

BERKLEE 2015

IDEAS AND SUGGESTIONS

Through October 18, 2011 2:40 p.m.

1. If I could suggest a gigantic increase to the Berklee College of Music Future, it would be to add the gospel music artist training program Mr. Harris has designed.
2. I would like to see a course on how to get gigs and how to keep them, how to network and how to sell yourself as a musician. It is all good and fine to be a great player but I know plenty of great players who can't keep a friend let alone get a gig. I am offering to put the course together and I would love to teach it
3. Another thing would be the food. Did you know that BU has the best quality food program ever? My nephew just started this fall & even though Berklee's food has improved greatly since I was a student (and I don't eat in the caf or the 939 cafe' because of this) It's nothing compared to BU.
4. We are the best at so many things, yet we don't take care of the basics, like taking care of real things that benefit the people here & that are healthy & respectful to all: food, money, working spaces, living spaces.
5. Parking
6. I would like to see more support for older students, those who are in their 30's, 40's and upward (I, myself, will be 56 in a few days!) There is a huge social gap between the majority of Berklee's student body and the older students, and we feel it keenly. Financial difficulties sometimes play a large roll in this gap as we often don't have the support of parents or extended family members who might be putting their own children through college. On the lower end of this age group, many of us are juggling immediate family obligations, which is something that most of the student body doesn't have to deal with.
7. I'm taking the first step by establishing a group called Atypical's Alliance--a social and networking group aimed at bridging the above mentioned gap. I hope to see a growing participation over the next few years. So far, the response of those involved is very supportive. I hope that Berklee, on the whole, will take a proactive and helpful approach toward this demographic and continue the tradition that was established in Berklee's early days when many of the students were armed-forces veterans. We have a substantial contribution to make.
8. Daycare center. This is important for employee satisfaction and retention of woman, staff, and faculty at Berklee.
9. Technology for staff and faculty for daily use. It would be great if Berklee became a paperless institution with desktops, laptops, ipads and iphones as the norm for productivity.
10. I just submitted an "Ask Roger" that I wanted to give to you as well. I think Berklee would be better positioned to achieve all of its goals if we had a centralized Project Management Office. Contrary to popular belief, planning is *not* the antithesis of the entrepreneurial spirit -- if anything it encourages it, by looking at all possible paths to a goal before we go too far down any one path, possibly one that won't work in the long term, leaving lots of people disappointed and frustrated. We wouldn't even have to start from scratch, given that IT has a process in place that resembles in many ways how a PMO at Berklee might function.
11. Prepare prospective students on what to expect, in the curriculum – mostly core to begin their careers here.
12. Collaboration between academic affairs and student affairs

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13. Provide more activities (apart from music-related) that enhance students entire well-being (i.e. more sports, etc.)
14. Would love to see discount at local parking garages, so staff/faculty could drive in more easily!
15. 2 Things to focus on Re:2015 Vision
16. With applicants increasing so dramatically, but enrollment leveled off (more or less), the college can be more selective. Require students to have an understanding of theory. If they don't when they accepted, they could defer, take on-line course through Berklee, or have an "extra" semester (or 2) during their Berklee career.
17. Increase awareness, understand, resources etc. re: Disability & Difference. Diversity goes beyond race and gender
18. Re-organize/construct Academic program / requirements by setting the limits of the number of courses student can register per semester to ensure / reduce the risk of burning out or unable to manage the course load.
19. Introduce mandatory purchase of Berklee issued Health insurance (i.e. BCBS)
20. Create more opportunities for faculty and staff to connect. This will increase communication mutual understanding and will have a direct impact on faculty/staff investment at Berklee, as well as Student retention.
21. Resources for students are transparent, online, from the admissions process through graduation. No one area can silo.
22. Major improvement in Human resources center to adequately train new employees, respect long term employees, and compensate different grades fairly.
23. Understanding some of the limitations of constantly evolving technology and the human communication problems that arise when tech. dependent (students, staff/faculty)
24. Better web presence for enrolled students – a way for staff to selectively communicate with student groups + manage web presence.
25. Increased international advising staff – currently 2 full-time + 1 half-time staff for 1195 enrolled international students.
26. Concise, streamlined online recourse for students and staff (faqs etc)
27. In-house health service – even if it's just for minor issues and to refer students at who require more care.
28. To provide more resources toward suicide prevention on campus.
29. To fine tune our existing policies and procedures for student success and retention, ie. admissions,orientation,registration,etc.
30. To provide more opportunities for work/life balance for staff by researching what award winning organizations are doing.
31. Focus of student registration process for a more successful academic experience.
32. Clear communication between admissions and advising regarding clear expectations of student responsibility in the admissions process.
33. I often look at the Berkleemusic.com classes with envy. They seem very organized, with the curriculum laid out week by week. There are clear weekly goals and clear weekly assignments. This is something that I have to seek out with effort at this brick and mortar school of ours. It would probably be impractical to open up the berkleemusic.com classes to the currently enrolled students as if they were just another part of the curriculum. But there are especially 2 aspects that could be incorporated into classes at Berklee.

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34. The organization I previously mentioned. Many Berklee classes, even those with syllabi that list course topics, follow no coherent path and the result is a drifting, unclear experience. The best classes I've taken here are ones where I had a small assignment about every week that reviewed what we learned in class, which was thorough and different every week. Some teachers seem to run out of things to teach by midterms and devote the rest of the class to lab time.
35. The classes are open to anyone and start with the assumption of little previous knowledge (in general, that is). I would love a Critical Listening Lab like the one offered online. I know the mp&e department has several. But I'm not an mp&e major. And their Critical Listening Lab, I assume from syllabi I've read, starts at a far advanced point, assuming the student is in the mp&e curriculum.
36. It's frustrating as an enrolled student to see things offered at Berkleemusic.com that I can't get here. The Pop/Rock Keyboards class is exactly what I've been looking for. Berklee has given me Keyboards 1 and 2, which mostly focused on jazz and classical techniques, including tensions that I will never use for pop/rock. They say I can take some other jazz-focused classes, but there aren't any pop/rock classes I can see that I, as a non-piano principal, can take. Berkleemusic.com even has a mastering class! There are certainly no mastering classes open to me at Berklee itself. (If you're wondering, I'm a songwriting & cwp double major who is lucky enough to take a bunch of electives, but would love to delve a bit deeper into other topics too)
37. Even though there are too few, in my opinion, classes open to those in other majors and with other principal instruments, the void is at least somewhat filled by lectures and workshops that take place on campus. I know the Learning Center has many forums about production and film scoring. I would love to see this applied to instruments. I know there are workshops with visiting artists for principals. What I want is a series of lectures for people who DON'T already play the instrument in question. And I mean every instrument. Even a rudimentary 1 hour or 2 hour overview would be a great jumping off point. And there just aren't enough credits to try to weasel my way into music ed classes. I'd love workshops on how to play flute, violin, cello, guitar, mandolin, ukulele, harp, sitar, accordion, hurdy-gurdy. You name it, I want to play it. And there are people here who know how, only most of their labs and classes and workshops are for principals only.
38. Actually, writing about unorganized teachers brings up another thought:
39. Be wary of musicians who want to teach for all the wrong reasons. In my earlier semesters here, I encountered far too many "teachers" who were just that in name but not in deed. Some thought they could just show up to class with no preparation and impart their wisdom unto us. These were teachers who, through the whole semester, assigned students to come in with pieces ready to teach the class. Some teachers had the pesky habit of canceling a high percentage of classes. When they only meet once a week, it gets very frustrating when classes are canceled just once, let alone several times. I know many of my fellow students like when teachers don't assign work and just coast along telling stories of their time on the road and berating students who don't come into the class already filled with the knowledge that they should be teaching (Okay, maybe none of my peers like that last one). But I am here to learn. And teachers who sit back and have their students do all the work are a waste of my time.
40. Better planning regarding housing move-in, i.e.-myself and a number of other students living in the dorms were stranded during the period between move-out of apartments/houses (8/31) and move-in at the dorms (9/4).

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41. Better (later) meal plan hours
42. BRING BACK ALL THE LABS IN THE GUITAR DEPARTMENT!!!!
43. This is a much smaller scale suggestion than the examples provided, but honestly I think we need to have a more secure building access system at Berklee. Anyone can wander into our library, learning center, computer labs, and people do; while not a victim myself, I know people who have had their things stolen in the library by people posing as Berklee students.
44. Requiring IDs to enter doors/buildings would be a great start!
45. More ensemble and practice rooms.
46. A place for students to spend some time at school on their breaks. Kinda like the Steve Heck room, we don't have any space like that in 150 or 921 just to sit down and relax between classes.
47. Change the way we register classes. What I mean by that is that we are registering for fall classes at the end of the spring semester even if we are going to take the summer semester. That just doesn't make sense because for instance we may increase our ratings during the summer but we may not get into the ensemble we want because it filled up before we could increase our ratings. Also semester level affects our registration time so that just doesn't seem fair for the same reason. I suggest that we register for the fall semester after the summer semester is over, a few weeks before fall starts, so that its fair for everyone.
48. More labs dedicated to learning about different instruments other than our principle.
49. More dorms and at a more reasonable pri
50. As a student at Berklee, the first problem I've encountered is I often feel I focus more on getting an A+ than to learn what I came here to learn. I feel I am easily distracted from what I want to learn because of the criteria that Berklee requires each student to have in order to graduate. For example, when I was discussing the music that inspires me with my private instructor, he told me that it wouldn't be appropriate to learn because it didn't meet Berklee requirements for the proficiency, therefore I will most likely learn something I have no interest in and as a result, this will cause me just to memorize my proficiency song as if it were something I sight read and not something I was improvising on.
51. My second problem is the lack of creativity and individuality at Berklee. I came to Berklee one year ago with the goal to become a better composer and gain inspiration. But the truth is, I haven't written one song since I've been studying at Berklee. I feel that we are so overloaded with technical classes that it leaves no room for our creativity to grow and can possibly stifle it . Furthermore, if you happen to have a class that is centered around creativity, many rules are constructed around what you create, which, i feel, is very discouraging. I feel it would be very beneficial to have classes where students get together to simply create, based on each individuals interest. This should come with a very positive atmosphere and NO room for criticism. Instead, we should be focused on everything we do right as musicians and artists. I feel that we are constructively criticized in every class for what we need to work on. It would be very mentally and spiritually uplifting if we had a place where we focus on our creative strengths. In doing this, I believe it will give students more inspiration and confidence which I feel is very vital for an artist in an learning environment.

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52. My final problem is the lack of direction when you first enter Berklee. It would be nice to have a chance to talk to a counselor about what type of music you are most interested in learning and what you want most to gain from your experience at Berklee. When I first came to Berklee, I was so overwhelmed by the classes and requirements that I feel now, a year later, I've wasted a lot of time not learning what I really wanted thus far.
53. All in all, I feel the school would be greatly benefited if they focused more on individual interest, organized a positive and creative environment, and lastly, give more aid to entering students to help them to achieve their initial goals. Thank you for your time. I hope this message helps many students in the future.
54. at least the option to just have a room and not a meal plan.
55. I find that it is impossible to concentrate anywhere on campus due to noise. I try to read in the library, someone is talking in hushed tones but it is still distracting. It seems most Berklee students are incapable of being totally quiet anywhere. I then try to practice my electric guitar in a practice room which does not provide me with any amplification only to be drowned out by horn players or pianists playing at a constant state of fff. I think the reading room in the library is a great concept but it fails in practice. If there were just one place on campus that was quiet at least 80% of the time that would be great. I think the horn players should have their own practice rooms and the electric guitars as well. There must be space in the new project? Right? ..I think Berklee is a great place but I have to travel 30 minutes back to my apt in order to get anything done and that is a bit of an inconvenience. Also please ban anyone playing an instrument in the learning center stations.
56. What would I do to make Berklee better? I would give all the deserving kids who aren't necessarily "berklee material" free tuition money if I could. I think there's some sort of a fundamental flaw in how the school gives scholarships. Or at least the percentage. I don't believe that amazing raw technical skills necessarily translate to career success and successful musicianship. That has to change in the future.
57. There are amazing people in courses like EPD and MPE who do not get enough credit, has a lot of trouble maintaining money for school. come all the way from the 3rd world, is amazingly active in the community, has a great GPA, but don't get enough credit.
58. These are the people who go on and have great careers but might not have been shown "love" by the school in terms of tuition.
59. I'm not the only one who feels like this.
60. I would give deserving students who aren't necessarily performance majors MORE MONEY FOR SCHOOL or lower the tuition
61. Seeing how I am a transfer student, I can make a remark regarding the entering student perspective. Mainly, set up legitimate advisers assigned to entering students. It would be more helpful in terms of discussing miniscule school policy that Berklee hides in its unfathomable fine print. And considering that Berklee is trying its hardest to be accepted as a college this would be a path in the right direction. The peer adviser idea is also good maybe what I am saying is there could be peer and assigned advisers who know the course outline, registrar topics, and directorial.
62. I think that all the audition based ensembles (Bob Marley, Small Band Jazz, etc.) should have their auditions before the registration period (i.e., if the registration period for Fall is in April, then all the auditions for Fall should be in March and

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- April). Students should not have to wait until the first week (or later) of the semester to find out whether they got into the ensemble or not.
63. I'm hoping Berklee becomes more of a solid community in the future. Having so many off campus students makes it difficult to make friends quickly. More social events that are meant to include the whole school would be awesome. Also, when a student comes into the school, it'd be nice if he were given a page on a server like a Berklee facebook to create his musical profile. Then if people are looking for certain players to create a project, they can browse the server for people with similar influences and get more community jams happening.
 64. Forgive me for sending a suggestion that may be a little gross, but it sure would be great to have those sanitary toilet-seat covers in the women's rest rooms. Berklee might even save money in the long run--do you have any idea how much toilet paper we women use covering the seats before sitting on them? It's just so much more sanitary.
 65. Diversify Berklee. All kids do here is play music day in and day out. A good human that provides anything of worth to society is a well-rounded individual, and the kids here are the opposite. It's embarrassing to Berklee that most of the student body laughs when I tell them we have a hockey team. Why should athletics be looked down upon? Just because they hated jock's in high school, and smoke cigarettes all day and drink coffee, doesn't mean there can't be room for normal people here. We have no gym, and no official sports teams. There's nothing to do outside of music. Apparently the liberal arts program is really taking off. Well as far as I'm concerned, the only thing you have to do to get an A in those classes, is show up. It's not a good learning environment, and the students don't take it seriously, and therefore neither can the Professors. People that don't want to eat, sleep, and breathe music 24/7 are few and far between. It's a world-class music education, but a music education ain't no education at all.
 66. There is a growing Classical Guitar community forming at Berklee. Berklee is no longer a school of jazz but it is Berklee College of Music. You should make classical styles of music easier to study than forcing students to work around corners to get into ensembles or private lessons that teach classical music. That would make Berklee a whole lot better.
 67. I think it will be a great idea to have a berklee person in ny , as they have in L.A , to help you start your career , to give you contacts and advice and to connect berklee with the city where everything happens
 68. I would implement an three year plan to upgrade all classrooms to include, where applicable: Sound absorption, Updated HVAC to include fresh air intake per Mass Building Code, sprinklers, paint, carpet, ceiling tiles as well as upgrades to the latest A/V technological standards.
 69. To complement campus development, facilitate the volume and safety of pedestrian traffic back and forth along Mass Avenue with more frequent and longer crossing cycles, the slowing down of traffic (vehicles and bikes), and ensuring that vehicles and bikes obey traffic signals and signs.
 70. Establish that data that originate in an operation is Berklee data that is shared among major functional areas when needed to get work done.

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71. Ensure data integrity/consistency among IPEDS (set of required federal surveys), The Common Data Set (CDS, a one-shot survey to all publishers), and The Fact Sheet (one-shot internal reference) through co-circulation to, and completion by, contributors.
72. Make Berklee the “MIT of Music” by raising standards for academic preparation to enter degree programs, with an emphasis on the rigor of the high school and past college curricula.
73. Make Liberal Arts a Division of Arts & Sciences, in keeping with Berklee’s standing as a selective college.
74. Identify high risk students at the time of acceptance and at the time of matriculation when a decision can be made about which services will be required, whether those services can and will be forthcoming, and then measure their effectiveness for future decisions.
75. I am the parent of a prospective student (who has been auditioned and selected to join next year - 2012).
76. This is a great initiative to set the vision for next 4-5 years, and I like the approach/process you have adopted - to assimilate views/ideas from others.
77. Not sure if I am allowed to contribute, but thought will drop a mail anyways!
78. These aren't vision type items, but more actionable ones - Berklee is already #1, so your goal might be just to
79. keep improving at what you are doing, so you can retain the top spot and increase the gap with other music schools.
80. Berklee should have its own campus in each of the continents in the next five years
81. Certainly India should have some institute that is part of BIN
82. While looking at contemporary music, should Berklee also have a view/course looking at emerging music/trends e.g. digital music (psy trance or whatever)
83. anything on the fees side, to make it more affordable...
84. Significantly increase online courses for on campus students
85. Develop degree completion program for alumni.
86. Create curriculum in video gaming, animation, web design and mobile programming
87. Create a marketing distribution channel for student and alumni music.
88. Aggressively recruit from affluent markets — classical; private school; Brazil, China, India, Korea — aggressively concentrate aid to most deserving/neediest.
89. Partner with industries that we teach into to identify career paths.
90. More comprehensive advising to make sure students their time wisely and efficiently
91. More artist diploma or non-degree options
92. Focus on efficiency. Reward performance in meaningful ways and cut non-performers.
93. Digitize assets.
94. Software engineering minor
95. Singer/Songwriter program
96. Maximize Boston campus utilization by converting educational/teaching space to multi-purpose space, suitable for 3 yr degree, city music, periodic Berklee media on campus, and summer programs
97. Latin music center of the world.
98. Develop plan to meet all space needs and implement initial phase to accomplish it
99. Student community center

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100. Increase networking opportunities.
101. Dramatic increase in scholarships
102. Require internship or other real world experience for all students
103. Develop 3 year degree program in appropriate majors. Combine with masters for 4 year program where feasible
104. Rethink use of financial aid. Value merit less and need much more
105. Implement a comprehensive plan to provide music education to the 70% of applicants who are not accepted, beyond what we can do with Berklee Music, City Music, etc.
106. Evaluate less effective programs and eliminate
107. Continue efforts to identify students who can't afford to come but offer fewer low level scholarships
108. Generally improve extracurricular programs to improve student experience
109. Eliminate in-person auditions and conduct them with technology
110. Dramatically reduce overhead expenses by extensive co-sourcing support service among area institutions e.g. HR/payroll, financial, accounting, procurement, auxiliary services, etc.
111. More career development counseling and leadership development
112. Create center for entrepreneurial music business studies and ventures.
113. Blow up Colleague. Invest in a more efficient state-of-the-art service delivery system and support it
114. Develop 2 yr artist diploma program and enroll 500 students by 2015
115. Department chair term limit
116. Abroad/intern/online/classroom 3-yr program
117. Develop dual undergrad/grad program
118. Offer PR classes
119. Offer media classes: film, tv, etc.
120. Double international enrollment in 5 years
121. Create a gainsharing plan whereby employees get bonus for submitting ideas for efficiency
122. Elevate/expand career placement
123. Optimize online/in class model
124. Develop business to sell Berklee educational tools online
125. Student music publishing service for sync licenses etc.
126. Spin off stand alone production school
127. Rationalize facility own vs. lease and match to future student needs
128. Create more flexible spaces and classrooms/ensemble, multi-purpose
129. Increase specialized teaching and learning spaces to make time on campus more valuable for students
130. 24 hour access to practice space
131. Change internal culture to reward risk taking by staff.
132. Global music institute with connection to the music industry at the international level
133. Position balance sheet for long term stability: endowment, surplus, debt
134. Hold music business project contests for students with cash prize to help execute.
135. License Berklee name selectively to entrepreneurs (Official music college of the NFL)
136. Create ipad app development center
137. Create more non-college student life spaces like Pavement, Starbucks
138. More community time
139. Faculty internships in industry
140. Curriculum development for jobs

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141. Custom course based on student's skills and needs
142. Raise money to expand curriculum
143. Add a master's program to all your majors!!!
144. ...a gym
145. It's a balancing act for anyone wanting to be a professional musician, one who plays for audience and gets paid, whether full time or part time. So it's a challenge... to be a musician. And that's in addition to repertoire, which establishes a musician with a part of the public. So they want more of what you play. But at the end of a year's time, and keep track of yourself on paper if it helps, ask yourself, " How am I doing as a person." That's it!, that's what I can impart to you for the moment. Good luck!
146. Beatboxing. Yes, that's right. Beatboxing. Before you doubt the possibility that including beatboxing somewhere in the whole curriculum could one day be reality, please at least finish reading my letter. I guarantee anyone who challenges this idea, that if a beatboxing course were offered in the registration manual, it would be one of the first classes to fill up to capacity. Teaching a class about beatboxing, along with having a book published about the history, technique and applications of beatboxing are my life long dreams. Keep in mind that art form this is different from scatting (like what Bob Stoloff teaches at Berklee). It is re-creating a drum set, making sound effects, accompanying a band, using any genre, all with your mouth. The way nature intended.
147. Expand web presence with more opportunities for streamed concert performances or on demand videos of performances, lectures, educational opportunities. Think about doing this at the same level as other academic institution publications: MIT Tech Review, Harvard Business Review, Stanford Social Innovation Review.
148. Expand the Berklee radio and broadcast program, by not only streaming a radio program online 24/7 but thinking about ways to get better exposure. Just as the radio program Philosophy Talk features two brilliant professors from Stanford...is there a nationally syndicated radio program that could come from Berklee? Maybe more along the lines of Jazz at Lincoln Center with Wynton Marsalis? Is there something Berklee could do in conjunction with NPR and PBS to broadcast a weekly live performance that highlights the greatest artists from the US and around the world? Why not create a global communication channel to demonstrate Berklee's commitment to advancing the arts?
149. Complete the construction of 168 Massachusetts Avenue on time and on budget
150. Prepare a comprehensive enrollment strategy that includes housing
151. Create specific enrollment goals and align financial aid, scholarships, and recruitment efforts to support it
152. Unify career guidance programs throughout the college
153. Make Berklee a welcoming environment for students with disabilities
154. Set an example for students by making environmentally-aware decisions
155. Establish an online social media sphere for the Berklee community
156. Plan wisely for reuse of the student cafeteria space
157. Develop a strategy to more closely connect alumni to the college
158. Successfully open Berklee in Valencia on time and on budget.
159. Establish a clear rollout plan for masters programs
160. Align all campus web services
161. Play the BIRN when we're on hold.
162. Provide campus maps and have department legends outside every building.
163. Stop Valencia until it's clear what support our departments have to provide it.

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164. Expand LA program to be a mini-Valencia. Get rich donors to name things after themselves here. They'd eat it up.
165. Don't grow the curriculum until we get more classrooms at 168. Everyone is very crowded!
166. Join with Northeastern for gym, nurses station, and sports that Berklee doesn't have. Don't make us pay extra for it though.
167. Buy the parking lot across from the bookstore and let us park for free.
168. Stop paying for people to drive to Berklee. Not fair to the people take the T or CR+T but only get a discount from an on-line program.
169. I have a work cell phone and a desk phone. Can my desk phone ring on my cell phone?
170. Also, can we create a single voice mail box for all our phones?
171. Make people put it in e-mail instead of calling and leaving pointless long-winded messages all the time. I can't remember what you told me!
172. Consider the cost of all the initiatives you have going and evaluate if it's time to focus on the core mission of being a degree institution (e.g. PULSE, City Music, American Roots, Valencia, Rethink, Beantown, Master's). Roger has some neat ideas but by the time I graduated, it felt like everyone I spoke with was stretched in 7 different directions.
173. Designate cross-departmental project managers with the authority to manage from start to end of projects without the politics and coaxing to get IT to help out or Comptroller to pay bills.
174. Faster Internet access!! The wireless is always down too.
175. Establish protocol for accessing documents/Desktop from iPad or iPhone. It'd be great to be paperless.
176. Renovate the Brass department. Needs better studios for teaching.
177. Performance division is overcrowded, especially Voice.
178. 150 looks shabby. Paint some of the walls. Take down all the pieces of paper people hang everywhere.
179. Let us use the red room for cafe shows.
180. Promote and book Cafe 939 effectively while considering what else is going on in Boston. It seems like it's dark on days when Berklee may be closed but Boston is hopping!
181. Expand the yoga courses. Many of us can't get to our gym when we're here on a long day so it'd be nice to schedule something physical to break up the day.
182. You need to build a gym.
183. Somewhere to sit and read or nap when I get out of a session at 2AM and the T doesn't start for 3 hours. I live in Brighton. \$40 to get home! They yell at us for being in the front lobby sometimes now.
184. Build a garden behind 150 and have a small shelter for the smokers to get them away from the doors.
185. Make it against policy for employees to smoke. Make students smoke off property.
186. Build a day care center or have discounts/free service nearby. It's difficult to choose between starting my family or being able to keep my job in a bad economy.
187. Restore PTO cash out and raise morale at the same time.
188. Create a forum where staff issues can be discussed and debated in a non-confrontational manner. The personnel committee doesn't do this but going to my director or HR seems over the top.
189. Bring back the mail room. It's the one place I could listen to voicemail or just sit down for 10 minutes. (Note: from a faculty member.)
190. Stop buying buildings and increase faculty pay.

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191. Freeze faculty salaries and pay the staff higher. Everyone has more and more work plus all these strategic initiatives you guys dream up every year. While, the faculty show up and whine that they have to interact with staff.
192. Consider buyouts for people who have had the same position for more than 10 years and are older than 50. It would be a lower overall salary cost and hopefully end up with some faculty conversions or staff promotions.
193. Enforce mandatory retirement.
194. Get rid of the deans.
195. Redesign the campus map to be a standard NS orientation. End use of the stylized "sideways" map.
196. Consider the suggestion for maps outside buildings, but have it be able to be easily updated on a regular basis (given our propensity to move departments and gain/shed properties).
197. Have a "Building Status" line and site on the portal, just like the 8999 line + 5th column on .net. Use this as a place to highlight issues with buildings ("AC in 150 down for approx 3 hours") or to notify of ongoing projects ("Renovation of rooms 205 and 206 in 939 Boylston will last from approximately date XX to date YY.") Have it directly under the 8999 update on .net.
198. Consider a full LinkPass subsidy for commuters using the MBTA (currently \$59 p/mo pass is expected to be \$65–70 starting July 2012). Even doubling the discount would be a good PR move for employee satisfaction and for sustainability.
199. Earlier notice of college initiatives for key individuals to research impacts. For example, the combination of Professional Writing and Music Tech was announced before it was known how to physically implement the division change so that Colleague/course tracking, LDAP changes, HR positions, and physical department signage would be seamless. Even a heads-up of, "we're thinking about this, what would we need to do?" would help.
200. Have a cross-institutional dialogue about how we use our Boston campus aligns with our educational aspirations: the Enrollment strategy for 2012 suggests increasing our "one-off" programs to have a fully-booked summer—including weekends!—of day and night programs from the end of the spring semester through the start of the fall semester. This causes a great deal of stress on the built campus, and leaves very little time to even clean buildings, much less renovate or improve them. Institute college-wide "blackouts" where no programs operate for a sequence of days, publicize this, then hold fast. (I suspect department service providers and administrative staff would also appreciate black-out periods; a lot of costs associated with the summer programs are buried in individual departments via staff support.)
201. Convenient, less expensive parking. I do ride my bike and take the T to work when I can but it is not always possible. I'd like to have a place to park that will not take a substantial bite out of my paycheck on those days when I can't use alternative transportation.
202. An infirmary or at least a nurse on campus. I realize we are surrounded by the best health care the world has ever known, but when you are a freshman away from home for the first time with a sore throat and a fever you may not make the best decisions about getting to that care. You also shouldn't be clogging up the emergency room. As I look to colleges for my own children I will think twice about sending my kids to a school without some health care on campus.
203. Berklee needs an immaculate workout facility. We pay too much money to not get the full benefit that most schools of our caliber have.
204. Complete STARS report
205. Hire a sustainability coordinator
206. Secure bike room with lockers and showers

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207. Free bike helmets – possibly from Helping Everyone Live Longer (HELL)
208. Carpooling directory
209. Class or semester-long orientation added to first-year experience for students, faculty, and staff, too. With the same information online.
210. More vegan food/desserts
211. Healthier choices in vending machines
212. Tweet leftover food locations
213. Make no bottled water catering default
214. To-go boxes at lunch meetings to clean up leftovers
215. Berklee community garden at Fenway
216. Daycare center. This is important for employee satisfaction and retention of woman, staff, and faculty at Berklee.
217. Technology for staff and faculty for daily use. It would be great if Berklee became a paperless institution with desktops, laptops, ipads and iphones as the norm for productivity.
218. It would be really great to have some medium to connect with other artists of different fields: photographers, painters and other visual arts, as well as literary artists like poets or writers. This was said in the video and I think that would really enrich the whole creative experience in Boston and help people come together instead of feeling like they are alone in intense competition.
219. Improve teacher awareness of ADD/ADHD issues and support. I am ADHD (recognized) and I repeatedly find that teachers have little or no understanding of what they're obligated to do and how to make these things work. I've had to struggle all my life with this, and having teachers ask me questions like, "Can't you just record when we're discussing important things?" or "Do you need more than an extra 1/2 hour for the test?" are hurtful and to someone who has some basic understanding of ADHD learning processes, even ridiculous. I would be happy to talk with someone about my experiences at Berklee. Please know that Gabe Roses is an excellent resource.
220. Financial issues are a big difficulty for ADHD students as well--one of the recommendations to help us succeed is to take a reduced class load. However, consideration isn't given to the fact that this will cause the student to spend a longer time at Berklee than one who consistently takes a full class load. It would be great if there were some way to address this issue and provide assistance.
221. Make information about where and how to report logistical problems always available to students. A good example of when this is important is the recent occurrence of at least two locked wheel-chair toilet stalls in the 136/150 building. These stalls were locked for a couple of weeks and it looks like for no reason. I cannot imagine how a wheel-chair bound person would feel when encountering a situation like this. I must say that, once it was reported (thanks to one of you), it was taken care of immediately, but some time went by before I was able to find out what to do. I guess no one else knew what to do either so having a well-publicized web page with either contact info or a form would be wonderful.
222. Raise the profile and address the needs of Berklee's older students. I'm referring to those who are over the age of 30 and 40. We feel a huge gap in social and support areas. An effort is on the way and student services is extremely supportive and helpful, but it would be great if the support and visibility would increase for this demographic. In addition, an increase in support in the area of financial aid is needed as well. Most of the out-of-Berklee scholarships and grants have upper age limits of 39 to 42, and many, although they state that they grant funds without regard to age,

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- don't see a reason to send funds to older students. Older students also have more difficulty finding cosigners for private loans as most of their friends and family are putting their children through school. I understand that there are also issues for families, especially those with small children. I wonder how many Berklee students have children, maybe even some who could benefit from day care?
223. the single most important improvement we could make would be to offer our writing students more and higher quality opportunities to hear their writing performed by live musicians and singers. The CWP curriculum has become increasingly tech-oriented in recent years, with the computer replacing interaction with live players. We used to offer our last semester students two advanced opportunities for an orchestra recording session after their initial one: the Portfolio Orchestra, and an elective Contemporary Orchestration. Both of those are gone now, largely for budget reasons. In our big band writing classes we have struggled to offer a decent reading of the projects, for which the Project Big Band has usually been inadequate. And our Vocal Writing students often are unable to find singers to sing on their recordings.
224. So the first thing we need is more money; our player budgets have not kept up as our number of CWP majors has grown tremendously. Secondly, since there are now more Voice majors than ever before at Berklee, we'd like to propose a Project Vocal Group that would operate like the Project Bands, where writing students could put short pieces of vocal writing in front of capable singers and hear them sung.
225. Hey - can I suggest that we don't make negative Berklee branded videos that outline all the things we don't do well? especially the things that aren't even true? like we have 15 ensemble rooms or lack in the american roots area or don't have anywhere to go to get help. As you are aware, there are a number of competitors out there who are convincing students we have accepted to attend their schools. Let's not make it any easier for them. Here is the video I am referring to <http://www.youtube.com/watch?v=6kv4IiwWgMs>. If I found this video about Belmont or Miami or MI I would take all the content and make a brochure out of it to give to our prospective students.
226.Through October 5 10:26 am.....
227. Design a system for educating and inspiring students as to the altruistic benefits of music in society (not only for social change - but for spirit elevation as well). Have a mandatory core curriculum lecture - if it does not already exist - about such benefit, and the inclusion of music in humane cultural and treatment movements throughout history. Distinguish this from MT as a profession. Students who resonate with this action should be provided with a couple hours of training toward understanding and interacting with the culture of special populations. Those self-selected students could proceed to #2.
228. Institute a "Performance Bank", to include by specialty (style, genre, etc.) those students who can travel to an area facility to perform for clients in residence. Facilities such as large and small medical hospitals, special education schools, psychiatric programs. This would also be a gentle opportunity for students who have performance anxiety, as it would provide a small, even miniature audience who are highly appreciative. The students would agree to do 1 gig per semester (or whatever reasonable number) for no credit or compensation. This is not music therapy, it is entertainment; Berklee student artists may perform at facilities where MTs are on staff. Relationships could be forged between Berklee and certain facilities to make

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this an on-going feature; press coverage would be very positive AND CLEARLY distinguish this volunteer work from MT.

229. Institute Performance Wellness consciousness across all majors - Mind/Body Disciplines (Wacks course) should be required in multiple sections freshman year as a Core requirement.
230. Compensate part time/adjunct faculty for their non-teaching presence at departmental functions that they are expected (but not contracted) to attend. At times, many evening hours are spent modeling for students and supporting the department at events (institutes, recitals, receptions, etc.) that FT faculty attend as well, but are well salaried to do so. Perhaps an amount such as 5-10 billable hours per semester can be allotted to each PT faculty who are active in such departmental endeavors. In the MT Department, it is evident that PT faculty are valued and all is well morale-wise. Additional hourly compensation would be fair and welcome.
231. As a Music Therapy Department: support of training for faculty regarding the teaching and support of students with disabilities – not just faculty, but staff, administrators and students as well. – Greater training on disabilities for the Berklee community.
232. For faculty, to work toward an altered model of support for faculty research/creative activity which is directed and fed like "rated" research institutions (Research I/II etc.). Faculty would be actively involved in this model. Funding would be increased exponentially. Release time would be available for work.
233. Scholarships must be increased substantially for students based on need and merit.
234. Scholarships should be made available throughout the years of study.
235. Tuition reciprocity for states close to Massachusetts should be considered.
236. Scholarship availability should include music and academic scholarships and perhaps a few real service awards.
237. Berklee needs a study area that is not 'silent' and allows people to talk and collaborate. The current setup makes it hard for students who commute to school to find space where they can work together on projects or talk about their work. The silent study spaces are needed, but I think we put too much emphasis on them at the cost of facilitating collaboration and fostering teamwork skills that we all need to succeed when we graduate.
238. I think my vision includes what we just talked about in our meeting; that the messaging of Berklee needs to change. Berklee is not about getting you a job in the music business through its connections; it's about helping you define your own success and giving you the tools necessary to achieve it. Berklee needs to better talk about what it really does. And what it really does is something more lasting than any one "hook up" with the industry.
239. As a drummer currently enrolled in Berklee, I feel that Berklee's vision for 2015 (or really, sooner) should include vastly expanded practice facilities for drummers. At the moment, there are only 20 drum practice rooms available - which means, during peak hours, any given drummer is likely to have to wait for 30+ minutes before they can practice. Then, after an hour, they're kicked out to make room for somebody else. Practice is one of the most important foundations of becoming a good player, as I think any Berklee student or faculty would agree. I ask,

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- therefore, that Berklee provides practice facilities that will enable its students to actually PRACTICE!
240. Each fiscal period, a pool of money should be allocated to the Facilities Team, to assist in modernization/adaptation. This funding would allow for us to perform yearly walkthroughs and maintain general upkeep of individual departments. This will also allow for us to bring all buildings/departments to Berklee Physical Plant Standard Guidelines. I.e. paint colors, lighting (bulbs), carpet, door hardware, etc.
241. At some point we will completely run out of storage space for all excess furniture, music stands, classroom furniture, event set ups furnishings, etc. This must be addressed before we lose what we currently have...Fordham Road houses some excess furniture and music stands, but is packed to capacity. It is hard to keep these extra pieces across campus when departments are beginning to vacate basement and sub basement levels. Also, physical plant maintenance and custodial supplies/shop for snow removal equipment, etc, has reached capacity.
242. "Berklee's approach to middle of the road performers is frustrating. I'm not a stellar player compared to others at Berklee but I can hold my own.
243. "I chose performance because it was sold to me on the tour. The tour really focuses on performance opportunities in the studios, at BPC, the big ensembles, etc.
244. "I'm not good enough to be a star and work with really talented faculty but I'm not bad enough to be able to get a lot of extra help. I just changed majors and I'll end up being a 10 or 11 semester student. And that will cost me a lot of extra money.
245. "Berklee should be thinking more about people like me, who want to work in music but don't realize we're not going to be performers when we're picking a major. Either by less performance emphasis on the tour or by focused career counseling. Average musicians might be stars in other facets of the industry."
246. I believe that Berklee would benefit greatly by focusing on improving its current buildings instead of expanding outward. Some buildings are in great need of refurbishing and general improvement.
247. I also believe that Berklee is becoming increasingly less personal due to the inflating student population. I would like to see the number of incoming students cut proportionally to demands.
248. As every other student has most likely said, I would like to see a reduction in the cost of tuition
249. -----through October 11 at 4:33.....
250. • Bring back the project band room.
251. • Not enough ladies rooms at 1140 and 150.
252. • Almost everyone is on the Dean's list, but not everyone is particularly smart here.
253. • Health center (nurse).
254. • Student lounge with different sections so talkers can talk and workers can work.
255. • Provide a few married couple suites at 98 Hemenway.
256. • Stop letting students smoke outside the res halls. It comes right in the windows at night.
257. • Additional scholarship support for non-traditional/older students.
258. • Also, more need based scholarships. Merit based funding only promotes an inequitable bias to performance studies for upper semester students (when we should be focused on our non-performance major).

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259. • Provide some scholarships through graduation.
260. • Security guards at every door, please. Reaching into my bag for my badge every time I go into a building takes time away from teaching students.
261. • It's hard to schedule our recitals because of too many students trying to schedule their own recital. Build another recital hall like David Friend.
262. • Seems like we're always in a budget crisis, even when enrollment is at record numbers. Would a more measured financial approach be healthier for long-term implementation of all the strategies we hope to attain?
263. • Banners on the streets and on buildings to proclaim Berklee's neighborhood like at NYU.
264. I've always felt that a bachelor's degree (or really any degree) should be an enforced requirement for staff members at Berklee. If we are working at a college, we should be role models to our students that the culture is that you should have a degree of some kind. It's hard to talk retention and graduation and work to make the students achieve that goal when we ourselves have yet to achieve that. All other colleges out there to be a staff member it is a requirement, and I think it should be something we work on here.
265. The main emergent issue from discussions about how to get to the 2015 vision in the Film Scoring department have to do with the amount of time faculty have for contact with students (and other faculty) outside of class. Specifically, the 18-credit full-time load is too high to allow for meaningful out-of-class interactions, especially when faculty cluster their schedules into 2 or 3 days which are full-up with teaching, department meeting, and office hours. There is no time left to build community, to help students one-on-one, and to form relationships that go beyond the day-to-day of work/teaching. Changing this would require cooperation between the union and administration to change the faculty contract, but it seems to everyone that there are compromises possible that would improve things for all parties, especially students.
266. Consolidation of the percussion department into one building and area instead on 3 floors between 2 buildings. Would be beneficial for operational management and student and faculty logistics.
267. Moving to keyless entry system throughout the entire college specifically within the percussion department. This will facilitate more effective management of the large special programs that we host, in which we employ a number of guest faculty.
268. While I did not attend the Town meeting that was held today there seems to be a general census going around regarding getting the PTO cash out back. It's a nice gesture from the College during these troubling economic times. I enjoyed having this benefit and used it for Holiday shopping and vacation money. Please bring this benefit back.
269. Admit all-around academically ready students, not just great performers
270. Require SAT scores
271. Disburse scholarships based on academic merit to be reviewed each year that do not require a portfolio submission
272. Establish student academic/honor/accountability code. ie: Students must check student email each day/be aware of academic procedure/policies etc.
273. New Registrar's office to provide better service and to assist with retention initiative
274. Hold Opening Day when everyone can attend
275. Establish Project Management Office
276. Bring staff development back. HR used to have a dedicated person who had great sessions/seminars.

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277. Hire more staff for offices directly affected by the impact of increased student population
278. Have better College reimbursement benefits
279. Bring back PTO cash-out benefit
280. Staff Management training and Project Management training for VP level
281. Equitable pay to support years of service/experience (years of service award has since been taken away)
282. Parking benefit especially for people who carpool to campus
283. Have informal staff functions to bring staff together.
284. Ensure the right people are at the table before an initiative is undertaken
285. Better retention benefits/rewards available for supervisors to recognize staff

286. Take care of your employees! It is a fact that if you take care of your employees they will take care of you, productivity will increase and so will morale.
287. Let me have all my PTO time and cash it out if I want to!!!!!! It's our earned money and we should have complete control over it, enough said.
288. better benefits (more reimbursement for the MBTA and possibly parking or a garage for fac., staff and students. If we can't get here, we can't do our job. Better eye care-the coverage was changed to 1 visit per every 2 years even though most people with glasses need to get check ups 1 or 2 times a year. Give us better reimbursement of glasses/contacts. It's very simple-if i can't see, I can't do my job to the best of my ability.)
289. Build a gym and health center, the entire Berklee community deserves it and it will be used. This will contribute to the school moving forward to become more like other others. It is necessary and will alleviate the O'Reg's and other offices' dealings with immunization forms.
290. Give the Office of the Registrar a bigger office. There is no space for anything or anyone and it is a disservice to the employees and the students. For an office with a big amount of responsibility and student traffic to match, it deserves to have a respectable office. The employees are only as good as the resources they have, a new office will promote a picture of professionalism to the students and will encourage the employees to act as such (more so than already).
291. Consider more flexible hours based on an employees position and responsibilities.
292. Give the students the opportunity to have a real college experience. Berklee prides itself in its unconventional nature but it should still give students the opportunity to enjoy some of the more conventional things of college. This should not just be in social areas, but college resources and culture at Berklee:
293. It is the college's responsibility to enforce rules but this is done sparingly. Berklee staff and faculty need to stop its culture of exceptions and negligence towards deadlines and policies and start a new culture of strict enforcement of rules policies and deadlines. It is to be expected that students will try to get some exceptions but it is up to the school to enforce that. The culture will never change if it does not start with the school itself. The students deserve the respect of this culture change so that they learn responsibility and accountability during their time here. One of the biggest parts of the college experience is to learn how to grow up and deal with situations. If Berklee does not give them that opportunity and enables their negligence then they are only hurting themselves in the long run.
294. The students should have more resources at their disposal. They should have a gym, health center, more dorms. (I am aware that new resources are to come with the new building too)
295. Bring PTO Cash Out Back

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296. "Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to do what you love" - Steve Jobs
297. I have worked at Berklee for about 5 years, and feel privileged to work among such amazing colleagues, friends, and students. Working in higher education, I always knew that it was not going to be the most financially lucrative job, but the passion I have for working with these students makes up for that tenfold. I have been at or close to my PTO capacity for a couple years now. It's not that I do not want to take vacation, but I used to use the PTO cash out benefit to pay for vacations, gifts, special occasions, etc. I found it upsetting, when I heard the reasoning behind taking away the PTO Cash out option was because they wanted the staff members to take time off, and take vacation days. I have earned those days because of the work and time that I (and my colleagues) put into the college. To be able to cash out a limited number of PTO days per year was a benefit that allowed us to enjoy and appreciate the time we do take away from the school. It's not a great feeling when you take time off from work, but cannot afford to really relax and vacation because of the restrictions on PTO cash out. I am asking that the committee review the idea of bringing back PTO Cash Out as a benefit, and a "thank you" for all the hard work that we as staff members put into the school to make it such an amazing place to work, and a great school to attend.
298. A higher pre-tax deduction for T-passes.
299. If Berklee is trying to "Go Green", what better way to encourage us to take public transportation than to provide more assistance with commuter benefits? With T prices being raised again later this year, people are spending anywhere from \$60-\$200 on their monthly passes depending on where they live. Many companies will assist up to 50% with their commuter benefits. With a campus surrounded by public transportation, we still see many people driving in because it ends up being cheaper to drive than to take the T. Boston as a whole has been increasing the opportunities to "Go Green" with regards to improving public transportation, putting in bike lanes around the city, the Boston Bikes program, etc. We are constantly encouraged to walk, bike, or take public transportation. It would be nice to see Berklee assist their staff and faculty members with that by providing more assistance with the commuter benefits.
300. Many students drop out after 2 semesters or 2 years because of finances. There needs to be increased financial support so that students can finish their degree. Or maybe some potential students need to be turned away if it is clear that they cannot afford to pay for the full program. A need to talk to the students from the beginning.
301. It is important to be looking also for the physical health and mental health of our students. There need to be systems in place to help support the students.
302. It would be great to have a dedicated space for a turntable lab. It would be great to include the digital aspects of DJ'ing. Including i-pads and i-phones in DJ'ing is where the rubber meets the road.
303. It would be great to have a centralized project management office to streamline processes.
304. How can we better coordinate the clinics for visiting artists. It's such a rich area that we could improve on.

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305. We lost performance labs (classes) and it would be great to bring some back.
306. Organ and synthesizer classes should be brought in.
307. One faculty member would love to see classes serviced by the audio crew. The speakers in the ceiling of some rooms have poor quality. Cover the classes with a crew from the concert office.
308. Performance spaces: there is a need for one that is between sizes from performance center and Davis room – a medium size performance room. This might be possible in the new building.
309. Will there be support afforded to be there for what the new space brings in? It would be very hard with the same amount of staff.
310. Once you get the survey in, what's the process for deciding? What takes priority? The steering committee will look what is on the table, then select the right things.
311. If we are heading into graduate studies, we need to think what resources to bring in.
312. As educators, we should take the culture seriously. We need training for ourselves on how to interact with the culture and how to apply that to the classroom. We need to re-assess our original change of the mission statement. The Mediterranean Institute is doing part of this – interacting with the culture in their teaching.
313. A student said that it feels that retention has fallen a little by the way side. A lot of students cannot afford to study here. Focus on more financial resources to be made available for scholarships. The vast majority of money is given to entering students and too little is offered to returning students. His second point is the mental health of students. Events like "Midnight Madness" can make a big difference to students. More counseling and advising for students would be important, as well as providing the framework for more community. Retention is a huge topic.
314. Retention can start before the students even get here. They reach out to future students, explaining that they will be doing more than just play music. He sees a lot of students who don't have the base-level of theory down. Like a preparation for Berklee before you start would be advisable.
315. One attendee wants to see more visiting artists from Asia. A fund to bring visiting artists from Asia to Berklee.
316. Fitness Facilities would be great.
317. How often do you survey the students? Every 3 years. You need to have a way to get in touch with the students. A survey is a formal mechanism. But we want to hear from them all the time.
318. We need to blow our own horn a little more. Is there enough publicity for the good stuff Berklee has been doing?

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319. We need more accountability and ownership for staff. Merit-based pay-increases would be advisable.
320. Is it feasible to ask for an overhead pathway over Mass Ave? The city of Boston would not approve it.
321. Undertake a comprehensive project to modernize and upgrade at our existing teaching facilities both in the area for physical space and teaching equipment. Provide budget and charge a steering committee to deliberately assess all teaching spaces and upgrade any existing space within the next 5 years. This should be a joint Academic Affairs and Administration project.
322. Replace rented classrooms at BAC/100 mass ave with Berklee owned facilities. The classrooms at 100 mass ave are sub standard to what our faculty expect. Acoustic pianos cannot be installed due to sound transfer issues, neither can typical Berklee sound systems and teaching configurations. HVAC is noisy, the elevator is small and Berklee relies on BAC staff for building upkeep and maintenance.
323. Take steps to foster a culture of planning and project management. Create more resources to train all staff how to project manage more effectively. Managers should require project plans and planning periods before undertaking new projects, including budget assessment. More HR incentives for well lead projects. More recognition and awards to encourage this.
324. Create a budget taskforce that would be involved in planning for new, major college initiatives so that new costs can be better planned for in advance.
325. Find a way to involve more end-users in the development of new technology initiatives, such as the web server portal, to help ensure that all area needs are considered and can be met with new systems.
326. It seems that often the same students are asked to perform at high profile Berklee events like Opening Day, Graduation, etc. Make selection more diverse to give other students a chance.
327. Create more real world experiences for students beyond interships, such as by allowing students to accompany Visiting Artists who visit the campus.
328. Utilize current staff alumni to serve as mentors to students. Engage staff alumni more for substitute teaching opportunities, work with faculty etc .
329. Breakdown the barrier between faculty and staff.
330. I miss that we do not have staff/professional development opportunities that we used to have with HR.
331. These opportunities allowed for training and growth for staff in the work environment and also let us work with and meet other staff throughout the college we would normally not have interaction with.

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332. Some examples of events that the college used to have or I would like to see in the future:
 - a. Stress Relieving Activities - Tai Chi is an example
 - b. Speed Reading People
 - c. E-Mail Etiquette
 - d. Time Management Skills
 - e. Meeting Facilitation Skills
 - f. Customer Service and Connecting with other staff
 - g. Presentation Skills
333. Find a way to acquire and entice more relevant visiting artists and clinicians that would better resonate with the current student body.
334. Create a stronger focus on the business curriculum as it pertains to booking, promoting and producing yourself as an artist or band in 2011 and beyond. More than 1/2 the student body that performs on or off campus barely knows the minimum to properly represent themselves in the business world.
335. A class in Concert Production know-how should be offered. Students are ill-prepared for their performances and should be taught the fundamentals of the concert business environment in all types of venues. The students that are best prepared are the ones who have the best concerts.
336. Create a better structure and more opportunities for staff members to get out of the office to participate in professional development. The college would benefit from staff bringing fresh perspectives and info back to the college. Having a conference budget does not provide enough structure or opportunity.
337. Involve the appropriate people in the decisions and design process for new college facilities.
338. Pursue better project management techniques to try to prevent the college from making the same mistakes over and over again.
339. In the curriculum, focus on the fundamentals instead of chasing trends. Encourage creativity using the fundamentals.
340. More context is needed in classes. Teachers should explain why they are teaching what they are teaching and how it will help students in the future.
341. Bring together all of the individual curriculum components/fundamentals into one "Music 101" class. Ear training, harmony, etc. are taught individually but how do they work together?
342. Find a way to teach "life skills" and professionalism to students when they first arrive- How to write a proper email, how to communicate effectively, how to collaborate, etc.
343. Create a better structure for retaining older students and transfer students. Perhaps evening classes for adults who have to work, or an opportunity for them to take meatier classes when they first arrive as opposed to waiting until the end of their college career.

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344. Endurance is necessary for peak performance. There should be a gym or wellness center for students, faculty and staff.
345. There is no shortage of creative ideas at Berklee and we need to find a way to harness these ideas in order to choose which ones to pursue – create goals, evaluate resources and effectively measure the success. Use “backward design” technique to determine where you want to be at the end and measure success based on those original goals. Right now, certain events and projects happen over and over again when they should be put to rest. This prevents us from pursuing new ideas that do deserve a chance.
346. Adopt a “less is more” attitude. Do fewer things better. People want to take pride in their work and are spread so thin that mistakes are happening despite the fact that everyone is working so hard to do a good job.
347. Provide college-wide support for individual departmental policies and procedures. No one wants to take no for an answer and the habit now is to keep asking different people the same question until you get the answer you want. This puts a tremendous strain on departments trying to maintain boundaries.
348. For the strategic planning process, communicate and give feedback throughout the process to the community (since the whole community participates)
349. Greater transparency about how the strategic planning process works, esp. regarding how we arrive at the final initiatives
350. “Step up” development and training for managers/supervisors, so that all have the tools and support to manage staff appropriately and are held to the same standard; make this training mandatory
351. Hold managers ACCOUNTABLE for proper management of their staff – applies all the way up to Roger
352. Re: policies & procedures – perception is that we don’t have any, so... o Document college policies and procedures, including for ‘business office’ functions o Have them easily accessible in central location (online!) for everyone o ENFORCE them (need manager training) o Example: what is the college’s procurement process? Where can staff find it? If we have it documented then we can take action to improve it, and also hold everyone accountable to follow it (because we can actually point people to the policy/process)
354. Merit-based performance reviews / salary increases
355. Should not allow precedent (“we’ve always done it this way”) and Berklee culture (“process is bad”) to dictate how we do things; we should really examine how we do things and strive to improve them, even the small things that no student ever sees directly (but is affected by via their overall experience here) – find ways to encourage this, we need to value good process and informed decision-making
356. Transparency re: bonus program – some people have gotten a bonus but no one knows it’s available; don’t hide incentives if they exist, should use it to motivate people
357. We used to have a hardcopy employee handbook, updates have been ‘in progress’ forever – we need this, need to finalize and enforce it
358. Better communication of business policy & process (example: termination process)

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359. What is the plan for staff? We have exciting ideas for students, and faculty have loud voice via the union and are closely tied to student endeavors already. Strategic plans are “prettier” when focused on students, but we are still a business and need to run efficiently to ensure the best student experience. The “less pretty” work needs to be done and needs to be valued just as highly, otherwise we waste money, waste time, and risk an untenable level of staff frustration (all the good people leave).
360. Along with policy/procedure – have checklists to ensure a process is followed. We can use this for accountability and also measurement so we have data for better decision-making.
361. 48. Project management office at the college or Maybe lives in president’s office?
362. • Place where project mgmt. / project managers have value, can develop, and can be recognized – instead of expecting people hired for a completely different purpose to have the PM skill set (unreasonable)
363. • Place where everyone at the college could go to for project assistance – not a bottleneck for small efforts that a department can/should handle on their own, but still providing resources if someone needs them
364. • Place where college-wide endeavors can be prioritized and effectively managed and communicated
365. Could help ensure best practices re: policy / procedure development
366. Parent portal
367. Tech support 24/7 (ideal); people have variable work schedules, often work from home at hours other than 9-5, and students/faculty work throughout the day / week / weekends. Especially important for students.
368. Datatel / Colleague – how can we influence their own decision-making and strategic planning so that we are getting more of what we need from the system?
369. Opportunity for people regularly managing others via project work to hold assoc. director & director-level positions WITHOUT necessarily having staff report directly to their role. If you examine the “leadership track” criteria for these levels, someone who has project management as a significant part of their role meets the criteria.
370. 24 hr tech support: If I have to work over the weekend or late night hours can I have a little help when jammed up in Colleague?
371. Project Management Division/Team: Please stop the broad vision little direction melee that has occurred with a number of projects currently on the table
372. Equitable Bonuses: why is it some areas are able to hand out bonuses like water while others barely get a pat on the back?
373. Reinstate PTO Cash Out: email explanation sent earlier
374. Mandatory Evaluation of Job Descriptions and reclassification as necessary: I realize we went through this once already, but I don't believe that the impact was across the board. Because there are still persons within Berklee working two jobs and only being paid for one, or have worked more than their role for more than a year and have not been compensated.
375. PARENT PORTAL- please give the person responsible for the bill access to what they are paying

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376. Clean up City Music Program:
377. Online - Students should be able to do everything online. Apply, register, pay bills, courses, online chat support, attend class, etc.). Basically everything would be available online
378. Online - Staff should be able to access everything online to be able to do their job.
379. Well rounded education for students so that all students can succeed in the real world if the musical career does not work out.
380. Well rounded education for students in that students would be required to learn and be exposed to all types of music around the world. Be a little less American and European centric, even though those might be the focus.
381. Evaluate our technology. Are we using the best technology resources available? Some of our core software and systems are outdated. Colleague? etc.
382. IT - Are we using IT resources optimally? We have a huge IT department and IT personnel embedded in different areas. How can IT better serve the College? Our IT department is bigger than a big corporation.
383. IT - We need IT coverage and support 24/7. IT coverage and support is currently available from 9-5 Monday through Friday. Will we have 24 hrs support? Who is on call if there are problems before 9AM, after 5PM and on the weekends? (i.e. check-in after 5pm or the weekends). And we have Valencia which is on another continent. Will IT be only available from 9-5 Eastern standard time?
384. More non-music related activities for students
385. Faculty - can we have a more diverse faculty population?
386. 1The Asian market is huge, especially China. Would we expand to Asia? How about Latin America and Africa?
387. Published policies and procedures. There isn't a standard operating policies and procedures. Many decisions are made case by case. There should be accountability. And compliance with law and regulations.
388. Tighten up the City Music programs. It is an administrative nightmare.
389. Tighten up the BLLP program
390. Tighten up the International programs
391. Tighten up Berklee Media
392. The Gala. It's the only gala we have. Why is it just used for City Music? Can it benefit all students?
393. Attendance pattern - Can we improve the attendance and punctuality of faculty and students. Eliminate "Berklee Time". People are always late for meetings, classes, etc.
394. More interactions between staff and faculty. It seems that Opening Day is the only staff and faculty mingle.
395. Berklee is too top heavy. Can we re-evaluate that?
396. Tighten up and re-evaluate student employment
397. Increase domestic scholarships
398. Streamline projects to eliminate red tape. Any project takes forever and there has to be consensus from everyone. Can one person be responsible to make the final decision?
399. Mandatory housing in the dorms for 1st year student. And off-campus housing assistance for students. Too many foreign or out of town students being taken advantage of.
400. Going out for bids on projects (construction, electrical, plumbing, consulting, etc.). Set up policies and procedures. And save money.

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401. Disaster recovery plan and redundancy. Especially for IT. Servers and emails have been down far too often.
402. Streamlined HR and HR support
403. Audit each and every area of the College

404. Process to connect film scorers with filmmakers - mixer?
405. Senior thesis requirement
406. Apprenticeship/mentor program
407. Co-op program
408. More cross-departmental collaboration
409. Central shared digital asset management system - this would be helpful for student portfolios, Berklee photography, the library, and more
410. Clear communication about upcoming visiting artist events and photography/recording permissions for them
411. HR assistance for conflicting groups - facilitated conversations/mediations to help offices around the college communicate and work together
412. There is currently no reward/promotion system in place - almost a glass ceiling that can frustrate staff who want to stay at Berklee but progress in their careers
413. Clear communication about staff/faculty changes - less secrecy
414. Merit-based raises
415. Consistent gym discount that's doesn't decrease when more people use it.
416. Student original compositions/bands at commencement concert - not arrangements of other people's work (maybe music influenced by them?)
417. Get more Boston residents to come to Berklee's concerts
418. Have younger, more interesting artists for concert series
419. Consistent (weekly?) advertising for Berklee events - Globe or Metro?
420. Promote newsletter/increase newsletter subscribers
421. Centralize marketing, rather than every department marketing themselves
422. Women in Music focused area of study (announced at the next BeanTown Jazz Festival, which will have a Women in Music theme)
423. Should we audition and interview everyone? Is that too taxing on our resources?
424. Should Berklee be putting on the BeanTown Jazz Festival?
425. Restructure and refund BeanTown - aggressively seek out sponsorship for it
426. Assess our current programs before expanding them. What's working and what isn't? Is the Artistry and Creativity Seminar working?
427. Create a media-friendly campus, cooperating with journalists and allowing space for interviews
428. Rethink Valencia - Today's Boston Globe article talked about other colleges having a hard time with satellite campuses - too expensive/not enough students. Is that what we're getting ourselves into?
429. Clearly communicate Valencia changes. Not many people know exactly what's going on there.
430. Central, consistent branding/website/identity
431. More accountability for senior managers
432. Way more staff in Alumni Affairs. With 45k alumni worldwide and only 5 people in AA, we're not even close to serving our active populations.
433. Bringing educational events to alumni
434. An engaging, informative alumni website
435. To change the messaging about fundraising, donating and alumni expectations. To examine the relationship alumni have with the college. Alums want to give back, we're just not tapping into it the right way yet.

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436. Ways to create area specific fundraising initiatives and have that money earmarked for alumni resources
437. Have more positions like my own in our other strong alumni centers (NY and Nashville especially). Put the resource in place first and the community will grow up around it.
438. Create a through-line of entrepreneurship for all majors. Tenacity and resilience are difficult to teach but information about running a small business (both administratively and legally) are teachable.
439. Create a non-music-based Music Business track
440. Reach out more to individual alumni and check-in with them about their careers, not just during phone-a-thon time
441. Be aware of the technology that Berklee tells students they need to know (per major) and make sure students are aware that, whether the software Berklee puts in student packages are industry standard or not, and to encourage students to learn other software in the same platforms . For example, many Film Scoring students primarily use DP or Finale, but there are many composers here in LA who use ProTools and Sibelius. Students who don't know enough technology come to LA underprepared. This is not an Film Scoring issue, as they prepare their students well, but an overall "assumption" by students that if Berklee gives them X-software then that's all they need to know or that's the "industry standard"
442. Find a way for more alumni to share their story with the college / current students. Money in the budget to bring alumni to campus.
443. A way for alumni to finish degree requirements via distance / e-learning or with satellite classes held in their cities (again, probably major centers)
444. Connect current curriculum with industry people / companies.
445. Require internships from all majors
446. Interested in mastered programs, but I receive this feedback through the lens of Los Angeles and USC's graduate Film Scoring program.
447. I think it's crucial for Berklee to live up to the sustainability "plank" in its existing strategic plan and to take the next step by making some solid commitments to self-analysis and improvement. This will require either a dedicated sustainability coordinator position (many colleges have an entire office of sustainability/green programs) or the hiring of an outside firm to help analyze our current "footprint" and suggest a way forward for the biggest impact. This should pay for itself in energy and other cost savings, but even if it does have a monetary cost it is crucial that we do this for the sake of the generation our students belong to: colleges must lead the way in sustainable practices as part of their reason for being, as institutions of higher education.
448. Project Management Office (centralized, perhaps lives in the Office of the President).
449. Staff development, not just management development .
450. Increase our presence in the online world (including mobile devices), both from a marketing and educational perspective.
451. Commuter benefits (parking, better T/commuter rail discounts).
452. Daycare for new parents.
453. Fitness Facilities for students.
454. More finances available for returning students.
455. I think Berklee should be (explicitly) working towards becoming a tuition-free institution. A place where the only the most gifted, creative and visionary musicians from around the world gather, collaborate and change the way the world thinks about music. If a student is talented enough to get into the Berklee of this

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- model they should be able to attend and graduate regardless of their financial situation.
456. Start a culture of enforcing rules and deadlines for students and end the existing culture of exceptions and deadlines not enforced.
 457. Take care of your staff: add to their benefits instead of continuing to take away.
 458. Make curriculum changes one time a year and enforce a hard deadline for chairs to make these changes.
 459. Bring back PTO cash out.
 460. Prioritize initiatives in a manner where projects are mapped out and set-up for success, and not given to staff last minute.
 461. Create a separate project management office to oversee all college-wide projects that is staffed by PM's dedicated to maintaining a Project Road Map to oversee all the projects the college has going on.
 462. Discounted MBTA passes.
 463. Duh factor: facilities, facilities, facilities (classroom, faculty office space).
 464. -Turn berkeley.edu into a meaningful, informative site that truly caters to incoming students and their concerns rather than marketing; accomplish this by creating a team that consists of people beyond Communications and educate people about our legal and accreditation obligations for public disclosure (NEASC standard 10).

 465. -Create a better curriculum information and change interface/procedure.
 466. -Educate the community about accreditation standards and guidelines and help people understand why accreditation is necessary; make the process meaningful rather than rote.
 467. -Create a master FAQ for internal communication; who to call when?
 468. -Focus on faculty development to encourage them to go back to school for advanced and terminal degrees; aim for a certain percentage by 2015. (Necessary for graduate programs.)
 469. Berklee is the #1 music school, why can't music be implemented in elevators, telephones, and offices where student/parents wait. Music can be a compilation of student work.
 470. Berklee has done tremendous work in recruiting from diverse cultures; however, we should not neglect talent from local areas in and around Boston.
 471. Storage capabilities in departments have been affected by lack of space.
 472. Develop ways to improve relationships and interaction with other departments that have common goals. Small committees to address issues or brainstorm for better ways of doing things.
 473. Revisit purpose of some Programs. The BIN Program doesn't seem to serve its purpose when originally started. Suggest trimming the budget and physical space, or staff can be repurposed to support Valencia and other international efforts.
 474. Pre-attendance counseling. We prepare and orient new students that attend Berklee, but not much is given to financial readiness. New students from in or

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outside the US are flown in and discover they cannot afford to continue in their education, or do not know how they are going to live once here. The amount of time spent on one student can be substantial. How will they make it, and when they can't time spent with follow-ups on debt to college.

475. Enrollment. Perhaps look at Admissions' quota program to ensure better selections. Calling and recruitment of students a week into the program has a negative reflection on Berklee.
476. Facilities. With the acquisition of new buildings thought should be given to provide an area that will house Admissions, Scholarships, Financial Aid, Student IDs and the Bursar's area to streamline and make the registration/check-in/payment process more efficient. Look at the student being able to make all payments at the Bursar's Office, rather than running to different buildings on payments for Library fines, etc.
477. More space should be made available for students in between classes other than practice rooms for students to spend time on lessons, more lockers in other areas on campus – 921?
478. Make meal plans more affordable.
479. Implement the Parent Portal and move to online billings, eliminating paper statements. Not all students update their address when checking in and statements and other important forms of communication are returned and never received.
480. Implement merit pay increases – should be based upon performance.
481. Eliminate or revamp Brass Day.
482. More State of the College Meetings should be held – not everyone in loop on current happenings and updates. Perhaps look at online broadcast on weekly events by Roger.
483. Efforts should be made to keep departments all in one area, rather than on different floors, buildings, etc. The group feeling and togetherness is lacking.
484. Having an area on campus for childcare that is affordable
485. Tuition Reimbursement
486. No limit on the amount of classes taken for Brick & Mortar / Online
487. Raise the limit on tuition reimbursement (per year)
488. Better Diversity training
489. Coming together as a college community to mingle with peers, co-workers and associates over a great breakfast at fabulous Fenway Park is great. The concept of singling out certain individuals and awarding them extra compensation for doing their jobs while others that work equally as hard feel slighted, rejected and unappreciated, is unfair.
490. Lets continue to come together as a community but instead of rewarding specific individuals have each area donate the money from their perspective areas to a charity or foundation of their choice. We could have a representatives from each charity/foundation present to accept the award and speak a little bit about their organization.
491. I would like to see the college's 2015 plans include a workable amount of space for the MP&E department. Semiprivate offices are the norm in other Berklee departments; private offices are the norm in other colleges.

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492. The MP&E office space is pitifully inefficient. Currently, nine full time professors occupy one single space. Six part time instructors share a much smaller area. A music college features a lot of noise -- music playing in the halls and in our shared space. Private conversations, interviews, writing, reading, and lesson preparation are hampered or sometimes made impossible by our working conditions.
- a. While on campus, I read technical reports and write in my new "hidey hole" - on the floor under the back stairwell near the alley. I don't like it but having tried the library and the restrooms, I find it is the only place on campus where I can have the silence and privacy I need to get certain kinds of work done in between classes.
 - b. Our program administrator Natasha Busse has the patience of an angel for working a sorely inadequate amount of work space.
 - c. Our spirit of camaraderie is strong and I believe enhanced by our shared space, so we might lose something in the bargain. Nonetheless, I think that meeting this request would go a long way towards making us better teachers and keeping us available on campus for longer hours.
493. Through October 14, 2011 11:45:39 AM EDT
- Design and implement a staff development program that provides educational and professional development opportunities. This will help to increase retention among staff, improve quality of work and help the college experience more internal promotions.
494. Increase Alumni Affairs staff to include: more alumni regional and international reps in charge of alumni programming efforts. These positions will help get the college closer to alumni reunions
495. Increase Alumni Affairs staff to include: Alumni Career Planning Counselors
496. Increase Alumni Affairs staff to include: an Alumni Friend Raising Team (3 - 5 ppl at least) whose goals are to meet with as many alumni as possible face to face to listen and then share current information about the college to get more alumni engaged with the college to help them be more understanding and receptive to fund raising efforts.
497. Set up each recital room, DFRH, Cafe 939 and BPC for live streaming so Berklee employees who are rarely able to view day time clinics can watch on their computers at their desks while working.
498. -Create and implement a degree completion, online program for alumni who are less than one semester from obtaining their degree. If that is well received, then consider filtering in others.
- Lease or purchase building in Berklee area that will only house the Alumni Visiting Artists' clinics, master classes, jams and rehearsals with students and performances with students. Students need to hear from the various levels of successful alumni but finding space on campus to house such alumni presentations are extremely challenging.
 - Get an international lawyer on retainer for international alumni who have issues and get turned away from the international counselor whose main job is to support international student body issues

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- Increase diversity in various departments for students' sakes. Hire song writing faculty well versed in other styles of music (i.e. pop, rock, gospel, R&B, dance, Latin, hip hop, etc.).
- More female role models on campus (female artists, business leaders, entrepreneurs, music and corporate executives, educators, etc. - alumni and non-alumni)
- Extend invitation to well known country and gospel artists and execs (even if they are non-alumni) to get to know Berklee and the students as visiting artists as well as Hip Hop Business leaders (Russell Simmons, Kevin Liles, etc.).
- Create annual Berklee showcases world-wide that attract industry professionals to Berklee students/alumni each year with the goal of introducing new Berklee talent to those people in the industry able to offer employment. (i.e. top singers, players, composers, film scorers, engineers, educators, managers, conductors, song writers, etc. Berklee = One Stop Shop for all music industry professionals

499. I know our admissions office has a program to help alumni to return to campus to finish their Berklee studies. But I wondered about how the online school could be involved in serving these people very specifically. Most generally left in the upper semesters (needing courses not typically offered online) and for whom coming back to the college for a semester or two would be impossible. Perhaps the alumni office could help promote such effort so that people who are a semester short can find a way to complete their studies and get their degrees and maybe only have to be on campus for a week or two here and there. I know other colleges are doing this.

500. Berklee in LA becomes a Los Angeles Campus where: Masters programs are offered in Music Business/Management and Music for Film & New Media.

501. Berklee in LA becomes a Los Angeles Campus where: Alumni who left Berklee early could complete their undergrad degrees.

502. Berklee in LA becomes a Los Angeles Campus where: Berklee in LA Summer programs are housed, Admissions event such as A&I sessions would be held, Spring Break visiting student events would be hosted. Alumni educational events and networking receptions would be held, New revenues from LA Masters Programs as well as expanded summer/weekend workshop offerings. Savings resulting from not paying venue fees for A&I events, summer programs, and alumni receptions.

503. Berklee in LA becomes a Los Angeles Campus where Increased fundraising potential: naming opportunities, industry support/gifts-in-kind, local alumni giving, local parent giving, Increased brand strength and awareness in the LA music industry.

504. Berklee in LA becomes a Los Angeles Campus where Enhanced reputation in educational circles as Masters candidates are attracted from other major music

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programs to the new Berklee programs due to the location in Los Angeles, New opportunities to engage high net worth individuals in Los Angeles in new BCLA initiatives such as Advisory Boards, Steering Committees, Building Planning Consulting, etc.

505. Berklee in LA becomes a Los Angeles Campus where: An enhanced image and cache in high school recruiting circles regarding the depth, relevance, and value of the Berklee undergraduate education experience.
506. Berklee should help more with commuter rail Crosby benefit. 50% maybe? This would be a good "going green" initiative.
507. I'd like to see continued focus on improving internal communication, specifically a greater understanding of the roles of different departments or individuals to avoid the so called "Berklee Bounce." Here's my idea -- as part of the internal faculty/staff directory, users are able to add user generated keywords to create a searchable database that would link keywords to an individual or department. So for example, if someone wanted to contact someone about Caf Shows, they could search "Caf Shows" and Caf Shows, Student Activities, and Luke Sutherland would be the results. By being able to give more direct answers and avoiding confusion, I think student's overall perception of the organization within Berklee could be improved.
508. More collaboration and communication between faculty and staff for extracurricular projects involving students. This comes from both my observations here at Berklee and also my own experience as a music student. I hear a lot about faculty led projects or opportunities that faculty connect students with. Any opportunity that students get is of huge benefit to the students, but I think the school could benefit more by sort of exploiting what is already being done and connecting those experiences to the student experience at Berklee in addition to their experience working with an individual faculty member. I see the potential for increased retention and also more investment from future alumni in the school when students make those connections. I think there is also the obvious benefit of sharing knowledge and resources between faculty and staff and encouraging more dialogue and interaction.
509. A simple to understand, well marketed, and articulated academic advising strategy that outlines for students who their advisors are from the time they enter Berklee until the time they graduate.
510. Relocate experiential learning to the career development center so students have one place to go to discuss internships and career opportunities. Consider having international programs in this same location as well.
511. Retrain and reframe the 150 front desk to be both a practice room facility and information desk where students can get many of their questions answered about Berklee. Renovate the 150 lobby to reflect the vibrancy of Berklee (bright colors, comfortable furniture).
512. Auditions for all ensembles should have to be posted in one central online location so that equity and transparency are apparent.
513. Cafe 939 should return to doing 1pm student shows during the week to improve student access to the space. Berklee student acts appropriate to musical genre should open up for national touring acts to improve student exposure. Hip hop, R&B, latin & cultural music should be added to the venues current line-up.
514. Every building at Berklee should have at least 1 wheelchair accessible, gender neutral/unisex restroom. This would assist our wheelchair users and helps our transgender students have a safe restroom to use.

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515. Collaboration between Residents Life and Student Activities/Peer Advising departments, to combine resources, knowledge, and communication strategies to provide students living on campus with increased opportunities for activities that support their health and happiness.
516. More unique opportunities to learn about various musical cultures and their histories, instruments, and traditions (including lectures, interactive workshops, showcases, and/or festivals open to all staff and students).
517. Some of the other things I would have suggested are newly emerging initiatives including improved staff-to-student communication (hopefully improved with the new portal) and better pre-graduation preparation for entering "the real world" (now addressed through the 6th-semester seminar).
518. Another small suggestion to improve faculty and staff connectivity (but doesn't directly relate to the vision) is adding photos in the college directory. It's ok if you decide not to include this, but it's high on my unofficial wish list.
519. Focus on continuing to cultivate students' passions about music by facilitating increased experiential learning opportunities, such as advocating for increased access to facility spaces and performance opportunities while breaking down the bureaucratic processes and restrictions that stymie many students.
520. Offering increased visibility and opportunity for leadership opportunities that connect students to the ideals of life-long learning, advocating for a socially just society and striving to achieve excellence in their art.
 - 1) Increasing the focus on the support that the institution gives to international students. Specifically, aspects such as housing, translators, and community building options. An idea would be something like creating a mini living learning community exclusively for international students within the new/old residence halls that offer tutoring, translating and other support services for ESL students during their first year on campus.
521. Focusing on the way we transition students to alumni as they enter their senior year and graduate. I.E. identifying ways that the school can connect them back to their alma mater before they even graduate. Offering opportunities such as community networking events, mentoring opportunities, town hall meetings for graduating students to give feedback to the institution, etc.
522. gender neutral bathrooms in each building – preferably on each floor
523. renovate lounges so that they are more warm and welcoming (use warm colors) and versatile furniture and better more intimate lighting.
524. academic advising needs to be addressed and quickly! There is no reason that all students should not have an active and engaged faculty advisor.
525. turn café 939 into a 100% student run venue like after hours at Northeastern – I know we need revenue, but does it really bring in that much?!
526. the safewalk program needs to be better advertised – and what does 'adjacent to campus' mean when we're a commuter campus - other campuses have a shuttle van service, can we do that?
527. One of the most pressing concerns for our students (and those of us who teach them) is sufficient practice facilities. I can only address the needs of the Percussion Department, though, they alone are great due to the size, maintenance and logistics of the instruments in our department. A large, all-in-one practice facility is desperately needed to address the needs of the much-increased student enrollment in the area of percussion (drumset, vibraphone, total percussion, hand percussion, marimba, and steeldrum principals). A facility that is in one building would be much easier to secure, service, and staff for optimal practice use. Up until now, most of the hand percussion, marimba, vibraphone, and total percussion

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practice facilities have doubled as teaching studios. Scheduled courses and make-up course work do not allow sufficient time for the many students enrolled in these principal instruments, labs, and ensembles to properly practice for their required work.

528. Project Portfolio Management/PMO for the college, not just technology projects. Why: Most of the projects we initiate are managed by people and tackled by teams of people who have day to day responsibilities at the college outside of development and project work. Most administrative offices have a few key people who know how things work. When you initiate a project with a group who are primarily focused on other things, that contains several key people who need to be involved in all the critical decisions, you often have great success, especially at a place that attracts highly motivated people like Berklee does. When you have those same teams and key people involved in 2 or 3 projects, the results can still be pretty good, though the stress level can get high. When that same group faces 5 or more projects at the same time, the amount of focus, analysis, and energy that any single effort will get is greatly diminished which can lead to missed deadlines and lower quality results. With no framework in place for managing when projects are kicked off (or what qualifies as a project for that matter) this scenario is happening on an increasing basis. Also, assigning staff who are not project managers to the role of project manager on major projects has yielded mixed, sometimes poor results. It does not matter if you are closest to the initiative, highly motivated, a good communicator, etc, if you don't have the skills to elicit requirements, lead teams and manage complex lists of tasks with limited time bound resources, the project will not be well managed.

529. Mature Business Process Management college wide. Why: This may not seem like a strategic initiative to some, but many efforts to document business processes with any detail behind them have not been successful. Many departments have basic documentation for how front line staff should handle operational day to day tasks, but many of the more complex processes that involve hand-offs from team to team or department to department are not well documented or even well understood. Often, when someone changes a process or data somewhere in the workflow others are impacted negatively. When positions turn over, we often see people struggle to re-invent a process because no one is sure how it was being done before. Finally, when we embark on initiatives like Valencia, setting up Masters programs, changing how the curriculum is administered, etc., if we had our current processes documented we would be able to design and implement changes far more effectively and timely and with far less effort and far less risk to the current services we provide. Also, many areas around the college are still doing a great deal of administrative work manually, in spreadsheets, word documents and custom built databases. It can be easier to hire staff and train them how to do work this way, and doing work manually is more flexible than automating and building complex controls around sophisticated processes but if we plan to continue to transition from a small arts college into a world class organization that can tackle an increasingly ambitious portfolio of initiatives and deliver great (not just good) results that we can sustain without seriously expanding our workforce, we need scalable solutions that are offered by more sophisticated use of our Strategic Academic Enterprise services.

530. Improve how we approach administration of new initiatives. Why: The Strategic Technology Plan approved by the CTC has an objective of having the right people doing the right jobs. While there are critical aspects of this that are tied to technology, there are also aspects that go beyond technology. Working out the operational details and day to day responsibilities that will change or be created by new or changed initiatives, services, or systems is complicated. When we try and do this work by committee or the Senior Leader who really wants this to happen tries to

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work out the details with the intent to hand them off to a Manager later, this effort is rarely done well. Committees are not responsible for the work and Senior Leaders think strategically and are rightly removed from much of how the day to day work will change so it not surprising they don't do this well when they take on this role. When we put initiative sponsors in project manager or service manager roles or ask project managers to be service managers, our highly engaged, creative staff often achieve good things in the short term, but the medium to long term success and sustainability of these efforts could be significantly improved with better clarity of roles. When the manager(s) who will support the changes and the position responsible for overseeing the new service or outcome long after the project ends, is clear up front, the outcome is more often great and higher standards are met. With radically new initiatives, it may not be clear who will be responsible or how staffing might change, both in how positions will change, or how many positions are needed. But it is usually clear that a manager or managers will ultimately need to be responsible for managing staff who will do different work. When these manager roles are clear and involved from the start, the likelihood of a well designed service that will be well supported and sustainable once the excitement and energy of the project wears off is greatly increased.

531. Focus on data driven decision making and accountability. Why: While we do a lot of amazing things, often the expectations different people have about what specifically we are/were trying to accomplish on some projects don't match up. Opinions about whether we are delivering what others need can be subjective and opinions can be quite divergent to the point of pretty solid dissatisfaction.
532. Focus on making Berklee a great place to work. Why: While attending the strategic planning meeting in the David Friend Recital hall last week, slides showing progress in making Berklee a great place to learn, teach, and work (http://www.berklee.net/fsnews/media/documents/2005-2011_progress.pdf) included new tools to better schedule classes and events (EMS), centralize the one-card service and improve our portal. While these are very important tools for the specific services they will improve, I don't think they do much to make berklee a great place to work and as a staff person, I'm going to focus on "work". Other successes toward this initiative include telecommuting policies and new recruiting resources which I have not heard about but may be helpful. Fitness programs and improving communication are helpful and better resources for dealing with transgender issues and disability and physical differences are very important in creating an inclusive, strong community but I don't think these achievements focus on work. People will feel they are at a great place to work if they 1) report to a supervisor they have a good professional relationship with and understand clearly what work is expected of them 2) feel like they are empowered to do quality work that is valued and 3) are well compensated for the work they do.
533. Consolidation of the percussion department into one building.
534. Moving to keyless entry system throughout the entire college specifically within the percussion department. This will facilitate more effective management of the large special programs that we host, in which we employ a number of guest faculty.
535. Reduce the full-time faculty workload to the national norm. Full-time faculty at Berklee are expected to do far too much when compared to national averages. Set up a formal committee to explore this possibility and its implications. Would Berklee have healthier, happier, higher performing faculty if such changes were made?

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536. Provide parking for faculty and easier access to keys for empty rooms for use in doing makeups.
537. "Put me down for the parking request, along with the rest of the dept."
538. Give Berklee percussion students the option to study with other, non-percussion, faculty. Give non-percussion students (bass principals, guitar principals, etc.) the opportunity to study with percussion faculty.
539. One of the most pressing concerns for our students (and those of us who teach them) is sufficient practice facilities. I can only address the needs of the Percussion Department, though, they alone are great due to the size, maintenance and logistics of the instruments in our department. A large, all-in-one practice facility is desperately needed to address the needs of the much-increased student enrollment in the area of percussion (drumset, vibraphone, total percussion, hand percussion, marimba, and steeldrum principals). A facility that is in one building would be much easier to secure, service, and staff for optimal practice use. Up until now, most of the hand percussion, marimba, vibraphone, and total percussion practice facilities have doubled as teaching studios. Scheduled courses and make-up course work do not allow sufficient time for the many students enrolled in these principal instruments, labs, and ensembles to properly practice for their required work.
540. Expand practice facilities and ensemble room capacity. Provide more spaces to jam, etc.
541. Improve communication college-wide (i.e., if a department or office is going to make changes, TELL EVERYBODY.)
542. Overhaul the curriculum offerings and course track for hand percussion principals. This is one of the weakest parts of the college's curriculum. Berklee does not serve true hand percussionists at the collegiate level and standard.
543. The top thing I believe Berklee must do if we are serious about this vision is to improve and increase efforts to hire more female faculty across all musical departments. (A lot more on this below.)
544. Berklee needs to provide health services to students. We need a basic health center with nurses, general physicians, and a psychiatrist. If a health center is out of the question, even a single nurse's office in the 150 building - or a nurse in residence in each residence hall - would be something. Finding medical care in a city is a series of hurdles for the most seasoned adult. Finding medical care for the first time ever in a city which is likely an entirely new environment and often even in an entirely unfamiliar country is just too much to ask of students. And I can only imagine that in many cases, it prevents students from seeking routine healthcare until they're sick enough that they're forced to go to the Emergency Room. At the very least, a nurse could provide this routine preventative care as well as care for students who aren't in ER-shape, but still need assistance. And a nurse could also help students determine whether they need to seek further care and provide information and moral support in that process.
545. -Increase resources for students transitioning from college to career.
546. -Increase professional development training for staff who aren't managers. Ideas include workshops on goal setting, trends in higher education, college student development issues, understanding music terminology for non-musicians, etc. Perhaps create events like BTOT for staff.

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547. -Develop management training workshop for work study supervisors.
548. -Add separate sick days in addition to already existing PTO bank.
549. -Discourage activist groups (the people in t-shirts who try and stop everyone passing by) from doing their work in front of Berklee buildings.
550. -Build pedestrian walkway (like a skywalk) across Mass Ave/Boylston intersection.
551. -Increase need-based financial aid for students.
552. -Increase tuition assistance benefit for staff/faculty taking job-related courses off campus.
553. -Increase scholarship opportunities for students doing internships off-campus.
554. -Develop Bachelor of Arts degree program.
555. -Implement an experiential learning graduation requirement for all students (a student could fulfill requirement by doing an internship, studying abroad, participating in service-learning, etc).
556. -Encourage greater collaboration between all areas of the college, perhaps through social opportunities such as casual receptions for all staff (in addition to the more formal holiday party, opening day, brass day).
557. -Offer more free tickets to musical events.
558. -Discourage hiring young alumni for jobs on campus who are less qualified than those with higher education backgrounds from outside of the college.
559. -There are many ideas and suggestions that I can think of, but one overriding improvement that Berklee can--must, in my view--make, is a revamping of the student advising process. When I taught at Western Oregon, student advisees were assigned to faculty. As part of the registration process they had to meet with their faculty advisor to make sure they were on the right track to complete their degree, and could not register until the advisor had signed off on their plan. They were encouraged to meet more often, to keep tabs on their progress.
560. At Berklee, students apparently might meet with someone in the Counseling and Advising Center who may or may not have real knowledge of departments and courses, or whose knowledge may be outdated by the many curriculum changes we've had (e.g. counterpoint). And in no way are those counselors in a position to give a student guidance towards becoming professionals. Faculty advisors are necessary for both roles. Too often students get off on the wrong track academically and professionally.
561. -What about a Berklee film festival, which would feature film related work by faculty across the college?
562. .More opportunity for scholarship - as we all know, the tuition is getting higher every semester but the students in general don't really feel that they are benefited from the school (Even though many statistics show that they have increased the scholarship.)
- 563.
564. Increasing library resources. - The audio, visual and literary resources at Berklee, though vast, is still lacking many things. One thing in particular, is that if the school wants to boast of being the "world's leading" anything, there must be an incredible development of international resources such as literature from Asia, audio from the Caribbean or concerts in foreign languages from Europe, for example.
565. Increasing practice space. The current Berklee does not have enough practice space. Part of solving the problem was opening classrooms on the 3rd floor of the 150 building to studios after hours, but why are these the only classrooms open to students for daily use? All classrooms on campus where security is stationed should

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- be available. Also, there are hardly enough ensemble rooms. It's ridiculous to request an ensemble room in the 150 building at 8:01am and be told that the booking was filled at 8:00am. Fordham is nice, but for students that carry large instruments, students that struggle to pay for living expenses and students that simply cannot take the travel time of Fordham, it is a massive inconvenience. Quite frankly, all practice facilities should be "on campus", not a train ride away.
566. - Furthermore, practice rooms and ensemble rooms are nice and all but what of the Composition, Film Scoring, Jazz Comp and CWP majors that have to write for larger ensembles such as orchestra as part of their degree requirement? Just where are all these people supposed to be able to practice?
567. Increasing studio space (or reducing the amount of MP&E students allowed into the major at any given time).
568. - Of course, Berklee is not a record company. But how many MP&E majors are there, and how many of them need time in the studios as part of their degree training? It has long since been a known problem that there just aren't enough facilities to accommodate them all. Foolishness. If 100 MP&E majors are accepted into the major, there absolutely MUST be enough resources for 100 students to have time in the studios they pay for with their tuition. If there is only space for 50, then there should not be any more than 50 in that major. I've heard terrible horror stories in regards to this.
569. - In addition, any major at Berklee that has a degree requirement of a recording of their music should also have time to work with MP&E majors in the studios. Some people think that is a luxury, but that's flat out hilarious. If it were a luxury, it would not have been a requirement. It is also a bit curious that Film Scoring students have assigned studio time for recordings deemed necessary for their majors whereas Composition majors that have to record a 15 minute Demo CD of their work have to go outside of the school to find the space and the time because 1) The MP&E majors don't have enough space or time to record it because the studios are overbooked for the entire semester or 2) There are only 5 MP&E majors with the skills to do a basic recording of an orchestra.
570. Increasing performance space (which includes the size of a venue). This goes without saying, but I would like to point out that an art school should have 85% student performances, 10% faculty works and 5% outside artists; not the other way around. It's lovely to see your idol on stage every once and a while. But if your idol is stopping you from having your first ever on-stage performance in a space you have already paid for with your own tuition, your idol can wait for the \$100 ticket you will most likely purchase to watch them perform with the BSO. How many venues are there on campus? How many slots do they have available for students? There aren't enough. A little recital hall with a 10 person limit on stage just won't cut it for a Jazz Comp student with a 20 piece band. It's true that in other schools, that is standard, but requirements and resources have to coincide with each other. What we learn and need to practice should coincide with what is available to us. Before the school can really celebrate any sort of success, at least this very basic understanding has to be fulfilled. It's embarrassing to visit a school where the average student is a nurse and yet their smallest performance hall is half the size of our largest.
571. Accessibility. Especially the 150 building, there are so many areas with stairs but no slope, random bump on the floor (door way, old carpet) that prevent student/staff/faculty with disability to access certain areas.

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572. To be one of the leading environmental friendly institutes in the world, accessibility on campus building is essential.
573. Teach how to make an affective network for the real world
574. Motivate students to be more involved with other arts.
575. Make faculty evaluations public so students can better pick their teachers.
576. 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.
577. I want my mailbox back!
578. I want some places like lounge(?) so i can take a break and talk to friends, relax... you kno on campus...
579. i want cheaper tuition, that's it!
580. Idea No.1: Excellent Professors : We pay quite a lot of money for each credit to go to your class and realize how bad your professor is (I'm not saying he's a bad musician, but a person either can be good or not at teaching) . I think Berklee has the enough resources to hire the best professors in the world. This is an important thing because as a student, unfortunately I've had classes with really really bad professors, wont say any names... although I think I should for the benefit of the next students.
581. Idea No2. Scholarship Staff: I worked a few times as staff for auditions. And each professor's point of view its so different, I think they need to pay more attention with the auditions, specially the last ones, when they get hungry and tired and all they wanna do is get back home. ALSO The guys who check the portfolio should REALLY check it and not just listen or read the first thing they see. I'm saying this because of my own experience and others, I know people that should really have more scholarship than others.
582. I would like to see more accommodations for students. More lounging areas for in between classes or for somewhere to enjoy a book or eat lunch (for those of us who bring our own). There's just nowhere to go when you have to burn an hour or two. More things like this would create more of a student body atmosphere.
583. Ensembles need to be more involved. To me, the biggest let down after getting to Berklee was the ensembles. There are some outstanding ensembles with outstanding faculty that meet once a week and perform once a semester. This was the strangest thing to me considering Berklee's reputation with the musicians that come from this school. During my undergrad I was plagued with rehearsals. Two Jazz Bands, combo, orchestra, and wind ensemble all met 2-3 times per week and performed at least 4 times per semester. Honestly I feel like the ensemble department is somewhat of a joke in this regard. The ensemble department needs to keep students busier.
584. More financial aid needs to be available to all students
585. There needs to be more ensemble/practice rooms
586. Piano principles should have access to more grand pianos
587. The recital halls could be nicer and there needs to be more of them
588. Ensemble ratings auditions should be rethought to provide a more accurate representation of a student's skills
589. The dining hall needs to have better food, more vegetarian options, and more sanitary conditions (i.e. I once found long strands of hair in a pancake I was eating..not to mention, their food is often cold)

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590. Security HAS to be improved throughout the school (i.e. the buildings are far too easily accessible by the general public)
591. There should be more lockers available to all students for storage
592. Student mail services and mailboxes need to be improved
593. It'd be nice to have color printing options available
594. There definitely needs to be some sort of on campus infirmary
595. It'd be very helpful having building/classroom maps available throughout the school
596. There should be some way students can update their major bundles (i.e. update software, receive new hardware at a discounted price, etc.)
597. To have our own Gym and Pool.
598. More diverse and better quality amplifiers in ensemble rooms
599. Permission to take PI for other instruments other than your principle.
600. To give out more scholarships for deserving international students.

601. I think there should be an entire new lab/shop/berklee store? available to students for printing and copying purposes. As musicians, it is vitally important that we network and advertise constantly and this usually takes the form of business cards, postcards, flyers promoting performances, etc. This is a service I think should be available to Berklee students through Berklee, instead of sending them off to pay for more expensive print jobs at other business. Staples and Kinko's wouldn't appreciate it, but Berklee would likely benefit if all the students who went to those stores to print/copy, instead went to Berklee's lab/store for reduced prices.

602. REALLY adjust Berklee salaries to the high cost of living in Boston.
603. More music playing opportunities for staff
604. Childcare!
605. Subsidize parking
606. More opportunity for personal growth.
607. Subsidize meal at the Cafeteria for staff.
608. More HR social events
609. Infirmary
610. More tutor rooms
611. 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.
612. Teach teachers teaching strategies and learning styles
613. Faculty should have training in pedagogy (There are some teachers that are great musicians but terrible educators)
614. Student should have discount for buying things from berklee bookstore.
615. Create a true Student Center

616. Create increased opportunities for extracurricular activities (clubs) that are not just music related: e.g. sports clubs, fitness club, politics, journalism, drama club. This would build community and more well rounded students

617. Provide more comprehensive support for students who commute

618. Continue to improved practice facilities. More sound tight and strategically located. Focus how we can make things more convenient for students

619. Provide better communication. It's difficult to communicate with faculty, staff, and students. There is no one easy tool.

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620. Provide better training for management that is more consistent. Get managers who have been here a long time involved in training, not just new managers
621. Build the 150 Ramp (ADA Access)
622. Continue to improve Admissions to Orientation process so that there is better information sent to the incoming class well in advance of Orientation so that Berklee can better manage enrollment yield.
623. Provide better performance space and opportunities for students. Keep cafe shows open and open up Café 939 to more student performances. Move some of the cafe shows to Café 939. Create Berklee Nights at local clubs off campus.
624. Berklee Parking Garage (with Preferable Discount)
625. Commuter Discount, Parking Garage Discount for Staff
626. There is a Charlie Card Discount, why no discount for parking as well?
627. Telecommute
628. 1 day a week option for Staff
629. It is a Green initiative
630. Lessen Carbon Footprints
631. Charitable Initiatives
632. Donate a day a month for charity work on a work day
633. Co-Mingled Recycle Bins for every Blue Recycle Bin
634. Intra-office small blue bins are for paper only (Currently)
635. Option for small blue bins to accept all recyclables or another established co-mingle recyclable bin
636. Become the world leading music institution by becoming center of excellence for all our operations. Become an institute that can appropriately support its growth. Implement industry best practices in everything we do – from our business processes to student operations to academic operations. Become the benchmark that other schools look towards. Become best in class in all that we do, not just music education.
637. Define what is meant by “State of the art facilities” and then put in a coordinated plan to achieve that and then maintain it. Once we’ve defined what we mean by “state of the art facilities”, look to build new spaces and re-define existing spaces to meet that definition. Get students and faculty involved in defining what we need for today and for the future in terms of our facilities.