Integration of our curriculum must involve diverse faculty specialized in different areas.
- I came from a school where they had computers with touch screens in every classroom with full sound. Since we are an entertainment school, this makes sense to me. I'd love to bring a flash drive or just pull up my lessons from the network instead of lugging my laptop around.
- With all of the fine, underrated musicians performing today, I suggest that it is a better use of our time and resources, and would strike a blow for the cause of diversity, to invite a larger number of people more often, rather than to repeatedly feature the same ones.
- Go green. Recycle more.
- Considering the spaces people are placed in, bear in mind our constituents.
- Environment should be conducive to the work. Example: city music kids in with college students.
- Publicize events better. Confusion around public announcements needs to be helped. We need centralized publicity. Events all in one place to publicize to entire community, whether they're off- or on-campus. Online space for all events. Or push selected events to email.
- Put a digital board outside 150 with events coming up. Departmental feeds?
- Put it on the beach so most people will see it.
- Before anything else happens, we need to completely review what our resources are being used for currently. We can't pursue new initiatives without being aware of the resources we have available.
- We need a good look at communication/availability of information on campus. Example: how to locate the administrative assistant for ensemble? We need consistency among departmental pages. Presentation must be consistent for efficiency purposes.
- Think about having a dedicated person to fund raise for each department to increase scholarship funds specifically for each department.
- Centralize information so that students have access to all information: clinics, concerts, club activities. Ease of use is important.
- Increase transparency among administration/departments/etc. Access to minutes to meetings? Ability to self-select topics. Could help reduce information overload.
- Personalize campus cruiser by allowing students to select their areas of interest.
- Hour-long private lessons. Biggest academic downfall at this school is that the lessons are too short.

- On-campus lockers for off-campus students.
- Open up all majors to non-major students. Allow non-majors to take music business and synthesis courses.
- Go green.
- Berklee suffers from an embarrassment of riches. There's so much going on, much of it is not absorbed. Centralized system would help. But think about a way of slowing down.
- Reduce the amount of offerings so that people can take full advantage of experiences. Accomplish less, but absorb more?
- Volunteer/peer advocacy program in counseling and advising.
- Advising: we should require students to come see their faculty advisor.
- Otherwise, they don't necessarily show up, and the program is less effective than it could be.
- Visiting artists: increase awareness of ways to bring artists to campus, who to talk to. Improve organization for arrangements for upcoming visiting artists.
- Simplify web site into primary and secondary lists of interest areas.
- On-campus lockers for off-campus students.
- Improve access to ensemble rooms. Many rooms are unused while student needs are not being met. Some rooms have lower-quality facilities, and could be used by students without risking damage. If there is equipment that should be stored, have it stored safely, but allow students to use rooms.
- Improve system for reserving rooms.
- Establish a copyright office.
- Slow things down. Increase access between students to help each other with projects.
- Increase visibility for BIRN. Increase funding for BIRN. We should have the best radio station, based on who we are.
- More Berklee alumni performers or business people to inspire current students.
- Some introductory Japanese or other languages for faculty and staff.
- Our own music store.
- More food options.
- Improve entrance to 150.
- Create a Berklee copyright office. Should be more than a consultant, and have actual legal foundation and support.
- More practice rooms, some of them dedicated guitar practice rooms with amps or alternately dedicated practice rooms by major.
- More quiet study space (hooray for the reading room!).

- Equal (“fair”) access to space, equipment, and resources across all majors perks for each major, not just MPE.
- Advertise and utilize the CDC more.
- Tougher audition standards (hooray for auditioning every perspective student!).
- Assessment of scholarship standards to address unfairness of who gets scholarships and for how much clear communication of those standards equal access to scholarships and other rewards across musical genres, addressing the remaining jazz bias.
- Audition five-week program students address inequity in five-week scholarship distribution.
- More private lesson time fewer limits on the number of semesters private lessons can be taken by non-performance majors.
- More ensembles and greater diversity in ensemble styles and genres, fewer limits on the number of ensembles that can be taken.
- Assessment and screening of faculty, including random surprise visits from assessors during classes.
- Make student course evaluations mandatory, with a more reasonable timing and deadline for completion.
- Add a TOEFL requirement for international students also add an assessment of spoken English language skills, which would not be used as an admission requirement, but would require those below proficiency to spend a certain number of hours with a language tutor.
- Build a Berklee gym.
- 270 Commonwealth needs air conditioning.
- Better, healthier food choices in the cafeteria.
- Expand the study abroad program (hooray for the existing opportunities!).
- Add minors to the degree options.
- Get rid of the “Berklee beach”...or alternately turn it into a real beach...but either way, get rid of the smokers.
- Add a major or a bunch of classes to teach instrument building and/or repair.
- In regards to Boston as a whole, artistically speaking, there is a need for more live venue space. Perhaps at the Fordham Road facility.
- Music preference appears to be stereotyped. In some areas, they are not open to all styles. There is a preference to “jazz” more than anything.
- Space for rest / sanctuary. The new Student Activity space is not large enough. With 4,000 students, there is not enough resources for such a space (considering all the new café spaces, the reading room in the library, various lobby areas, etc). Many of the spaces that are available are not quite a place for “sanctuary” as they are loud and crowded.
- Value of what you receive versus what you spend. Equipment for non-technology areas is typically donated by companies or are in poor condition. For the technology major areas, they appear to not be donated and (on face value) have better conditioned equipment. More attention needs to be placed on the equipment for other majors.

- Lesson times are heavily overpriced for the amount of time and value you get out of the lesson. Price per credit causes lessons to be 2 to 3 times the price of other class situations. Should either increase the lesson time or decrease it's cost.
- Automatic doors or sliding doors should be installed into the buildings. People are always carrying equipment (be it an acoustic bass or an amp) and going through the doors is rather difficult.
- Improve the way to reserve ensemble rooms. Make it available to online or even over the phone. It's very inconvenient to book a practice room in its current form.
- Communication needs to be improved. Clinics get very overlooked because there is no advertisement, how certain areas work or function are typically spread by word of mouth, all because there does not appear to be a common way to communicate various standard ideas.
- More practice rooms are needed. More LARGE practice rooms are needed.
- Technical support should be for students available off hours. After 5pm technical issues continue happen but there is no line of support.
- Put a laundry room in the library.
- Financial initiatives to assist students with financial difficulties. Students who do not qualify for scholarship opportunities and need assistance (typically via a student loan) do not appear to get much assistance. The assistance given does not feel good enough for what is needed.
- Broaden the criteria for scholarships. Scholarships lean toward certain types of musical styles. When scholarships are given out, a lot of good musicians get left out because of their musical styles or genre. There should also be more scholarships for majors. Need at least 20 people to review the scholarship audition. Perhaps videotape the audition for review later.
- Redesign the ensemble rating system. The rating system stereotypes for specific musical styles and does not show a proper snapshot of their true musicianship.
- Most of the scholarship money gets out during early admissions. There needs to be more scholarship available later on.
- Academic scholarships are not readily available. A scholarship requires a 2.5 GPA which is a "C" grade. This should be changed.
- Make scholarships percentage based. As tuition increases, scholarship money stays the same which means there is a hole to find more money.
- Transfer credit acceptance should improve. The reason for attending Berklee is for the musical aspect. If a cheaper school is available for non-music classes, the student has the right (and should maintain that right) to attend that school and focus their money on the music classes at Berklee. Or, costs of credits for non music courses should be decreased.
- Background music should be playing in the bathrooms. Perhaps the BIRN?
- Increase the number of bathrooms. There are 4,000 students and not enough toilets.
- CLEAN the bathrooms more / better.
- Study abroad programs should be expanded based on curriculum. Currently, these programs do not focus on non-performance majors. Music Business, for instance, does not have any appealing study abroad program, especially since the business is becoming ever more global.

- Restructure the payment for internship programs. Internships outside the Boston area are very expensive: you are paying to live somewhere else as well pay FULL tuition for the credits of the internship.
- Summer facilities fees should be abolished for people who are registered.
- Berklee athletics / sports teams should be created: basketball, baseball, etc. There would be more of a usage of the Berklee mascot and it's drum line.
- Create a proper Berklee fitness center.
- Promote Berklee's performance groups to perform at various sporting events: other college / university sporting events, major sporting events (Celtics, Bruins, Red Sox, Patriots, etc).
- How about a grad program in Boston, especially if Berklee bought so much real estate? Back home, a lot of people are surprised we don't have a grad program. I plan on getting a masters and ill have to do it back home. It's not an option to not get a masters for some of these programs, like music education. I should be able to stay at Berklee for my masters.
- There are a lot of practice facilities but not enough, and they aren't open enough. We have to wake up at 7:30 a.m. to get one for the weekend, shouldn't have to do that. They should have an online reservation system.
- Why don't we have more Internet connectivity, more features on my.berklee.net, like the ability to book practice rooms.
- Some of the practice rooms need to be soundproofed.
- There needs to be more ensemble rooms or empty classrooms that can be booked as ensemble rooms.
- I don't know the ratio of Berklee expanding to new students coming but its pointless to buy more buildings and then raise enrollment. We'll never have space. It feels like there's a lot more people than space.
- I don't think they should restrict the piano rooms (in 171) to only piano principles and drum principles. People here want to learn all instruments.
- Piano is not a portable instrument so many non-piano principles need access to pianos.
- It makes sense for piano principles to have access to higher quality pianos like grand pianos, but the other pianos should be open to everyone.
- Practice rooms are always booked out. You have to wait 2 hours to practice.
- If you want to learn a new instrument, it's hard. I'm a composition major and I would like to learn French horn. I have to compose for all instruments and it would be nice to be able to get a practice room for specific instruments when they aren't your principle.
- The gear needs to be updated, some is so outdated.
- It would be nice for the writing rooms to have a small orchestra, or big band ensemble for practicing music.
- If you're not an education major its hard to get access to instruments. I'm an alto and I can't take a bass flute out of the school to practice.

- The facilities and resources are important but the college already focuses on this. Communicating with students like this is more important, when students can give feedback and not just work studies. You catch things on my.berklee.net but there must be a better way.
- There should be a program to get more feedback from students because in every department there's a couple of teachers that really suck and no one likes. Last semester I had 2 and that really affected my experience. The Registrar office sucks, the Financial Aid office sucks, they don't do their job. I go there and don't get what I need. Last year I missed a scholarship because the Registrar didn't mail documents on time.
- I didn't know we had a student council until a candidate asked me to vote for him. It wasn't advertised. We also have no idea what they do.
- I've had friends who missed a scholarship because they were never told it was time to renew it.
- People put together a really nice portfolio and get nothing but others make one phone call and get funding.
- What about a print newspaper where if you give your address, they mail it to you? Not the Berklee Today but something that is fun and more informative.
- Interdepartmental communication is important. One department has no idea what any other department is doing.
- The peer advisor program is good, but at my old college you have a faculty advisor and meet with that person once a month. When you go to counseling and advising here they just give you a grid.
- You are assigned an advisor or counselor, but over the summer I would e-mail him with questions and he would never get back to me and every time I tried to meet with him he would say he was too busy and would have to reschedule.
- There needs to be more faculty. There are too many students.
- We can drop the faculty who isn't doing great. Sometime in class you wonder, what is this guy doing? I'm paying money for this and he's not doing anything.
- I think 30 minute lessons are too short. You can't get anything done and if you divide the cost by the minutes you spend in practice its incredibly expensive. You need time to set up and warm up, too. Your lesson ends up being 20 minutes long. You'd be better off paying for lessons outside of school.
- In woodwind it's 2 credits for that half hour, the ratio is ridiculous.
- I was talking to my teacher today in the lab. About 4 people were in the lab and no one in the ensembles. He thinks if you have a serious band and play in Boston, maybe you can get one credit. You would need to document your work, be active doing shows and demos. That would help lighten the workload. Then it will push the band to work harder as well.
- I think the ratings system is crap. Sight reading, overall technique, improvisation and feel. Doing a ratings audition is totally worthless. You can get into an ensemble that's an 8 or 9 if you just show up and play. Not only that, but during my ensemble auditions I've had people rating me who don't even play my instrument,
- People judging you should play your instrument or at least play your genre.
- I think it should be harder to get into Berklee.
- If we could afford some sort of electric fence around the front doors of 150, that would be great. Loitering is out of control it makes me late for class.

- My vision is that every student has a faculty advisor so if they have questions about where they're going in the future they have someone to talk to. It blows my mind that not every student has a faculty advisor they can go to.
- What about making a requirement of a one-semester internship.
- Refine and approve the check-in system. During check-in week it's very inconsistent. It affects me directly when I'm trying to schedule student workers but the students have a hard time getting their schedule and its not always the fault of the student, its inconsistencies with check-in.
- I think it would be really cool if we had an instrument repair major, divided into brass, winds, string, electronics, guitars, and even instrument building. We could become our own Bennett Street School. It would also mean that we would have our own facility in-house. It would be a combination of students and faculty repairing instruments. That would just be amazing. Instruments are indispensable. You can't play if they're busted.
- We need to create more staff positions. If they're going to implement these things we need more people to do it.
- We should have more personal development opportunities available. More training opportunities, better funding for outside study, conferences, etc. There is support for some departments and not others.
- We need more support for developing your career at Berklee.
- Similar to the curriculum review initiative, there should be a staffing initiative to realize where people are currently. Everyone is overworked now. Why is that?
- Have the Berklee bookstore carry more than just textbooks and t-shirts. Have something more like Music Espresso but geared toward the popular rather than classical. Most new releases can only be found online but not in local stores.
- The Berklee bookstore should sell instruments. Not necessarily high end, but for those who do music ed. Rental could work, too. For a student who wants to learn flute but can't spend \$10k.
- Explore graduate school in Boston.
- In terms of professional development there should be a review process.
- Performance reviews would be helpful as well.
- We need a Berklee copyright office, something to be the go-to for the college copyright policy.
- Yearly allotment for outside tuition reimbursement has not changed in the 10 years I've worked here while schools have consistently raised their tuition annually.
- Would Berklee offer continuing education? A night school?
- Digitization of sound recordings in the Media Center and re-design of listening stations.
- More money for electronic resources in the library. Faculty asks for a list of electronic resources that costs much more than the library's budget.
- The masters program should be for all areas. Even if its just performance of your instrument or music ed., all areas should be covered in the grad school. It further legitimizes our capabilities as a college but also allows the students to stay in Boston and at Berklee.

- More support or an expansion of the ombudsperson or some other kind of support for emotional fallout from all the changes taking place.
- The online directory is so hard to search. It would be nice to be able to search for department names as well as faculty names in the directory. The directory should also be available on Berklee.edu as it is on Bekrlee.net. We have students call the library frequently asking for extensions because the numbers are so hard to find on the website.
- What about counseling for faculty and staff? I called the counseling center once and they only deal with students. I was told to call my healthcare provider. Even just one person on hand would help.
- Same thing with career counseling. I was looking for a second part-time job and asked if someone at the career center could look at my resume, they said no.
- An organization chart would be nice to see where people are in relationship to one another at the school. You can't see right away who is the director, who is the chair, who is the admin. There's just a list of names. Sometimes I just need to talk to the admin. Photographs would be nice, too.
- Ramp up promotion and support for the switchboard line. Calls come to the library for things the switchboard should be able to answer.
- As we get bigger it's going to be necessary to have a school nurse or health center.
- Berklee Communications holds a collection of college photos. If we are going to acquire a bigger archive, these photos should be centralized at the archive.
- Centralization of information and material. An archive. It could be expanded beyond that idea, even. Many departments in the school have libraries. Maybe they should be centralized or maybe all of them should be integrated into the main library's online catalog.
- Another staff and faculty benefit I would like is childcare opportunities. At Brandeis they have a system for emergency backup if childcare falls through and staff needs to work. Something student-run could be setup. Or financial support for parents with small children. There must also be many students who have children. A daycare facility would be great.
- A re-evaluation of the Brass Awards. This was my first brass day and I was floored by the amount of money people got for the things they did. Maybe spread the money out, give more awards. There was an example of someone getting over a thousand dollars for something that didn't seem like that much work. Or the staff who ends up getting \$8k because the rest of the nominees are faculty. The meaning of the award would be better preserved if they weren't given out yearly but only when there was a reason to give them out.
- It seems like there are lots of people in this school who are doing amazing work but just don't get nominated for a Brass Award. It seems to be the same few departments nominating each other every year so the same people continue to get money. What about using that money to give bonuses for good performance reviews? Berklee doesn't give performance raises so this is the only way to get extra money at Berklee.
- I've been told several times that Berklee "doesn't give raises for performance." Why is this? Why not reward people for working hard? It is hard to swallow that in my current position, where there isn't much room for promotion, my salary will never increase beyond cost of living, no matter how hard I work.
- Social events should be smaller and more numerous. I end up standing around at the parties because I don't know anyone. I'd appreciate a smaller party for just departments related to mine, or even assigned seating where you're forced to mingle.

- I think they should change PTOs to vacation days and sick days. There should be a separate bank of sick days, while keeping the accrual rate for vacation days. With the current policy you're encouraged to come in when you're sick so you don't lose vacation days. In my initial training with HR I was actually told that only having PTO days would "keep me from calling in sick." I've worked at other colleges and have never seen PTO done this way.
- Commuter benefits for those who aren't on public transportation.
- Benefits/incentive for those who ride their bikes or walk. Berklee has been talking about going green!
- More green space for students/faculty/staff. A lawn to sit on, etc.
- Seems to be a need for more bike racks, more secure bike racks. There is a company that gives benefits for bikers, it would be nice for Berklee to participate.
- Provide alternative smoking areas, like on the roof, so the sidewalks can be smoke-free. It's so difficult to walk down Mass Ave because of the crowds of kids smoking.
- Something I *loved* at Harvard--there was an interior room with a sound proof door that had a super-comfy reclining chair and a blanket. It was often used for short-term health/concentration problems that might be resolved by a short nap.
- Organic high quality cafeteria food headed up by top chef, and well funded.
- Every practice piano of tremendous high quality, none more than 2 years old. Some pianos should have only heavy or light action and be labeled. The practice room ventilation should be greatly improved.
- The whole school should have state of the art ventilation with fresh air for all.
- Consider moving the school outside of Boston to a more rural and very safe area, where everything can be spread out and expanded on a much larger scale. Bigger class rooms, practice rooms, dorm rooms, every room with windows and a good outside view.
- Two 75 minute private lessons per week on students principal instrument.
- Anticipatory physical therapy center for injury avoidance and cures.
- Stay current. Technology and technology projects seem behind for a school that bills itself as contemporary and relatively 'hip' this is a problem. The IT service model in particular I think needs to be examined and an emphasis placed on customer service to students/prospective students/as well as faculty/staff. IT, in my opinion, should be meeting college needs rather than dictating college policy.
- Parent focus. It's a tricky balance to maintain but having a mindful eye to allowing parents the opportunity to 'buy-in' to Berklee both pre and post admissions process. This is a big issue for the current generation and a deciding factor many times in enrollment.
- A stronger policy on English/International admissions. Berklee is poised to continue to grow its international acceptances and this increases the challenge of educating international students with lower English fluency. A more cohesive approach to this issue beyond IMELI/deferring semesters should be examined.
- At the town meeting someone said that they wanted one-hour lessons. I just want to say that not everyone feels that way. I, and many others I know, would not want to be forced into one-hour lessons. My half hour per week is plenty for me. I am a Film Scoring/Composition major and I

definitely don't need my lessons extended. The man who made that suggestion was a songwriting major.

- There are many improvements that could be made that I know I can't mention them all. However, the most important suggestions I have currently are the keyboard practice rooms. There are not enough.
- A new BA degree. We need to encourage the admission of more academically gifted students. Some majors, like MB/M and Music Therapy, would benefit from a more intense focus on traditional analytical and critical thinking skills. A college degree conveys expectations that even many of our own students in the Professional Education Division hardly meet.
- I would much prefer an admissions policy that recognizes that academic merit, in the classical sense, is a long term value proposition for the college, and a short term catalyst for higher standards in selected majors.
- Scholarships for students that show academic potential are overdue, and, once approved, we should communicate the change in policy clearly.
- Our leaders, even in Academic Affairs, have occasionally intimated that Berklee is not a school of research or scholarly publications. Yet the production of serious work should be a desirable goal for everyone. Good teaching is not, of course, at loggerheads with scholarly thinking. We have to broaden, not narrow, the prevailing culture of the college for our students.
- Provide training in how to, simply put, BE, powerfully, in relationships and in the world. This encompasses an entire realm of skills such as: communication, self-confidence, productivity and effectiveness, leadership, personal fulfillment, feeling freedom and ease, self-expression and many more.
- Better career assistance. The Berklee network is a powerful tool. I've noticed that outside Berklee, graduates create their own network and work with each other after school, without the help of the administration of the college. It would be nice to see Berklee harness this, and help students who are looking to move into the professional world. I ended in a company where both the owners are Berklee graduates. And we also contract other Berklee grads to work on a number of projects. Berklee produces talented individuals, they should focus equally on the input, production, and output phases of the school (i.e., acceptance, education, and job placement).
- Serve as a business startup incubator, with ties to the investment and business community.
- Create a research institute to develop faculty ideas.
- Develop online Master's degrees.
- Develop online Bachelor's degrees.
- Offer degree completion online.
- Support copy-left initiatives in software development.
- Provide mobile learning opportunities.
- Offer Gen-Ed courses online.
- Provide hybrid learning opportunities—integrating online learning content with campus courses and providing online students with opportunities to study on campus.
- Allow students to transfer in any Berkleemusic course for credit. Integrate.

- Launch green cube initiative (e.g., motion-sensor power strips, energy efficient bulbs, personal mugs/glasses, plants).
- Provide significant public transportation reimbursement.
- Launch tuition exchange program with other colleges as benefit for faculty and staff.
- Increase tuition reimbursement for self-development.
- Provide credit/acknowledgement (e.g., time off from work) for community service.
- Establish employee referral bonus program. Prime the pump for new hires.
- Provide lunch-time concerts/lectures.
- Provide more faculty/staff interactions—bands, Rock Band competitions, intramural sports programs.
- Develop enhanced bike plan, including bike racks and showers.
- Provide daycare services for staff and faculty.
- Develop staff meal plan for cafeteria.
- Build a fitness center.
- Offer more personal development opportunities.
- Require music business courses as part of Core curriculum.
- Provide job training services.
- Offer more interaction with professional musicians—both online and in person.
- Develop marketing skills training for all students.
- Offer Berkleemusic.com profile pages to all Berklee students as a way to promote themselves. Create a community of musicians.
- Add commercials to BIRN, so students gain real-world experience producing commercials and working with business community.
- Develop more internship/gig training opportunities.
- Create work study mentoring program, where a staff member mentors a work study student.
- Create better tools for communicating and getting feedback from alumni.
- Provide learning opportunities for students not accepted to the college.
- Establish a Berklee for Kids program to provide music training for children.
- Develop a tutoring program for grade school kids, perhaps as part of student employment and City Music.
- Develop user-friendly tools to support faculty development of online learning modules.
- Leverage skills that staff, faculty, and students may have outside of music.

- Provide more Berklee music presence at summer programs.
- Upgrade recording studios and film scoring studio to represent what is actually happening in music production. Analog gear should be relegated to legacy status, and controller surfaces should be brought in. Partner with major equipment manufacturers to ensure that students are getting the proper learning experience on contemporary equipment.
- My best answer would depend on knowing in greater detail the particular constraints Berklee currently faces (e.g. budgets, etc.). Fundraising is always key, of course. I think the alumni activities and connections are important, although I rarely have time to participate much. It seems to me that continuing to distinguish Berklee from conservatory models in part by maintaining strong academics is a good idea. Some of the international initiatives look interesting, such as the recruiting in Africa, and this could facilitate a greater engagement with world music traditions. Perhaps Berklee could establish some sort of “cultural ambassador” fellowship whereby select students work with international aid organizations and the like in some capacity in an effort to involve Berklee in a global humanist agenda.
- Create ways to help with job placement.
- Broaden the definition of Jazz and music so that one might have more options to create and influence the public consciousness. Berklee needs to extend more options to multi ethnic music and also consider the use of music for the purposes of extending multicultural healing and consciousness. How can Berklee maintain such high standards while still opening up more options for community as well.
- What’s missing in this society is social engagement. Jazz began as a music of intimacy and communication between those that were the creators. People need to find more options for emotional contact and communication and not let the “perfection” of the music keep people isolated and in too much competition for greatness.
- Keeping a tough eye on our finances needs to be our priority for the next few years, as that will enable or disable any other programs we might pursue. It seems to me that the primary way to do this is to focus on enrollment. Scholarship goals may be challenged by this situation, which may impact some of the progress we’ve made on diversity goals.
- Valencia: If we’re doing this, we have to commit to it or it will be a drain on our good name and our finances. If you’re going to war, you’ve got to go all the way or be ground down by half-efforts. The financial situation may make this difficult, and it will probably require some juggling with other priorities.
- The creation of the Berklee advising program is a watershed success for Berklee. I think it’s a really big deal, and I see some advantage in touting that more. I would like to build on that success by creating some sort of Life Skills 101 class for entering freshmen. To my thinking, this should include some curriculum on doing your taxes, entrepreneurship, reading *How to Win Friends And Influence People*, and perhaps some basic civics. It could be a short course, or at least a multi-day workshop tacked on to orientation. Berklee requires a higher degree of maturity to succeed than many traditional colleges, and a little more work on the person might facilitate our work on the musician.
- A subset of this would be an emphasis on fitness as an important part of physical and mental wellness. A report yesterday mentioned that researchers have found that exercise is some of the best medicine against fatigue. Fitness facilities, even on a hotel-sized scale (i.e. tiny little fitness room) would establish an important precedent.
- Blues Institute: Berklee has some irons in the fire getting bridges built between Berklee and Mississippi (<http://www.berklee.edu/news/47/building-a-bridge-to-mississippi>). I think Berklee is well positioned to establish a center of blues study similar to the Rutgers Institute of Jazz. It could be a place for historical research and archiving.

- A sub-part of the Blues Institute could be a ‘Rocking Chair’, an endowed chair in either blues or rock and roll to study the less academic but extremely vital part of popular music (blues, rock, country) that lives on three chords. By way of analogy, you could get at the point of this chair by asking “What makes Tom Petty’s music tick?” Simple music that moves people.
- Hard to say because I haven’t been closely involved with Berklee and its programs for a long time, but I’d recommend “staying the course” as essentially a musical vocational school with practical training for jazz and pop musicians, engineering and film scoring. Maybe eliminate the degree program with non-music courses since that’s something that Berklee doesn’t do well, or implement it in conjunction with another Boston liberal arts college.
- The music industry has changed (and is changing) at warp speed. Every facet of the college curriculum and every major should take this into consideration. How are these changes being incorporated into the curriculum and staffing plans? Basically, does the college have a clear plan for how each and every Berklee graduate will be best prepared for a music career in what is a dramatically different industry landscape than even 5 years ago?
- The Alumni Grant seems like an excellent program. It keeps alums involved, integrates Berklee into grassroots community initiatives (thereby augmenting the college’s profile), and engages the trend toward greater civic consciousness and involvement in our nation.
- It would be nice if Berklee maintained a list (with locations and contact info) of alumni looking for band mates, songwriting collaborators, available for gigs, etc.
- Entrance Auditions and Scholarships should also value students who are non-performance majors. This includes, composers, arrangers, producers. All three of the above form an incredible part in today’s music business and Berklee should start valuing those students more. Because without composers, there are no songs to arrange or produce. Without producers however, there would be no performers whatsoever... Also related to that, have you ever seen one of the above mentioned (or even a music business major or sound engineer) receive a Presidential (full) Scholarship?
- Rating Auditions are not a good method of evaluating students for ensembles.
- Why are there so few ensembles related to the pop and pop/rock genre? And there are 4 pages of Jazz ensembles! This has to be reconsidered.
- The college has to make better decisions on who is accepted into the college and who is not. When I came to Berklee I was shocked how many people were actually taking Ear Training 1, Harmony 1, etc. And I did learn to understand that. There are very talented people out there who did not have the opportunity to receive all the musical training. However what I cannot understand is, since Berklee is so great at creating the image of being one of the most prestigious places in the world, then how come I see people who are failing those elementary classes over and over again? I believe that Berklee should work harder on making the college a really prestigious place and reinforcing policies regarding academic progress.
- Definitely do a curriculum review. One of the classes that need a review is Arranging. In my opinion the course name is very misleading. Because the truth is that this course does not teach you the art of arranging. It gives you the knowledge of the basic band instruments and it how to prepare parts and scores. However that does not include arranging in any matter. With this incorrect wording, many students leave the class with the belief that “yes, I can arrange.” And that is wrong. What they know how to do is how to prepare charts, scores and parts for a band. My recommendation is that the name of this course be changed to “Score/Chart Preparation for the Contemporary Band.”
- Institute a method for getting honest and constructive feedback from students and acting on that feedback. This point is also important in the case of feedback on Berklee faculty.
- Clear out double “production” major problem. There are two majors that say they teach “production”: Music Production and Engineering; and Contemporary Writing And Production. As a

producer myself (and having been one before I came to Berklee) I must say that there is no possibility for somebody to become a producer without having strong musical/writing knowledge. A producer must know which instruments work well together, what rhythms work well, why something doesn't sound good musically. At the same time, sound engineer student already have a very intense curriculum and giving them the illusion that they will become producers is not a good thing. That is why I suggest that that Contemporary Writing And Production should stay as is (maybe include more classes which actually deal with situations related to producing), and Music Production and Engineering should maybe change to the Sound Engineering major and focus on educating students to the best possibility in the aspect of sound engineering.

- Create more recording studios and allow more frequent access to students who are non-MP&E majors. (Interdepartmental recording sessions. This is currently 1 recording session per semester.)
- Better Video services. The quality of materials delivered after shows is unfortunately very poor.
- Develop new system for studio/ensemble/etc room booking. The old system is very dated and leaves very little opportunities for enhancement.
- And last but definitely not least: Nurse/First Aid on campus. I cannot stress enough how this is very important!
- History of hip hop curriculum.
- History of all musics.
- More hip hop oriented classes offered in curriculum.
- Lower tuition costs.
- We need more scholarship opportunities. The Berklee Achievement Scholarship (BAS) is a broken system. Scholarship monies are not distributed fairly and seem to favor jazz musicians. The criteria for scholarship need to be revised.
- The scholarship office needs to be able to identify scholarships that are available outside the college and announce them to the students so they are aware of these other opportunities. Also, the scholarship office need to extend their wings and help students apply for them, eg: minority scholarships.
- There is a problem with the Berklee Achievement Scholarship (BAS). In order to keep the scholarship, a student who receives the BAS has to play for project bands on campus. If you are called up and refuse to play, you are risking your scholarship money. Students feel the scholarship money received is more bribery than scholarship.
- In addition to need-based financial aid, we need need-based scholarship opportunities (and not performance as it has always been).
- Students would like not to be charged if they take more than 16 credits per semester.
- RAs do not get enough compensation for being an RA. Instead they are given a pro-rated stipend for their services in the dorms. Other colleges provide free housing and sometimes extra compensation on top of their service.
- Develop a need-based financial aid system. A suggestion that by your second year at Berklee, students should automatically get some kind of financial aid at Berklee to help ease the monetary drain and burden that a student goes through during their education here at Berklee. A lot of students who cannot afford the college costs at Berklee cannot finish and drop out.

- Students are already accepted to the college based on aptitude (audition all entering students) and should automatically be awarded scholarships.
- We need scholarships based on majors.
- Create an AV department for audio visual equipment loans and support. At current, staff and faculty have to track down who monitors the room and ask for AV equipment. If these areas do not have the equipment required, one has to search around and ask other departments, which can be a tedious process. For example, the Loft isn't owned by any one department. The Student Affairs department books the room but any support ultimately falls onto IT who do not have jurisdiction over the equipment in the room, especially if equipment go missing.
- Build a gym on campus.
- Film scoring labs are no longer open on the weekends. Students want to be able to work on their projects during the weekend and want to have the option to use the resources there.
- Build more hangout space for students. The Student Activities center is too far from the main 150 building and closes after the last class ends in Uchida.
- Have a medical clinic on campus in the style of minute clinic at CVS. Students (especially foreign students) usually do not understand how the medical system works and usually think that they could walk into any hospital and see a doctor. This will help overall health issues that a student may have such as minor cough or cold issues, or other issues such as hearing loss, tinnitus, carpal tunnel or RSI.
- More ensemble rooms needed. Students have to wake up early to book ensemble rooms. These rooms are booked quickly which frustrates students who wake up early to try to get a room. Additionally, some students have been told that they can book ensemble rooms by calling a number. However, this information is not made available for all students. Proposal to repurpose spaces used in the Uchida building to use as ensemble rooms after the last classes are done.
- 24/7 practice rooms.
- The piano department needs to increase the amount of grand pianos in the practice rooms. These pianos have a different feel and will help students understand the instrument more if they have the opportunity to practice on them.
- Make the practice rooms more sound proof, control the sound pollution in the dorms.
- Upgrade and modernize the dorms. Reorganizing dorm layouts by having suites with attached kitchen and common areas so that 4 students can be "apartment-mates" on campus.
- The ability to obtain single rooms in the dorms are selected by lottery. Students would like to be considered for single rooms based on their seniority in the college.
- No offices in the basement level. Any basement level offices need to be repurposed for other purpose, such as parking garage, storage facilities, etc.
- Increase the level of fresh air in buildings, especially the basement levels of college. At current, ventilation units are minimal or non-existent.
- Berklee does not have a program to support students who have more than 1 instrument. Multi-instrumentalists are forced to make a decision to which will be their main instrument in the college. In such, if they'd want to take classes for the other instrument (say drumset), they'll have to opt in for the "Drumset for non-percussioninists." There are no other options for students to take further drum set lessons if they'd want to learn more.

- Berklee curriculum is too focused. In such, students are always into their course work and do not work on building friendships or communities.
- More practical learning compared to theory learning.
- There is a consensus that the Counseling Center does not seem to be helping students reach their full potential. This is especially true for students who have certain learning needs (taking classes that they feel would be useful for when they leave the college, that may be available only to other majors). If they are looking at a class that does not fit in the mold of the major that they're in, the Counseling Center tries to steer them away from taking these classes. Students more often than not are not given explanations why they are not recommended to take certain classes and feel that they themselves have a better understanding of steering their career than the college counselors. Students feel that the counselors need to be more in tune to the music curriculum and a students' drive.
- Revise the Ear Training curriculum. Examples in the books are made up. Students would like to have more real-life examples instead of made up examples. For instance, to learn the Phrygian scale, it will help a student better if a real song was used as an example other than a made-up lick.
- 30-minute lessons are not enough for performance majors as well as Pro Music majors. These students propose 1-hour lessons. Tech heavy majors do not seem interested in hour long lessons.
- Ensemble ratings at the college are based on jazz ratings and need to be modified based on the genre of music. Also, it will really help if a person who plays your instrument be in the panel of judges to provide a more accurate rating.
- Start classes later in the day. Students want to have their sleep.
- Enhance technology-heavy curriculum teaching methods by requiring faculty members to be held accountable on their understanding of technology uses in developing curriculum materials.
- Have more field trips for students, especially new students. At current, there are specific trips that have been planned for certain majors at the college. However, it would be nice to have a field trip to BMG or Sony Records, or Cape Cod to help students venture outside of the Boston area, and build friendships along the way.
- Develop a better campus life. There is no sense of community. The typical college experience is not available and sorely missed. In such, Berklee needs 2 kinds of 24/7 common meeting places – one with noise restrictions and the other without noise restrictions.
- We need to increase opportunities for community meet ups that will help to developing camaraderie between departments, and build awareness of what certain departments do. Opening Day for staff and faculty is not enough.
- Need a central location or listing where students can contact Berklee alumni. At current, some resourceful students contact other alumni through the Berkleemusic system, but this information is not widely known.
- Create a Berklee Student Affairs Information Center or Berklee Student Enrollment Center). The concept is to create an office that acts as the main point of contact for students/parents from initial application through the end of their first semester or year. Instead of applicants and Entering students calling Admissions for one thing, Bursar for another, Financial Aid for another, the SCSC about the laptop program, the Registrar about how classes work, the Counseling Center about something else, Housing about how they get their room, the Piano department with questions about how to pick a teacher (and other examples I'm sure), create a call center with several staff fully trained and responsible for intermediate-level expertise in all aspects of initial and beginning student enrollment. One phone number, period. Staff would maintain ongoing records of contacts with detailed notes, and be responsible for managing the customer experience. If information requested is

outside their area of knowledge, the call center staff would seek the information from within the college and report back to the student/parent, vs. having the customer call elsewhere. (In one sense this is the x2238 model.)

- Need more opportunities to collaborate and share information between college departments. At current, information sometimes is held within one department (eg: Dept A) while other departments have to dig around for the information that's held in Dept A. This causes significant time drawbacks. There should be an open communication between departments. Having something like this will enhance the quality of work throughout the college by streamlining information and increase awareness of systems and processes that are already functioning.
- Events and vendor offers need to be publicized publicly, and not within departments hosting this information.
- Create a Berklee Wiki to store all college information. This online site can be edited by anyone for information sharing.
- Create an Office of Universal Access. Individuals who have disabilities (student, staff, faculty, alumni) currently have no place to go to and speak about issues they face, such as access to class materials or facilities.
- Berklee needs to find a way to detach its synonym association with Berkley California, a common frustration amongst students who attend the college.
- Students are unhappy that there is a Berklee Valencia and wonder what good it does to Berklee. They feel that we should first focus with what's not working in the college first, and not venture out to other countries and spend their money on another campus.
- Better T pass benefit program. Other companies do provide free T passes for their employees, even part-time employees.
- Companies usually offer 40 working hours per week but not Berklee. Proposal to increase the work hours of staff at the college from 35 to 40 hours a work week. Keep the offices open until 6pm instead of 5pm.
- Make massage chairs available at Berklee.
- Customized earplugs for all incoming students. Coordinate this with the pickup of the laptop purchase program, where upon pickup, produce a coupon good for students to make an appointment for a test.
- Online laundry status service so students can find out the status of their laundry when in their rooms.
- Lockers for students with instruments of a larger size. Berklee Achievement Scholarship (BAS) students need to be given lockers if they are required to play for project bands with their contract with the BAS. At current, students who have to play need to rent lockers out of pocket every semester.
- Develop and implement flexible time for the employees in the college.
- All students would have a more comprehensive incoming placement experience. I don't think we have the time to really assess their skills and advise.
- There would be 50-minute lessons for all.
- There would be ENSB-1111 and 2222 ensemble programs for all students at level 1 and level 2 to develop their ensemble playing and supporting their improvements in reading - comping - and improvisation.

- There would be required reading and comping labs for students lacking competency, and an additional component of online instruction that requires the student to record and post homework within a specific time window each week.
- We would more clearly define the reading and comping lab program, so that the skill sets expected upon completion are more specific, including elementary skills not associated with any style.
- Final exams would include sight-reading and sight-comping.
- Finals exams would spot check earlier level required technique.
- Failure of ANY of the components of a final exam would automatically result in an F and retake of a semesters level.
- Students would not be required to pay for additional lessons or makeups of failed lessons if they had sufficient credits to include it in their schedule.
- First semester students would be required to take a “technique” lab, that would focus on proper practice and playing techniques. Including scheduling practice times, effective practicing strategies, and proper physical playing technique. The lab would include open discussions and feedback from students and teachers.
- In light of the economic crisis and the massive changes our economy may undergo in the near future, a need-based financial aid program should be available due to the significant decrease of student loans made available through private banks due to their severe decrease in available liquidity.
- Need-based financial aid is a must. I am (at least) personally acquainted with 6 people whose private student loans were denied this year because of the credit crunch. Two of these people were unable to come to Berklee because of this, while 4 managed to acquire another private loan through other companies.
- One of the biggest things on my mind is creating a more cohesive departmental and employee connection so that we know more about what other departments are doing, feel good about recommending who to go to, and can all work more as a team to promote a stronger sense of community and a greater knowledge of all of Berklee’s great resources that we can then share with the students as well.
- I know the “student experience” is supposed to be at the center/focus of what we do, but I don’t necessarily always feel that that is the case...also I guess I feel that the image that the school is always the same as the one that the current students see. I realize there will always be a gap to some extent, but I guess I still feel confused about the college’s mission in general—are we really focused on each student, or do we only care about those that will make Berklee more famous? Are we focused on performance, or do we want students with a range of talents? Why does our practice seem to differ from our external message?
- I had already been thinking this, but talking with some work-study students here reinforced my thoughts—that there needs to be better inter-office communication. I felt that people were interested and wanted to know more (and needed) to know more about other offices, especially those that serve the same students we did, but we didn’t always have enough or the right information. Now, I feel as if we just don’t communicate a lot with other offices and there’s more of a feeling that we don’t need to know what other offices do. So when I say “inter-office communication” I suppose in some sense that can be facilitated by people from different offices making connections by belonging to the same committee but overall what I mean is an actual awareness of what other offices deal with.
- I think something more should be done to help students who need to learn English. I know we have IMELI, but from what I’ve heard from students who have been in it, it doesn’t do much to actually

help them be at the level they need to be at. If the student experience is supposed to be the focus for Berklee, wouldn't it make sense to enable these kids to have a better experience here by helping them to understand the language they are being taught in?

- Further address the space issues. Great strides have been made so far but it needs to stay at the top of everyone's list.
- Loosen hiring restrictions on staff. There seems to be an unrealistic mandate from on high that restricts the number of new hires in staff each year. As student and faculty numbers increase, staff numbers must increase as well. If not, current staff are stretched beyond reasonable limits. That, coupled with space issues, leads to high turnover or worse, a feeling that the administration does not care.
- Create a better sense of community. Look at steps we can take now to get all groups (students, faculty and staff) to interact on a regular basis.
- New College Initiatives = Not Enough/Overworked Staff: Currently there are not enough staff to work on new college initiatives. Staff now have expanded job responsibilities but new positions are not being added to help with the workload.
- Lack of Manager Training: There needs to be a comprehensive manager training program so that managers are given the tools and training to support the needs of their staff. i.e. What rewards are available for staff, how to review staff, etc.
- Inadequate Career Development Pathways: There are limited career paths/development opportunities for staff at Berklee. Institute a system where strengths are recognized and a path for advancement defined.
- Inadequate Written HR policies/benefits info: Write down all HR policies and benefit details and make information accessible to staff and faculty.
- Opening Day: Currently this day is all about faculty. Please include staff more.
- Remove artificial divide between staff and directors: The divide is bad for morale.
- Institute Leadership Development Program
- Institute Green thinking into everything we do.
- To do an exhaustive review of salaries compared to comparable positions in similar colleges. I'm convinced I took a job with less pay compared to the field, and was lowballed by HR, because I really wanted to come back to Berklee. Now I'm struggling financially.
- Switch to performance based raises based on our performance reviews.
- Look at the disparity between staff and director's benefits. For example, Directors get a \$165 commuting subsidy (which is added to their pay if they don't use it all), while staff receive \$15. It should be a percentage system.
- My commuter rail pass is \$163 per month, plus I have to park in a garage on occasion. I get \$15 off, and another \$100 pre-tax. I can't even get my entire pass tax free. I'm essentially penalized for living farther from the city and not driving. I'm sure there are more examples that make no sense whatsoever.
- Work on ways for staff and faculty to interact socially.

- One word: accountability. I think Berklee would be a better place if there was a serious premium put on accountability. I realize that this is a overarching concept, but it can extend to the academic, administrative, management, leadership, compensation, etc.
- Look into merit-based raises.
- More health insurance options for younger staff who don't spend as much money on healthcare but want to spend money on preventative care.
- A public report showing the administrative structure of Berklee: VPs, Directors, Staff. I was surprised to learn how big CoAd is.
- I want to see yoga classes held in the 939 LOFT - for students, faculty and staff.
- Start mentor/buddy program for new staff. Match more experienced staff members at the college with new staff to help them navigate Berklee.
- Focus on improving existing administrative processes. Make sure current systems are operating efficiently before adding new systems.
- Create cutting edge berklee.edu website.
- Create college-side flexible work arrangement policy and provide manager training education to support the policy and program.
- Meaningful professional development opportunities with practical application to current job.
- Add management/leadership training and application.
- Assure Fair compensation and benefits (clear public policies).
- Increase efficiency at college (necessitated by increased workload).
- Rectify Gender inequities (promotions, salary).
- Green Berklee.
- Institute a Bachelor of Art [BA] offering knowing less than 10% of musicians derive their income exclusively from performance and our graduates must compete with those having BAs.
- The admissions interview/audition process remains highly skewed toward performers and needs to elevate academic achievement so it is on par with musicianship.
- Scholarships remain exclusive to performance and must be expanded to accommodate academic excellence.
- The college has no short- or long-term integrated marketing communication (IMC) plan. Externally, we promote performers far more actively than other majors. It is distressing to find time after time that few outsiders, including Peter Buffett and my life-long MA resident neighbors, know we offer anything other than performance. Berklee is performance and much more. We need to get the word out in a BIG way.
- Additionally, while we have an active external affairs team, we have no internal affairs team. Hence, our communication efforts are fragmented, ineffective, and often contradictory. In other organizations I've worked for, such as Intel, HR in cooperation with marketing played a big role affect cultural change. In fact, I think we'll continue to struggle needlessly until we integrate our marketing/communication efforts. Branding is a management strategy executed through IMC. To be

authentic and credible, it must come from within. At this juncture, my perception is ‘lots of talk, not much walk.’

- My primary issue is with the college’s handling of paperwork. In particular, the Admissions office, the Bursar, Financial Aid, and the Registrar. Starting with my original application and ending with my most recent battle with the Bursar this week, I feel like Berklee has always been “misplacing” or losing or “never receiving” paperwork I’ve submitted. I should also mention my wife is currently a Berklee student. Every semester, I’ve had all of my loans ready to go and there’s been a hold-up on the school’s end. I’ve yet to have a pleasant experience in the Bursar’s. I even say, I’ve never been treated anyway other than rudely in that office. The registrar I feel like is always annoyed by my questions and one person in particular is always paying more attention to his friends that walk by rather than me. When my wife changed her Berklee info to reflect
- her married name rather than her maiden name, her original file (including all her immunizations, medical info, high school diploma, etc) was destroyed. Rather than change the name, they destroyed it. Then she was told in order to check in for the next semester, she had to re-submit her HS diploma, all immunizations, AP scores, etc. I think this is in-excusable.
- Most recently, at the Agganis Arena (during commencement), I think it was SHAMEFUL that my parents (and my wife’s) were forced to pay \$10 Friday night and another \$10 Saturday for parking at the arena. My mother is handicapped and was on the accessible seating list so they were told to park in the arena parking. How many parents have spent countless tuition dollars, travel expenses to and from commencement, hotels, etc, and they get slapped in the face by having to pay Boston
- University for parking.
- One more. The senior video. I’m not sure how I’m supposed to explain that to my parents. I have no idea what that was all about. It seemed like one long inside joke funny only to those who made it. Even the faculty members ahead of me at graduation were commenting on how horrible it was. I don’t think it’s right that the first time the seniors see the video that represents them is at graduation in front of all of our parents. Maybe a solution would be to allow two or three groups to make videos then post them online somewhere to have a vote. That video was ridiculous.
- I hope you can allow me a short meeting to discuss a few of these things at greater length.
- Create a multi-lingual Berklee webpage with pertinent information for all entering students. Students are already bogged down with paperwork as they enter college. What more is having to navigate the student manual in a foreign language. Students may not have the time to read all handouts given to them on their first week, and the task seems more daunting if it’s in a different language. In this sense, nipping information overload in the bud before entering students even touch foot into Berklee will help students be more prepared and transition better.
- Centralize Berklee’s various entities into one unified web presence.
- Increase resources for international student immersion and social networks.
- Increase transition from print to web.
- Use radio as a means to advertise the college.
- Create more visual harmony between any logos associated with Berklee.
- More support for non-performance majors.
- Finding out what former alumni are doing. Letting them know how a Berklee education has affected their own careers.
- Provide students with practical survival skills such as how to better promote themselves in order to succeed in the music business.

- Teaching survival skills that go beyond making music.
- Revamp Opening Day to be more community driven with opportunity to share projects, rather than be spoken to by the top and by music-related speakers.
- Audit Berklee's administration practices to standardize and document procedures across the college. (ie. purchasing policies)
- Emphasize and improve facilities for technology based music majors.
- Keep faculty and visiting artist relevant and current.
- Encourage alumni to return and hold clinics.
- Consider and improve the environmental impact of new facilities and renovations.
- Allow Berklee's in house designers to develop branding and identity guidelines for the college.
- Simplify web site. Include main visual references and a set of vertical links to organize information on home page.
- Improve the alumni network. Give them more reason to network with each other, current students, etc. Make alumni aware of what's happening at Berklee now. Give them benefits that will encourage them to contribute, whether financially or through work with current students.
- Focus web site. Make the site cutting edge.
- Increase scholarship support. More full-ride scholarships to get the best possible talent here.
- Increase feeling of international community; allow staff and faculty to work elsewhere as professional development.
- Spanish language initiatives: be relevant in the Spanish-speaking world. Continue focus?
- Increase visibility for production from MP&E. Draw attention to "products" beyond performance. Screenings for film-scoring projects, for example.
- Develop programs for partnerships between Berklee and other schools (Emerson, RISD) for projects (film scoring again).
- Increase space resources for capped majors to increase the number of students who can study those programs.
- Increase sense of community by improving training and orientation. Make networking opportunities available. Train managers to improve staff experience. Staff would feel more supported if policies were clear and consistently executed.
- Improve orientation program for new employees, or employees transitioning from temp status to full-time. Provide resources for these people to help them assimilate into the Berklee community. Buddy system could be helpful.
- Improve system for making international students feel at home.
- Increase Boston community's understanding of Berklee. Facilities is a good way to do call attention to who we are/what we are.
- Increase alumni involvement at the college. They could be all the advertisement we need.

- Alumni: Do everything we can to increase alumni involvement, support, and connection to the college. An army of happy alums would be all the advertising Berklee ever needed.
- Prospects: Set the right tone for our incoming students (and their parents) so their experience here matches or exceeds expectations. Be honest and clear in our advertising and branding. Unify all Berklee entities into one web presence, which offers all programs in context for an outsider (PULSE for junior high, City Music for high school, Berkleemusic/Press for pre- and post-college, summer programs, abroad/Valencia, library, Cafe 939, etc.).
- Current Students: Help our students become successful people, through ample, required curricular offerings in life management. Recruit students who are successful in life, and help them be successful and happy here. Harvard's most popular course is one on happiness; help our students enjoy and get the most out of their experience—we want them to have a good, productive time here—and look back upon it fondly.
- Current Infrastructure: Help our staff and faculty be successful by establishing clearly defined problem-solving mechanisms, and a leadership development and succession program. Provide a college wide structure (shared tools and a shared language) for working out problems, particularly between areas with conflicting goals. Slam areas that go-it-alone, rather than reward it as entrepreneurship. Guide and nurture current faculty, staff, and managers to become future college leaders—not in some namby-pamby, lip-service way, but by setting clear goals with precise definitions for advancement. Help the best management minds at the college impart that wisdom to others.
- A General Note: Focus on the basics. We are a music college; let's do that well. Let's get away from perpetual new initiatives and endless old arguments.
- Master plan: connect the campus by planning area around campus well.
- Increase efficiency within programs already in place.
- Keep environmental impact/sustainability in mind while building new facilities.
- Consider younger audiences when planning concert series.
- Improve Berklee in Boston. Put money toward students now, rather than buildings, etc.
- Make policies around staff more progressive. Support the notion that staff members are valued equally to students and faculty members in the Berklee community. This should be reflected in policy, in language, and in the atmosphere.
- Recognize environmental impact of our decisions.
- Outline specific goals for alumni engagement.
- From Concert Committee and the perspective of the college concert program:
 - New Performance Venue – 500 seats
 - More venues 1A/1W size
 - Large rehearsal spaces.
 - Better utilize classroom to have performances in classroom.
 - Rethink concert program, which is based on 25 year-old model, needs rethinking.

- Transform into a program coordinated from central goals and principals rather than area self-interest. Develop mission statement and explicate values from which policy can be derived.
- Focus on quality of quantity: less shows better supported.
- Clarify role of sponsor of events and establish event producers for complex shows.
- Process to coordinate requests from non-academic areas with academic programs and needs.
- Promote the importance of Faculty setting positive examples for students of professionalism and courtesy during concert set-up and performance.
- Students experience in the performance venues needs to be positive, not abusive.
- Enforceable rules for use of venues, real penalties for transgression.
- More time for sound check and rehearsals in performance rooms.
- Have Senior Performance Recitals the option to perform off-campus
- First and foremost, we must fix Fall check-in. If the students arrive at Berklee and are submerged into a confusing mess, then they will get a bad first impression. But if check-in runs smoothly and all issues are straightened out they will be pleased with what the school has provided for them. One step to make check-in run smoothly is to make sure all transcripts are evaluated and processed before check-in (I know this depends heavily on Admissions sending down transcripts promptly). All offices must be in agreement on where students must go and what they all must do to obtain classes, making sure that students are being sent to the right offices, and not just the Registrars Office. Students should be aware of all holds and that they must check-in before trying to sign up for classes, and they should know it is their responsibility to check these things before they come here.
- Another important way to help the strategy for a better future is to stress the rules, regulations and deadlines to not only the students, but faculty and staff as well. One example is the Add/Drop deadline and Withdrawal deadline, everyone should be on the same page, especially the course chairs. If a chair approves a drop after the deadline and sends a student to this office, we have to be the ones to tell the student it is not allowed, these conflicting instructions are only confusing students more. We also should make sure that all old forms are thrown away and only new Late Add forms are used.
- Registration for the next semester's classes should be made easy for the students and staff at Berklee. Students should first be prepared for registration and we should make sure that all deadlines are clear and are announced so all students can be aware of what the steps are. When I was at school, registering for classes, it was staggered according to semester level and it seemed to work fine. Seniors would register online the first day, Juniors on the second day, etc. etc. This way the older students get the higher level classes that they need for their major requirements.
- Another important way to get students involved is to stress policy changes and current rules. I have heard from students that Berklee does a "bad job" announcing policy changes, even though it is the student's responsibility to be aware of rules and regulations. We should make sure that they are posted clearly for all to see as well as making sure students know they are responsible to know the rules and regulations. One example is that some students were not aware of the Tuition Deposit policy change. This is an important example because it is based on an issue that is particularly important to students...their money.
- Another important way to make things clear for students is to take care of the Campus Cruiser problem. We should make sure students know it is not an official record, we should make sure that it is updated regularly and we should make sure that it is clear about what is and is not, including holding places for core classes and official schedules. Even though students use Campus Cruiser to do

homework assignments and such, they still depend on it heavily instead of logging into my.berklee.net.

- Last spring (and not the first time), I had at least a dozen seniors express to me their unhappiness with the 10AM time of the graduation ceremony. In the interest of brevity, I will try to summarize the bulk of their various sentiments:
- “We work our whole lives to get this point, and it should be the best day of our lives. We have family and friends come from all over the globe to share in our celebration. We have this wonderful celebratory concert on Friday night, and then of course we want to celebrate and party and enjoy our friends and loved ones whom we have not seen in a long time, only to have to be at the arena the next morning at 6:30AM, with very little sleep and perhaps somewhat hung over, in order to take a class picture that most of us will look like shit in for the rest of our lives, and of course, rehearse for the ceremony. By the end of graduation, whatever we managed to inhale for breakfast has long since given out, our blood sugar is bottoming out and we feel pretty crappy (as well as really tired now), which lingers the rest of the day and subsequently makes trying to celebrate and party on Saturday night very difficult as well. We are mostly musicians and artists, not corporate businesspeople. Other schools have graduations at all different times of day, so why do we have to endure this not very considerate or thoughtful scheduling? After we sink over six figures worth of dollars into going to Berklee, why can't this be done with us in mind? How much nicer it would be if we could enjoy the celebration we deserve, get a little sleep, perhaps enjoy a nice brunch with our loved ones and go to the ceremony decently fed and rested and maybe in some kind of shape to enjoy the rest of the day. As it is now, it is something to be endured more than enjoyed.”
- I don't know if it's too late for this year (I hope not), but I hope that you give this matter some serious consideration for the future. I usually asked the students why they didn't voice more of a complaint to the school, and they most often said that they didn't think anyone would listen to them. When I checked around as to why it is at 10AM, I mostly heard it's because that's when it has always been. That certainly doesn't mean it has to continue to be. I think it would be a major return on a pretty small investment, resulting in happier campers and more positive alumni.
- A Global Approach. With the digital revolution that makes every type of music available everywhere at any time, musicians, composers, performers, etc. have to approach the entire world as their potential market. This means a greater knowledge of other cultures, languages, politics, business and copyright laws, etc. Almost every genre of music has an audience somewhere, but musicians will have to be active in finding that audience, anywhere in the world that it might be.
- A Unique, Individual Creative Talent. The jobs that were once the staples of a musician's life—studio gigs, pit bands, cover bands, symphonic orchestras—are ones that relied primarily on technical proficiency, rather than an individual creative style. These jobs are disappearing fast, and are unlikely to come back. The future for musicians and performers will reward those with a groundbreaking, unique, individual style that cuts through the cultural and media clutter.
- A Synthesis of Music Business, Production, and Composition or Performance Skills. The ultimate challenge for Berklee will not merely be to offer a wide spectrum of music-related courses of study. The challenge will be to bring all those skills together for students, to create musicians, composers or performers who are well-rounded in a way that is unlike any prior generation of creative artists. With the decline of the record company, the increasing importance of do-it-yourself marketing, and the disappearing line between production, arranging, composition, and performance, tomorrow's musicians will be challenged not only to play proficiently, but to market their work, strategize their career, collect and administer their song catalog, and make their own records. In some ways, the age of the specialist—the mix engineer, the mastering engineer, the studio musician, the session singer—is disappearing. Success now requires a wide variety of music and business skills, all complementing one another.
- Make sure that students are involved in every level of strategic planning, working groups, subcommittees, etc where it is possible.

- I would envision that berklee have a curriculum and programming that is not euro-centric—that more equally balances knowledge, pedagogy, practices and principles representing the music of the world.
- I would envision a curriculum that is equally about learning and creativity: ie, that when students graduate, they feel like the process itself was critical to their creativity, that they took risks and grew, rather than the feeling that most people have of generally being overwhelmed by the curriculum, and that in the race to keep afloat there is almost no time for actual creativity.
- I would envision that the gender enrollment is equally 50/50: that recruitment initiatives aggressively and immediately pursue talented, creative and proficient women musicians.
- Concentrate our energies on effective completion of our capital campaign (huge), and
- Complete and begin implementation of curriculum review (huge).
- We are building an entirely new school, 4,000 miles away. New in every imaginable sense of that word.
- Prospects: Set the right tone for our incoming students (and their parents) so their experience here matches or exceeds expectations. Be honest and clear in our advertising and branding. Unify all Berklee entities into one web presence, which offers all programs in context for an outsider (PULSE for junior high, City Music for high school, Berkleemusic/Press for pre- and post-college, summer programs, abroad/Valencia, library, Cafe 939, etc.).
- Current Students: Help our students become successful people, through ample, required curricular offerings in life management. Recruit students who are successful in life, and help them be successful and happy here. Harvard's most popular course is one on happiness; help our students enjoy and get the most out of their experience—we want them to have a good, productive time here—and look back upon it fondly.
- Current Infrastructure: Help our staff and faculty be successful by establishing clearly defined problem-solving mechanisms, and a leadership development and succession program. Provide a college wide structure (shared tools and a shared language) for working out problems, particularly between areas with conflicting goals. Slam areas that go-it-alone, rather than reward it as entrepreneurship. Guide and nurture current faculty, staff, and managers to become future college leaders—not in some namby-pamby, lip-service way, but by setting clear goals with precise definitions for advancement. Help the best management minds at the college impart that wisdom to others.
- Alumni: Do everything we can to increase alumni involvement, support, and connection to the college. An army of happy alums would be all the advertising Berklee ever needed.
- A General Note: Focus on the basics. We are a music college; let's do that well. Let's get away from perpetual new initiatives and endless old arguments.
- Keeping our brand out there and recognized as much as possible by utilizing the social networking sites and other aspects of the internet. Encouraging existing and prospective students to use those resources and build relationships together and with the college. (This topic has been talked about so much recently, it stays with you.)
- On a curriculum side of things... it would be more realistic if Berklee set itself apart by showing how it cultivates the music student for the music business environment in a much more sound way. The music industry seems to be changing all the time, and artists are doing more for themselves and their career... so, by giving students the knowledge in every aspect of the industry (performance, studio recording, business, etc.) , so they can perform in a much more independent way.

- Gym facilities for students. The Livewell program is good but I think it would enhance the feeling of community if we had such a place on campus.
- A way to integrate the contents of the 6 different history classes a degree student needs to take. Make it “gel” better.
- New studios for MP&E students or at least limit the student population. They major is overcrowded and that takes from everyone’s learning experience.
- Master and Doctorate programs would be nice.
- We should push the green initiative! I think it’s something the community at-large is conscious of and it’s always a part of conversation.
- As the college continues to examine the Curriculum through the CRI we need to figure out what our goal is? With the vision of becoming the world’s greatest institution by 2015, what does that mean? Are we enhancing the academic side, by increasing Liberal Arts credits, etc. or improving on the foundation of the college--meaning, are we preparing our students for careers in the music industry, specifically, or their careers in general.
- The size of the college, specifically the student population has doubled over the last four years, what are our plans to accommodate the needs for staff and faculty? How will we continue to support the growth of the institution if folks are overworked?
- Lastly, have we met all the goals of the previous strategy? And, actually, I would suggest this be where we start.
- Sustainability/being more green. Part of responsibility for being an educational institution is to educate all our communities about the importance of sustaining the environment.
- Providing more financial assistance to students through scholarships especially due to the economic times we are facing and will continue to face.
- Define our definition of globalization. What is our focus and what are we building across the world. It seems scattered at this point.
- Improved Alumni Network - events in multiple cities, internship programs in other cities for current students with alumni, online networking for alumni and students, etc.
- Increased performance opportunities for a wider range of students - we seem to do a great job providing opportunities for select students and groups, but would be great to see more students getting in on the act, both on and off-campus. Maybe sponsored Cafe 939 showcases? Or additional student showcases at the BPC?
- Berklee Orchestra (or Chamber Orchestra) I’m thinking of a group that provides both performance opportunities for classical players, and a chance for composition and orchestration students to have their works played by an orchestra
- GLBT concert series: making the Melissa Ferrick show an annual event so we can bring in even bigger names, and/or sponsor similar shows at Cafe 939 (all of which could contribute to the scholarship).
- Female Performer/Composer concert series.
- Student Travel Arrangement Code of Conduct needed: too often only the best performers are chosen to represent Berklee in on-the-road performances time and again, very often to the detriment of their academic performance. These performers are also chosen to the exclusion of students who are doing well academically, but need more performance experience. By having such

limited opportunities for gaining performance experience, the excluded students not only miss out on the chance to improve their live performance skills, but also the chance to build up their resume while they are here at Berklee. More travel should be done as a class as opposed to picking individual students from different classes to form an ensemble. In many cases, the top student performers who are chosen over and over again suffer academically to the extent that they have not been able to retain their scholarships, or they struggle to maintain them. Students should not be allowed to travel if they are struggling with their courses. Additionally, when non-academic departments put together events involving students, they should inform the faculty members of the students so that it doesn't come as a surprise to the faculty member that the student won't be able to participate in a course activity due to being involved in "travel for the college". At least one faculty member should be involved in such trips so that educational interaction is maintained.

- Berklee needs Hip Hop curriculum and programming, particularly in light of the college's status as the top contemporary school of music. Hip Hop has become a major movement over the past thirty years. Some student groups have even started petitions to get more Hip Hop programs into the Berklee curriculum.
- Berklee needs to develop a more coordinated approach to project management to properly manage the implementation of new initiatives. Many projects require cross departmental work and this can be very difficult to manage without the help of a project manager, or at least a formalized system for managing projects at the college. Some examples of problems that can occur when a project is not properly managed: 1. When midway through a project it is realized that help is required from an additional department and this newly contacted department will now feel pressure to find a way to incorporate the project into its top priorities; 2. A key component may be overlooked, such as space need, or other resources in order to complete the project, often leaving the project in a partially completed state.
- Space needs continue to require attention from the college. If a faculty member is not in class, or holding their office hour, where do they go? Students, faculty and staff need a common area where interaction/exchange can occur.
- It will be important to ensure that all new space obtained and developed by the college is handicapped accessible.
- Berklee needs to find a way to make administrative tasks for students more streamlined. Students continue to run from building to building for things like registration and declaration/change of major. Often times administrative offices will inadvertently send students to the wrong places, presumably due to the complexity of the current setup.
- Develop a self-study program for new Harmony and Ear Training students to take prior to their first day of class so that they will be familiar with the basic, required knowledge they should have from the outset. This will prepare the students for what will be expected from them in their courses, and help bolster their success. Some students are very strong musicians who do not have the formal training necessary for a smooth transition into beginning their course work. A self-study program could help the students fill in the gaps in their training prior to beginning their work directly at the college. Perhaps a peer advisor could guide them through the self-study process.
- Expansion of IT services: a) Each person should have admin access to his/her computer. In the corporate world, people can admin their own computer and if they mess up, their computer get reformatted with a "standard" setup. b) PCs for the business side. Colleague, FRx, presentations (linking Excel to PowerPoint is only available) on a PC), etc. are made to work on PCs and not Mac. Also, in the real world, people are expected to know PCs. More PCs will give students more exposure to prepare them for the real world. c) Better IT technical support and services. Better response time would be great. There are always push-backs for requests. We do not get ticket #s. Are they getting tracked? Certain requests fall off the face of the earth. d) Better IT central network. The network here is slow and stalls all the time.

- Provide more scholarship money to prospective students with limited finances to make Berklee more accessible, especially now during the impending economic meltdown.
- Think about a Masters Program again with separate focuses than the undergraduate degrees. This would get music lovers that have liberal arts college degrees to come here after college or later in life.
- Cut back on some older courses that have low enrollment populations.
- Have one e-mail address for everyone. I do not see the reason for having a .edu and .net e-mail. It seems to cause confusion between students, faculty, and staff.
- Continue to acquire more space on Boylston St. between Mass Ave. and the Fenway. It would be nice if most of the space there were renovated to look better and belonged
- Extra office hours- advising needs time, not only on subject of the classroom
- Internships for students abroad
- start attracting classical musicians and be the best school in classic music as well
- create "cross-over" courses- classical - jazz-ethnic
- Introduce lessons in world music, including the tutoring of ethnic instruments
- Encourage and reward faculty for research, publications, recordings, etc.. -_commitment to excellence needs to be rewarded!
- create a web site to answer questions from potential students around the world
- Educate students about teaching. have students teaching once in a while and educate them
- Create competitions for students and reward them, publish them...
- Better coordination of the curricula of the various divisions and departments is paramount. From the students' point of view, it will provide more rational and manageable pathways from matriculation to graduation. For the faculty, it will guarantee that we are reinforcing each other's work.
- In connection with that, the assessment of entering students, and tracking to appropriate levels of basic courses needs a complete overhaul. The basic courses themselves are not well designed to serve those students' needs.
- Finding and arranging better space for classrooms, faculty/student conferences, and faculty offices needs to be a continuing commitment.
- Another initiative that concerns integrating the curriculum better: Provide more forums for faculty of the various departments and divisions to share musical and pedagogical practices, philosophies, and concerns. And engage the best and most progressive minds from the outside to participate.
- Get more faculty (even part-timers) involved in academic advising.
- Berklee is highly engaged in the surrounding community--both locally and globally; however, the connection to the academic structure of the institution is not as deeply entrenched. As it is right now, there are many different offices coordinating community partnerships and civic engagement. It would benefit the students and give Berklee the chance to be an even more engaged campus if all community and civic engagement projects, programs, and initiatives were coordinated through one clearinghouse. This would enhance existing programming by eliminating duplication of resources/efforts. It would also enhance the possibilities for engagement. The incorporation of

experiential learning into the academic fabric of the institution and the creation of a “Center for Citizenship” that would enable better collaboration among departments doing similar work.

- Giving back to the Boston community.
- Creating a positive vibe around the Boston campus - sooooo negative at times, especially with burnt out students dropping out but staying in the area.
- Implement an Experiential Learning graduation requirement for all students, that would require each student to participate in an internship, service-learning, or study abroad before they graduate.
- Increase career development services for all students AND alumni.
- Create alliance between Office of Experiential Learning, the Career Development Center, the Office of Alumni Affairs, and the Writing Center to help prepare students for the job hunt.
- Connect Student Advising Program with Internships.
- Having as much industry involvement as possible - so students understand what it is truly like out there.
- Graduation requirement for internships.
- Link Enrollment Strategy with Future of Internships at Berklee.
- Berklee should seek to require internships for all students because Berklee was founded on the notion that: “our students need practical, professional skills for successful, sustainable music careers.”
- Implement business skills/classes into the curriculum for all majors, including Performance.
- Having classes that teach / promote critical thinking and less step-by-step processes.
- More business skills need to be taught to all students - almost like "street smarts" for the industry.
- Alums should be encouraged to “give back” to Berklee by taking interns, not just through the donation of funds. It is proven that typically, young alums (w/in 5 years of graduation) do not give to their alma maters.
- Alumni involvement - worldwide, through job, lectures, events, networking, and hosting internships.
- One word: accountability. I think Berklee would be a better place if there was a serious premium put on accountability. I realize that this is a overarching concept, but it can extend to the academic, administrative, management, leadership, compensation, etc. Greater focus on “What it means to be an employee at Berklee” side of the college. Many offices on campus seem to lack accountability. Consistent information is not shared with students or other staff people so through an examination of staffing, hopefully a culture of accountability can become the norm.
- Engage students more in programming offered on campus through creating a college-wide calendar of events.
- The lack of communication is astounding - people do not return phone calls or emails. They give students the run-around. This becomes other departments' issues due to lack of communication between departments, majors, and divisions. Something as simple as getting your diploma sent to you takes MONTHS. I don't know if more things need to be automated or if it's more a vibe that needs to change. Berklee needs more accountability. Because of the break down in communication, no one is directly responsible for anything (obviously an overstatement, but frustrated students feel this

way). I understand that a lot of people and departments are overwhelmed, but it's a problem that holds Berklee back.

- Advising and answers for students - no run around!
- Less students (alums) hired as employees - have really qualified people in the positions.
- Being as immersed in the music industry as possible - internships, classes, panels, lecturers, guests, site visits, hosted trips (i.e. Nashville) so students have a realistic view of what they're aiming for and getting involved in!!
- More help for student groups - if students take it upon themselves to organize something, the school should be able to offer resources.
- Common areas, dorms that function properly, and rehearsal spaces so they all create a sense of community.
- Involving parents in a positive way.
- My hope would be that Berklee can be like a Google or an Apple - a company that not only sets the bar for the industry but constantly evolves to take on whatever changes, feedback, or shifts that occur in the industry.
- I really liked the idea of online placement tests that 1st semester students can take long before they arrive so their schedules are set before they arrive.
- Hiring a continuous system for entering rebuilt transcripts for pre- 83' graduates directly into colleague so we can free up the shelf space.
- More academic advising for entering transfer students so their schedules are set before they arrive.
- A call center that parents can contact to get thorough information that is FERPA approved. It would be great to have a place that is sort of an octopus to all departments and can relay a variety of general information.
- Appealing to students sense of responsibility to encouraging their critical thinking and cultivate self reliance and confidence are maybe THE most valuable gifts a student can take away from college.
- I would also love to see Berklee take advantage of the newly renovated Strand Theatre in Dorchester. It is a great performance venue and I would love to see a Berklee student run summer camp or workshops for city kids in that area.
- More concert space – dedicated to performance not available for meetings
- Lecture Halls (large) so performance venues are not used for classes
- Budget for space rentals off-campus for meetings so performance venues are not tied up
- More housing (dorms) to protect against local real estate market
- Improve ADA effort, lots left undone with rationale that if we do that we need to do more.
- Improve physical work environment.
- Green initiatives important. Effective programs. Reduce paperwork, reduce use of paper.

- Developing student leaders with training programs. President's luncheons.
- Promote the importance of Faculty setting positive examples for students of professionalism and courtesy during concert set-up and performance.
- With previous emphasis on students and faculty, staff needs coming last. "making Berklee a great place to work" is the initiative least worked on.
- Compensation review
- Title review/levels
- Inadequate staffing levels
- Re-do our evaluation system
- Conflicts of interest within departments
- Support departments not providing support because of their own agendas
- HR record keeping and perceived randomness
- Freeze on positions with expectations of more work: check to see if there are adequate staffing levels.
- Better set-up of new staff.
- Encourage more professional development
- Involve staff in education
- Give the staff credit and recognition for being educators. If staff cannot teach, set up forums or give us some other opportunity to share our knowledge.
- Treat work-study jobs more like internships with quantifiable goals and expectations
- Incorporate an educational component into the job descriptions.
- Address issues raised in Ombudsman's report - Ombudsman report identified many issues with recommendations. Address this report and update community on progress with issues raised. Develop a process to use and act on this info. Examples: Feeling of lack of respect and civility; People who have "checked out" but are still here; Culture of complainers who keep climbing up the ladder until they get their way; Everyone's an expert—But they're not!; Inability to get faculty to follow policies and procedures—Faculty feeling that they are above the law—Not setting a good example for students; Do staff get the same respect as faculty?
- Change Berklee's culture of emphasis on quantity to emphasis on quality.
- Coordinate curriculum to utilize various departments, faculty and staff.
- Encourage collaboration between departments
- Think tanks encourage innovation with more than 1 brass award
- Have each department think strategically and create a plan for the next 5, 10, and 15 years
- Streamline process for applying technology to work problems. Current process discourages

innovation, has staff falling further behind not able to bring procedures up to date.

- *Individual Ideas from IT Brainstorming Session - number in parentheses is the number of times idea was listed.*
 - (10) Parking – local parking lots or sponsored remote parking near train, parking for employees who carpool
 - (13) Gym and shower facilities, yoga studio
 - (5) Higher/improved security
 - (5) More professional growth options and opportunities for staff, defined career paths, upward mobility, expansion of interdepartmental growth opportunities
 - (4) Telecommuting Options
 - Remote temporary offices to limit unnecessary commuting, provide meeting space outside of Boston – “Berklee North”
 - (3) Better MBTA discount/benefits for staff
 - Better Apple discounts
 - Bright Horizons discounts
 - Boch car discounts
 - (2) Tuition reimbursement
 - (2) Flex time
 - 4-day work week
 - Overtime after an 8 hour day
 - Unlimited classes at Berklee online
 - Unlimited classes on Berklee online
 - Faculty/staff access to recording studios
 - (3) No more BRASS awards – add performance raises and holiday bonus
 - (5) Performance based increases
 - More office space
 - Daycare/Petcare
 - Temperature control
 - (6) Windows that open/fresh air
 - More conference rooms (60+ needed for check-in meetings, division, departmental)
 - Storage space
 - Public performance area like Emerson College has
 - Create life-work balance
 - More housing for entering students or kick out continuing students after 2 years in the dorms
 - (2) Advising center for disabled/handicapped students/faculty/staff; office of universal access
 - College gallery
 - (3) Better definition of alumni – service provision is different based on definition/categorization; maybe different levels of alumni?
 - (3) Host music and technology conferences
 - Venues for alumni performance
 - Sabbaticals for staff alumni who have performance opportunity (paid or unpaid)
 - Organize my.berklee.net announcements by category
 - Stop calling alumni for money when they have no money
 - Office “ergonomy” – better furniture
 - Create grassy “quad” area in front of Piano Forte (Boylston) where sidewalk is extra wide
 - No smoking at building entrances, on-campus designated smoking area
 - “Café 180” coffee in Student Computer Support Center
 - Seat covers in bathrooms
 - Competitive salaries
 - Cafeteria plans for HR benefits
 - HR retention strategy
 - Casino-themed holiday party, Bowling night, and other staff gatherings
 - Job share opportunities
 - Mandatory use of Oracle calendar
 - (2) Fewer meetings, better use of meeting time
 - Greater participation in meetings

- Match up alumni with current students – alum/student penpals
- (2) Streamline student lifecycle
- Welcome alumni who own small businesses as Berklee staff/outsource vendors
- Survey alumni opinions of IT
- Citrix expansion
- Better support for PC users
- Spend less on IT, more on talent
- Online voicemail management – email when voicemail is left
- (3) New calendar server solution, use iCal, Calendar review – integrate business tools
- Implement regular reviews of technology services and software
- Chat server
- Employee electronics recycling
- New CMS (content management system)
- Provide opportunity for and encouragement to attend (staff) various musical concerts, recitals, clinics, etc. around campus
- Expand development opportunities for staff beyond just job-related
- (6) Less middle management, decrease number of directors (assistant, associate, etc.) and decrease the segregation between VP, Director, and staff
- (2) College-wide standards for web development and enforcement, to support interoperability
- (4) Every business process should have an owner
- Compensation/reward for participation in non-Berklee program (volunteer)
- Decent webspace for students/alumni
- (2) Online library/media center
- Create educational web pages for students/staff/faculty where they could get information on how to use their computers (downloads, update applications)
- Consolidated web services
- Stabilize email
- Music software design/classes/major
- Music gear design classes
- (3) Research/graduate program
- (2) Instrument technology/repair/design/maintenance program
- Multilingual course material
- Certificate programs
- Standardize and simplify curriculum
- Make credit totals for instrumental labs/ensemble requirements the same for any instrument
- EAI/EFI performance technologies techniques/history
- Stop publishing printed materials and encourage more green ways of communicating
- Video screen in each building (services)
- (2) Photos in employee directory
- Expand e-mail and server offerings for students (iomb, pop access, filesharing)
- More mobile phone program out of IT
- Cross training in positions
- Integrated portal for items of student interest (events, announcements, gigs, classifieds, music-sharing, etc.)
- Vending machines in every building (including IT)
- Expand BIRN video streaming
- Encourage/assist employees with voter registration
- More visible personnel committee – “staff government”
- Treat staff like adults
- (3) lounge
- Bus shuttles for staff/faculty
- Bike racks
- BIRN in all restrooms
- Ping pong table, Wii room
- Improve communication between departments
- Similar learning communities that AAOF have for faculty added to staff side
- Unified email/voice technology for all

- Clearer vision for integrating technology into curriculum
 - Get faculty union to comply with technology needs
 - More access to online training, more options
 - Mandatory technology classes for faculty
 - Rationalize services
 - No more Personnel Committee/COAD – combine groups
 - Formal business process review for delinquent offices
 - Accountability for Berklee owned equipment (laptops)
 - Foreign language clubs
 - Credit for Volunteering (elective)
 - Peer reviews
 - 360 Reviews for staff/managers
 - staff
 - peers
 - managers
 - (4) Sporting event tickets – Patriots, Celtics, Red Sox
 - Nap room!
-
- "Music in the new millennia 101" Running your own record label, internet marketing, recording yourself at home, alternate paths to success as an artists... these issues and more are all a part of the changing face of the industry.
 - Standardize withdrawal processes. Automatic withdrawal standards are different for different classes and departments. Some teachers allow 4 absences before automatically withdrawing a student, whereas other teachers withdraw a student after 3 no shows.
 - We need prompter service from the ensemble department to unlock rooms or cabinets when faculty members forget or do not have their keys. Having to wait for these items to be unlocked wastes everyone's time.
 - We want the computers outside of the library / media center to be available again. We need more accessibility to use desktop computers in student gathering areas.
 - Class cancellations sometimes do not get posted in time. Students also do not really get info from either the faculty or the department about class cancellations. Because faculty are given 20-minute leeway to arrive to class, students have to wait until 20 past the hour to realize that the class is cancelled.
 - With the state of the economy, now more than ever we need to focus on our recruiting efforts in order to have a sustainable pool of quality applicants. It's more important to focus on our current efforts and look for ways to improve customer service for all applicants. This will have a major impact on the quality of student we attract and retain.
 - The same goes for our continuing students. We need to focus on our retention and enrollment management to that end to ensure we are keeping the talented students here and helping them through to graduation. Improving the need-based financial aid for the most talented students will help retain that group of students.
 - Creation of an Admissions multi-purpose room. This room could serve as an audition and interview room as well as a conference room. Would have a large impact on applicants that cannot make a Saturday A&I days.
 - Improve IT support and process. There is too much bureaucracy involved in getting anything done through IT. The ASAC process is not needed for every technical project. There are over 300 ASAC projects submitted and there is no real plan by IT on how to complete all those projects. The concept is to have the area VP's assign their priority to each project to get them done. This does not address the issue of getting all the projects completed. This only addresses completing the projects that IT has resources for. In other words, the projects they do not have

resources for and a VP does not deem as their top priority in their division will not get any support. It's really not an effective system. If departments have the budget to hire an outside consultant or the resources within the department to complete a technical project, the department should be able to get their work done regardless of IT's assigned priorities or stated resource limitations.

- The need for an online universal application. Admissions, Scholarships, Summer Programs, City Music and others would benefit from an online application that would be drawn for the user based on their responses through the application system. Rather than managing multiple online applications, Berklee would see a large benefit if there was an effort put forth to combine our applications into one. IT support for one application system could be leveraged to better serve the college rather than supporting many different online applications. The duplication of records in Colleague would also be drastically reduced.
- Security at Berklee. Many staff members expressed their concerns of not feeling safe at work. There have been many times during normal 9-5 hours where Security has had to remove some "characters" in the 921 Uchida building. Folks feel that working after 5pm in 921 Uchida is not as safe as it could be. People make sure to lock their doors because they are unsure of their safety. This is more of a sense that the overall level of security at Berklee needs to be improved. People said many other schools have more strict policies for showing proper identification before entering college buildings.
- be well prepared to handle veterans including those with disabilities as students and employees
- have students and their input better integrated within the decision-making of the college
- a student rep on the Board of Trustees
- a comprehensive performance injury prevention and recovery program that includes
- early detection, reasonably priced treatment, preventive measures to avoid reoccurrence
- a comprehensive hearing injury prevention and recovery program that includes
- early detection, reasonably priced treatment, preventive measures to avoid reoccurrence
- examine the sources of stress while studying at Berklee, are there expectations that elevate the stress that possibly be modified
- what tools do we promote to optimize student performance while avoiding excess stress
- hear what alumni and employers are saying about what's missing in a Berklee education
- maintain and elevate the level of discussion that welcomes and appreciates diversity of thought and dissent
- promote the benefits of involvement in your community and that everyone can lead (and follow) as a way to strengthen the community (this includes orientation)
- support grassroots ventures on campus -- this how Latin Culture Celebration grew from 3 events to 28 from 1999 to 2008
- increase recreation, intramural, and athletic opportunities for students
- rent office space to a physical or occupational therapist that especially serves performers
- Mandate process documentation for positions. As an example, a model for process documentation was developed by Mark Martino (and others?) when he was Student Affairs Technology Coordinator
- In offices, strongly encourage cross-training

- Offices using Colleague should assign staff member to monitor for Datatel updates, new documentation, releases, patches, products and forum postings
- Encourage Directors to mentor Associate Directors
- Include FERPA & GLB in mandatory training for new staff
- Continue the effort to be a selective institution improving the quality of our accepted students.
- Continue to improve the student experience for students while they are attending Berklee.
- Improve the relationship between Berklee and the greater Boston community through offering continuing education courses (in addition to BerkleeMusic), more interactions with local organizations such as the Boston Pops, Boston Symphony Orchestra, Boston Red Sox, Harvard, and WGBH.
- Continue to address space concerns
- Continue the effort to be a selective institution improving the quality of our accepted students.
- Continue to improve the student experience for students while they are attending Berklee.
- Improve the relationship between Berklee and the greater Boston community through offering continuing education courses (in addition to BerkleeMusic), more interactions with local organizations such as the Boston Pops, Boston Symphony Orchestra, Boston Red Sox, Harvard, and WGBH.
- Staff are underpaid, overworked, and under-appreciated. Either: raise salary, decrease workload, allow & assist in staff labor union
- More & better support for the PC users on campus (HR, Bursar, Financial Aid, ID machines, Payroll)
- raises based on COLA (cost-of-living allowance) and performance at the manager's discretion (i.e. 3% COLA + up to 3% manager's discretion)
- Sick rooms/rest areas/couch in each building. Nursing rooms for mothers who pump breast milk
- More green initiatives - 1) better commuting/pass discounts for staff; 2) glass/paper recycling for the largest buildings and dorms (1140, 921, 150)
- Flextime for all IT staff (it can be done!)
- Office ergonomics - campaign campus-wide to prevent carpal tunnel or tendonitis
- Work from home days or even flextime would be great for productivity
- Encourage more departmental social events - picnics, softball, etc.
- Berklee should invest in NEW energy technologies and apply more efficiency in the facilities for energy
- Entrance Auditions and Scholarships should also value students who are non-performance majors. This includes, Composers, Arrangers, Producers. All three of the above form an incredible part in today's music business and Berklee should start valuing those students more. Because without composers, there are no songs to arrange or produce. Without producers however, there would be no performers whatsoever....

- Also related to that, have you ever seen one of the above mentioned (or even a Music Business major or Sound Engineer) receive a Presidential (full) Scholarship?
- Rating Auditions are not a good method of evaluating students for ensembles. Also why are there so few ensembles related to the pop and pop/rock genre? And there are 4 pages of Jazz ensembles! This has to be reconsidered...
- The college has to make better decisions on who is accepted into the college and who is not. When I came to Berklee I was shocked how many people were actually taking Ear Training 1, Harmony 1, etc. And I did learn to understand that. There are very talented people out there who did not have the opportunity to receive all the musical training. However what I cannot understand is, since Berklee is so great at creating the image of being one of the most prestigious places in the world, then how come I see people who are failing those elementary classes over and over again?
- I believe that Berklee should work harder on making the college a really prestigious place and reinforcing policies regarding academic progress...
- Definitely do a curriculum review. One of the classes that need a review is Arranging. In my opinion the course name is VERY misleading. Because the truth is that this course does not teach you the art of arranging. It gives you the knowledge of the basic band instruments and it how to prepare parts and scores. However that does NOT include arranging in any matter. With this incorrect wording, many students leave the class with the belief that "yes, I can arrange". And that is wrong. What they know how to do is how to prepare charts, scores and parts for a band. My recommendation is that the name of this course be changed to "Score/Chart Preparation for the Contemporary Band"
- Institute a method for getting honest and constructive feedback from students and acting on that feedback. (already on the list). This point is also important in the case of feedback on Berklee faculty.
- Clear out double "production" major problem. There are two majors that say they teach "production".
- Music Production & Engineering
- Contemporary Writing And Production.
- As a producer myself (and having been one before I came to Berklee) I must say that there is no possibility for somebody to become a producer without having strong musical/writing knowledge. A producer must know which instruments work well together, what rhythms work well, why something doesn't sound good musically. At the same time, sound engineer student already have a very intense curriculum and giving them the illusion that they will become producers is not a good thing. That is why I suggest that that Contemporary Writing And Production should stay as is (maybe include more classes which actually deal with situations related to producing), and Music Production & Engineering should maybe change to the Sound Engineering major and focus on educating students to the best possibility in the aspect of sound engineering.
- Creating more recording studios and allowing more frequent access to students who are non-MP&E majors (Interdepartmental recording sessions. This is currently 1 recording session per semester).
- Better Video services. The quality of materials delivered after shows is unfortunately very poor.
- Develop new system for studio/ensemble/etc room booking. The old system is very dated and leaves very little opportunities for enhancement.
- And last but definitely not least: Nurse/First Aid on-campus. I cannot stress enough how this is

VERY important!

- -students should receive hour long private lessons; regardless of major
- -designate a space for a decent work-out facility
- Provide better ESL in the curriculum for International Students
- Increase dorm space/style of housing options (suites, singles, substance free, gender specific)
- More housing/programming for freshmen
- Placement exams should be done early and acceptance should be more stringent
- Better Interdepartmental communication
- Information sent to students should be more streamlined
- Asking for TOEFL scores at audition and during application process
- Have orientation planning done by one team, that meets regularly
- Conduct personnel evaluations and base promotions on those evaluations
- Create a consistent, transparent process for students to file suggestions, complaints, etc. (create online form)
- Make scholarships attainable for more students and equally distribute across all majors
- More money for programming
- More community space/Campus Center that includes fitness center, food court, health center, “hang” space
- More information/point person to explain about insurance and how to use it
- No entering students accepted for Summer Term
- More community-wide events
- Better commuter benefits
- Flex hours year-round: offices open one evening per week
- Greater % employer match to 403B
- Longer hours and more variety in the cafeteria
- Increased time available for Practice Rooms
- Practice rooms should be kept cleaner
- Sports teams
- Less expensive tuition
- Offices need to be more organized (student information is frequently lost)

- Teachers are often late/don't show up to class and don't notify students
- More easily accessible information about events at Berklee should be available
- Increase recording studio space
- There is a lack of time or opportunity to perform
- CWP students should have studios, more production classes, and a mixing class
- Less people hanging out in front of 150 Mass Ave, blocking the entrance
- Information about Majors and classes should be more available
- More information about health services available to students
- Workshops for students on how to file taxes
- invest in an overhaul to provide a concise, comprehensive, and convenient website for students. As the website continues to be improved it can be more effectively used as an accurate resource for students to refer to in lieu of placing phone calls or walking into an office. I
- Require higher English level for entering students
- Better career support
- Students need a school map including classrooms and department facilities
- More opportunities to work with outstanding alumni
- More opportunities to see visiting artist
- Expose students to other arts than music
- Teach how to make an affective network for the real world
- Good internship opportunities
- Motivate students to be more involved with other arts.
- If a teacher cancels a class, all of the students should be notified. Many students live off campus and travel some distance to find their classes have been cancelled.
- Better preparation for the real world
- There should be a Berklee Atheist Club.
- The ensemble ratings system unfairly penalizes students who don't come from the traditional jazz paradigm. There should be more ensembles that cater to the students who play music other than jazz.
- Better cafeteria food.
- Better career development resources - maybe credited curriculum one-to-one advising
- The Cafeteria (or at least part of it) should be open at all times for students to hang out, study, read, or have a snack.

- More and varied scholarship help
- More tutors/ tutor rooms
- More effective student advising
- Effective placement tests
- Review and improve the Customer Service that is given to students in all areas of the college.
- Students should have a significant Berklee web space (5GB at least) to store demo material and a portfolio/promotion website which can be used for scholarship application, internal networking and collaborations.
- Engage students in respectful, and well intended conversations about art, politics, diversity, culture, religion etc.
- More Diversity
- Barrier-free-ness
- Financial aid for studies
- REALLY adjust Berklee salaries to the high cost of living in Boston.
- More music playing opportunities for staff
- More chances to build interdepartmental relationship
- HR should have more Team Building activities and encourage departments to organize their own.
- More extracurricular activities for staff, such as softball leagues, volleyball matches, basketball court time, etc.
- Free access to berkleemusic.com content.
- Some sort of gym/exercise facility.
- Free lunch for BRASS day
- Childcare
- Encourage staff and faculty to be fit and exercise.
- Improve the Oracle Master Calendar or create a new calendar so that better information is given, ie. Wednesday is a Monday schedule, etc.
- Free caf. lunches for staff.
- Master's programs tuition reimbursement
- More opportunity for promotions and career development
- Better system for creating new positions - as needed rather than as budget will allow

- Use of recording studio space at Berklee
- Opportunity for temporary transfer to Berklee Valencia
- Tuition payback assistance!
- Parking
- Interdepartmental meetings and activities
- Subsidize parking
- Opportunity for personal growth.
- Subsidize meal at the Cafeteria for staff.
- Discounts for staff in Café 939
- Improve further the HR department, which is better but still far from a strong, dynamic leading office.
- Childcare for staff and faculty children. Somebody in the school has the know-how on creating a functional childcare facility.
- Subsidize parking or public transportation for staff.
- More social events
- There should be more done to improve communication between departments so that information about visiting speakers and other special events will get to all students.
- Berklee should handle the acceptance of students with disabilities in a better way and communicate this to faculty and other departments who should be involved.
- More organization in offices (Financial Aid, Bursar, Registrar, etc.) I always find that those offices are mixed up and confused and tend to lose things often.
- More community service opportunity open to all students
- Budget for our own staff social events
- Reach out to other non musical colleges in Boston areas
- Team building opportunities
- There are a lot of events (not necessarily concerts) that are not part of the Berklee.edu events calendar and that should be there
- Make faculty evaluations public so students can better pick their teachers.
- I was asking myself today (since it's a mid term period,) does music college so have to follow conventional college method of teaching?.
- Quality of instruments (PLEASE get better pianos and drumsets in each room, including practice room!)
- Staff/Faculty parking
- Needs the water fountain near the LC

- Larger space for LC forums
- Sound proof requires between areas (the Media lab, media center lobby and reading room)
- Improve ensemble rooms availability
- Infirmary
- A Gym with classes
- A Health care center
- LC forums need better equipment of audio/video systems.
- Locker spaces for other students
- More practice spaces (especially with grand piano)
- Put power outlets in the practice rooms.
- Practice rooms availability
- There aren't even close to enough ensemble rooms to meet the demands of a music school. We need a lot more, perhaps even an entire building dedicated just to that.
- More classrooms.
- A gym would be nice, and I'm sure you'll get plenty of requests for it. But it should not be a priority over more classrooms and ensemble rooms.
- More piano practice rooms for non-piano principles
- The cafeteria food should be thoroughly examined and adjusted. This is not just the overdramatic bellyaching of a homesick college student. Ask any student who eats at the cafeteria, and you will discover that digestive problems from eating the food are shockingly widespread. I ate there for two years, and during that time I actually became lactose intolerant (and I'm not the only one that's happened to).
- A better library w/ new editions of books
- Put more printers in the media lab and the learning Center through midterms and final exams.
- Have the Learning Center training sessions in a place other than the Learning Center, so that we don't need to shut down an entire room.
- More computer facilities
- We want Berklee to use our tuition for better facilities.
- Building something luxurious may look good from outside (like Cafe 939), but we do need better facilities instead of something luxurious.
- More recording studios
- More bike racks.
- Ban smoking within 20 feet of Berklee building entrances.

- Some sort of gym/exercise facility.
- More funding for Learning Center software and hardware.
- More space for the Misc Fix repair facility.
- Make the 150 building better accessible to wheelchairs.
- Security coming into the Berklee buildings should be tighter, especially in the 150 building. This could more mimic the buildings of New England Conservatory.
- Parking
- Better office setup - right now we have 4 crammed into one office with no window
- Rebuild the walls and doors for the Learning Center main classrooms as both an update and to comply with ADA regulations.
- More tutor rooms
- Put coat hangers in piano and drum practicing rooms. I'm piano principal and I spend most of my times in 171. We... desperately need to hang our jackets or coats.... ever since the weather got cold all we can do is to throw our jackets on the floor...
- Get faculty who have enough experience in the real world
- Make it easier to take classes outside of one's major. Every class doesn't have to be inclusive to every major, but it makes sense for certain classes to be more available to other majors.
- The ear training curriculum shouldn't be a one-size fits all mentality. Jazz musicians require a different kind of ear training from pop singers or synth majors. As it stands now, the ET program does not meet the needs of a typical performing and improvising musician
- I've been told that in order to keep accreditation that Berklee will have to have a host of new liberal arts credits. I think I speak for all students here when I say that such changes should be fought against. Most students here don't have room for all the classes they wish they could take; adding more liberal arts classes would only add to that problem.
- Stricter guidelines for when teachers can cancel classes. Some teachers end up canceling large numbers of classes, showing up late, or not showing up at all. That's not fair to the students. It's fine to hold students to a rigorous attendance and tardiness policy to promote professionalism, but to not have ANY sort of standard for teachers (who are supposed to be ACTUAL professionals) is just hypocrisy, and the students can see through that.
- Improve vocal teacher's quality.
- Integrate core music teaching
- Performance opportunities for students
- Berklee tends to be very theoretical and does not really teach about "feel".
- Berklee SHOULD make rhythmic training courses in the core music curriculum, such as rhythmic training, instead of M-tech (many people think that this course is useless and test-out). This is as important as harmony and ear training.
- Many people who major in Music Synthesis or MP&E does not want to take private lessons nor ensembles, so I wonder if Berklee could make some curriculum changes for them.

- Versatile curriculum
- Ban faculty from using cell phones at ANY time during a class.
- Private lessons should be 1 hour in length.
- There should be more done to improve communication within departments so that class lesson plans are consistent between faculty members.
- More music business curriculum in core classes - students could be better prepared for entering industry
- Web design curriculum
- Consolidate the harmony curriculum
- Tonal harmony before Jazz harmony
- Teach teachers teaching strategies and learning styles
- Faculty should have training in pedagogy (There are some teachers that are great musicians but terrible educators)
- More notice of any changes
- During the past years, tuition is getting more and more expensive without any notice. I've never seen such a school
- I think berklee should give LC and ML new printers, very soon!
- Extend practice room open hours.
- More horn players, more bass players. We have more than enough guitarists and vocalists.
- Renew the air system in practice room. The air in practice room is really bad.
- There should be murals painted by students, faculty or staff. (Contest could be organized)
- Give non piano principle student better piano to practice.
- Build more practice room for students and have better sound block between each room.
- Student should have discount for buying things from berklee bookstore.
- Cafeteria should be more cheap and more delicious.
- Make learning center bigger and bigger.
- Change Berklee logo. Current one is akward.
- Give alumni proper ID cards.
- More resources for orientation program
- summer orientation
- int'l Student Orientation 1 week out but Int'l students have the option to attend summer orientation if they can

- True college union in facility and spirit
- student programming
- Increase student initiated programming
- Continue to increase strength of student voice
- student representative on important Berklee committees such as the Strategic Initiative committee
- More Berklee school spirit/pride
- school song
- widely used/recognized caricature drawing of school mascot like the Duke Blue Devil or the UMD Terrapin
- More trips like Nashville: New York, Los Angeles, Abroad
- Broader scope of visiting artists: Christian rock, More than pop & jazz
- More on campus housing
- 1st years required to live on campus
- guaranteed housing for first year Int'l students
- More staff benefits
- discounts to Berklee dining & BPC shows
- 4 day work week
- Departmental open houses
- Promote more collaboration across all depts especially student affairs ad academic affairs
- More spaces for students to display visual artistic creativity
- Library w/ more than music books
- Berklee gym
- Expand club sports program
- More lounge spaces for students to socialize together
- Allow students to eat in dining hall w/o meal plan; so that friends w/o a meal plan can eat w/ friends who do
- More digital boards in more accessible places
- More open computing stations
- More locations for students to print (eprint stations)

- Staff/faculty able to use Berklee card for purchases
- Student appreciation week during finals
- A greener Berklee w/ a palpable sustainability program
- Create an Arts Administration program
- Finalize degree completion opportunity via on-line classes
- Center for LA - there's a need for a true building in LA for the almost 3,000 alumni plus who are residing in that area to come and attend continued classes and other various programs that are hosted by alumni affairs for their benefit.
- Dedicate a space (a building) on campus in Boston for the alumni in general (the Quincy Jones/Arif Martin [or Derek Sivers or John Mayer] Alumni Center...) so there is a physical place for them when they do return to campus and for them to feel more included which is what we are now encouraging them to do but when they get here
- Support from the college regarding alumni clinics. We are making a great point to ask alumni to come back to campus and talk with students. When they do come back, it is a huge challenge to book a room and such in order to accommodate their visit. It is unfortunate that some of the visits are very last minute but having a structure that is known and support throughout the campus would help so students don't miss the opportunity to hear from these major artists.
- Additional support for our international students/alumni to help them feel more included. For students, having faculty and someone in the Counseling Center of their culture and who speak their language is necessary. An international center is needed just as badly as an alumni center.
- Recognition and support from the entire campus that all connect/outreach to and from alumni should go through the alumni affairs office.
- Boundaries - more of the boundaries (both mental and physical) need to be identified and brought down. There's physical separation between students/staff, staff/faculty, alumni/students and staff, board of trustees and the college community/staff. It's challenging to be a community when we don't know each other and it's near impossible to know each other if we don't spend time together.
- Staff and alumni are still the two forgotten groups at Berklee. It's a mental change that has to happen as a result of the college giving more attention/respect to these groups. Faculty and students are of course essential but staff and alumni play an important role in the success of the college as well and there aren't advocates in place to represent these groups (especially staff)
- •It should be mandatory for each person working at the college to donate at least \$1 per pay check via payroll deduction toward the Berklee Fund. If those of us working at the college don't believe in what's going on at the college enough to give \$25 a year to the college, then there is something very wrong.
- Improved system of keeping track of alumni who work at the college and keeping this list up to date regarding new hires and terminations.
- Before we introduce the alumni office to students, students have a negative, preconceived idea of who we are and what we're about from faculty who are not happy at the college.
- •Work load for students too full. It was pointed out that it takes the same amount of time out side of class for 1/2 credit classes as it does for a 2 credit course.

- There are skills that our students are missing and they are not getting the info during their years of being a student: self-presentation, communication (oral, written), various skills (interpersonal, management, teamwork, technology), personal development, ethics, professionalism, world perspective
- Let students hear from the faculty who can relate/who are in the industry
- Remind students about having a “plan B”. Not everyone's going to be the next John Mayer and such.
- Student environment should be “real world” and “hands on”
- Remove the “sense of entitlement” that students have when they are going for their first interview (i.e. being a “runner or gopher”)
- Entrepreneurial skills, time management skills
- Keep asking alumni to participate on panels
- Creating ways for students to have formal and informal dialogues with those in the industry
- we should make sure that the online platforms that the college uses to communicate to students are working properly, specifically, "Campus Cruiser". If there is a higher demand for the use for this product/service by the student(s)/customer(s) and it's not working properly, we will receive: 1. More phone calls; 2. Higher Traffic of students; 3. More lines; 4. More frustrated students; 5. More frustrated parents. if the class is not showing up on "Campus Cruiser", students will not receive homework assignments in a timely fashion. This kind of situation puts the student at a disadvantage where they may not receive ample amount of time to complete homework assignments.
- **Business Process Specialist;** Promote stabilization and procedure in key business areas. Resource key divisions / departments to employ a Business Process Specialist to:
 - understand the nature of core business
 - assess Berklee against best practice peer organizations
 - develop and improve business processes
 - document business processes
 - train staff to use processes.
- **Standards:** Develop common and documented standards to reduce the duplication of effort when defining and sharing information. Standards may include technical, vocabulary and use of codes.
- **Rationalize services and technology:** Identify key services and develop a strategy to rationalize and/or integrate services OR implement replacement services. Berklee suffers from too many devolved services. Students, faculty and staff alike are baffled when trying to access the correct communication channel or business vehicle to access/distribute information or to conduct day-to-day business.
- Formation of a comprehensive orchestral program which provides for the training of people involved with large ensembles in all industries (concert works, education, film scores and video games). Target student involvement would include not only performers, but more importantly the audio engineers and producers, writing division composers, arrangers and conductors, music ed division majors needing access to large ensembles and music business majors needing to understand the complexity of working with a large group of creative people.

- inclusion of the more modern idioms of music including facilities for experimental art and music installations, such as a black box theater
- the first ever video game music and sound specific bachelor of music degree at any music college in the world
- an increased hip hop music curriculum
- turntable and electronic musician principal instruments and performance major private instruction faculty
- availability of fully online courses for students while away from campus both during a semester abroad and over summer semesters, taught exclusively by on-campus faculty
- a robust Learning Management System (LMS) which supports hybrid/blended learning initiatives for on-campus classes
- 1 hour private lessons
- an A&I process which looks at the complete musician and not just the applicant's performance capability
- Implementation of minors
- Masters degrees
- Do away with Directed Study and give all composition majors a weekly 1-hour private lesson. (Like performance majors). It's insane not to have this already!
- Create a campus center facility that houses student services, space for clubs and organizations, lounging space, meeting rooms, exercise space.

-----After October 28-----

- Pursue the green initiative – from energy source and use, as well as use and disposal of goods and products (eg paper recycling, food waste minimization, etc)
- Develop an MFA program across the ProArts Consortium (based on model from Harvard Grad School of Education, where the Masters is comprised of courses from several different institutions).
- That process, reflections, and attention to people is as important as result and product. That there is more time and energy devoted to reflection and process (applies to students, staff and faculty).
- Integrate elements of diversity strategy into strategic plan for college.
- Increased recruitment of women.
- Retention of students, especially for students from traditionally marginalized, or historically under-represented groups.
- Broader curriculum and programming reflecting global and domestic culture.
- Commit to the development of cultural competence across the college, (students, staff, and faculty).

- Hip Hop integrated into curriculum and programming. Hip Hop is one of the highest selling parts of industry and culturally significant parts of African American contemporary culture. It is both culturally and commercially critical for Hip Hop to be substantially represented at the college.
- Students feel connected to each other at a deep and authentic level. There are specific methods in the classroom for fostering community and encouraging interaction that happens beyond the classroom. For eg, at the beginning of EVERY class, students are given opportunity to introduce themselves and their background, and professors introduce themselves. Eg 2: 'potluck' style for late (6pm and after) classes.
- Create capacity for holding difficult dialogues on divisive issues; eg, race, gender, religion, sexual orientation, ethnicity, class.
- Inclusive design of all spaces, activities, and curriculum, such that they are accessible by anyone regardless of physical ability.
- Development of an influential and significant Student Governance structure that has actual power (ie that is NOT a student club).
- Uniformity and consistency of internal processes, eg administration around Visiting Artists, processing of forms, booking of spaces and venues on campus.
- Access to sports and physical activities, and inter-mural sports.
- Emergency funding available for students for items, eg books, transportation, materials, and food, etc, where immediate and urgent assistance is required.
- Increase capacity for housing students who have families, as well as students with physical disability.
- Have a film scoring orchestra and scoring stage
- Stress quality over quantity
- Lower course load so that faculty can have more non-class contact hours with students and with each other
- Add more credits to the curriculum (e.g. offer a 5-year Film Scoring major)
- Equity for fulltime professors (re: teaching load, etc.) with other colleges
- Create Masters programs
- More environmental awareness overall
- Thermostats/air quality in every room
- Add more bicycle racks
- Make parking available
- Put the media center/music library's full collection online
- Create public spaces closer to classrooms, especially the 150 Mass Ave building (open, non-smoking areas indoors), and/or rooftop facilities
- Spread out the 150 building

- Have teaching assistants
- Install power meters so that people can see how much power they're drawing by leaving equipment/lights on
- Break down barriers between departments: create collaborations between different majors
- Consider the possibility of offering more than a bachelor of music degree in order to address the needs of our entire student population. Particularly those not on track for careers as musician/arrangers, and adjust core accordingly. To my mind this goes directly to the CRI's overall intention.
- Develop an "Introduction to Video Production class", and evolve accordingly. Our students need this training to stay competitive, and I think we ought to consider adding this discipline in order to remain on the cutting edge and maintain our competitive advantage.
- Adjust our proficiencies to more accurately reflect our entrance standards and acknowledge and celebrate the obvious musical intelligence of many of our students that feel otherwise stigmatized by our present system.
- The Songwriting department needs a recording facility and room A71 needs an isolation booth ASAP. The Songwriting Departments also needs to engage in the CRI initiative.
- Take a hard look at the accuracy of the usual calculus for measure academic achievement that I believe relies too heavily, and too often on the testing of short-term memory at the expense of the acquisition, and long-term retention of knowledge. By striking a balance between procedural and declarative knowledge (know how vs. know that) we could, where applicable, layer curricula over many semesters and thereby, durably reinforce important concepts. This would likely result in a 'less is more' curriculum, and attenuate the stand and deliver, volumes of info mentality that stresses both faculty and students. Which culminates in the false assumption that a semester end test is a true indication of acquired knowledge. With an eye toward cutting the quantity of information delivered in favor of quality of information acquired. The excess information might serve as the foundation of a Masters program.
- Encourage more idiomatic diversity by offering training in musical styles other than Jazz. (Not meant as a denigration of Jazz in anyway.)
- The evaluation method for private lessons needs to be reconsidered. In fact, I think proficiencies should be done away with entirely. During every semester that I have taken private lessons, I feel like I lose so much valuable time learning solo pieces instead of developing better technique - which would be more useful in the long run. Teachers already take notes on student progress (at least mine have), and that should give them ample information to work with when it comes to grading.
- We are taught about many specific and useful aspects of western music that are applicable (even vital) across innumerable styles and idioms. However, it is extremely rare that we are given *context* for the concepts we are taught. We are occasionally given mention of where and when certain aspects of western music developed, and even who developed them, but we are left on our own to research who these people were, what was going on in their country during their lifetime, and in short, *why* this music exists.
- It is presumed that we are familiar with the *sound* of the material we are taught (e.g. what dominant resolution sounds like in various contexts), and those presumptions are largely correct. However, the sound of music has little meaning without cultural context. Hearing music does not inform us why it was written, or what function it served.
- In my experience, discussion of cultural context in class includes, at best, either listening to

compositions that utilize the concepts we discuss in class, or namedropping composers that formalized said concepts (i.e. Bach, Coltrane, et al).

- However, it is **extremely** rare that a teacher will discuss in detail the cultural context of class material. It would be so wonderful and unspeakably exciting if our curriculum included historical material **alongside** the theoretical (rather than regulated to a separate class), so that we might gain a deeper and richer understanding of the concepts we are learning.
- To my surprise, I have spoken with many students for whom jazz and classical musics sound alien, antiquated, and at worst, pretentious. In addition, it is shocking to hear that there is debate among faculty of the relevancy of Bach to the core curriculum at Berklee. If students are to expand their interest beyond the music toward which they are naturally inclined (and in so doing, form a more healthy and well-rounded approach to their craft), they must be given a reason to be interested. Further, theoretical analysis is not always enough to make music relevant and interesting for students. I believe it is vitally important to understand the **function** of the music we are learning about, and what aspects of the human condition are explored therein. That exploration is, after all, what brings us (students and faculty alike) here in the first place. It is the driving force behind this entire organization, yet it treated almost as an afterthought.
- Approach music as an ongoing conversation that they are participating in - a tradition that is constantly evolving.
- View music not only as an expression of an artist's intent, but also as an expression of what it is like to live in a certain place at a certain time.
- Develop a significantly stronger sense of intention and purpose in their craft and in their art.
- Curricular focus on theory and performance will educate a musician on what current composers and performers are interested in, which is indeed essential. At the same time, it is artistic intention that gave birth to these theoretical concepts in the first place. To teach the craft of music without discussion of intention and communication is incomplete and, I believe, dangerous.
- I feel one of the highest priorities Berklee should be focused on is making the tuition more affordable. Since most, if not all the equipment, is donated; Berklee should have room to focus more closely on the financial need of students. I, for example, who has applied for scholarships is still struggling with the idea that my education costs more than a Harvard education.
- In all honesty, I feel the quality of education at Berklee is sub-standard. Compared to other institutions I've studied at (community college and university), I feel the rigor and scope of classes at Berklee is insufficient. Particularly, I feel this is the case in the music synthesis department.
- In an ever-evolving field such as music technology the key to keeping up to pace is not necessarily adopting the latest software/hardware, but instead being knowledgeable in the foundational concepts of the discipline (regardless of specific applications) and internalizing the process of learning in itself. In other words, an individual who is well versed in the foundational concepts of a discipline and has the capacity to engage in serious research will naturally keep up with advances in the discipline. In contrast, an individual who only possesses basic training in specific applications and limited knowledge is inherently limited.
- Berklee classes, unfortunately, tend to follow the latter example. Most classes that I've taken tend to focus on training students on how to use specific software, as opposed to actually teaching relevant subjects that pertain to the discipline. Since I've been educated under the academic paradigm, I've usually found myself knowledgeable beyond the scope of most classes. Consequently, I've learned little to nothing in most major classes. Further, anything I might have not known I've always been able to better teach myself through external sources such as books than from a Berklee class.

- Unfortunately, this means that there isn't really too much left for me to learn at Berklee that I couldn't learn from reading a book on my own. If Berklee provided a true educational experience, this would certainly not be the case, as there would still be room for me to learn and grow.
- In the US, education (same as pretty much everything else) is measured in terms of profitability and utility. In other words, due to the US's monetary model, it becomes necessary for an individual considering higher education to regard such education as an investment. A degree from a flagship state university averages \$35000 to \$85000 (depending on in-state or out-of-state tuition), while a degree from Berklee averages 125000 (excluding, in all cases, extra charges as well as any financial aid). Also, this becomes even more of an issue when considering my first point: quality of education. My perception is that a state university not only offers a lower price, but better overall quality of education which ultimately translates to higher chances of employment, resulting in an overall more sensible investment. I find that Berklee's cost of attendance, in contrast, is disproportionate to the quality of the service provided by the school and, thus, is not a good investment.
- It's my perception that the school doesn't offer a competitive package in terms of financial aid (FAFSA and proprietary funds included), compared to both private and state first-tier institutions. If the school offered a more competitive package, the above point on price of education would be alleviated.
- Berklee, however, seems to only award significant aid based on instrument proficiency. The problem I see with this practice is that it results in a sort of double-speech effect: On one side, the school publicly claims its interest in attracting the best students in all the music-related areas the school offers. On the other side, the school seems to not care enough to retain students in some areas.
- Berklee needs a Studio Orchestra: A full orchestra--you know, with winds, strings, brass, and percussion. Imagine the positive impact that a top-notch studio orchestra would have on Berklee's reputation. To quell the fears of anti-traditionalists, let me be clear I'm not talking about a Symphony Orchestra that plays Mozart and Bach and Mahler ad nauseam (though one of those per concert would be great), but rather a Hollywood-style Studio Orchestra--perhaps call it "Recording Orchestra"--that features both Film Scoring/Composition students' works, and hit Film Scores that only Berklee with its infinite Hollywood connections can get their hands on. Imagine the Star Wars theme or Back To The Future (written by alumnus Alan Silvestri) bellowing out of the BPC (or even another venue with better natural acoustics) with an orchestra made up nearly entirely of Berklee students.
- I think during my years at Berklee this was the most disappointing thing to me as a film composer/composer/classical-studio trumpet player, that we did not have a full orchestra--either to play in or to use as a sounding board--let alone a studio space big enough to record one.
- The Orchestra would also benefit the Conducting department in that they could bring in their Advanced students to rehearse the group, creating the type of synergetic interaction in the "traditional" music department as occurs all throughout the other parts of the College.
- Of nearly equal need is the space at Berklee to record such a group, especially in the Film Scoring department.
- stricter admission requirements..for a higher concentration of...
- better students..(fewer)
- stricter criteria for new faculty being hired...(fewer)
- peer review (tenure review if we had it)of present faculty 10,15 ,

- 20 years ..if you are not continuing to grow,perform and maintain a
- high degree of continued educational development..you should be let
- go..(fewer)
- That Berklee make a commitment to true gender equity, in hiring, in wages and salaries, and in job-related areas.
- That Berklee make a commitment to creating a safe working environment and address issues of violence in the workplace. This would include high quality training for staff and faculty in how to deal with possibly dangerous classroom situations, and a commitment from Student Affairs to remove vioent students from the campus.
- That Berklee make a commitment to helping faculty and staff work with students who have disabilities, both physical, and learning. This would include high level training.
- That Berklee make a commitment to supporting true diversity of musical styles and genres. Currently, "Classical" music, which is the foundation for technique on most instruments, and for composition of Western music, does not receive the same promotion (i.e., support for public concerts, publicity, travel), as other genres of music.
- That Berklee re-examine faculty development, and engage faculty in determining what development truly is, and what will truly help us to become better teachers and artists. This might require hiring a high level teacher and musician in a leadership position in faculty development. Currently, the funds seem to go to support a large administrative staff, and very little seems to go towards supporting faculty.
- That Berklee explore what types of working environments and structures would help to reduce stress for faculty and staff. Ideas might be to look at what support employees with families may need, for instance.
- 7. That Berklee recognize that our senses of hearing are crucial for our jobs, and make a commitment to safe and outstanding acoustics across campus.
- That Berklee make a commitment to clarity and transparency in criteria for faculty evaluation, promotion, raises, and personnel policies. Currently, there is great confusion, which leads to low morale among faculty - many say that faculty morale is now the lowest they have ever seen it.
- That Berklee address issues of inequity in part time faculty contract. Many part time faculty have been here longer than full time, and also teacher equal, and sometimes greater loads, but they have unequal benefits.
- My response is to create a graduate program. For me this is the single
- most glaring weakness of this school.
- Eliminate dogma.
- If I were to personally set college strategy for the next three years, I'd
- pursue the initiative of facilitating jamming and communing at the
- college; Perhaps we could have a college wide jamband.; Perhaps we could turn one out of two office hours into a jam session so
- students could play more and commune more.
- To consolidate all the buildings and facilities in ONE comprehensive large
- campus with parking facilities,appropriate faculty lounge spaces,gym and
- other recreational facility for staff,students and faculty. We need to park
- at ease,we need to exercise,we need to make sure the students and faculty
- can commute between classes without delay and the risks associated with

- crossing the street several times a day. Berklee is ready to accept more
- students and need to become a college with a REAL campus to accomplish
- that.
- No one would expect a not so visible college to have more facilities and
- better structures than the world famous Berklee. There is plenty of colleges out there begging for applicants that would be
- able to accommodate them in way better facilities.
- We have a waiting list. This is the time to expand and consolidate.
- Spreading out real estate is making everyone life and performance harder.
- Our dorms are not meeting the students standards of living either. I hear
- about cockroaches and mice in the dorms . how can that be? Also there is a
- lack of mid size venues for faculty, visiting artists and students to
- perform at.
- Berklee needs a larger campus in the league of your typical suburb
- American college with green,park,gym,parking for a healthier lifestyle
- which will result in a more positive experience for the faculty,the staff
- and the students. Overall this will result in better career results for all.
- I would like to see a more consolidated structure within departments and
- divisions at Berklee in regard to physical locations.
- On a larger scale it is my opinion that the entire Performance Division be
- more logically structured in this regard. It is strange to me that
- currently the ear training department is located blocks away from most of
- departments within the Division.
- My largest concern is the students. What are we preparing them to do once they graduate? The mission of “to excel in a career as a musician” needs to be looked at to ensure this is what the institution wants to do, and then more importantly, how do we go about doing this?
- The students that are successful and those that Berklee celebrates are usually the ones that came to college with those skills and talent. So what are we doing for the rest of the student body?
- There is an artificial divide (no – a real one) between faculty and staff, on the part of faculty. Sure they are talented and successful and actually teach the students, but they are not what keep Berklee operating on a daily basis.
- What is disconcerting is that before the college actually has a center here in Boston, we are developing a program in a foreign country that will have a multi-million dollar state of art facility to educate students on the other side of the world. I understand the implications of doing this and the large picture of making Berklee a world brand, but we have serious issues here that need to be addressed. There are rumbles around campus to this effect, so I know that my feeling is not singular. In the midst of the current financial markets and the eventual recession that the world will face, and the relatively modest endowment of the college – is this the wisest move at the current time? When will it be shared how the operating costs of Valencia will be absorbed, and by who?
- While I am excited to be part of such an amazing institution that is doing incredible work and is held in such high regard these issues are at the core of the problems at Berklee and that I would love to see addressed in the future. Berklee is an amazing place, but there are many issues at the center of the institution that need to be addressed.
- ID migration would mean a reduction in keys needed to be produced (and re-produced if lost),

since the fac/staff ID badge also acts as a keycard access/swipe card. Also, some have IDs dating back as far as the 80s. This would bring all IDs in line with the current ID system. This relates to process, internal communication, technology, process, etc.

- I would love to keep biking as much as possible to Berklee. Though, since I had for the 3rd time, my bike stolen from the 1140 Boylston st, I had to stop doing it, I can't just afford to have more bike stolen in Berklee, last one was at 3pm a monday, in front of security cameras of the 1140 Boylston. Berklee should offer a parking for bikes (inside a building)