SELF-STUDY FOR REACREDITATION 2013

Prepared for
the Commission of Institutions of Higher Education
New England Association of Schools and Colleges
# 2013 NEASC Self-Study

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### "DATA FIRST" FORMS
#### GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Institution Name:</th>
<th>Berklee College of Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPE ID:</td>
<td>00212600</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual Audit</th>
<th>Certified</th>
<th>Qualified</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/31/2012</td>
<td>Yes</td>
<td>Unqualified</td>
</tr>
<tr>
<td>05/31/2011</td>
<td>Yes</td>
<td>Unqualified</td>
</tr>
<tr>
<td>05/31/2010</td>
<td>Yes</td>
<td>Unqualified</td>
</tr>
<tr>
<td>05/31/2009</td>
<td>Yes</td>
<td>Unqualified</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fiscal Year Ends on:</th>
<th>05/31 (month/day)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Budget / Plans</th>
<th>Current Year</th>
<th>Next Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
<td>2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Person:</th>
<th>Amelia Koch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Vice President for Finance</td>
</tr>
<tr>
<td>Telephone No:</td>
<td>(617) 747-3188</td>
</tr>
<tr>
<td>E-mail address:</td>
<td><a href="mailto:akoch@berklee.edu">akoch@berklee.edu</a></td>
</tr>
</tbody>
</table>
Institutional Characteristics
Institutional Characteristics Form

Date: December 11, 2012

1. Corporate name of institution: Berklee College of Music
2. Date institution was chartered or authorized: 1945
3. Date institution enrolled first students in degree programs: 1963
4. Date institution awarded first degrees: 1966
5. Type of control: Private, independent, not-for-profit
6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?
   Board of Higher Education, Commonwealth of Massachusetts
7. Level of postsecondary offering (check all that apply)
   - □ Less than one year of work
   - □ At least one but less than two years
   - □ Diploma or certificate programs of at least two but less than four years
   - □ Associate degree granting program of at least two years
   - □ Four- or five-year baccalaureate degree granting program
   - □ Other (specify)
   - □ First professional degree
   - □ Master’s and/or work beyond the first professional degree
   - □ Work beyond the master’s level but not at the doctoral level (e.g., specialist in education)
   - □ A doctor of philosophy or equivalent degree
   - □ Other doctoral programs
8. Type of undergraduate programs (check all that apply)
   - □ Occupational training at the crafts/clerical level (certificate or diploma)
   - □ Occupational training at the technical or semi-professional level (degree)
   - □ Two-year programs designed for full transfer to a baccalaureate degree
   - □ Liberal arts and general
   - □ Teacher preparatory
   - □ Professional
   - □ Other
9. The calendar system at the institution is:
   - □ Semester
   - □ Quarter
   - □ Trimester
   - □ Other
10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?
    a. Undergraduate: 12-16 credit hours
    b. Graduate: 10-15 credit hours
    c. Professional: N/A credit hours
11. Student population:
   a. Degree-seeking students:

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time student headcount</td>
<td>4049</td>
<td>74</td>
<td>4123</td>
</tr>
<tr>
<td>Part-time student headcount</td>
<td>398</td>
<td>-</td>
<td>398</td>
</tr>
<tr>
<td>Total FTE</td>
<td>4182</td>
<td>74</td>
<td>4256</td>
</tr>
<tr>
<td>Total headcount</td>
<td>4447</td>
<td>74</td>
<td>4521</td>
</tr>
</tbody>
</table>

   b. Number of students (headcount) in non-credit, short-term courses:

   8624 students took Berkleemusic courses in 2011-12

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

<table>
<thead>
<tr>
<th>Program</th>
<th>Agency</th>
<th>Accredited Since</th>
<th>Last Reviewed</th>
<th>Next Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Music, Music Education</td>
<td>State of MA, Department of</td>
<td>1973</td>
<td>2004</td>
<td>2014</td>
</tr>
<tr>
<td></td>
<td>Elementary and Secondary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Music, Music Therapy</td>
<td>American Music Therapy Association</td>
<td>1996</td>
<td>2012</td>
<td>2022</td>
</tr>
</tbody>
</table>

13. Off-Campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

   Not applicable.

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” Do not include study abroad locations.

<table>
<thead>
<tr>
<th>Name of Program(s)</th>
<th>Location</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Music, Contemporary Performance Careers</td>
<td>Valencia</td>
<td>24</td>
</tr>
</tbody>
</table>
15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Not applicable

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Not applicable

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

See table.

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size, and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
   a. Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
   b. Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
   c. Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
   d. Organization of institutional advancement, including fund development, public relations, alumni office, and other units assigned to this area.

See organizational charts.

19. Record briefly the central elements in the history of the institution:

Berklee College of Music was founded on the revolutionary principle that the best way to prepare students for careers in music is through the study and practice of the music of the times. For more than half a century, the college has evolved to reflect the state of the art of music and the music business. With both undergraduate and graduate studies, not to mention a diverse and talented student body representing more than 96 countries, and a music industry “who’s who” of alumni, Berklee is the world’s premier learning lab for the music of today—and tomorrow.

Berklee has proven its commitment to this approach by wholeheartedly embracing change. The musical landscape looks nothing like it did when Berklee was founded in 1945, but the college has remained current by supplementing its core undergraduate curriculum with studies in emerging musical genres and indispensable new technology. Berklee also has responded to important developments in music education and music therapy, making good on its promise to improve society through music. Likewise, Berklee has expanded to offer graduate studies. To lead, to be the best, Berklee recognizes the need to provide education beyond the baccalaureate degree.
With its main campus located in the historic Back Bay neighborhood of Boston, Massachusetts, the college was founded by Lawrence Berk, an engineer trained at Massachusetts Institute of Technology and veteran arranger with the CBS and NBC radio orchestras. He wanted to teach contemporary music and provide practical career preparation for the working musician. His idea caught fire, and the small teaching studio grew into a sizable school, then college, in just over two decades. In 1966, he was joined in the administration by his son, Lee Eliot Berk, who was appointed president by the board of trustees in 1979.

Under president Lee Eliot Berk’s leadership, Berklee developed additional undergraduate majors for the contemporary music professions, including majors in music production and engineering, music business/management, electronic production and design, songwriting, and music therapy. Further, the mission of the college was extended to include greater international outreach. President Berk retired from the college in May 2004, after 25 years.

President Roger H. Brown, Berklee’s third president, assumed his post in 2004, bringing with him rich experiences as a musician, humanitarian, and business professional. Skills accrued playing recording sessions as a drummer in New York, administering United Nations humanitarian operations in Southeast Asia and Africa, and cofounding a successful publicly traded corporation have contributed to his effective leadership at one of the world’s largest colleges of contemporary music.

Under his direction, the college successfully completed a $54.5 million capital campaign and established Presidential Scholars and Africa Scholars programs that continue to attract the world’s best young musicians to Berklee. He has led the development of a more selective undergraduate admissions policy that has raised the level of entering students significantly. While in 2004 the college accepted 78% of all students who apply, today the college accepts just 36%. Brown has overseen the expansion of the City Music Program to reach economically disadvantaged urban youth across America and has facilitated the expansion of Berklee’s Boston campus facilities, including the opening of the 7 Haviland Street building and the planned 2013 opening of the building at 160 Massachusetts Avenue, which is the first purpose-built facility in the college’s history.

As well, under his leadership, Berklee opened its first international campus in Valencia, Spain, and launched the graduate studies program, offering master’s degrees for the first time in the college’s history. In fall 2014, Berklee, under Brown’s leadership, plans to launch its first fully online undergraduate degree—a bachelor of professional studies—thus meeting a demand requested by many for whom the residential bachelor of music degree is not the best fit.

The college’s alumni form an ever-widening global network of industry professionals who use their openness, virtuosity, and versatility to take music in inspiring new directions. Notable alumni include BT, Gary Burton, Terri Lyne Carrington, Bruce Cockburn, Paula Cole, Juan Luis Guerra, Roy Hargrove, Quincy Jones, Diana Krall, Aimee Mann, Arif Mardin, Branford Marsalis, John Mayer, Danilo Perez, John Scofield, Howard Shore, Alan Silvestri, Luciana Souza, Esperanza Spalding, Susan Tedeschi, and Gillian Welch.

**Chief Institutional Officers**

<table>
<thead>
<tr>
<th>Function or Office</th>
<th>Name</th>
<th>Title</th>
<th>Date of Hire</th>
<th>Year of Current Appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair, Board of Trustees</td>
<td>Jeff Shames</td>
<td>Chair, Board of Trustees</td>
<td>2004</td>
<td>2004</td>
</tr>
<tr>
<td>President and CEO</td>
<td>Roger H. Brown</td>
<td>President</td>
<td>2004</td>
<td>2004</td>
</tr>
<tr>
<td>Role</td>
<td>Name</td>
<td>Position</td>
<td>From</td>
<td>To</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>Chief Academic Officer</td>
<td>Lawrence J. Simpson</td>
<td>Senior Vice President for Academic Affairs/Provost</td>
<td>2005</td>
<td>2005</td>
</tr>
<tr>
<td>Executive Vice President</td>
<td>Richard M. Hisey</td>
<td>Senior Vice President for Finance and Administration/Chief Financial Officer</td>
<td>2010</td>
<td>2010</td>
</tr>
<tr>
<td>Deans of Schools and Colleges</td>
<td>Krystal Banfield</td>
<td>Dean, City Music</td>
<td>2006</td>
<td>2011</td>
</tr>
<tr>
<td>(also Institutional Research/Assessment)</td>
<td>Camille Colatosti</td>
<td>Dean, Institutional Assessment and Graduate Studies</td>
<td>2007</td>
<td>2011</td>
</tr>
<tr>
<td></td>
<td>Brian Cole</td>
<td>Dean, Berklee Valencia</td>
<td>2012</td>
<td>2012</td>
</tr>
<tr>
<td></td>
<td>Darla Hanley</td>
<td>Dean, Professional Education Division</td>
<td>2007</td>
<td>2007</td>
</tr>
<tr>
<td></td>
<td>Kari Juusela</td>
<td>Dean, Professional Writing and Music Technology Division</td>
<td>2004</td>
<td>2011</td>
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<tr>
<td></td>
<td>Matt Marvuglio</td>
<td>Dean, Professional Performance Division</td>
<td>1974</td>
<td>1974</td>
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<tr>
<td></td>
<td>Carin Nuernberg</td>
<td>Dean, Continuing Education</td>
<td>2001</td>
<td>2012</td>
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<tr>
<td>Chief Student Services Officer</td>
<td>Lawrence E. Bethune</td>
<td>Vice President for Student Affairs/Dean of Students</td>
<td>1971</td>
<td>1995</td>
</tr>
<tr>
<td>Planning/Chief Information Officer</td>
<td>Thomas P. Riley</td>
<td>Vice President for External Affairs</td>
<td>1986</td>
<td>2003</td>
</tr>
<tr>
<td>Development/Grants/Research</td>
<td>Cynthia Albert Link</td>
<td>Senior Vice President for Institutional Advancement</td>
<td>2011</td>
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<td>Library</td>
<td>Gary Haggerty</td>
<td>Dean, Learning Resources</td>
<td>1977</td>
<td>2005</td>
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<td>Continuing Education</td>
<td>Debbie Cavalier</td>
<td>Vice President of Online Learning and Continuing Education</td>
<td>1998</td>
<td>2012</td>
</tr>
<tr>
<td>Department</td>
<td>Name</td>
<td>Title</td>
<td>Start Year</td>
<td>End Year</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------</td>
<td>--------------------------------------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Admissions</td>
<td>Damien Bracken</td>
<td>Dean, Admissions</td>
<td>1986</td>
<td>2009</td>
</tr>
<tr>
<td>Registrar</td>
<td>Michael Hagerty</td>
<td>Registrar</td>
<td>1983</td>
<td>1996</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Frank Mullen</td>
<td>Director of Financial Aid</td>
<td>2009</td>
<td>2009</td>
</tr>
<tr>
<td>Public Relations</td>
<td>Allen Bush</td>
<td>Director of Media Relations</td>
<td>2004</td>
<td>2004</td>
</tr>
<tr>
<td>Alumni Association</td>
<td>Beverly Tyron</td>
<td>Senior Director of Institutional Advancement</td>
<td>1993</td>
<td>2012</td>
</tr>
</tbody>
</table>

For a complete list of the membership of the president’s cabinet and president’s council, see Standard 3.
Introduction
Introduction to Berklee College of Music

Self-Study Process

This self-study report comes at the 50th anniversary of the year Berklee College of Music first enrolled students in the bachelor of music program at its main campus in Boston, Massachusetts. Since that day, Berklee has undergone tremendous change and growth, but the amount of growth in the past 10 years, and since the last comprehensive self-study and 2003 NEASC reaccreditation visit, is unsurpassed in the institution’s history.

Since 2004, Berklee College of Music has installed a new and dynamic president, Roger H. Brown, who brought to the college a rich palette of life and professional experiences—as a successful entrepreneur, dedicated humanitarian, and musician. Under his direction, the college conducted a mission review, refocusing the mission as follows:

The mission of Berklee College of Music is to educate, train, and develop students to excel in music as a career. Developing the musicianship of our students is the foundation of our curriculum. We believe that the lessons and qualities derived from that work—the self-discipline needed for excellence, the empathy required of music-making, and the openness and inquisitiveness essential to creativity—are critical to achievement in any pursuit, musical or otherwise; and that music is a powerful catalyst for personal growth, which is central to any collegiate experience.

President Brown also led the college’s work in developing its vision for 2015:

Berklee will be the world’s leading institute of contemporary music. Attracting diverse and talented students passionate about careers in music, we will offer a relevant and distinctive curriculum in music and liberal arts. We will engage an unparalleled faculty of inspiring educators and cutting-edge industry professionals, provide state-of-the-art facilities for learning and living, and produce tomorrow’s leaders of the global music community.

To that end, three different strategic planning processes have resulted in initiatives to achieve that vision, a vision that is, as President Brown noted in the recent document, “The Crossroad of Music: Strategic Direction for Berklee College of Music 2012 to 2015”—“by most important measures—student quality, faculty excellence, and alumni recognition and success as evidenced by 222 Grammys—already true. Musicians from every continent bring their music and culture with them to the college, creating a one-of-a-kind learning environment that places Berklee at the musical crossroads of the world.”

A short enumeration of the college’s accomplishments in the last decade include:

- Increasing scholarship funding and institutional aid from $10 million to more than $30 million.
- Establishing an international campus in Valencia, Spain
- Launching master of music and master of art programs in Valencia
- Implementing a college-wide comprehensive review of the undergraduate curriculum: the curriculum review initiative from 2006 to 2010 resulted in major changes and improvements to the curriculum, with a focus on student learning. Revisions include a longer private instruction lesson, a revised first semester experience, an integrated and substantially developed liberal arts program, new student advising models, and more.
- Completing the college’s first capital campaign, surpassing the intended goal and raising $54.5 million
- Developing a comprehensive process of academic program review
- Developing a new faculty advising program for first-semester students, recently extended to second-semester students
- Developing a peer advising program, linked with the faculty program
- Attaining approval by the Boston Redevelopment Authority of an institutional master plan
- Expanding facilities and renovating/modernizing several buildings
- Developing six institutes, including those for global jazz, American roots music, and Mediterranean music
- Constructing the first purpose-built facility in the college’s history: the new building at 160 Massachusetts Avenue, a 155,000-square-foot building in the heart of the Boston campus, with 16 stories, 370 new dorm spaces, recording studios, production suites, a new cafeteria, a performance space, and more
- Launching a music program for visually impaired students
- Creating an online continuing education division, Berkleemusic; launching more than 100 online courses; and planning to launch an online bachelor of professional studies degree
- Establishing Presidential Scholars and Africa Scholars programs
• Establishing a comprehensive enrollment plan and an increasingly selective undergraduate admissions policy that requires an audition and interview for every student and has raised the level of entering students. As a result of these new policies and procedures, the college has tripled applications, doubled the percentage of domestic ALANA students (domestic students who identify themselves as African American, Latina/o, Asian American, or Native American), and increased female student enrollment by 20 percent

Timeline

The self-study process to prepare for the 2013 reaccreditation with the New England Association of Schools and Colleges was an inclusive one, actively involving 159 Berklee students, faculty, and staff on self-study teams and in faculty and student focus groups. Many more participated and shared thoughts in college-wide town hall meetings, as well as in department and division meetings.

The process began in the summer of 2011, as key leaders of the self-study began to prepare by developing a schedule for implementation and data collection. Data collection began with a focus on completing the Data First forms, as well as information for the Student Success and Assessment forms.

In fall 2011, discussions about the self-study were had among college leadership: the president’s cabinet, the president’s council, as well as the academic leadership team. In addition, discussions were held with the executive committee of the faculty union.

Focus Areas

The self-study discussions encompassed a detailed look at the self-study process and the standards for accreditation, as well as the focus areas identified through the commission’s response to earlier self-studies. These focus areas, addressed in detail throughout the self-study, are identified in the Table of CIHE Actions, Items of Special Attention or Concern, and include the following:

Focus areas identified in the April 24, 2008, commission letter in response to Berklee’s five-year report

• Need to complete an assessment of the new advising models and the liberal arts curriculum, including the impact on student learning of adding 10 credits to this curriculum
• Need to implement and revise as needed both the policy on the application of credits from courses taken online and the list of eligible courses
• Need to analyze the institution’s success in program assessment and student success, with an emphasis on how student achievement is considered by relevant faculty groups and how to identify improvements in the students’ educational program

Focus areas identified in the April 20, 2010, commission letter in response to Berklee’s progress report

• Need for the systematic and comprehensive assessment of the new advising and liberal arts programs
• Need to evaluate the institution’s implementation of online courses, as well as the policy regarding the number of these courses students can incorporate as part of their graduation requirements

Focus areas identified in the January 25, 2012, commission letter in response to Berklee’s substantive change request to open a campus in Valencia, Spain, and to add master of arts and master of music degrees

• Need for sufficient qualified faculty to teach and advise students in Valencia
• Need for appropriate oversight of the Valencia campus operations, including oversight of curriculum by U.S.-based faculty
• Need to document approval by the education authorities in Spain to offer master’s degrees in Valencia, as evidenced by an English translation of the approval documents
• Need to provide a revised financial plan that incorporates all costs, including tuition discounts, scholarships, and teaching assistantships

Steering Committee

In order to stress the importance of this work to the college and to foster a comprehensive approach, it was decided that the college leadership would be involved in the self-study steering committee. Additionally, in order to make the process as inclusive as possible and to be sure that all voices were heard, it was decided that each of NEASC’s 11 standards
would be prepared by committees that, as much as possible, would include faculty, staff, and students, and would be cochaired, whenever possible, by people from different areas of the college. The self-study steering committee includes:

- Self-study leader
- President’s cabinet members
- Standard committee cochairs
- Data leader
- Communications leader
- Student input leader
- Host committee leader
- Marketing leader
- Resource room leader

In fall 2011, this group participated in a daylong training on the processes and purposes of the self-study, as well as a discussion on themes: what is most important to convey as Berklee tells its story of the last 10 years? The training involved completion of several exercises to explore the key questions and themes that should be examined.

The steering committee met regularly throughout the fall 2011, spring 2012, summer 2012, and fall 2012 semesters, and will continue to meet in preparation for the March visit.

By January 2012, the self-study standard cochairs had identified the membership of their standard committees. Throughout the spring 2012 and early summer 2012 semesters, the standard committees met and investigated their standards.

Also in spring 2012, a student focus group met to discuss the college’s strengths and weaknesses. While several students were involved in the work of the standard committees, it felt important to inform students more fully about the self-study project and to solicit their feedback on particular key questions:

- What are Berklee’s greatest strengths?
- What do they want the NEASC team to notice about Berklee?
- What aspects of Berklee would they want to change?
- What suggestions do they have about the best way to address those changes?

In summer 2012, standard committees completed drafts of their chapters and continued to work on collecting any missing data or any data that needed updating.

In fall 2012, a final writing and data team, composed of the accreditation leader and project manager, the vice president for academic affairs/vice provost, the registrar, and a Music Business/Management Department faculty member who is an expert in statistics, worked intensively on revising the standard drafts and preparing the self-study for publication. Revised drafts were reviewed by standard leaders and their committees to ensure accuracy.

Also in fall 2012, two town hall meetings were held on the Boston campus to continue to inform the campus about the NEASC reaccreditation process and the self-study findings. A meeting was also held on the Valencia campus. At these meetings, open to the entire campus, representatives of each standard spoke about their findings. The town hall attendees—faculty, staff, and students—asked questions and made comments. All viewpoints were heard and used to inform the final version of the self-study.

In fall 2012, the chair of the visiting team arrived on campus to prepare for the visit. He met with the president, the provost, the self-study leader, and the president’s cabinet.

Also in fall 2012, the self-study report was finalized for publication.

By January and February 2013, the steering committee will have met to prepare the Boston and Valencia campuses for the NEASC team visit.
Value of Self-Reflection

The value of the self-study process to Berklee cannot be underestimated. Like many institutions, Berklee is focused on doing. It is a busy place and most everyone is on the go constantly. The self-study process required everyone to slow down and reflect on what we have accomplished, to describe ourselves, to appraise ourselves, and to project our future. This work resulted in key findings—a chance to document all that has been accomplished and to celebrate. It also required people from across the college to join together and share experiences. This meant that everyone’s perspective—whether vice president, part-time faculty member, student, or new staff member—was considered. This resulted in important reflections and insights that help the institution better understand itself—its purposes, goals, and directions.

Self-Study Team Membership

**NEASC College Leader**
Camille Colatosti, Ph.D., Dean of Institutional Assessment and Graduate Studies

**Standard One: Mission and Purposes**
David Mash, Senior Vice President for Innovation, Strategy, and Technology, Cochair
Kevin Johnson, Director for the Office for Diversity and Inclusion, Cochair
Marti Epstein, Professor, Composition Department
Audrey Harrer, Associate Creative Director, Media Development
Cynthia Albert Link, Senior Vice President for Institutional Advancement
Mike Scott, Professor, Harmony Department
Kathryn Elisabeth Merriam, Student

**Standard 2: Planning and Evaluation**
Tom Riley, Vice President for External Affairs, Chair
Toni Blackwell, Associate Dean of Students, Student Counseling and Advising
Allan Chase, Chair, Ear Training Department
Susan C. Gailey, Ph.D., Director, Office of Institutional Research and Assessment (no longer with the college)
Tom Hojnacki, Assistant Chair, Harmony Department
Sophie Innerfield, Accreditation and Program Services Project Manager
Joseph Mulholland, Chair, Harmony Department
Matthew Nicholl, Chair, Contemporary Writing and Production Department
Steven Riggs, Associate Director for Facility Planning
Ron Savage, Chair, Ensemble Department

**Standard 3: Organization and Governance**
Carl Beatty, Chief of Staff, Chair
Haidee Lorrey, Associate Professor, Liberal Arts Department
Michael Mason, Ph.D., Assistant Chair, Liberal Arts Department
Andrea Pejrolo, Ph.D., Assistant Chair, Contemporary Writing and Production Department
Christopher Purcell, Associate Director of Student Activities
Joanne Whitaker, Associate Chief of Staff, Board Liaison

**Standard 4: The Academic Program**
Jeanine Cowen, Vice President for Curriculum and Innovation, Cochair
Cecil Adderley, Ph.D., Chair, Music Education, Cochair
Krystal Banfield, Ed.D., Dean for City Music
Toni Blackwell, Associate Dean of Students, Student Counseling and Advising
Camille Colatosti, Ph.D., Dean, Institutional Assessment and Graduate Studies
Lucy Holstedt, Professor, Harmony Department
Kathleen Howland, Ph.D., Professor, Music Therapy Department
Matt Marvuglio, Dean, Professional Performance Division
Carin Nuernberg, Dean, Continuing Education
Marjorie O’Malley, Assistant Vice President for Institutional Advancement
Scott Trach, Chief Retention and Student Success Officer
Samantha Derosa, Student
Standard 5: Faculty
Debra Gelinas, Director, Office of Experiential Learning, Chair
Boriana Alexiev, Director of Course Development, Continuing Education/BerkleeMusic
Peter Alhadeff, D.Phil., Professor, Music Business/Management Department
Janet Chwalibog, Associate Professor, English, Liberal Arts Department
Beth Denisch, D.M.A., Professor, Composition Department
Roya Hu, Manager/Interim Director, Office of Faculty Development
Barbara Lafitte, Professor, Woodwind Department
Jeff Perry, Associate Professor, Contemporary Writing and Production Department

Standard 6: Students
Larry Bethune, Vice President for Student Affairs/Dean of Students, Cochair
Mark Campbell, Vice President for Enrollment, Cochair
Toni Blackwell, Associate Dean of Students, Student Counseling and Advising
Damien Bracken, Dean of Admissions
Angela Davis, Associate Dean of Students
Michael Hagerty, Registrar
Frank Mullen, Director of Financial Aid

Standard 7: Library and Other Information Resources
Gary Haggerty, Dean, Learning Resources, Cochair
Paul Engle, Director, Library Services, Cochair
Fred Bouchard, Associate Professor, Liberal Arts Department
Erica Charis, Outreach Librarian
Marcy Cohen, Reference Librarian
Craig Macrae, Associate Professor, Harmony Department
Zoe Rath, Reference Librarian
Rafael Green, Student
Anna Tiani, Student

Standard 8: Physical and Technological Resources
John Eldert, Vice President for Administration, Cochair
Jay Kennedy, Ph.D., Vice President for Academic Affairs/Vice Provost, Cochair
David Berndt, Director, Academic Scheduling
Kurt Biederwolf, Professor, Contemporary Writing and Production Department; former Chair, Electronic Production and Design Department
Toni Blackwell, Associate Dean of Students
Eric Byers, Assistant Professor, Harmony Department
William D'Agostino, Director, Training and Support Services, Information Technology
Stefani Langol, Associate Professor, Music Education Department
Anne Peckham, Chair, Voice Department
Steven Riggs, Associate Director, Office of Facility Planning
William Whitney, Vice President for Real Estate
Deborah Pierre, Student
David Whitaker, Student

Standard 9: Financial Resources
Richard “Mac” Hisey, Chief Financial Officer/Senior Vice President for Finance and Administration, Cochair
Amelia Koch, Vice President for Finance, Cochair
Jennifer Beauregard, Ph.D., Associate Professor, Liberal Arts Department
Andrew Carballeira, Assistant Professor, Liberal Arts Department
Kari Juusela, D.M.A., Dean, Professional Writing and Music Technology Division
Joseph Miglio, Associate Professor, Music Business/Management Department
Alexia Rosari, Associate Director for Graduate and Undergraduate Recruitment

Standard 10: Public Disclosure
Janelle Browning, Director of Marketing and External Affairs, Cochair
Brenda Bailey, Diversity Programs Advisor/Office Manager, Cochair
The self-study findings affirmed Berklee’s vision for 2015: to become the world's leading institute of contemporary music. Attracting diverse and talented students passionate about careers in music, the college offers a relevant and distinctive undergraduate curriculum in music and liberal arts. Now launching graduate programs at its international campus and planning to offer master's degrees at its Boston campus, as well as online baccalaureate degrees, Berklee continues its high standards and expands its outreach. In all its offerings, Berklee maintains an unparalleled faculty of inspiring educators and cutting-edge industry professionals, provides state-of-the-art facilities for learning and living, and produces tomorrow’s leaders of the global music community.

In its dedication to contemporary music education, Berklee embraces the beliefs stated in the second paragraph of the college mission:

Developing the musicianship of all our students is the foundation of our curriculum. We believe that the lessons and qualities derived from that work—the self-discipline needed for excellence, the empathy required of music making, and the openness and inquisitiveness essential to creativity—are critical to achievement in any pursuit, musical or otherwise; and that music is a powerful catalyst for personal growth, which is central to any collegiate experience.
Berklee believes that music and art matter. We know that society needs musicians and artists to remain the eyes, ears, and interpreters of the very complex world in which we live. Helping aspiring artists—musicians—shape and control their art, their direction, and their lives, and prepare for their future and our future, is what Berklee is all about. The self-study process enabled Berklee to affirm its mission and purpose and to become an even stronger institution than it already is.

The self-inquiry that was fostered through the self-study process—the need to describe, appraise, and predict—has revealed a need to reflect more deeply on the work that the institution does.

The college fosters assessment and evaluation throughout its work. Certainly, in discussion of finances and physical and technological resources, the college’s excellence in planning, reviewing, and auditing are clear. The finances are strong, and the college has sound fiscal planning. As well, the college does a superior job of completing deferred maintenance. Despite their age, Berklee’s buildings are in very good shape. The construction of the new building at 160 Massachusetts Avenue brings needed space to the institution, as has the acquisition and renovation of numerous spaces throughout the college, including the buildings at 155, 161, and 171 Massachusetts Avenue and 7 Haviland Street.

Planning at the college is strong, with an inclusive strategic planning process. The college has top faculty and offers many enhanced student services—with an active student government association, more than 80 student clubs, advising and counseling services, disability services, international student services, and a newly developed office of student retention and success. The college’s comprehensive enrollment plan is carefully constructed, and applications and enrollment are at an all time high. The college is revamping and integrating its websites. It is launching a new portal that will allow business areas to update web content on their own, and the college is continuing to refine its use of social media. Berklee upholds its positive ethical guidelines, and there are important policies and practices in place to ensure the integrity of the education offered.

The college has instituted a comprehensive process of academic program review. The process is based on first having in place the explicit statement of learning outcomes at the institutional, program, and course level; then identifying the processes to assess student learning at all three levels; next identifying any improvements needed to enhance student learning; and, lastly, closing the assessment loop to ensure that assessment results feed into curriculum and pedagogical revisions. Putting in place a comprehensive system of review throughout the college is a strategic initiative.

Assessing the impact on the student experience of services of the college beyond the physical or virtual classroom and evaluating college practices and policies in a systematic and comprehensive way across the institution will lead Berklee, a premier institution of higher education and of student learning, to become a true learning organization.

As an organization that not only educates students, but also has a shared vision and solid planning towards realizing that vision, Berklee is already advancing in the direction of becoming a learning organization. Improving evaluation and making more space for reflection, critique, and improvement will create an institution that truly understands itself and that encourages all of its constituents—leaders, staff, faculty, and students—to develop as systems thinkers. A learning organization is one composed of people who focus not only on their contribution to the whole, but also on the connections between their work and the whole. They understand how their efforts can be made more effective and how they contribute to developing an institution that is nimble and understands the importance of maintaining a focus on mission while also being able to transform itself.

Berklee is a dynamic institution, helping to develop aspiring musicians and artists, and preparing students for successful careers in a constantly changing environment: the music industry. This transformative ability and commitment to self-discovery are important for any institution in the 21st century and essential for Berklee, a contemporary music institution whose motto speaks volumes. Esse quam videri—to be rather than to appear to be—emphasizes the institution’s commitment. The subject of study at Berklee—contemporary music, the music of the times—is always changing. To master it, to create the leaders of today and the innovators of tomorrow, Berklee must always be ready to do what it does so well: use its understanding of itself to change, develop, and grow.
CIHE Table of Actions
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<tr>
<th>Date of CIHE Letter</th>
<th>Detailed actions, items of special attention, or concerns</th>
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<td>1. Need to complete an assessment of the new advising models and the liberal arts curriculum, including the impact on student learning of adding ten credits to this curriculum</td>
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<td>7, 25-32, 41-43, 45, 59</td>
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<td>2. Need to implement and revise as needed both the policy on the application of credits from courses taken online, and the list of eligible courses</td>
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<td>3. Need to analyze the institution’s success in program assessment and student success, with an emphasis on how student achievement is considered by relevant faculty groups, and identifying improvements in the students’ educational program</td>
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<td>4. Need for the systematic and comprehensive assessment of the new advising and liberal arts programs</td>
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<td>5. Need to evaluate the institution’s implementation of online courses as well as the policy regarding the number of these courses students can incorporate as part of their graduation requirements.</td>
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<td>7, 25-36</td>
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<td>8. Need to document approval by the Education authorities in Spain to offer master's degrees in Valencia, as evidenced by an English translation of the approval documents</td>
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<td>9. Need to provide a revised financial plan that incorporates all costs, including tuition discounts, scholarships, and teaching assistantships</td>
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Institutional Overview
Institutional Overview

Berklee College of Music was founded on the revolutionary principle that the best way to prepare students for careers in music is through the study and practice of contemporary music. For more than half a century, the college has evolved to reflect the state of the art of music and the music business. With a dozen performance and nonperformance undergraduate majors, a growing number of master of arts and master of music programs, a main campus in Boston and an international campus in Valencia, Spain, a diverse and talented student body representing 96 countries, and a music industry “who’s who” of alumni, Berklee is the world’s premier learning lab for the music of today—and tomorrow. In 2012, *Newsweek* ranked Berklee College of Music third among all U.S. colleges that “offer an exceptional artistic atmosphere.”

Berklee’s undergraduate student body of 4,447 students makes the college one of the largest among music and arts institutions. The student body is also among the most diverse in the United States, with 29 percent international and 15 percent African American and Hispanic. Enrollment is selective, with Berklee accepting approximately 36 percent of the undergraduate students and 35 percent of the graduate students who apply. All students are musicians. Undergraduate majors include composition, contemporary writing and production, electronic production and design, film scoring, jazz composition, music business/management, music education, music production and engineering, music therapy, performance, professional music, and songwriting. Undergraduate students also have the opportunity to minor in a variety of music and liberal arts disciplines, including acoustics, conducting, drama, English, history, Latin music, music and society, philosophy, psychology, visual arts, and video game scoring. Berklee undergraduate students receive a complete education, as the college has strong educational offerings in contemporary music and in liberal arts and sciences. Berklee’s graduate students have their choice of master of music in contemporary performance careers; master of music in scoring for film, television, and video games; or master of arts in global entertainment and music business, with additional graduate programs planned for future years.

Berklee’s graduates are prepared for success. To date, 99 Berklee alumni have received 222 Grammy Awards (popular music’s highest honor), 58 Latin Grammy Awards, 18 Emmy Awards, and 8 Oscar Awards. Some of the best-known alumni are Alf Clausen, Paula Cole, Melissa Etheridge, Quincy Jones, Diana Krall, Branford Marsalis, John Mayer, Danilo Perez, Alan Silvestri, Esperanza Spalding, and Howard Shore. Alumni have also won the Thelonious Monk International Jazz Competition, the world’s most prestigious jazz competition, as well as admission to the Thelonious Monk Institute of Jazz Performance. Approximately 80 percent of alumni work in the music industry and serve as leaders of music businesses, as well as music educators, music therapists, composers, producers, and performers. Berklee students run two college record labels—Heavy Rotation and Jazz Revelations. They also run FUSION, a literary magazine (in hard copy and online); the *Music Business Journal*; the student newspaper, *The Groove*; Cafe 939, a coffee house and performance space; and the Berklee International Radio Network (BIRN), a commercial-free internet radio station that fills the airwaves with nonstop music, interviews, and commentary covering just about every musical genre imaginable, from hip-hop to show tunes to salsa.

In summer 2011, Berklee opened its first international campus in Valencia, Spain, in the Palau de les Arts, at the heart of the City of Arts and Sciences. Valencia boasts the highest number of musicians per capita, and thousands of Valencians of all ages are involved in musical activities. Featuring more than 500 symphonic bands throughout the region representing countless music styles, including classical, rock, pop, and jazz, the Berklee campus in Valencia aims to be a main hub for the study, evolution, and global proliferation of many musical genres—including flamenco—in European, Latin American, and Middle Eastern countries, and all over the world. All instruction at Berklee’s international campus is in English, though students are also provided the opportunity to study the Spanish language.

Berklee launched its graduate studies program at this international campus in fall 2012. Berklee recognizes that it needs to be a place not only where students begin their higher education and earn their undergraduate degree, but also a place where students develop and perfect their work as musicians, as composers, as artists, as thinkers, and as people. Offering graduate programs is a momentous and exciting change for the college. Graduate students enrich the Berklee community with their musical and intellectual energy.
Standard 1: Mission and Purposes
### Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

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Standard One: Mission and Purposes

Description

Berklee College of Music’s mission defines the character and needs of the institution, defines the students that the institution seeks to serve, and reflects both the institution’s traditions and vision for the future. The mission provides the basis upon which the institution identifies its priorities, plans its future, and evaluates its endeavors. Berklee is a mission-driven institution. The mission centers the college’s work and provides a basis for the evaluation of the institution against the commission’s standards.

The institution’s mission is a concise statement. The heart of the mission is the first sentence:

The mission of Berklee College of Music is to educate, train, and develop students to excel in music as a career.

Berklee completed its last full mission review in 2002 in preparation for its 2003 self-study. The college undertook an interim review of the mission again in 2005–2006, after the arrival of president Roger H. Brown. This also coincided with the development of the college’s 10-year vision plan, from 2005 to 2015. As the college completes the 2015 vision and embarks on development of the vision for 2025, the institution will again review the mission.

Mission Review

In October 2002, the board of trustees of the college approved the statement: “The mission of Berklee College of Music is to provide excellence in academic and professional career preparation for the challenges facing today’s musician.” In 2005, after the arrival of President Brown, an interim review of the mission was conducted. This interim review emphasized the genesis of Berklee as an institution founded on the popular music of its day in 1945—jazz—and having at its center popular American music rooted in the African cultural diaspora.

With strong faculty and college leadership support, the college conducted an exhaustive review of the proposed mission revision. Ideas were discussed among the faculty in open meetings, in meetings of the association of faculty of African descent (AFAD), and at meetings of the faculty union executive committee (American Federation of Teachers, Local 4412, AFT-MA, AFL-CIO). Likewise, the mission review was discussed at numerous meetings of the president’s council, was published in the college newsletter, and was discussed at a series of lunches—open to faculty, staff, and students—hosted by the president’s office.

At a December 14, 2006, meeting, the Berklee College of Music board of trustees formally amended the college mission statement to embrace ideas central to Berklee’s history and to include an additional explanatory paragraph.

Founded on jazz and popular music rooted in the African cultural diaspora, our comprehensive curriculum is distinctly contemporary in its content and approach, and embraces the principal musical movements of our time. Through a course of scholarly and practical learning experiences integrating performance and writing, our curriculum covers the variety of influential styles, relevant technologies, and career opportunities open to today’s music professional.

In order to further engage the community in understanding the mission, the new statement was published with commentary by the community. The entire three-paragraph mission statement now reads:

The mission of Berklee College of Music is to educate, train, and develop students to excel in music as a career.

Developing the musicianship of all our students is the foundation of our curriculum. We believe that the lessons and qualities derived from that work—the self-discipline needed for excellence, the empathy required of music making, and the openness and inquisitiveness essential to creativity—are critical to achievement in any pursuit, musical or otherwise; and that music is a powerful catalyst for personal growth, which is central to any collegiate experience.

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curriculum covers the variety of influential styles, relevant technologies, and career opportunities open to today's music professional.

Objectives and Philosophy

The objectives underlying the mission statement, as well as the philosophy on which the mission and objectives were founded, are also widely published and available—on the web and in the college bulletin, various brochures, and marketing materials. The objectives demonstrate that the institution's purposes are concrete and realistic and enable the college to further define its educational, public service, scholarship, and industry purposes. The objectives of the college are:

- To define and refine the individual talents of our students by providing a broad range of major programs offered by a distinguished faculty, and to prepare them for careers in music that reflect the diversity of expression and opportunities that define music today
- To enable our students to employ their musical education in a global society by providing a coherent liberal arts curriculum that informs their thinking about issues that have shaped our time
- To encourage our students to appreciate and apply music's enormous force for the enrichment of society and intercultural understanding
- To cultivate a supportive learning environment by actively promoting a climate of respect for personal and cultural differences, and by offering a range of services and activities to support the needs of the student musicians who come to us from around the world
- To maintain the vitality of our college community by encouraging and supporting continuing professional development for all of its members
- To provide an environment in which all know that they are full and valued members of the community
- To value ethical behavior in all aspects of personal and professional life by establishing a community that values integrity in all relationships
- To retain our leadership position in music education and to ensure that our curriculum remains relevant by pledging to value academic freedom and innovation

The philosophy of the college enables the institution to recall and honor its history, while also embracing its vision and future:

Berklee was founded on two revolutionary ideas: that musicianship could be taught through the music of the time; and that our students need practical, professional skills for successful, sustainable music careers. While our bedrock philosophy has not changed, the music around us has and requires that we evolve with it.

For over half a century, we've demonstrated our commitment to this approach by wholeheartedly embracing change. We update our curriculum and technology to make them more relevant, and attract diverse students who reflect the multiplicity of influences in today's music. We prepare our students for a lifetime of professional and personal growth through the study of the arts, sciences, and humanities. And we are developing new initiatives to reach and influence an ever-widening audience.

More than a college, Berklee has become the world's singular learning lab for the music of today—and tomorrow. We are a microcosm of the music world, reflecting the interplay between music and culture; an environment where aspiring music professionals learn how to integrate new ideas, adapt to changing musical genres, and showcase their distinctive skills in an evolving community. We are at the center of a widening network of industry professionals who use their openness, virtuosity, and versatility to take music in surprising new directions.

Appraisal

The mission and purposes of the institution are accepted and widely understood by the college—by the board of trustees, administration, faculty, staff, and students. They provide direction to the curricula and college activities. They are a source of pride in the college community.

The interim mission review in 2006 demonstrates the degree to which Berklee is mission driven as well as how meaningful the mission is to the entire college community. That the community was so engaged in the prior review, and cared enough to call for an amendment, additionally demonstrates the college's commitment to embrace diversity.
During engagement in the 2013 self-study process for NEASC, the college has reaffirmed that the mission is well known by the board of trustees, administrators, faculty, staff, and students. The college community understands that Berklee is a music college focused not only on artistry and learning about music as an art form, but also on helping students attain work and lifelong careers as musicians.

**Projection**

In conjunction with presidential succession in 2004, the board of trustees developed a vision for 2015, which helped the college focus on developing strategic plans that would transcend individual leadership change. Since that time, the college has developed three strategic plans that are enabling the institution to realize its vision:

- Berklee will be the world’s leading institute of contemporary music. Attracting diverse and talented students passionate about careers in music, we will offer a relevant and distinctive curriculum in music and liberal arts. We will engage an unparalleled faculty of inspiring educators and cutting-edge industry professionals, provide state-of-the-art facilities for learning and living, and produce tomorrow’s leaders of the global music community.

During the timeframe of this self-study, the college is embarking on the final three-year plan of the vision for 2015. As the dialogue about the college mission, the roots of the music Berklee embraces, and the commitment to prepare students for music careers continues throughout the community, it is again time to engage in a broad-based mission review. This will help inform the board of trustees as it prepares to develop a vision for Berklee in 2025, driving the development of subsequent college strategies to help us realize that vision. This review will be led by the vice president for external affairs, Tom Riley, who also heads the college’s strategic planning. He will work in conjunction with the Office of the President, the board of trustees, and the college community.

**Institutional Effectiveness**

Berklee College of Music’s mission defines the character of the institution, addresses the needs of the institution, defines the students that the institution seeks to serve, and reflects both the institution’s traditions and its vision for the future. It is widely understood and it guides the institution’s work.

Berklee’s visioning for 2025 and the process that will be used to create that vision, one that engages the entire college community, bodes well for the institution and demonstrates its self-confidence as it enters the next phase, in which the institution expands from offering one degree (bachelor of music) on a single campus (Boston) to offering multiple degrees (bachelor of music, bachelor of professional studies, master of arts, and master of music) on three campuses (Boston, Valencia, and online).

College leaders have proceeded with confidence and trust as they engage the college community in shaping this transformation and moving forward in the next vision and evolution of the mission.
Standard 2: Planning and Evaluation
### Standard 2: Planning and Evaluation

#### PLANS

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#### EVALUATION

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*Insert additional rows, as appropriate.*
Standard Two: Planning and Evaluation

Description: Planning

The institution undertakes strategic planning and evaluation on a regular basis to accomplish and improve the achievement of its mission, vision, and purposes. Adapting to change, anticipating trends, and advancing technology represent values embraced by college leadership in planning, with the overarching focus being on student learning, student success, and preparing students to excel in music careers.

An integral aspect of the culture of strategic planning at Berklee College of Music encompasses looking to the future. In doing so, planning engages the entire college community of students, faculty, staff, and alumni, all of whom are asked for their thoughts to help shape the institution’s future direction. Strategy emerging from the process is comprehensive, broad-based, integrated, systematic, and appropriate. The results of planning and evaluation drive college priorities, department goals, and resource allocation.

The planning undertaken by the college since the last NEASC self-study in 2003 has focused on taking the institution to its next level—increasing the selectivity of student enrollment and having a more intensive focus on student success. Note that the college has gone from accepting 78% of applicants in 2004 to accepting 36% in 2012. Note, too, that the one-year retention rate and the six-year graduation rate are at all time high—84% and 52%, respectively. While these are not where Berklee would like them to be, they are trending upward. The planning enables the institution to achieve its vision of becoming the world’s leading institute of contemporary music.

A Vision for Berklee College of Music in 2015

Created in 2004, the vision committee of the board of trustees worked with college leadership to engage the entire Berklee community—through town meetings, surveys, and focus groups—to create a shared vision for the institution in 2015. The process to create the 2015 vision spanned the transition in 2004 from retiring president Lee Berk to then-newly appointed president Roger H. Brown. Where prior vision statements had looked five years ahead, the 2015 vision looked ahead 10 years from its creation in order to provide a more expansive perspective:

Berklee will be the world’s leading institute of contemporary music. Attracting diverse and talented students passionate about careers in music, we will offer a relevant and distinctive curriculum in music and liberal arts. We will engage an unparalleled faculty of inspiring educators and cutting-edge industry professionals, provide state-of-the-art facilities for learning and living, and produce tomorrow's leaders of the global music community.

The inclusive process used to create the 2015 vision was as important as the vision itself and communicated a strong message about the type of leadership that President Brown would espouse: embracing cooperation and engagement; supporting collaboration and collegiality; encouraging opinions of various college constituencies; and tackling head-on complex, challenging, and controversial topics and issues through constructive debate, assessment, and evaluation.

Strategic Planning

With the 2015 vision approved, President Brown led the developmental process of the strategic plan for 2005 to 2008, as well as the subsequent three-year strategies commencing in 2009 and 2012 that would attain the college’s vision by 2015. Each of the strategic-plan-development processes was extremely inclusive, involving the entire institution.

2005–2008 Strategic Plan

To draft the 2005–2008 strategic plan, President Brown appointed a steering committee selected from the president’s council, the college’s administrative leadership group. The steering committee formed a coordinating group with representatives from the college community, including administrators, faculty, staff, and students, which established a process that has been followed throughout the last three planning periods.

- The entire community is asked for suggestions in town hall meetings, department meetings, email, and one-on-one meetings
- Key priorities are identified and the community is polled to rank the suggestions for importance
- President’s cabinet (senior leadership) shapes the priorities into a plan
- Draft plans are circulated to the community for comment
During the initial phase of the planning process in 2005, members of the Berklee community submitted thousands of suggestions for the institution’s future. More than 1,500 students, alumni, faculty, and staff responded to a survey to rate the top 50 initiatives from “not a priority” to “top priority.” This considerable feedback helped the president’s cabinet shape the plan for the years 2005 to 2008. The 2005–2008 strategic plan focused on the quality of the student experience: how we identify the best students, how we prepare them for successful academic and professional careers, and how the campus environment supports them.

Successes from this plan were clear. As the college focused on identifying the best students to enroll, the institution became significantly more selective, in large part due to the implementation in 2006 of auditions for all entering students. Previously, auditions were required only for students who desired to be considered for scholarships. During this period, Berklee experienced a 50% increase in applicants and a concurrent nearly 50% drop in acceptance rate. Additionally, the college doubled the amount of available scholarship funds, which allowed more students to receive increased support. The college also introduced study abroad programs, increased internship opportunities, purchased and renovated several new educational facilities, introduced a peer advising program, and prepared for the launch of the college’s first capital campaign.

2009–2012 Strategic Plan

As the first three-year strategic plan reached completion, the college began preparing for the next three-year plan. The community spent the fall 2008 semester evaluating the accomplishments and progress toward strategic goals since 2005 and considering ideas for the college to move closer towards meeting its 2015 vision. In addition to town hall meetings and surveys, a delegate committee was established with representatives from each department at the college. After careful evaluation of the achievements of the past three years, as well as assessment of the college’s progress in reaching its vision, the committee recognized a dominant theme for the 2009–2012 strategic plan: Berklee would be the place to “inspire the creation of new musical ideas.” Defining the meaning of that theme, as well as shaping the environment where the new musical ideas could be formed, helped focus priorities for the institution: Berklee sought to become not only a college composed of creative leaders, faculty, staff, and students, but an institution that fosters creativity in enrollment, facilities, curriculum, and faculty—an organization that is creative in all ways.

The complete 2009–2012 strategic plan stated that, “In an environment of creative thinking, diverse musical perspectives, entrepreneurial spirit, and social engagement, musicians and artistic creators learn to define the music opportunities of the future. Over the next three years, Berklee College of Music will enhance this learning environment by:

- Inspiring the creation of new musical ideas
- Being a great place to learn, teach, and work
- Engaging with social issues
- Building broad support to realize our ambitions
- Planning ahead for Berklee in 2015”

As an outcome of this strategy, Berklee saw increasing success in reaching its vision. The number of applications to the college continued to increase, as did available scholarship funding and the percentage of domestic ALANA (African, Latino, Asian, and Native American) and female students. (See Standard Six: Students.)

Additionally, during this period, senior vice president for academic affairs/provost Lawrence J. Simpson, Ph.D., determined the need to undertake an extensive and holistic review of the curriculum. The curriculum review initiative (CRI) was launched and resulted in many substantive changes, including the development and implementation of:

- revised first semester curriculum that lessened the number of required courses in the first term
- 50-minute private lessons
- academic minors
- revised and expanded liberal arts program
- new peer and faculty advising program
- academic and creative institutes
- revised study abroad program (called Global Studies)
• master’s degrees (launched in Valencia in 2012, expected implementation in Boston is 2015)
• online bachelor degrees (expected implementation is 2014)
• an ongoing process of curriculum and program review

Details on these aspects are presented in Standard Four: The Academic Program.

The 2009–2012 strategic plan also generated other significant goals that have been attained. An institutional master plan (IMP) was completed and approved by the Boston Redevelopment Authority. The IMP included plans for the college’s first purpose-built facility, a 155,000 square foot building for which construction began in 2011 and will be completed in fall 2013. Many facilities were renovated and upgraded. College sustainability programs grew and saved energy. (See Standard Eight: Physical and Technological Resources.)

The decision was made to launch a new campus in Valencia, Spain, offering study abroad opportunities to undergraduates and the implementation of the college’s first master’s degrees. Enrollment in online courses quadrupled, and a program for visually impaired students was launched. (See Standard Four: The Academic Program, Standard Six: Students, and Standard Eight: Physical and Technological Resources.)

To ensure that these initiatives could be supported, the college launched and completed its first capital campaign, which had an initial target of $40 million and concluded at $54.5 million. (See Standard Nine: Financial Resources.)

2012–2015 Strategic Plan

The years 2009–2012 were extremely busy for Berklee. Each success led to another. As the institution evaluated the results of the 2009–2012 strategic plan and began to establish the strategy and priorities for 2012–2015, a college-wide strategic planning committee, steered by executive academic and operation leaders, as well as faculty, staff, and students, with delegates from every department in the institution, conducted whole campus meetings, area meetings, focus groups, and one-on-one interviews. A website was open for all feedback and ideas, and 1,336 people—525 students, 486 alumni, 98 faculty, 139 staff, 61 managers, and 27 parents—offered their feedback. Ideas were sorted into 66 categories. A presidential cabinet retreat focused on identifying overarching themes. The strategy was presented to the college for review and comment before it was revised and finalized. It was clear from the results that the community remained excited about all the institution has accomplished and agreed that the major initiatives necessary to achieve the college’s 2015 vision are in place and that 2012–2015 is the time to focus on bringing these initiatives to completion.

The 2012–2015 strategic plan ultimately positions the institution for successful and systematic implementation of the final phase of the 10-year cycle leading to achievement of the Berklee vision for 2015 and involves:

• completing strategic projects and major initiatives underway to achieve the 2015 vision, specifically construction of a new technology studios/residence hall/dining facility, full operation at the Valencia campus, establishment of an online degree program, and attainment of enrollment goals for 2015
• integrating projects that share common goals, technologies, and communities
• assessing and evaluating programs and initiatives for relevance to the mission and vision
• preparing the way for Berklee in 2015 and beyond with a new vision

Description: Evaluation

For general management of the college, president’s cabinet leaders establish plans for their respective units linked to and in support of the college’s strategic plan and track progress, as they are accountable to the college president for actualizing these plans. President’s cabinet members work with their respective teams to evaluate progress toward achievement of the area’s goals, including the need to adjust timelines and resources. The college’s system of evaluation is designed to provide relevant and reliable information to support institutional improvement. Special emphasis is given to regular review of the academic programs.

Curriculum Review Initiative

From 2006 to 2010, under the leadership of Provost Simpson, the college engaged in a comprehensive curriculum review initiative (CRI). This initiative involved a systematic examination of all curricula, with a focus on student learning. Faculty, administrative leaders, and staff—more than 200 people—from across the college engaged in multiple committees that examined the curriculum not only in terms of learning outcomes, but also in terms of alignment with mission, with trends and directions in the external music industry, and with input from external experts.
The aim of this four-year project was to evaluate Berklee's curriculum and modify it accordingly to keep the college at the forefront of contemporary music education. The provost and college academic leaders understand that if Berklee is to achieve its vision to be the world's leading contemporary music school, the institution must maintain an innovative curriculum that reflects the directions of the music industry.

The curriculum review initiative encompassed three phases. Starting with an inquiry phase, the CRI steering committee, composed of academic vice presidents, four academic deans, and chair and faculty from each division, held town hall-style discussions, focus groups, and department-by-department meetings with faculty, students, staff, alumni, and external constituents to review Berklee's curriculum. Team members spoke with representatives from various areas of the music industry and visited various colleges and universities to learn about their successful programs.

The second phase—year two of the CRI—involves the formation of various work groups to delve more deeply into specific areas, such as liberal arts, first semester experience, private instruction, minors, advising, and the integration of technology in the curriculum, among others.

The third phase, starting in year three of CRI, involves the development of new courses recommended in the previous phases, revision of courses, and planning for implementation. Some of the planning involved faculty training and advising training.

By fall 2010, many of the revisions developed through the CRI were implemented. One involved reducing the number of courses required by students during their first semester. Feedback prior to the start of CRI indicated that it is difficult for students to develop a sense of community when they have so many course commitments during their first semester. Other changes included providing a 50-minute (rather than a 30-minute) private lesson for all first-year students; standardizing ear-training curriculum; creating a new course entitled PW-111 Music Applications and Theory that combines two previous courses, Writing Skills and Harmony 1; developing a new course called LHUM-100 Artistry, Creativity, and Inquiry Seminar, a first-semester seminar for all students; and adding a new course called LHUM-400 Professional Development Seminar, a professional seminar for all students, in students’ sixth semester.

LHUM-100 Artistry, Creativity, and Inquiry Seminar challenges first-semester students to think about what it means to be an artist in the 21st century. LHUM-400 Professional Development Seminar ensures that all students develop an electronic portfolio and critical skills in résumé writing, auditioning, and job interviewing.

Growing from CRI and linked to other strategic goals, the college also decided to pursue the offering of master of music and master of arts degrees. The college has developed master’s degree programs in music education; music therapy; global entertainment and music business; contemporary performance careers; music technology innovation; and scoring for film, television, and video games.

The curriculum review initiative is a strong example of the college's work to evaluate and revise its offerings in order to enhance the student experience.

Program Review

Extending from the curriculum review initiative, the college also adopted a new system of comprehensive academic program review. This program review process recognizes that the curriculum is a living entity that maintains relevance and currency through regular assessment and improvement and ensures that curriculum review and revision is ongoing. Every program of learning at the college—whether a major or minor program of study, liberal arts, or another academic program of important learning, such as private lessons, harmony, or ensembles—is evaluated at the institutional, program, and course level.

The program review process evaluates each program of learning based on the outcomes that students are expected to master and a comprehensive analysis of student achievement of those outcomes. Students’ achievement is based on measurable formative and summative assessments. The programs are also evaluated based on internal and external perspectives: how well the program of learning serves the mission; aligns with the college’s diversity goals; aligns with the competencies that all undergraduates are expected to attain at Berklee; and aligns with external, industry, professional, and/or artistic standards.
In 2012, all programs of learning completed a comprehensive program review. All programs were then placed on a three-year review cycle. This process provided an opportunity for faculty and department chairs to focus and reflect on how students learn, what students learn, and how they achieve or do not achieve the intended outcomes, and propose revisions and improvements at the course, program, and institutional level. The review and reflection focuses on improving student learning. The program review provides information that is linked directly to curriculum revision, so that the assessment loop comes full circle: programs are reviewed based on student learning; data regarding the assessment of student learning is analyzed; and courses and programs are revised, deleted, or added to foster improvements to student learning and success.

Appraisal: Planning
Berklee maintains a strong planning process that includes wide community participation. Many valuable ideas emerge from that participation. The ideas are well organized and carefully planned to enable the institution to achieve its vision and to orient Berklee towards the future. Community buy-in of the plan is enhanced through community involvement throughout the process.

Lacking has been a thorough scanning of the external environment for opportunities and challenges. This has been left to cabinet members as they examine the feasibility of ideas. The college has recently elevated a vice president to senior vice president for strategy, innovation, and technology who will have a guiding hand in developing the next strategic vision. He will lead that external scan.

Communicating the Plan
Communication of the strategic plan, once established, is another strength of Berklee’s planning process. The last two strategic plans have been launched at Berklee’s Opening Day, an annual kickoff event in September for all faculty and staff. The day opens the academic year and is followed by a welcome-back barbeque for all Berklee students. Strategic plan delegates carry the message to their departments, and alumni receive the plan via email with links to online information. Each November, President Brown delivers a state of the college address at an event open to all members of the college community. He discusses progress toward the college vision and communicates plans to faculty, staff, and students. The 2009–2012 strategic plan was laid out as a volvelle, a wheel-chart novelty designed to engage the community in strategy.

Activating the Plan
The plan itself is well integrated into the work of the college. Governance of the plan is accomplished by assigning a president’s cabinet member to each initiative, assuring that each aspect of the plan is represented at senior leadership meetings.

The capital planning process is closely aligned with the strategic plan, as well. Cabinet agendas are driven by the college’s strategic direction, and an annual retreat focuses on progress, problems that require attention, and managing resource issues.

Initiatives in the strategy are at different stages of development. Many have been fully thought out with assigned responsibility, personnel, and allocated budgets. Others may be more conceptual and need development and planning. For this reason, the scope of some projects can expand considerably, requiring resources beyond what was expected or are available. When this happens, the plan is reconsidered. At regular intervals, the plan returns to the president’s cabinet for review and adjustment. Some initiatives may be put on hold, have the timeline adjusted, or be given additional resources. For example, the initiative to launch master’s programs in Boston was delayed from fall 2013 to fall 2015 in order to ensure appropriate planning and resource allocation.

Looking Forward
Laying the groundwork for future strategy is embedded in each successive plan. For example, the 2005–2008 strategic plan included laying groundwork and preparing for long-range goals, such as developing a campus master plan, conducting a comprehensive curriculum review, developing a comprehensive enrollment strategy, and conducting a capital campaign, all of which were active components of the 2009–2012 plan. The 2009–2012 strategic plan specified planning and preparation for the next capital campaign, the implementation of which will be an active aspect of the 2012–2015 plan. The 2012–2015 plan includes pre-planning for a new vision process and establishing task forces to
investigate key cornerstones for the college’s future, including affordability, program offerings, brand management, career opportunity, and alumni engagement.

**Appraisal: Evaluation**

Student-centered assessment is a part of every learning experience at Berklee and key to all course work. Student assessment in courses is aligned with learning outcomes at the course, program, and institutional level. These assessments use qualitative and quantitative data. Historical data for each course, such as course population and grades of students in the course—with special focus on the grades of F, D and W (withdraw)—are analyzed. The quantitative data are balanced with qualitative data from thoughtful work by faculty and academic departments assessing student learning in each course and program.

In addition, students evaluate their courses. The main goal of student course evaluation is to improve learning and teaching. Student course evaluation focuses on the quality of instruction, the environment, and the course materials, as well as the student’s knowledge and application of knowledge. Student course evaluations provide information to the college about student satisfaction with courses and teacher effectiveness. The evaluations also provide information about students’ perception of their own learning.

The process of course evaluations by students is negotiated with the faculty union. Students evaluate all courses running in fall semester at the end of the fall semester; spring semester student evaluation includes those courses offered only in spring semesters or taught by new faculty members (those with four or fewer semesters of employment).

The process changed in 2006 from a required in-class paper-and-pencil survey during two weeks near the end of the semester to an online evaluation that students could complete at anytime and from anywhere during the last four weeks of the semester. The response rate from students using the online evaluation of courses has been lower than desired—typically about 45%. Prior to 2006, the response rate averaged about 65% with the in-class survey. That rate also appears low. However, the faculty member was required to distribute the evaluation instrument in only one-class meeting. Thus, students who were absent from the class the day of the evaluation did not complete the evaluation.

The low response rate since moving to the online evaluation has been a cause for concern. The college has attempted to stimulate higher response rate by offering incentives for students to complete evaluations (such as a random drawing for free iPads and Apple products) and by communicating the importance of the student perspective for faculty and department chairs to help improve courses and teaching.

Low participation rates in course evaluations by students challenge teachers and department chairs in drawing certain conclusions about students’ perceptions of a course solely based on those evaluations. However, the program review process provides verifiable, substantive information about student learning and enables the college to assess what students have gained as a result of their education at Berklee.

**Indirect Assessment/ Surveys**

Along with student evaluation of courses, the college regularly administers several important surveys in order to ascertain student satisfaction with the institution, as well as alumni satisfaction and success. The Noel-Levitz Student Satisfaction Inventory and the in-house Academic Development Survey to Alumni are administered on three-year cycles.

The Noel-Levitz Student Satisfaction Index enables the college to assess students’ satisfaction with the institution, as well as their perceptions of the academic, student, and other support services offered by the college. The information in this survey offers a useful guide for the college and enables the college to evaluate its perceived effectiveness, especially in comparison with Berklee’s peer institutional group.

The most recent survey (2012) revealed that Berklee students primarily enroll for the college’s academic reputation and that Berklee is largely a first-choice institution. Compared to private four-year national cohorts, more Berklee students would enroll again if they had to do it over. They are more satisfied with their experience than their cohorts. It is an enjoyable experience to be a student at Berklee, and students are proud to say that they attend Berklee. This report presents Berklee’s strengths and challenges on the basis of what is important to students and the gap between importance and satisfaction. The report also presents areas that might need further investigation to evaluate their effectiveness, such as advising, registration issues, and connections between curricular and cocurricular offerings.
The 2012 Academic Development Survey to Alumni also reveals important information for Berklee. This provides insight about the success of graduates and offers useful information for planning and resource allocation. From the 2012 alumni survey, Berklee learned that 26% of alumni earned, or are currently earning, an advanced degree. Overall, 85% of alumni respondents favorably rate the quality of their Berklee education, and 47% of our alumni favorably rate the extent to which their Berklee education prepared them for an advanced degree. Berklee also knows that music represents an integral part of 90% of alumni’s lives through employment and/or enjoyment.

**Ad Hoc Surveys**

Functional areas throughout the college have historically administered ad hoc surveys to assess the effectiveness of the endeavors that define them. The survey has been a primary instrument for measuring or quantifying observation.

**Projection: Planning and Evaluation**

The college is at an important turning point in its use of data and assessment information. A newly reorganized Office of Institutional Assessment is working to manage and share data across the institution in ways that provide all users easy access to information. The goal is that college data is managed to help the institution derive key information. A newly formed assessment committee, chaired by the dean of institutional assessment and graduate studies, and populated by representatives from faculty, Student Affairs, Enrollment, and Information Technology, will aid in the process of sharing key information, as well as the process of identifying important data needs and institutional benchmarks.

The assessment committee, or a subcommittee thereof, will also assess the entire process of student course evaluations—to determine strategies to increase participation and to share results in ways that students and faculty perceive as meaningful and that enhance student learning. Since this is a negotiated process, a goal is to negotiate a new course evaluation process with the faculty union during summer 2013 and to have an improved process in place for fall 2014.

Currently, some important college data resides purposely outside of Colleague (the college’s master database). An institutional vision of data centralization and the accessibility to college data (decentralized or not) has been proposed and discussed at the president’s cabinet. The cabinet has an overall goal to make Colleague the central repository for all college data by 2015, so that any and all college individuals who need access to the data can attain it.

As a data-based body of knowledge from student-centered institutional research develops, it will help inform strategic planning and direction. Information and assessment resulting from program review will enable the college to engage in regular and ongoing curriculum revision and improvement, with student learning remaining central. The planning at the college for the next strategic plan (2015–2018) that will begin in 2014 will remain sophisticated in using data to achieve strategic goals and ultimately inform strategic direction.

**Vision for 2025**

In developing the vision for 2025, the president has appointed a vision task force, which will coordinate the efforts of the five vision task force teams described below and synthesize the work of the teams, board of trustee discussions, and other inputs into a vision 2025 document that will be launched when the vision for 2015 expires.

Chaired by a trustee with support from a senior administrator, the work of the vision task force will comprise two parts: (1) offer a top-level assessment of how effectively the college addressed its vision for 2015 and (2) draft the college’s vision statement for 2025. Given the massive changes in the music industry, higher education, technology, and the world economy, the group will also consider how Berklee’s vision needs to change in order to adapt to new realities. The outcome will be a vision document articulating the aspirations of the college over the decade from 2016 to 2025. This will be shared with the entire Berklee community and the external world. It will be vetted by the college administrative leadership and formally approved by the board.

Each task force team is also chaired by a trustee with a senior staff member as a liaison, supplemented as needed with the support of other relevant administrators, helping connect their work to that within the institution. The task force teams will each lead a discussion at a full board meeting where they will present their findings and deliberations. Each will gather data from within and outside Berklee to inform their thinking and form a final set of ideas for consideration by the vision task force. The objective of the vision task force teams is to stimulate thought but not to make binding recommendations. They have been urged to be creative and provocative, including, when appropriate, challenging the status quo.
The affordability and access team will investigate the need to deliver the Berklee educational experience and its content more creatively and efficiently. The group will also examine ways to reduce the cost of the core, on-campus Berklee education as well as means to optimize use of scholarship and financial aid support.

The technology/curriculum team will consider the links between and the influence of technology on learning/education, music, and higher education to ensure that Berklee is embracing these changes in ways that are best for students. The group will study ways to enhance learning by using state-of-the-art educational concepts in the classroom, hybrid courses, and online courses, as well as using the technology-assisted learning tools created for the college’s online education areas. The committee will also ask what changes should be made in the content of the education itself given the role of technology and explore the notion of engaging artists and successful practitioners more actively via technological links.

The careers/gigs team will examine the current reality of the industry, where job growth is occurring, the experience of recent alumni, and other industry trends to anticipate what the needs will be in the coming decade. In addition, the committee will look at best practices of other institutions that might be informative for Berklee and will attempt to suggest innovative ways that students pursuing freelance work (performance, composition, songwriting, etc.) can be supported by the college.

The alumni engagement team will examine ways to use modern social networking tools for reaching alumni, reflect on which traditional techniques (reunions, meetings, seminars) might be used more effectively in the future, and ask what the objectives of this engagement might be—referral of applicants, internships and jobs, philanthropy, and brand building, among others. The team will benchmark other institutions, especially arts and music colleges, to facilitate our progress with engaging alumni.

The marketing and brand building team will examine what has worked successfully for Berklee in the past, study its current strategy and techniques, benchmark other top organizations, ask what ideas might accelerate the growth of Berklee’s recognition and reputation worldwide, and consider what geographies and segments are most important in this effort.

Institutional Effectiveness
Planning and evaluation at Berklee College of Music is sophisticated and accomplished, as well as purposeful and integral to the college’s success and effectiveness. Berklee is extremely effective in its institutional strategic planning process. Plans are linked to visions, which are aligned with the college mission and goals. Plans are led by president’s cabinet members, are fully communicated to the community, and engage the community. Results of plans are also widely shared. Initiatives are linked with plans and tied to resource allocation. The success of these initiatives is used to enhance the institution. Plans and results are evaluated regularly and comprehensively. Results are used to revise plans and develop new plans. Berklee’s plans, vision, and mission remain central to the institution.
Standard 3: Organization and Governance
Standard 3: Organization and Governance

Please attach to this form:

1) A copy of the institution's organization chart(s).
2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "related entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

<table>
<thead>
<tr>
<th>Name of the related entity</th>
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</thead>
<tbody>
<tr>
<td>URL of documentation of relationship</td>
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Governing Board

By-laws

Board members' names and affiliations

<table>
<thead>
<tr>
<th>URL</th>
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<td></td>
<td><a href="http://www.berklee.edu/bios/trustees/">http://www.berklee.edu/bios/trustees/</a></td>
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Board committees

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<th>Executive Committee</th>
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<tr>
<td>Finance and Budget</td>
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<td>Investment</td>
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<td>Audit and Fiscal Controls</td>
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<tr>
<td>Institutional Advancement</td>
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</tbody>
</table>

(Insert additional rows as appropriate.)

*Available minutes are in the workroom

Major institutional committees or governance groups*

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</thead>
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<td>Graduate Studies Committee</td>
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<td>Diversity and Inclusion Council</td>
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(Insert additional rows as appropriate.)

*Available minutes are in the workroom

*Include faculty, staff, and student groups.
### Standard 3 – Locations

Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)

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<thead>
<tr>
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<tr>
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#### Distance Learning, e-learning

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#### Distance Learning, other

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#### Correspondence Education

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#### Low-Residency Programs

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### Definitions

**Main campus**: primary campus, including the principal office of the chief executive officer.

**Other principal campus**: a campus away from the main campus that either houses a portion or portions of the institution’s academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

**Branch campus (federal definition)**: a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

**Instructional location**: a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

**Distance Learning, e-learning**: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

**Distance Learning, other**: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

**Correspondence Education (federal definition)**: Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

* Report here the annual unduplicated headcount for the most recently completed year.
**Standard Three: Organization and Governance**

**Description**

Berklee College of Music was founded in 1945 on the revolutionary principle that the best way to prepare students for careers in music is through the study and practice of contemporary music. For more than half a century, the college has evolved to reflect the state of the art of music and the music business.

The quotation above from the college’s website is more true today than ever before, as evidenced by the substantial changes and growth that have occurred in the college in the last decade. The selection of a new president in 2004 and the resulting organizational restructuring, coupled with a substantial number of institutional changes, all guided by focused strategic plans, have moved the college forcefully in the direction of achieving its 2015 vision of being the world's leading institute of contemporary music.

Berklee’s system of governance facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, research, and creativity.

**Board of Trustees**

Berklee College of Music is a private, nonprofit, independent institution governed by a board of trustees (37 members, including the president of the college). Every trustee serves a three-year term, and two trustee seats are reserved for alumni representation.

The board members serve as the primary fiduciaries of the college and are familiar with Berklee’s mission, objectives, policies, and programs. They possess a strong interest in the future of the college and serve as its ambassadors. One of the functions of the board is to establish relationships with individuals who can advance the mission of the college and support the ongoing programs. Board members are also asked to participate annually philanthropically and support the college’s capital campaigns. They are encouraged to attend events for the college, such as commencement and the City Music Encore Gala. The entire board meets four times annually.

The authority and responsibilities of the board of trustees and its relationship with administration, faculty, and staff are clearly described in the Berklee College of Music trustee bylaws. The primary functions of the board are the establishment of policy as well the sound management of the college’s resources. Additionally, the board elects and reviews the president of the college. The board’s strong conflict of interest policy ensures that all members are free of personal or immediate familial financial interest in the institution; understand, accept, and fulfill their responsibilities as fiduciaries of the college; and act in good faith and in the college’s best interest.

Through its committee on membership, the board systematically develops and ensures its own effectiveness and engages in a regular process of board orientation for new members, as well a program of board review. The board also utilizes an effective process of communication among its members and among the various board committees. Minutes of all board meetings and committee meetings are distributed regularly to all members. (For detailed information about the membership, duties, and assignments of the board of trustees, the council, and the advisory boards, see board bylaws and additional board detail in the workroom.)

The trustee executive committee, composed of 11 members plus the president of the college, meets between board meetings. The executive committee, among other leadership tasks, evaluates and sets compensation for the president on an annual basis.

In addition to the executive committee, the board maintains nine trustee committees:

- Academic Affairs Committee
- Audit and Fiscal Controls Committee
- Berklee Valencia Advisory Board
- Campus Planning Committee
- Continuing Education/BerkleeMusic Committee
- Finance and Budget Committee
- Institutional Advancement Committee
Board members are asked to serve on one or more trustee committees and/or special projects, as needed.

The college recently added a new group of six ad hoc trustee committees that will create the college’s vision for 2025. (See Standard Two: Planning and Evaluation.) This group of committees will complete its work by June 2014, in anticipation of moving forward with vision 2025.

All standing and ad hoc trustee committees are led by a trustee and may have staff liaisons. The ad hoc committees have specific short-term charges of researching the systems currently in place, benchmarking data from other institutions, and bringing recommendations to the board. In 2010–2011, the board focused on self-evaluation, as well as increasing board engagement. As part of this process, one trustee from the membership committee interviewed the other trustees. As a result of these interviews, trustees were asked to serve on various board committees.

Along with the board of trustees, there are nine emeriti trustees, six overseers, and a 45-member presidential advisory council. These groups provide evaluation, advice, and assistance to the president and board. They are not responsible for the governance of the college. The primary function of the presidential advisory council is to establish relationships with individuals who can advance the mission of the college and to support the college’s ongoing programs. Council members are friends of the college, former board members, potential board members, parents, alumni, and/or members of the music industry. They are advocates for the college and participate in college functions. The presidential advisory council meets twice a year with the president to remain informed and engaged. Advisory council members serve three-year terms. At the end of the first term, a council member can be reelected to a second term, with a limit of three terms. After the third term, the member will be asked to rotate off for one year.

There are four additional boards with no fiduciary responsibilities:

- The City Music advisory board provides advice for the Berklee City Music program, an educational program for underserved 4th to 12th graders.
- The Berklee Global Jazz Institute advisory board provides advice for Berklee’s Global Jazz Institute, a performance program for advanced undergraduate students, designed to foster creativity and musicianship through various musical disciplines. Pianist and composer Danilo Pérez is its artistic director.
- The Berklee American Roots advisory board provides advice for Berklee’s American Roots Institute, a performance program for advanced undergraduate students that explores America’s musical and cultural heritage, focusing on styles such as country, folk, bluegrass, Cajun, Tex-Mex, and others. Matt Glaser, who served as chair of Berklee’s String Department for 28 years, serves as artistic director.
- Berklee College of Music President’s Parents Circle is a select group of Berklee College of Music’s most generous parents, each of whom commits to contributing a minimum of $10,000 to the college. The President’s Parents Circle helps strengthen the Berklee parent community and encourages other parents who are in a position to make substantial gifts to do so. This group provides informal advice to the president.

**College Leadership and Internal Organization**

**The President**

As specified in the college bylaws, the president is the chief executive officer of the college and oversees day-to-day business of the college. It is his responsibility to manage the institution through appropriate administrative structures that facilitate the institution’s ability to fulfill its purposes and objectives.

One of the early actions by President Brown after arriving in 2004 was to reduce his number of direct reports. Since then, he has created four senior vice president positions and consolidated the reporting of some vice presidents to the senior vice presidents. Currently, four senior vice presidents and five vice presidents report to the president:

- Senior Vice President of Academic Affairs/Provost
- Senior Vice President for Administration and Finance/Chief Financial Officer
- Senior Vice President for Institutional Advancement
- Senior Vice President for Innovation, Strategy, and Technology
- Vice President of Online Learning and Continuing Education
The president also leads a support team consisting of chief of staff and associate chief of staff/board liaison. All other vice presidents (including assistant and associate vice presidents) and the academic division deans report to the appropriate area senior vice president. The organizational charts in the institutional characteristics section show the direct reporting structure of the college’s academic and administrative areas.

Through the president’s cabinet and president’s council (see below), the president stays regularly aware of college operations. The president often interacts with students, faculty, and staff. He walks frequently from building to building, eats in the cafeteria, and spends time in a local coffee shop, where he is able to engage informally with all members of the college community and gain a deeper perspective of issues and life at the college.

The president also hosts regular student meetings and special events. Approximately 10 students gather in his office for lunch each month to discuss a wide range of topics. He also hosts occasional dinners in his home. In spring 2012, he hosted a town hall meeting, in which 50 students joined him for a discussion about tuition, affordability, and accessibility.

The president also presents an annual state of the college address that includes sharing results from the past year and plans for the future. The address is open to all and includes a period in which questions can be posed to the president. The president also regularly addresses students and faculty in other events and venues—Opening Day prior to the start of fall semester, the annual Berklee Teachers on Teaching (BTOT) conference each January, commencement, and other college functions.

The president also chairs quarterly meetings of the diversity and inclusion council. Faculty, staff, student, and administrative leadership representatives advise the president on diversity and inclusion issues and explore policy and program opportunities for the college.

President’s Council and Cabinet
Led by the president, the leading advisory group of the college is the president’s council, which includes all vice presidents—assistant, associate, and full—as well as deans and the chief of staff. The president’s council typically meets monthly. Agendas are set by the council agenda planning committee, which is currently chaired by a division dean and includes representation from the broader council. Each area has the opportunity to present information, reports, needs, and challenges, and to lead discussion. The responsibilities of the president’s council are to:

- share and promote college vision throughout the organization
- lead the strategic plan and contribute to the formation of the college vision
- allocate college resources wisely
- identify obstacles to achievement and strategize on how best to overcome them

The president’s cabinet constitutes an executive committee of the president’s council and is also led by the president. President Brown’s commitment to diversity is clear in the cabinet’s composition, which includes five women, two African American men and one international representative. (At the time of the last self-study, the cabinet consisted entirely of white men.) The cabinet meets biweekly; members include the president, four senior vice presidents, seven full vice presidents, and the chief of staff. The responsibilities of the president’s cabinet are to:

- lead the operational areas of the college
- ensure that leadership information, reports, needs, challenges, and obstacles are brought to the attention of the president, the council, and the trustees as appropriate
- lead the college’s strategic plan committees
- serve as college liaison and support to board committees

Academic Affairs
The chief academic officer, senior vice president for academic affairs/provost Lawrence J Simpson, Ph.D., leads Academic Affairs. Provost Simpson reports to the president and is responsible for all academic affairs of the college.
Provost Simpson leads three vice presidents (vice president for academic affairs/vice provost, vice president for curriculum and program innovation, and vice president for special programs), the deans of the three academic divisions (Professional Performance, Professional Writing and Music Technology, and Professional Education), and two staff members. All Boston-based faculty members report to Provost Simpson through the various academic leaders of the college.

The other two Boston-based deans report to the two academic vice presidents. The dean of institutional assessment and graduate studies reports to the vice president for curriculum and program innovation. The dean of learning resources reports to the vice president for academic affairs/vice provost.

The academic dean–Valencia campus reports directly to the vice president for global initiatives and functionally to the vice president for curriculum and program innovation, who reports to Provost Simpson. The faculty members at the Valencia campus report to the academic dean–Valencia through three Valencia program directors. The Valencia program directors also report functionally to the dean of institutional assessment and graduate studies, who also serves as the Academic Affairs liaison to the Valencia campus. In this way, programs offered at Berklee’s Valencia campus are provided appropriate academic oversight and are integrated into the policy-making and evaluation systems of the institution.

The dean of continuing education, the academic dean of Berkleemusic (the college’s online campus), reports directly to the vice president of online learning and continuing education and functionally to the provost. As with the Valencia campus, this linkage ensures appropriate academic oversight for the online campus. The dean of continuing education also works in concert with the vice president for curriculum and program innovation. The faculty in the college’s online campus report directly to the dean of continuing education.

**Academic Affairs Standing Committees**

**Academic Leadership Team (ALT)**

Led by the provost, the purposes of the ALT are to identify issues of strategic importance to Academic Affairs; develop responses to those issues; and ensure that all divisions, departments, and programs function in accordance with the mission of the college. ALT membership consists of the five Academic Affairs deans, three Academic Affairs vice presidents, and the senior vice president/provost.

**Academic Leadership Council (ALC)**

Also led by the provost, the purpose of the ALC is to provide a vehicle for the chair group, in collaboration with the senior leadership of Academic Affairs, to identify and address issues of importance. The primary areas of focus for the ALC are academic policies, curriculum, links to enrollment and admissions, faculty, new programs, chair development, and assistance with the development of academic strategies. Agendas for the ALC are developed by the ALC agenda planning committee that is led by a chair and includes a division dean and chair representation from each division. The ALC is advisory to the senior vice president/provost.

**College Curriculum Committee (CCC) and Graduate Studies Committee (GSC)**

The mission of both the college curriculum committee (CCC) and graduate studies committee (GSC) is to ensure integrity in undergraduate and graduate programs and curriculum, respectively. In doing so, they ensure that programs and courses are academically sound, comprehensive, and responsive to serving the college mission, vision, and the student experience. Each of the committees approves course and program additions, revisions, and deletions, and oversees the academic program review of undergraduate and graduate curriculum, respectively.

Both committees review and make recommendations to the senior vice president for academic affairs/provost regarding the curricular matters under their purview. Membership of the two committees includes Academic Affairs vice presidents, deans, chairs and/or assistant chairs, and faculty representatives from the academic divisions, and representatives from the Valencia and online campuses. The CCC is chaired by the vice president for curriculum and program innovation, while the GSC is chaired by the dean of institutional assessment and graduate studies.

**Committee for Academic Policies (CAP)**

With the objective being to support the experience of Berklee students, the committee for academic policies (CAP) considers the relevance and effectiveness of academic policies and process. Led by the vice president for academic
affairs/vice provost, the committee includes academic senior leadership, chair representatives, and representatives from the Student Affairs and Enrollment areas. The committee makes recommendations to the senior vice president for academic affairs/provost.

**Division and Department Committees**

Each undergraduate academic division—Professional Education, Professional Performance, Professional Writing and Music Technology, and Graduate Studies—holds regular leadership meetings of program directors, chairs, and assistant chairs in the division. The meetings are led by the deans of each division. The three undergraduate divisions also have education committees that are led by deans of each division and include representatives of chairs and faculty from the division’s departments. Each academic department, led by the department chair or program director, holds regular faculty meetings open to all faculty of the department.

**Faculty**

There are a total of 1,170 employees in the Boston and Valencia campus locations, 598 of whom are faculty. Five hundred and sixty-nine faculty members serve the Boston campus. The other 29 faculty members teach at the campus in Valencia, Spain. Many Berklee faculty also teach in the City Music program for underserved students in the 4th–12th grades, summer programs, and the online and continuing education program.

Faculty input on curricular decisions is welcomed and solicited by leadership. Faculty members hold a formal role in the college curriculum committee and graduate studies committee. All courses are developed and proposed by faculty, in concert with chairs and deans, and under the approval of the provost. Faculty members maintain a substantial voice in matters of educational programs and institutional policy through department and division meetings, pan-college meetings, and more informal channels.

The Boston-based faculty are members of the American Federation of Teachers, Local 4412, AFT-MA, AFL-CIO, the collective bargaining unit for faculty. Throughout the academic year, the faculty union executive committee meets on a weekly basis. College administration meets with the faculty union executive committee on the first Thursday of each month to discuss mutual concerns and issues.

The faculty union executives work with the senior vice president for academic affairs/provost, as well as all academic vice presidents, deans, and other appropriate college leaders, to ensure the compliance by all parties with the current faculty contract agreement. The relationship between the administration and union continues to be cordial and the college values the union as a partner and advocate in representing faculty concerns and issues. The next collective bargaining process will begin on June 1, 2013.

**Student Affairs and Enrollment**

Student Affairs is managed by the vice president for student affairs/dean of students, who leads a team under the oversight of his direct reports: the associate dean of students and assistant dean of students. Enrollment is managed by the vice president for enrollment, who leads a team under the oversight of his direct reports: the dean of admissions, registrar, director of financial aid, and chief retention and success officer.

Student Affairs and Enrollment include Admissions, Housing, Counseling and Advising, Career Development, Financial Aid, Scholarships and Student Employment, Registrar, Health and Wellness, and Student Activities.

The number of campus clubs and organizations continues to grow. Berklee currently boasts 80 student clubs and organizations, each with an independent student leadership board. The Office of Student Activities provides support and guidance for these clubs and organizations; each has a faculty or staff advisor.

The student government association (SGA) provides a democratic student government through representation and participation of the student body in college affairs, a forum for students to exchange ideas, and opportunities to practice leadership and civic skills. SGA holds open meetings where any student may attend and participate. The SGA executive committee meets regularly with the vice president for student affairs/dean of students and yearly with the president of the college. Student voices are also recognized on committees throughout the college, including the diversity and inclusion council. As mentioned, the president has a series of student lunches to provide other opportunities to be heard, and in general is very accessible and responsive to student concerns.
Student Affairs and Enrollment Standing Committees

Retention Committee
The retention committee is a standing committee in Enrollment that is charged with building and expanding retention efforts throughout the college community. The committee was originally formed in 2010 by the vice president for enrollment and is now administered and chaired by the chief retention and student success officer. The committee’s membership is composed of faculty and staff members from a variety of offices and divisions.

Global Initiatives
Global Initiatives is the functional area of the college that leads Berklee’s new campus in Valencia, Spain, and also manages Berklee’s international programs, including the Berklee International Network (BIN).

The vice president for global initiatives guides the area, and reporting to him are the Valencia campus’s academic dean, director of enrollment, and director of operations. Representatives of this area are included in key college committees, including the president’s cabinet and council, and the various committees of academic affairs. As mentioned above, the academic dean also reports functionally to the vice president for curriculum and program innovation, who reports to the provost. This reporting ensures that the provost provides guidance for all academic issues.

The Valencia campus hosts Berklee’s Global Studies—or study abroad—program. This provides an opportunity for undergraduates to study in Spain and gain a true cultural experience. Approximately 30–50 undergraduate Berklee students in the spring and fall semesters participate in Global Studies on the Valencia campus.

The Valencia campus is also the site where Berklee launched its first master’s programs in fall 2012, beginning with the following three programs: master of music in scoring for film, television, and video games; master of music in contemporary performance; and master of arts in global entertainment and music business. Enrollment in these one-year, three-semester programs was nearly 20% higher than expected, with a total of 74 students.

The Berklee International Network (BIN) is composed of 13 colleges located in Brazil, Spain, Ecuador, Malaysia, Germany, Japan, Finland, France, Greece, Ireland, Israel, and Korea. With these schools, Berklee maintains articulation agreements that allow students to begin their education at a BIN institution and then transfer to Berklee to complete their studies. The dean of institutional assessment and graduate studies manages those agreements to ensure compliance with Berklee standards.

Berklee holds regular summits for all of its network partners every two years. Every fourth year, the summit is held in Boston. These meetings allow partners to address specific issues affecting their programs, BIN agreements, and articulation agreements with Berklee. Also, partners are able to share experiences and techniques for teaching contemporary music.

Online Learning and Continuing Education
Led by the vice president of online learning and continuing education, this area focuses on Berklee’s online course offerings and will be responsible for Berklee’s first online baccalaureate degrees—the bachelor of professional studies in music business or music production—scheduled to launch in fall 2014. This area also houses Berklee Press. Reporting to the vice president is the dean, continuing education; assistant vice president of operations and finance; and assistant vice president of marketing and recruitment. Representatives of this area are included in key college committees, including the president’s cabinet and council, and the various committees of Academic Affairs.

Online Learning and Continuing Education Standing Committees

Continuing Education Academic Council
The continuing education academic council reviews and approves course proposals. Membership includes the dean, continuing education; vice president of online learning and continuing education; vice president for curriculum and program innovation; dean, professional performance division; three Berklee department chairs; and one faculty member.
Technology Resources, Community and Governmental Affairs/Education Outreach

Led by the senior vice president for innovation, strategy, and technology, this eclectic area encompasses Technology Resources (Information Technology and Academic Technology), Community and Governmental Affairs, and Education Outreach, which includes the PULSE (Pre-University Learning System Experience) online learning program.

Technology Resources

Technology Resources is composed of the Information Technology and Academic Technology divisions. Led by the associate vice president for information technology (who reports to the senior vice president), the Information Technology Division encompasses the areas of Enterprise Systems Development, IT Operations (Systems Administration and Network and Telecommunications), Training and Support Services, and Solutions Consulting and Information Management.

Academic Technology encompasses the Center for Technology in Music Instruction lab (a resource center dedicated to helping faculty integrate technology into their teaching and classroom curriculum), Student Computer Support Center, and planning and budget allocation for most music and non-music technology capital equipment in academic areas. It is led by the assistant vice president for academic technology, who works closely with the deans and chairs to ensure that technology serves the curriculum, faculty, and students.

Technology Resources Standing Committees

Technology Resources reorganized in 2008 and expanded the committees and groups used to support and enhance planning and operations.

College Technology Council (CTC)

The college technology council (CTC), which is composed of vice presidents from various areas and the academic deans, oversees and recommends pan-college technology policies and procedures. The CTC works with various college constituencies to ensure that college technology policies and procedures are effectively designed, implemented, and support the mission and long-range plan of the college.

Project Portfolio Committee (PPC)

The goals of the project portfolio committee (PPC) are to establish a consistent method for handling technology projects and promote the role of areas external to Information Technology in the project lifecycle. The PPC, which consists of major computer service users at the college, is responsible for the shared use and development of all administrative systems and communications technologies (voice and data) used by the college. It coordinates capital technology budgets for all administrative areas, recommends which technologies will be used, and how they will be supported.

Academic Technology Advisory Committee (ATAC)

The academic technology advisory committee (ATAC), consisting of representatives from each instructional division and the central administration, evaluates the impact of technology on music and music education, reviews and prioritizes academic technology projects as proposed by the divisions, and reports needs assessments to the central administration that are compatible with the framework established by the college technology council (CTC) for meeting the long-range vision and plans of the college.

CORE Committee

The CORE committee focuses on data maintained on the CORE module in Colleague (the master college database)—demographics, biographical data, and organization data (i.e., name, address, date of birth, email, etc.). Composed of individuals from around the college who manage or rely on CORE data, the committee initiates projects in support of college data integrity and standards goals, oversees annual college-wide data integrity audits, drafts data standards policies for approval, and oversees the college’s data integrity planning.

Peer Advisory Colleague Team

The peer advisory Colleague team consists of a team of Colleague super-users that regularly meets to share information, ideas, and support.

More information about Technology Resources is presented in Standard Eight: Physical and Technological Resources.
Community and Governmental Affairs/Education Outreach

The work of this area reveals the college’s commitment to community service. The associate vice president for education outreach/executive director of City Music leads Community and Governmental Affairs, which encompasses the Berklee City Music program and Berklee City Music Network. The associate vice president, along with the dean of City Music, run Berklee City Music, an education program for underserved 4th to 12th graders. The City Music program includes year-round instruction, comprehensive curriculum, and mentoring.

The Berklee City Music Network connects Berklee City Music Boston with 38 other music programs in cities all over the country, including Washington, D.C.; Los Angeles; New Orleans; and Seattle. The goal of the network is to provide children the opportunity to explore their musical potential.

Education Outreach Standing Committees

Berklee Partnership Advisory Council, Committee, and Collaborative (BPAC3)

The Berklee partnership advisory council, committee, and collaborative (BPAC3) is a project-oriented committee composed of key personalities from Boston's music education, broadcast media, and business communities. Chaired by the associate vice president for education outreach at Berklee, it also includes members of Berklee's faculty and staff specifically identified for their related disciplines, their commitment to the community, and their connection to the music industry. The purpose of BPAC3 is to advise Berklee as to how it can best use its resources to make a positive contribution to the community and strengthen ties with area businesses while furthering the college mission of career-oriented music education.

Community Grant Committee

The community grant committee, composed of Berklee faculty and staff, reviews grant applications submitted for Berklee’s community grant program. In-kind grants are awarded to subsidize rental fees, enabling recipient organizations to hold events at Berklee venues such as the Berklee Performance Center, Cafe 939, and the David Friend Recital Hall.

Berklee City Music Network Task Force

The Berklee City Music Network task force includes the executive director, dean of City Music, director of City Music National, director of City Music Boston, director of PULSE (City Music’s web-based music education curriculum), registrar, project manager, and national field coordinator. The committee’s responsibilities include researching network sites for whom membership in Berklee City Music Network would be pertinent, developing recruitment/retention strategies, creating a capacity building framework/road map, and determining site potential and scale.

Institutional Advancement

The senior vice president for institutional advancement leads the college’s advancement work, including the areas of Corporate Relations, Alumni Relations, Berklee Foundation, and Grant Development and Administration. Additionally, the senior vice president oversees the Office of Hospitality and Events. Reporting to the senior vice president for institutional advancement is the assistant vice president for institutional advancement, who oversees the directors of the Berklee Center in Los Angeles, the Berklee Fund, Corporate Relations, and Alumni Relations.

External Affairs

This area of the college is responsible for Communications, Media Relations, Marketing, and External Affairs. Leading External Affairs is the vice president for external affairs. Reporting to the vice president is the assistant vice president of external affairs, as well as the directors of communication, marketing, and external affairs. The vice president leads the institution’s strategic planning.

Administration and Finance

Under the guidance of the senior vice president of administration and finance/chief financial officer, administration and finance encompass the areas of Financial Planning, Human Resources, Real Estate and Facility Planning, Auxiliary Services, Capital Projects, Physical Plant, and Public Safety.
Four vice presidents report to the senior vice president of administration and finance. The vice president of finance leads development and management of the college's budget, as well as oversees payroll, the controller, and the bursar. The vice president of human resources, diversity, and inclusion leads employee relations and staffing, human resources systems, retirement plans, and the Office of Diversity and Inclusion. The vice president of real estate leads the college’s many building and acquisitions projects, including negotiation of leases. The vice president for administration oversees auxiliary services, physical plant, public safety, and aspects of facility planning.

Together, these functional areas ensure the smooth and organized running of the college, always with the goal of providing students the best possible service and enhancing their learning and educational experiences.

Administration and Finance Standing Committees
There are four standing committees for the area, three of which the senior vice president chairs.

Finance and Administration Operations Group
The finance and administration operations group considers issues of strategic importance to the college in the areas of administration and finance, develops responses to those issues, and addresses key administrative and financial operational issues necessary to ensure that all areas of the college have appropriate support in order to function in accordance with the mission of the college. Membership consists of the five vice presidents from the Administration and Finance area.

Operations, Finance, and Facilities (OPs) Committee
With a membership composed of most of the Administration and Finance vice presidents, senior director for physical plant, associate director for facility planning, and vice president for academic affairs/vice provost, the operations, finance, and facilities (OPs) committee considers facility improvement, modernization, and renewal from the perspectives of financing capacity and capital and operating budget implications.

Space Planning Committee
The space planning committee focuses on resolving the many complex space issues that arise on a daily basis, but in the context of the long-term strategy and plan. Decisions about broader space allocation emanate from this group. The committee is composed of senior management representatives from across the college and is supported by the Office of Facility Planning.

Project Implementation Team (PIT)
The project implementation team (PIT), under the direction of Physical Plant, consists of representatives from physical plant, campus planning, public safety, network and telecommunications/IT, and auxiliary services/purchasing. The group considers the implementation of the wide variety of projects that have received the necessary approvals, ranging from significant renovations and modernization to relocations of offices and minor improvements (painting, carpeting, wall acoustic treatments, etc.). PIT guides each project from inception to completion. The collaborative effort of each department in PIT ensures that clients receive their spaces in a timely manner with the desired functionality. The goal of the PIT is to support the client in providing the very best service to students, faculty, and staff by creating a pleasurable, appropriate, and effective environment in which to work.

Appraisal
Berklee College of Music has undergone much growth and change during the last ten years and especially in the last five. It has been a very busy, positive, and defining period for the college. A short list of achievements during the period encompasses the following:

- a new president, provost, and other changes in leadership
- development of a comprehensive enrollment strategy
- increased enrollment that features better prepared students and growth in female and ALANA cohorts
- revised mission statement
- expansion of the audition and interview process to include all students
- comprehensive curriculum and program review that resulted in a revamped first-semester, including expansion of private lessons to 50 minutes
- introduction of new and unique principal instruments—banjo, mandolin, steel pan drums
- opening of the Valencia campus
Berklee is a different institution than it was 10 years ago. With a change in presidential leadership, the top-down management approach of prior years has given way to an open, collaborative results-driven dialogue, augmented by establishment of college-wide committees. In all of its work, the college concentrates on the student experience, and this informs decision-making.

Additionally, under the guidance of the senior vice president for academic affairs/provost who arrived in 2005, a new sense of overall governance and partnership in Academic Affairs was established. Academic Affairs has been appropriately elevated to the center of the college. Previously, structural clarity and definition existed from an individualized “title” perspective (i.e., faculty member, chair, dean, vice president for academic affairs), but it was equally clear that the organizational governance framework within Academic Affairs contained gaps. The chairs were structurally disconnected from Academic Affairs, absent from leadership bodies and meeting among themselves in a now defunct council of chairs. The provost established the academic leadership council in 2007, composed of deans, chairs, and academic vice presidents, which has fostered collaboration.

With the support of the board of trustees, the college launched its first capital campaign, called *Giant Steps*, in January 2007. The capital campaign successfully surpassed the initial goal of $40 million, raising $54.5 million, in 2011. Funds raised were for student scholarships, facilities, and innovative programming. The increased number of members on the board of trustees and an active increase in the level of involvement by the board made this campaign possible. Part of the visioning process for Berklee’s vision 2025, now in planning stages, involves engaging the board in preparation for their role in the next capital campaign.

These are incredible accomplishments for any institution, but having accomplished this many significant gains in fewer than ten years is quite remarkable. There is a palpable sense of achievement, pride, and excitement throughout the community about what the institution has become. There is also a need for systematic assessment and evaluation to ensure that the new initiatives, as well as existing work, are progressing as desired. With this in mind, the college has purposely developed its 2012–2015 strategic plan with a special focus on (1) completing strategic projects underway; (2) integrating projects that share common goals; and (3) assessing and evaluating programs and initiatives for relevance to the mission and vision.

**Projection**

Through its system of board and internal governance, Berklee ensures consideration of relevant perspectives as well as alignment of decision-making with appropriate expertise. The careful efforts being taken to engage the trustees increases their connection to Berklee more than ever before and has made the board even more effective as a leadership body. This will be a lasting and substantive change beyond the term of the present or any future president.

A primary responsibility facing the board and internal leadership involves completing the many initiatives undertaken to achieve the 2015 vision. Moving projects to completion is the important work of the 2012–15 strategic plan. These efforts are key to stabilizing this period of institutional change and will be completed by 2015. By 2015, the new building at 160 Massachusetts Avenue will have been operational for two years, the Valencia campus will have been running for
three full years, graduate programs will have been launched in Boston (scheduled for fall 2015), and bachelor’s degrees will be offered online (scheduled to launch in fall 2014).

The various college committees will be functioning in ways that integrate the college’s many areas and continue to provide voice to varying perspectives.

Likewise, by 2015, under the leadership of the board of trustees and the president, the college will have developed its vision 2025 through a process that is inclusive and provides opportunities for the engagement of the entire community.

**Institutional Effectiveness**

Berklee has an effective system of board and internal governance. The board is composed of engaged members, working in alignment with the college mission. The internal leadership, as well as faculty, staff and students, are also deeply engaged in and committed to the institution. Berklee is a place of passion—passion for music, for creativity, and for Berklee.

Berklee’s success in its many initiatives has resulted in a strong period of growth and change, all in service to a unique mission. The college’s commitment to academic excellence, student quality, and the student experience is clearly demonstrated in a coherent, intentional, and participatory structure that has become the new reality of operation.
Standard 4:  
The Academic Program
## Standard 4: The Academic Program
### (Summary - Enrollment and Degrees)

**Fall Enrollment* by location and modality, as of Census Date**

<table>
<thead>
<tr>
<th>Degree Level/ Location &amp; Modality</th>
<th>Associate’s</th>
<th>Bachelor’s</th>
<th>Master’s</th>
<th>Clinical doctorates (e.g., Pharm.D., DPT, DNP)</th>
<th>Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)</th>
<th>M.D., J.D., DDS</th>
<th>Ph.D.</th>
<th>Total Degree-Seeking FTE</th>
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<tr>
<td>Main Campus FTE</td>
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<td></td>
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<td></td>
<td>108</td>
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<tr>
<td>Branches FTE</td>
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<td>0</td>
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<tr>
<td>Other Locations FTE</td>
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<td></td>
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<td>0</td>
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<tr>
<td>Overseas Locations FTE</td>
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<tr>
<td>On-Line FTE</td>
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<td>886</td>
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### Student Type / Location & Modality

<table>
<thead>
<tr>
<th>Non-Matriculated Students</th>
<th>Visiting Students</th>
<th>Title IV-Eligible Certificates: Students Seeking Certificates</th>
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<tr>
<td>Main Campus FTE</td>
<td>27</td>
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<tr>
<td>Branches FTE</td>
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<td></td>
</tr>
<tr>
<td>Other Locations FTE</td>
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</tr>
<tr>
<td>Overseas Locations FTE</td>
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<tr>
<td>On-Line FTE</td>
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<tr>
<td>Correspondence FTE</td>
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<td>Low-Residency Programs FTE</td>
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<td>Total FTE</td>
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<tr>
<td>Unduplicated Headcount Total</td>
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<tr>
<td>Degrees Awarded, Most Recent Year</td>
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</tr>
</tbody>
</table>

**Notes:**

1. Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
2. Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.
### Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

<table>
<thead>
<tr>
<th>For Fall Term, as of Census Date</th>
<th>3 Years Prior (FY 10/AY0910)</th>
<th>2 Years Prior (FY 11/AY1011)</th>
<th>1 Year Prior (FY 12/AY1112)</th>
<th>Current Year* (FY 13/AY1213)</th>
<th>Next Year Forward (goal) (FY 14/AY1314)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
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<td>77</td>
<td>95</td>
<td>97</td>
<td>97</td>
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<tr>
<td>Contemporary Writing &amp; Production</td>
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<td>228</td>
<td>289</td>
<td>335</td>
<td>335</td>
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<tr>
<td>Electronic Production &amp; Design</td>
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<td>169</td>
<td>169</td>
<td>191</td>
<td>191</td>
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<td>Film Scoring</td>
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<td>289</td>
<td>345</td>
<td>345</td>
<td>345</td>
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<tr>
<td>Jazz Composition</td>
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<td>102</td>
<td>97</td>
<td>85</td>
<td>85</td>
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<tr>
<td>Music Business/Management</td>
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<td>353</td>
<td>363</td>
<td>382</td>
<td>382</td>
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<td>Music Education</td>
<td>127</td>
<td>128</td>
<td>115</td>
<td>102</td>
<td>102</td>
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<tr>
<td>Music Production &amp; Engineering</td>
<td>253</td>
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<td>267</td>
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<td>284</td>
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<tr>
<td>Music Therapy</td>
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<td>85</td>
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<td>99</td>
<td>99</td>
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<tr>
<td>Performance</td>
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<td>692</td>
<td>731</td>
<td>734</td>
<td>734</td>
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<tr>
<td>Professional Music</td>
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<td>453</td>
<td>446</td>
<td>459</td>
<td>459</td>
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<tr>
<td>Songwriting</td>
<td>155</td>
<td>147</td>
<td>192</td>
<td>215</td>
<td>215</td>
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<tr>
<td><strong>Undeclared</strong></td>
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<td><strong>1,795</strong></td>
<td><strong>1,639</strong></td>
<td><strong>1,700</strong></td>
<td><strong>1,700</strong></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>4,640</strong></td>
<td><strong>4,780</strong></td>
<td><strong>4,845</strong></td>
<td><strong>5,028</strong></td>
<td><strong>5,028</strong></td>
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<tr>
<td><strong>Total Undergraduate</strong></td>
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<tr>
<td></td>
<td><strong>4,640</strong></td>
<td><strong>4,780</strong></td>
<td><strong>4,845</strong></td>
<td><strong>5,028</strong></td>
<td><strong>5,028</strong></td>
</tr>
</tbody>
</table>

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission."
## Standard 4: The Academic Program
(Headcount by GRADUATE Major)

<table>
<thead>
<tr>
<th></th>
<th>3 Years Prior</th>
<th>2 Years Prior</th>
<th>1 Year Prior</th>
<th>Current Year*</th>
<th>Next Year Forward (goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(FY 10/AY0910)</td>
<td>(FY 11/AY1011)</td>
<td>(FY 12/AY1112)</td>
<td>(FY 13/AY1213)</td>
<td>(FY 14/AY1314)</td>
</tr>
<tr>
<td>Master's</td>
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<tr>
<td>Contemporary Performance Careers</td>
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<td>24</td>
<td>30</td>
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<tr>
<td>Global Entertainment and Music Business</td>
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<td>30</td>
<td>35</td>
</tr>
<tr>
<td>Scoring for Film, Television and Video Games</td>
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<td></td>
<td>20</td>
<td>20</td>
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<tr>
<td>Music Technology Innovation</td>
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<td>Total</td>
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<td>Doctorate</td>
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<tr>
<td>First Professional</td>
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<tr>
<td>Other</td>
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<td></td>
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<td>74</td>
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### Standard 4: The Academic Program
(Credit Hours Generated By Department or Comparable Academic Unit)

<table>
<thead>
<tr>
<th></th>
<th>3 Years Prior</th>
<th>2 Years Prior</th>
<th>1 Year Prior</th>
<th>Current Year*</th>
<th>Next Year Forward (goal)</th>
</tr>
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<tr>
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<td>(FY 12/AY1112)</td>
<td>(FY 13/AY1213)</td>
<td>(FY 14/AY1314)</td>
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<td>Bass</td>
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<td>924</td>
<td>832</td>
<td>855</td>
<td>855</td>
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<tr>
<td>Brass</td>
<td>378.5</td>
<td>337</td>
<td>302</td>
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<td>299</td>
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<td>Ear Training</td>
<td>5498</td>
<td>5,419</td>
<td>4,459</td>
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<td>Ensemble</td>
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<td>2,490</td>
<td>2,714</td>
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<td>Guitar</td>
<td>3081</td>
<td>2,893.5</td>
<td>2,245</td>
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<tr>
<td>Percussion</td>
<td>2123</td>
<td>2,104.5</td>
<td>1,765</td>
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<td>Performance</td>
<td>1105</td>
<td>1,241</td>
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<td>Piano</td>
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<td>1,780.5</td>
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<td>String</td>
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<td>Voice</td>
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<td>Music Therapy</td>
<td>519</td>
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<td>700</td>
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<tr>
<td>Professional Music</td>
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<td>654</td>
<td>683</td>
<td>657</td>
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<td>Harmony</td>
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<td>5,455</td>
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<td>688</td>
<td>576</td>
<td>576</td>
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<td>116</td>
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<tr>
<td>Songwriting</td>
<td>1496</td>
<td>1,446</td>
<td>1,568</td>
<td>1,673</td>
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<td>Study Abroad Partners</td>
<td>156</td>
<td>211</td>
<td>144</td>
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<tr>
<td>Experiential Learning</td>
<td>66</td>
<td>24</td>
<td>30</td>
<td>30</td>
<td>30</td>
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<tr>
<td>PROarts Consortium</td>
<td>53</td>
<td>49.5</td>
<td>54</td>
<td>52.5</td>
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<tr>
<td><strong>Total</strong></td>
<td>58,978.5</td>
<td>59,204.5</td>
<td>59,715</td>
<td>62,824.5</td>
<td>62,824.5</td>
</tr>
</tbody>
</table>

| **Graduate**         |               |               |              |               |                          |
| Contemporary Performance Careers |           |               |              | 122           | 152                      |
| Global Entertainment and Music Business |                   |               |              | 151           | 188                      |
| Scoring for Film, Television and Video Games |               |               |              | 80            | 100                      |
| Music Technology Innovation |               |               |              | N/A           | 150                      |
| Harmony              | 694           | 654           | 683          | 657           | 657                      |
| Jazz Composition     | 600           | 656           | 688          | 576           | 576                      |
| Music Production & Engineering | 1703    | 1,739         | 1,930        | 2,234         | 2,234                    |
| Professional Writing | 34            | 34            | 24           | 116           | 116                      |
| Songwriting          | 1496          | 1,446         | 1,568        | 1,673         | 1,673                    |
| Study Abroad Partners | 156          | 211           | 144          | 144           | 144                      |
| Experiential Learning | 66            | 24            | 30           | 30            | 30                       |
| PROarts Consortium   | 53            | 49.5          | 54           | 52.5          | 52.5                     |
| **Total**            | -             | -             | -            | 353           | 590                      |

**"Current Year*" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.**
Standard Four: The Academic Program

Description
As an institution focused on the education and development of musicians, Berklee’s academic programs are closely aligned with the college’s mission and purposes, as well as the college vision. The mission—to educate, train, and develop students to excel in music as a career— informs all that the college does and embodies the heart of the academic program. The academic program makes real the vision for 2015: to be the world’s leading institute of contemporary music.

Central to Berklee’s academic program is full-time residential undergraduate education. Berklee’s 4,447 students on the main Boston campus complete a bachelor of music degree. Students have the option of 12 different undergraduate majors: composition, contemporary writing and production, electronic production and design, film scoring, jazz composition, music business/management, music education, music production and engineering, music therapy, performance, professional music, and songwriting. Students may also opt for 16 different undergraduate minors: acoustics and electronics, American roots music, audio design for video games, conducting, drama, English, history, instrument repair, music and society, performance studies in Latin music, philosophy, psychology, theory of jazz and popular song, video game scoring, visual culture and new media studies, and writing for television and new media. Berklee also offers a four-year professional diploma program, primarily for students who already possess an undergraduate degree, in nine of the abovementioned majors, excluding only music business/management, music education, and music therapy. The professional diploma program leverages previous student learning at other institutions and provides a focused, intense specificity well suited for a largely international group of learners with previous degrees. Fewer than 10 percent of Berklee’s students choose the professional diploma program.

Berklee provides education to 74 full-time master’s-level students at the Valencia, Spain, campus. The college also intends to provide master’s-level education in Boston beginning in fall 2015. Current programs in Valencia include master of music in contemporary performance careers; master of music in scoring for film, television, and video games; and master of arts in global entertainment and music business. The Valencia campus will also offer master of music in music technology innovation, beginning fall 2013, and the master of music in symphonic band studies, beginning in fall 2014. Commencing fall 2015 in Boston, the intention is to offer the master of music in contemporary performance careers; master of music in contemporary music education; master of arts in global entertainment and music business; and master of arts in music therapy.

Berklee’s division of online continuing education, Berkleemusic, provides courses and certificate programs to adults who study part time. Beginning fall 2014, the college intends to offer an online bachelor of professional studies degree in music business or music production.

Berklee also provides education to children and pre-college students through its City Music program, a year-round program for underserved 4th–12th grade students, and through its extensive summer programs for middle school, high school, and college-age students.

Academic Structure
Through its system of academic administration and faculty participation, Berklee demonstrates an effective system of academic oversight. Berklee’s academic structure includes three divisions—Professional Education Division, Professional Performance Division, and Professional Writing and Music Technology Division—as well as Graduate Studies. There are 23 academic departments on the Boston campus, each of which is led by a department chair and, in the case of larger departments, an assistant chair. Under the direction of the dean of institutional assessment and graduate studies, each graduate program is led by a program director, who is an expert in the designated discipline. The dean of institutional assessment and graduate studies serves as Academic Affairs liaison to the Valencia, Spain, campus, and works closely with the academic dean, Valencia, to ensure appropriate academic oversight of the courses and programs offered there. The Valencia campus is organized through the Global Initiatives Division. Additionally, Berklee’s online extension and City Music programs are organized through the Division of Online Learning and Continuing Education and the Division of Community Affairs and Campus Engagement, respectively. Summer and short pre-college programs are organized through the Division of Special Programs. Department and divisional faculty meet regularly to conduct departmental and divisional business; to review, assess, and revise their various curricula and offerings; to share student-learning concerns; and to share best pedagogical practices.
The curriculum review initiative, which is discussed in detail below, established a standing college-wide committee—the college curriculum committee (CCC). Chaired by the vice president for curriculum and program innovation, the committee, composed of academic deans, chairs, faculty, and representatives from Student Affairs, including Enrollment and Admissions, has broad oversight over the undergraduate curriculum. The committee reviews revisions to the curriculum, including course and program proposals and changes, as well as deletions and additions. The committee makes recommendations to the provost for consideration and approval. The committee also receives findings from the undergraduate academic program review process, a comprehensive review system that assesses all courses and programs on a three-year cycle. (The program review process is described below, in the appraisal section of this standard.)

The establishment of the CCC has put in place a process for all undergraduate curricular decisions and evaluations to be made on a college-wide basis, rather than a departmental or divisional basis. Prior to its establishment, each department or program had its own approach to the review and revision of courses, and proposals were submitted to a committee composed of just the deans and Office of the Registrar representatives (and prior to that, only to the then dean of curriculum). Following the curriculum review initiative, there was widespread support for the establishment of a college-wide committee with broader college representation and a more formalized process for ongoing curriculum review and development.

The establishment of the college curriculum committee has made other curriculum developments possible. Perhaps most significant has been the development of minor areas of study. The college curriculum committee developed tools for proposing revisions to courses, as well as for proposing new courses, new programs, and course deletions. The committee also established guidelines for academic minors. All course and program proposals are outcomes-based and require the proposer to draft the description, learning outcomes, and assessments for student learning. The vast majority of proposals are made by faculty members, which are initially and carefully reviewed by the faculty member’s department chair, division dean, and departmental or divisional education committee, as appropriate. Proposals are subsequently reviewed, evaluated, and approved (or rejected) by the college curriculum committee and sent to the provost for final approval. (See Standard Three: Organization and Governance.)

This college curriculum committee also reviews important policies, including a policy on transfer credit especially in regards to liberal arts education. (See the discussion of liberal arts education below.)

With the development of graduate education at Berklee, the graduate studies committee (GSC) was implemented and is chaired by the dean of institutional assessment and graduate studies. Whereas the college curriculum committee focuses on undergraduate education, the graduate studies committee focuses on curriculum and policy issues germane to graduate studies. All new graduate programs and courses are reviewed, discussed, and approved (or rejected) by the GSC for recommendation to the provost. All issues of policy affecting student admission, retention, and overall student learning are also central to the discussion of the committee. Membership for the committee is drawn from all levels of Academic Affairs—faculty, chairs, deans, and vice presidents—and includes representatives from the online extension school, the Boston and Valencia campuses, Students Affairs, and Enrollment areas, specifically Office of the Registrar and Admissions staff. Program review findings for graduate studies programs will be brought before the graduate studies committee, just as program review findings for undergraduate studies are brought to the college curriculum committee. (See Standard Three: Organization and Governance.)

The establishment of these two curriculum committees provides for peer review via faculty membership and institutional review via leadership and interdepartmental coordination. Program adjustments are brought to the provost for final review and approval. The provost, who reports directly to the president, reviews with the president proposals that will result in significant change or innovation to ensure full institutional approval and support.

In addition to the two curriculum committees, the committee for academic policies (CAP) considers the relevance and effectiveness of academic policies and processes, with the objective being to support the experience of Berklee students. Led by the vice president for academic affairs/vice provost, the committee includes academic senior leadership, chair representatives, and representatives from the Student Affairs and Enrollment areas. The committee makes recommendations to the senior vice president for academic affairs/provost.
The policies, procedures, program learning outcomes, requirements, and changes that result from the work of these committees and are approved by the appropriate committee and the provost are published and shared with students in the following venues:

- The Undergraduate Bulletin (published annually in paper and available on the college website) (berklee.edu/pdf/parents/bulletin.pdf)
- The Graduate Bulletin (published annually in paper and available on the college website) (berklee.edu/pdf/masters/2012_2013_Graduate_Bulletin.pdf)
- The Registration Manual (published online twice annually and available on the college’s internal and external websites) (berklee.edu/sites/default/files/pdf/pdf/registration/registration_manual.pdf)
- The internal portal found at my.berklee.net (updated as needed)

These documents include, among other topics, policies and procedures for admissions, financial planning, student life, curriculum, academic standing, transfer credit, and credit by exam. Additionally, students learn about college requirements during orientations, in advising appointments, and through work with faculty, department chairs, and program directors.

Berkleemusic, the college’s online continuing education division, also publishes course and program information in its bulletin, available for download at http://tour.berkleemusic.com.

**Curriculum Review Initiative**

Berklee’s Academic Affairs Division, led by the senior vice president for academic affairs/provost, established a college-wide curriculum review initiative from 2006 to 2010. This curriculum review initiative was transformative for the college in numerous ways and resulted in, among other elements,

- substantial revisions to curriculum development, review, and revision processes
- the development of an institutional process of academic program review
- the establishment of two standing committees with curriculum oversight at the graduate and undergraduate levels
- comprehensive revisions in the undergraduate program
- the development of undergraduate minors
- the development of the graduate program
- the revision to key policies, especially in regards to transfer credit, online learning, student attendance, and liberal arts education

In spring 2006, the senior vice president for academic affairs/provost formed the steering committee for the curriculum review initiative, inviting 22 faculty members and administrators to join. The provost appointed an academic dean to chair the steering committee. For the first year of its existence, the steering committee conducted a comprehensive review of the Berklee curriculum, speaking with a wide array of internal and external stakeholders: faculty, students, alumni, music industry experts, and representatives from other outstanding educational institutions. The steering committee’s inquiry was guided by two questions:

- What should every Berklee graduate know and be able to do?
- What experiences should students have as part of their Berklee education?

After collecting extensive data through surveys, focus groups, and site visits to other colleges, the steering committee developed a list of 20 key recommendations for enriching the student experience at Berklee, from creating minors to diversifying the music history curriculum. Among the steering committee’s key findings were a need for the following:

- a more cohesive first year experience, with fewer course preparations and greater emphasis on promoting student success
- a career development curriculum that spans a Berklee student’s entire program of study
- a permanent mechanism for regular curriculum review and development
Core Competencies
To guide both the curriculum review initiative process and subsequent curriculum development, the steering committee also developed a list of 17 core competencies that delineate the skills and knowledge that all Berklee undergraduate students regardless of major should attain by graduation. We believe within a Berklee education, students will:

- Develop musicianship as they sing and/or play a variety of music
- Compose, arrange, and transcribe music in a variety of styles
- Improvise music
- Read and notate music
- Listen to, analyze, and describe music
- Relate music to history and culture
- Develop professional skills needed to participate in the music industry
- Evaluate music and music performances representing a variety of musical styles
- Lead and collaborate with musicians in rehearsal and/or performance settings
- Employ technology as a learning and music-making instrument
- Demonstrate information literacy using a variety of research tools
- Develop a breadth of intellectual knowledge in the humanities, social sciences, and sciences
- Think logically, critically, and creatively
- Communicate (musically, orally, and in writing)
- Make ethical choices
- Develop a global perspective for music and society
- Apply skills and knowledge in real world settings

In 2008, the steering committee formed 13 workgroups, each tasked with addressing one or two of the steering committee’s recommendations. The groups were composed of faculty and staff from around the college, with more than 150 Berklee employees participating in the process. The workgroups submitted their findings to the steering committee in the fall of 2008. In early 2009, the provost created a smaller, 11-member executive committee to review the steering committee’s final report from December 2008. Working under the provost’s direction, the executive committee evaluated the feasibility of the steering committee’s recommendations, taking into consideration such issues as faculty development and student workload, while looking for opportunities to promote innovation in course content and design.

The executive committee issued a report in fall 2009, detailing a comprehensive list of changes to the curriculum. Academic Affairs then created eight workgroups to develop and implement the new requirements. [See Workroom for Curriculum Review Initiative Phase I Report (June 2007), Phase II Report (January 2009), and Phase III Report (October 2009).] The workgroups resulted in the following major curriculum developments:

- **LHUM-100 Artistry, Creativity, and Inquiry Seminar**, a new course for first-semester students, provides an opportunity for them to reflect upon their life choice to be a musician. They are introduced to life at Berklee and explore major and career paths. They also explore the role of the musician in society. The faculty member teaching the course serves as students’ first semester advisor. A peer advisor is also assigned to the course and helps guide the students.

- **LHUM-400 Professional Development Seminar**, a new course and companion to LHUM-100, required of all students in their sixth semester, as they prepare for senior year and graduation. This course helps students reflect upon their college experience and learning, assess their vision for their own artistry and career, and prepare for the next phase of their lives: graduate school, careers, or both.

- The **performance program** was revised to integrate private instruction lessons, instrumental/vocal labs, and ensemble instruction, while also providing more choice to students. All first-semester students are required to enroll in a 50-minute private lesson (previously 30 minutes), while second-semester students have the option to choose a 50-minute or 30-minute private lesson. Regardless of which option the student selects, he/she must enroll in an ensemble every semester for which he/she is registered for private lessons (first four semesters only). Students choosing the shorter lesson must also register for an instrumental lab. Finally, improvisation was embedded into the ensemble, lesson, and lab curricula.

- **PW-111 Music Applications and Theory**, a new course for first-semester students, integrates the core music theory curriculum formerly in HR-111 Harmony 1 and PW-110 Writing Skills. Through this integrated course, students learn the fundamentals of writing and reading music while they also learn theories of harmony.

- The **counterpoint curriculum** was revised from the two-semester requirement into a single, three-credit class. The new class includes a broader range of styles than the previous course and covers the same material as was
previously delivered in the Counterpoint 1 class, as well as canon (previously taught in Counterpoint 2).

Students in music writing-intensive majors are still required to take the second semester of counterpoint.


- The **music history** requirement was reenvisioned to create a broader music history experience that reflects the breadth and roots of the contemporary music studied at Berklee. The new curriculum focuses on three key music history areas: traditional Western European (a.k.a. “classical”) music, American popular music, and global music. Implementation of the revisions begins in spring 2013.

- Space was created in the curriculum for **minors**, thereby providing opportunities for students to develop secondary fields of study, which are formally recognized on their transcripts.

**Curriculum Design**

Berklee’s curriculum is outcomes based. Each program demonstrates coherence through its learning outcomes, goals and objectives, structure, content, policies and procedures, admissions criteria, retention practices, assessments of student learning, instructional methodology, and more. The expectations for student achievement, independent learning, and skills in inquiry and critical judgment are graduated by degree. The bachelor of music program, designed to give students a substantial and coherent introduction to the broad areas of human knowledge with a special focus on music, provides education at a very high level. The master’s programs elevate education beyond the baccalaureate level, providing a true mastery of a specialized and complex field.

The online continuing education division provides career-focused certificate and course options for adult students primarily interested in professional development, career enhancement, and connecting with like-minded musicians. Course and certificate offerings focus on major areas of contemporary music, including songwriting, arranging, production, education, music business, and performance.

Berklee City Music, a program for underserved 4th through 12th grade students, offers a series of age- and level-appropriate programs that make a positive impact on students’ lives. The pre-college community and special programs are designed to foster musical skills, as well as discipline, structure, and creativity in young people.

All of Berklee’s academic programs are aligned with the college mission: “to educate, train, and develop students to excel in music as a career.” Berklee also fosters the notion that college has at least two purposes. As a college, Berklee is preparing students directly for careers in the music profession and indirectly for the many other professions that students may pursue. The college is also readying students for a life that is about more than work and about more than music. Berklee’s undergraduate and graduate programs provide space for students to reflect on their own goals, development, growth, and creativity. At the undergraduate level, the liberal arts program provides students the opportunity to explore a wide range of disciplines and areas of study and to pursue liberal arts minors. Berklee understands that students, along with their love of music, have many other interests. At the graduate level, the programs are very much individualized, providing students the opportunity to master a specific field, while also developing and completing a culminating experience or thesis project that is uniquely theirs and that offers them the opportunity to make an original contribution to their chosen area of study.

**Technology and Information Literacy**

Berklee ensures that students use information resources and information technology as an integral part of their education. Berklee College of Music’s recording studios and music technology labs emulate the conditions found in professional environments. Students in Boston and Valencia learn the fundamental and enduring qualities shared by great music and explore music technology applications in the most up-to-date educational facilities possible. Through
Standard Four

continual upgrading of music technology applications, equipment, and facilities, the college ensures that students have access to the most effective resources to support their education. (For more detail about students’ access to technology in Berklee’s facilities, see Standard Eight: Physical and Technological Resources.)

**The Berklee Laptop Purchase Program (BLPP)**

Undergraduate students, during first semester orientation, receive a laptop with specific software that is related to the curriculum. The laptop is configured, distributed, and supported by the college through the Student Computer Support Center. Graduate students are also required to have a laptop and specified software to support their curriculum. Graduate students have support for their laptops through orientation sessions and additional workshops offered through Graduate Studies.

The Berklee Laptop Purchase Program (BLPP) was instituted more than ten years ago in recognition of the need for students to engage with information technology. This program is under yearly review by the academic technology advisory committee, composed of members from within Academic Affairs, Information Technology, and Technology Resources. (For detail about BLPP, see Standard Eight: Physical and Technological Resources.)

Critical to the success of the BLPP has been the inclusion of student-centered tutorials offered throughout the year in the media center and library in Boston and the labs, production suites, and library in Valencia. Sessions introducing students to important campus services such as the library website, the learning management system, and the college portal have consistently provided guidance to students. In addition, Berklee’s peer advising program, described in Standard Six: Students, introduces students to the electronic support resources of the college.

All full-time faculty members and most part-time members also have a laptop assigned to them. Faculty receive training and support through the Office of Faculty Development and the Center for Technology in Music Instruction.

**Information Literacy**

Information technology and information literacy are strong components of the college’s curriculum. The two required undergraduate English courses—LENG-111 Writing and Communication and LENG-201 Literature—include required library and information technology instruction. Each semester, in every section of each course, students spend a two- or three-hour class meeting in the library under the instruction of the outreach librarian. They learn to recognize, identify, and define an informational need, seek basic information in a strategic way, locate and access basic information, and evaluate information sources for essential levels of quality and relevance.

In addition, many of the undergraduate majors include research components that leverage a student’s understanding of sourcing information in an electronic and physical world. The library holds a wealth of information not found on other campuses and offers resources both physically and virtually through a strong and aggressive holdings and subscription program. (See Standard Seven: Library and Other Information Sources for more detail.)

At the graduate level, students continue their study of information literacy. All students are provided the opportunity to complete the elective course GS-510 Principles of Music Research. This course explores the tools of music scholarship, including reference and research materials in both book and electronic forms. Students develop the skills, attitudes, and understanding to research and write about music by learning how to approach various types of scholarly study within music and by increasing their proficiency with music library resources. Projects and assignments are tailored to the individual needs of the student working towards his/her culminating experience or thesis project. Students learn advanced information search approaches: assembling a literature review, evaluating current research, writing and documenting sources professionally and ethically, distinguishing primary and secondary research, and finding and applying for funding sources.

Some master’s programs also require in-depth research methods courses tailored to the specific discipline of study. The master of arts in music therapy, for instance, requires that all students complete MTH-510 Research Methods in Music Therapy as well as MTH-550 Research Seminar 1 and MTH-551 Advanced Research Seminar.

Additionally, all graduate students are offered workshops in research techniques, information literacy, conducting primary and secondary research, and documenting sources using different bibliographic styles.
The language of instruction for all Berklee College of Music programs is English, including offerings in Valencia, Spain. All students completing an undergraduate or graduate degree program demonstrate collegiate level skills in English. All undergraduate students are required to be proficient in English.

All undergraduate students for whom English is a second language are required to complete an English language placement test during orientation week. This placement test determines whether students will be required to complete English as a second language (ESL) courses. The college offers three levels of ESL instruction: LENG-104 English as a Second Language 1, LENG-105 English as a Second Language 2, and LENG-106 English as a Second Language 3. The placement test is holistic, requiring students to complete a standardized exam, write a short essay, and complete a short in-person interview. All English as a second language students, even those whose language levels are sufficiently proficient to be exempt from ESL courses, are offered English tutors to assist them with all of their schoolwork. Tutors are native English speakers who have earned As or Bs in their English courses and who are selected through a rigorous application process. Tutors work with the English professor assigned to coordinate the program. They complete weekly seminars on pedagogy, language acquisition, and best practices.

Beginning in fall 2013, all entering undergraduate students for whom English is a second language and who did not graduate from high schools where the language of instruction was English will be required to submit a TOEFL (Test of English as a Foreign Language) score. However, no minimum score will be required.

All applicants for the graduate studies program are required to be proficient in English. Students for whom English is a second language and whose undergraduate degrees were earned at institutions where the language of instruction was not English are required to submit the results of one of the following standardized tests and are required to attain the following minimum scores:

- TOEFL: iBT (internet-based): 100; computer-based: 250; paper-based: 600
- IELTS: 7.5
- Cambridge English Language Exams: Certificate in Advanced English (CAE) or Business English Certificate (BEC) or higher
- Pearson Test of English Academic: 73

Graduate students for whom English is a second language are also offered the opportunity to study the English language further by taking additional English language courses and by working with a tutor.

Undergraduate Program

The bachelor of music degree at Berklee College of Music encompasses 120 credits in 10 of the 12 majors. The majors in music education and in music therapy require 129 and 121 credits, respectively, to accommodate necessary learning requirements, as well as state and professional licensure. As mentioned above, degree requirements are published in the bulletin, accessible through the college website (berklee.edu), and through the internal intranet found at my.berklee.net.

The undergraduate program is outcomes based. All learning outcomes align at the institutional, program, and course level. Undergraduate education aligns with the college mission, the 17 general competencies identified through the curriculum review initiative, and the liberal arts learning outcomes. Additionally, each program of instruction maintains a program description and written learning outcomes that summarize the main learning goals of the major. Program learning outcomes are aligned with course learning outcomes to ensure that all the learning students are expected to acquire in a program is taught.

Learning outcomes are assessed through a variety of formative and summative methods to ensure that students have mastered them. At the formative level, instructors work with students to discover what they have and have not yet mastered in order to target the learning and ensure student success. At the summative level, in all courses, students complete final exams and/or final projects to demonstrate mastery. Undergraduate majors require a capstone project, senior portfolio, senior recital, or additional summative work to ensure that students have gained the learning required. A comprehensive process of program review assesses student learning and uses those results to improve student success. (See the appraisal section below for more information on the program review process.)

Program descriptions and program learning outcomes are published on the Berklee website (berklee.edu/majors). Course learning outcomes are published on course syllabi, as are assessment requirements for each course.
A student’s first semester is considered to be a critical one, and as such, the first semester experience for students is carefully defined. The program of study for all first semester students is a common one: an integrated experience of core learning in foundational subjects including music theory, music performance, technology, reflection and inquiry, and English language or literature. This focused first semester transitions students to Berklee and fosters students’ understanding of their academic journey.

The bachelor of music degree at Berklee consists of three integrated sections:

- The core, foundational music curriculum
- The liberal arts program
- The major concentrate

Additionally, though degree requirements are rigorous, most programs of study provide space in varying amounts for students to select general elective courses—courses from the college’s impressive array of possibilities. At the undergraduate level, Berklee has almost 1,200 unique course offerings. During the past 10 years, significant effort has been put into refining and detailing courses in such a way as to better inform students of course content, prerequisites, and connections. Efforts from the Liberal Arts and Ensemble departments resulted in the removal of generic course titles and prefixes, such as ENSB-211 Small Band Ensemble (which in the past encompassed a wide array of styles). These have been replaced with much more specific course titles and prefixes, such as ENRK-206 Blues Rock Ensemble. Similar changes are found in the liberal arts program, so that courses now have topic-specific titles and discipline-specific prefixes, such as LAHS for Art History and LSPN for Spanish courses.

**The Core Foundational Music Theory and Performance Program**

Berklee’s commitment to students’ musicianship is exemplified in the curriculum’s “core”—the music theory and performance program undergraduates complete. All students, regardless of their major, are musicians with demonstrated ability on a principal instrument. All students audition for the college as vocalists or instrumentalists and complete intensive study in that principal area, which includes eight broad instrumental families: bass, brass, guitar, percussion, piano, strings, woodwinds, and voice. Performance majors explore their instruments in more depth than do students in other majors, but all undergraduates are strong musicians with proficiency on a principal instrument.

The core or foundational music and performance program has been refined and adjusted throughout the college’s history and remains a leading component of alumni success.

The core or foundational music program for all undergraduates consists of the following:

- one integrated course of introduction both to music theory and contemporary harmony
- three courses of contemporary harmony
- one course of contemporary arranging
- three courses of tonal (traditional) harmony and counterpoint
- two courses of conducting
- four semesters of private instruction
- four semesters of ensemble instruction and participation
- four semesters of ear training or solfège courses
- additional instrumental labs

Students completing the core curriculum gain a strong understanding of their primary instrument, as well as the necessary theoretical knowledge to become high-level musicians. They are also prepared for further study in the specialized courses of each major and subsequently at the graduate level. The music core is sequential and most courses are completed in the first two years. Due to certain prerequisites and pacing alignment in particular majors, some courses are completed in the third year of study.

**The Liberal Arts Program**

Along with the core foundational music and performance program, all undergraduate students complete a comprehensive liberal arts or general education program.
The general education requirement at Berklee is coherent and substantive. It is an integrated part of students’ academic program and embodies the college’s definition of an educated person—a person who is not only prepared for a music career, but also for life. Berklee’s vision for 2015—to become the premier institution of contemporary music—notes the importance of offering a “relevant and distinctive curriculum in music and liberal arts.” The college takes great pride in having renewed and rejuvenated its commitment to the liberal arts. In the past five years, through a systematic and thorough implementation of change and expansion, the liberal arts program has dramatically increased its offerings and developed minor programs of study and courses that are cutting-edge and of interest to the student body. As testament to the excellence of liberal arts education at Berklee and its partnership with music instruction, eight of Berklee’s twelve undergraduate majors require specific liberal arts courses within their program of study. These courses are intertwined with the learning of the major concentrates and represent a strong connection between music and other disciplines of study within the liberal arts and sciences. So central are the liberal arts and sciences to the Berklee education that the college sends the liberal arts handbook to all prospective students. The head of the liberal arts program sends a welcome letter to accepted students, as do chairs of the core music areas.

Berklee’s liberal arts program focuses on the learning that artists and musicians need to succeed in today’s world, especially on writing and communication skills, entrepreneurial skills, critical thinking skills, and problem solving skills. Liberal arts courses provide a cultural context for the music being studied; relate the world of music to other arts, to politics, to literature, to science; encourage in students an appreciation for diversity; and prepare students to make the complex ethical choices they will face throughout their lives.

At Berklee, a comprehensive college education is achieved by study in the liberal arts in partnership with in-depth study in music. Berklee’s liberal arts program is designed to empower students with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement. The partnership of liberal arts and music in the Berklee curriculum means that graduates are accomplished musicians who also excel as collaborators, communicators, and problem solvers. The liberal arts program at Berklee is deliberate and intentional and one that encompasses the college’s definition of an educated person.

Like Berklee’s entire curriculum, the liberal arts program is outcomes based. Through study in liberal arts, students will be able to:

- Synthesize and integrate knowledge from a variety of disciplines
- Evaluate major artistic, literary, cultural, and historic themes, trends and movements
- Evaluate the relationship between music and other arts, and between music and society
- Evaluate aesthetic principles and concepts
- Evaluate attitudes, thoughts, and behaviors to develop a deeper appreciation for a diverse society
- Compose written and oral communications
- Write creatively in a variety of genres, including poetry, drama, fiction, and nonfiction
- Design career plans and goals
- Develop a basic concept of the universal common core of general ethical principles
- Assess the role of the artist in society and come to appreciate his/her role as a musician
- Assess the factors for positive relationships, including listening skills, self-concept, nonverbal communication, and conflict resolution
- Analyze the ways that ethical decision-making relates both to professional and social situations
- Apply critical thinking and practical reasoning in the solution of everyday professional, social, and artistic problems
- Apply strategies that facilitate effective intercultural communication in diverse settings and situations
- Apply quantitative reasoning to the decision-making process
- Demonstrate the use of scientific principles applicable to a variety of professional disciplines

**Liberal Arts Requirements**

The liberal arts requirements consist of 40 credits of study. Requirements include:

- Art history: one course. Students may select from a large variety of options. Art history is one of Berklee’s most popular subjects and the courses of most art history professors fill very quickly. The college maintains an institutional membership to the Museum of Fine Arts, Boston, located within walking distance of the campus. As a result, all Berklee Boston students are members of the museum and may visit it at any time for no cost.
English: two courses, LENG-111 Writing and Communication and LENG-201 Literature. The literature course is topic-based; students may choose from a variety of options.

History: one course. History courses are topic-based; students may choose courses of interest. History courses are extremely popular.

Interdisciplinary humanities seminars: two courses, LHUM-100 Artistry, Creativity, and Inquiry Seminar, a first semester seminar, and LHUM-400 Professional Development Seminar, a sixth semester seminar. Faculty serve as students’ advisors. The courses challenge students to reflect on their own definition of themselves as artists. They write an artist statement, explore the relationship between music and society, develop an artist portfolio, transition to college in LHUM-100, and prepare to transition out of college in LHUM-400.

Mathematics/natural science: one course. Students may choose any course from a variety of subjects. Some majors have specific, integrated requirements. Most of the technology and production majors require that students complete LMSC-208 or 209 Principles or Applications of Acoustics. The music business/management major requires that students complete LMSC-251 Data Management and Statistics. Other offerings include LMSC-210 Principles of Audio Electronics; LMSC-P224 Concepts in Contemporary Science; LMSC-P240 Technology, Self, and Society; LMSC-P250 Biodiversity and the Sounds of Nature; LMSC-306 Principles of Physics; LMSC-P307 Introduction to Psychoacoustics; LMSC-P310 Mathematics of Musical Signals; and LMSC-318 Environmental Science. Developing a rigorous program in mathematics and natural sciences has resulted from a serious commitment by the college and the creation of two new full-time faculty positions, one in mathematics and one in the natural sciences.

Music history: two courses, LHAN-211 History of Western Music 1 and LHAN-212 History of Western Music 2. These requirements will change upon the implementation of the new music history requirements emanating from the curriculum review initiative mentioned above.

Music and society: one course. Students may choose from an array of new interdisciplinary courses that put music into a cultural context.

Social science: one course. Students may choose any course with an LSOC prefix. Music education and music therapy have strong social science requirements, especially in psychology. The psychology minor is the college’s most popular minor program of study. Music business/management majors must complete course requirements in economics.

Technological literacy: one course, MTEC-111 Introduction to Music Technology.

Liberal arts electives: Students may choose any three additional courses of interest to them.

The Major Concentrate

The major areas of study at Berklee, the major concentrates, fully leverage the learning outcomes of the core music curriculum, as well as the learning outcomes of the liberal arts program. The majors require significant and in-depth study in the discipline. The structure of the undergraduate degree requires that students begin their major concentration within their second year at the institution. A requirement to declare a major by the third semester has been in place prior to the previous self-study and is now a major focus of faculty advising. Departmental advisors are available in every department to ensure a student’s smooth path through the structure of prerequisites and expectations within each major. Students begin their introductory courses in the major in their second year as they are continuing work to complete the core curriculum and the liberal arts program. In their third year on campus, students finish the core curriculum, transition into more advanced study in their major concentrate, and continue their path within the liberal arts program. Additionally, in semester six, all students are required to complete LHUM-400 The Professional Development Seminar as they prepare to shift their focus to careers, professional work, and/or graduate studies. In year four, students focus on the most advanced studies within the major concentrate, and complete any remaining liberal arts courses and electives necessary for their degree.

Outcomes at Berklee, in both major and minor programs of study, are detailed at the course level to determine appropriate levels of learning using the following criteria:

- The course serves as an introduction/entry point to the competency.
- The course provides an opportunity for practice/training/expansion of knowledge in the competency area.
- Through the coursework a student will complete mastery or advanced understanding of the competency.

The major concentrates contain 30 credits of instruction, with the exceptions of the music therapy major, which is 46 credits, and the music education major, which is 52 credits. The additional course work in those two programs is necessary to meet external accreditation and state requirements. All majors at the college provide students the opportunity to study at very high levels. In their final semesters, students are mastering advanced levels of knowledge in
their fields. The majors include course work in theory and in practice. Most of Berklee’s major areas of study foster hands-on learning and encourage students to complete practical and professional projects. Several majors, including film scoring, contemporary writing and production, composition, and electronic production and design require that students complete senior portfolios of professional projects. Many programs, especially music business/management, music therapy, and music education, require an internship or practicum, in which students apply their learning.

**ProArts Consortium**

Berklee undergraduate students are also afforded the opportunity to enroll in courses through the Professional Arts (ProArts) Consortium, an association of six neighboring institutions of higher education in the Boston area, all dedicated to the visual and performing arts. The member schools are Berklee, the Boston Architectural College, the Boston Conservatory, Emerson College, the Massachusetts College of Art and Design, and the School of the Museum of Fine Arts, Boston. The ProArts Consortium provides students the opportunity to expand their vision of the arts through cross registration and interinstitutional courses. Through cross registration, Berklee students may register for any ProArts course in which there is space, so long as they receive authorization from Berklee and the consortium institution. Additionally, interinstitutional courses are designed specifically to foster the interaction of students from different institutions. For instance, the course Invisible Cities: Interventions was team taught by faculty from Emerson and the Massachusetts College of Art and Design and was hosted by the Institute for Liberal Arts and Interdisciplinary Studies at Emerson. Berklee students may take a maximum of six credits at consortium institutions. These usually apply as general electives but may, with the permission of the appropriate chair, be applied to meet specific requirements.

**Graduate Program**

Offering graduate education is new for Berklee. Three programs—master of music in contemporary performance; master of music in scoring for film, television, and video games; and master of arts in global entertainment and music business—were launched fall 2012 on the Valencia, Spain, campus. Plans are to add a master of music in music technology innovation in fall 2013 and a master of music in symphonic band studies in fall 2014 in Valencia. Additionally, the college plans to launch several master’s programs in Boston in fall 2015, including master of music in contemporary performance careers, master of music in contemporary music education, master of arts in global entertainment and music business, and master of arts in music therapy.

Planning for graduate programs has been thorough and long range, with a focus on ensuring that Berklee has the capacity to be successful without jeopardizing other operations. To accomplish its vision for 2015 to be the world’s premier institute of contemporary music, the college developed a series of multiyear strategic plans. Key to the initiative from the 2009–2012 strategic plan to inspire “the creation of new musical ideas” is developing master’s programs (and offering students the opportunity to earn baccalaureate degrees online through Berklee@music). Central to “bringing major initiatives now underway to successful completion,” specified in the 2012–2015 strategic plan, is launching master’s degrees on both Berklee campuses in Valencia and Boston and offering online continuing education baccalaureate degrees. (See Standard Two: Planning and Evaluation for details on the strategic plans.)

Berklee recognizes that it needs to be a place not only where students begin their higher education and earn their undergraduate degree, but also a place where students develop and perfect their work as musicians, as composers, as artists, as thinkers, and as people. Offering graduate programs is a momentous and exciting change for the college. Graduate students enrich the Berklee community with their musical and intellectual energy.

Planning has focused on the needs of Berklee’s students and has been guided by Berklee’s academic and institutional leaders, as well as by Berklee’s board of trustees. In all of the planning, the institution and the board of trustees have examined the risks and benefits carefully, and are confident in Berklee’s ability to exercise fiduciary responsibility and manage and implement the changes.

Unlike the undergraduate program, which is very large (in fact, Berklee is one of the largest music colleges in the world), graduate study is designed to be small—approximately 20–30 students per program. Each master’s program is devised as a full-time program of study to be completed in one intense year of three semesters: fall, spring, and summer.

Berklee graduate programs are designed to provide students a mastery of a complex field of study or profound area. The graduate curriculum, like the undergraduate program, is outcomes based and designed to align with Berklee’s mission. Additionally, graduate study takes students to a higher level of excelling musically, artistically, and professionally. These highly selective graduate programs apply leading-edge music technology, advance international music business models,
and promote diverse music traditions. Through focused and rigorous study, enhanced by close mentoring relationships with exceptional faculty, students reach their professional and artistic goals, while gaining the knowledge and skills needed to prepare for careers and to serve as leaders in today’s music industry. Regardless of the program of study, the master’s education at Berklee works to create the leaders of today and the innovators of tomorrow in the music industry. Through study, students research, anticipate, and lead music industry trends and developments.

Students admitted to the graduate program are demonstrably qualified. Admission standards for all programs require the following:

1. Completed application for graduate study
2. Statement of purpose:
   The statement of purpose should be included in the online application, and must be between 400 and 1000 words. This is a student’s chance to tell the college about his/her musical journey to date and why he/she would like to pursue a master’s program at Berklee College of Music. In the statement, students should touch upon topics such as:
   • educational and work-related experience
   • evidence that he/she is a highly dedicated person who can work in a demanding field
   • musical challenges he/she has overcome
   • experience: such as involvement in marketing an event, publishing or writing reviews, organizing musicians, or networking in the music industry
   • explanation of how the master’s program helps him/her accomplish professional, artistic, and academic goals
3. Curriculum vitae or résumé
4. One letter of recommendation
5. One official copy of transcripts from all institutions attended or currently attending
6. Interview
7. Students for whom English is a second language and whose undergraduate degrees were earned at institutions where the language of instruction was not English are required to submit the results of one of the following standardized tests and are required to attain the following minimum scores:
   • TOEFL: iBT (internet-based): 100; computer-based: 250; paper-based: 600
   • IELTS: 7.5
   • Cambridge English Language Exams: Certificate in Advanced English (CAE) or Business English Certificate (BEC) or higher
   • Pearson Test of English Academic: 73

Specific master’s programs have additional admissions requirements. The master of music in scoring for film, television and video games and in music technology innovation require a portfolio; the master of music in performance requires an audition.

The master’s applicant pool, in Berklee’s first year, has been rich. Berklee admitted 35% of the students who applied. The enrolled students come from 24 different countries. (See Standard 6: Students for additional information.) All students are excellent, talented, and high performing. They came to the master’s programs with clear professional goals and the programs are designed to help them reach those goals.

Each program has a cohesive curriculum and makes demands on students to move them beyond the baccalaureate level. The program level outcomes are clearly articulated in the graduate bulletin and on the college website (berklee.edu/masters).

The requirements for each program take into account the specific purposes of the discipline, prepare students to enter their chosen field, and make a real contribution to it. The programs ask students not only to master the material taught, but also to go beyond it. Programs of study are individualized for each student, focusing on his/her culminating experience or thesis project. Students are asked to develop their own creative and innovative projects that enable them to make an original contribution to their field. This contribution may be a production, a composition, a new business model, a research or scholarship project, a technology innovation, or something entirely different.

Faculty responsible for graduate education are qualified by credentials and experience in their field. All are top educators, as well. In the master of arts in global entertainment and music business, faculty are music business experts, attorneys,
executives, and innovators. Faculty in the master of music in scoring for film, television, and video games are experienced composers, orchestrators, conductors, and scorers. Faculty in the master of music in contemporary performance careers program are among the world’s top performing musicians. Faculty in the master of music in music education and master of arts in music therapy programs will also be among the most qualified expert educators, therapists, and professionals. (See sample graduate faculty CVs in the workroom.) Depending on the program, the student-to-faculty ratio ranges from 7:1 to 3:1.

Berklee City Music: Pre-College Education

Through its special and summer programs, Boston provides music education to young people, especially high school students in its Five-Week Summer Performance program and middle school students in Day Sessions, a day program in the summer.

Through City Music, Berklee also provides pre-college programs to 4th to 12th graders in underserved communities. The Berklee City Music Network is a national association of music programs dedicated to changing the lives of youth in underserved communities. Berklee established the City Music Network to replicate the successes of the Boston after-school and summer program. The 38 network locations across the United States and Canada offer many of the same experiences as the original City Music program in Boston. Professional musicians direct student ensembles and teach theory, ear training, and performance using popular R&B, rock, hip-hop, and jazz songs at each site.

City Music is a model of how a program builds on the passion of young people and helps them achieve academically and musically. Students learn and apply music and academic skills. As they develop their artistry, they learn essential leadership skills—commitment, professionalism, respect, responsibility, self-discipline, and teamwork. There are several sequential components allowing students to build skills from year to year, as well as year-round:

- **Faculty Outreach** educates students with little music experience on the fundamentals through collaborations with Berklee faculty and music teachers in the Boston Public Schools. It also provides teacher development and principal mentoring.
- **Preparatory Academy** is a comprehensive program for students in grades 4–8 that focuses on ensembles, theory, musicianship, and private lessons. This program prepares students for the high school academy and introduces them to the college experience.
- **High School Academy** brings more intensive and challenging course work, ensemble instruction, and visiting artist clinics to middle/high school students who are ready for advanced methodologies, techniques, and composition.
- **Music Mentoring** provides music theory classes and one-on-one instrumental and vocal coaching for students in grades 4–12 who need a slower pace and more development in discipline and/or confidence.
- **City Music Summer Scholarship** provides competitive, full-tuition scholarships for students to attend the college's Five-Week Summer Performance Program.
- **City Music College Scholarship** awards full-tuition, four-year scholarships to Berklee for exceptionally skilled students.

City Music created and now maintains a web-based curriculum called PULSE (Pre-University Learning System Experience). This music curriculum is a proven, interactive teaching method providing intensive one-on-one music lessons, ensemble instruction, course work, and in-person and on-site self-paced tutorials. PULSE is based on popular music to teach music literacy in a familiar genre with contemporary resources. All City Music teachers are required to be PULSE certified. They complete professional development in the PULSE curriculum as well as training in youth development, applied music instructional methods, and pedagogy.

City Music academic oversight includes an academic dean, director of curriculum, trained school counselor, college faculty, state licensed school music teachers, and professionally trained teaching artists. The program publishes the learning goals and requirements for each Boston-based program component and is in the process of publishing overall learning goals and requirements for the national network of partner programs and communities.

Berklee City Music National Conference is an annual meeting providing opportunities for teachers and program partner administrators to deepen their practices, applications, understanding, and creation of popular music educational pedagogy and methodology. It provides professional development training for teachers and administrators. State licensed teachers can receive unit credits for continued certification.
Training, assessments, communications, and best practices are hosted on a secure website. Because this is a pre-college program, parents are also encouraged to participate in the learning experiences of their children. There are guided parent lessons and activities for parents to support student learning at home. City Music boasts a 90% student retention rate. Students excel personally, professionally, musically, and academically. (See berklee.edu/community/citymusic for information.)

**Berklee's Online Continuing Education Division: Berkleemusic**

The continuing education division, Berkleemusic, supports the college mission and expands the college's reach to more than 90 countries worldwide through online courses and certificate programs. Since launching the online continuing education division in 2003, Berklee has taught more than 18,000 students from around the world. Berkleemusic courses have received the University Professional and Continuing Education Association’s (UPCEA) Distance Learning College Course Award (either distinguished or meritorious) for the past eight consecutive years.

One of the guiding principles in the vision 2015 statement for Berklee College of Music is that the innovative ideas on which the college was founded are applied to the new circumstances of the 21st century. This includes online, community-based, and special programs that enhance the learning experience and provide additional opportunities for a Berklee education. Berklee's online continuing education division offers more than 100 courses and 30 certificate programs in six major areas of study:

- Music Business
- Theory, Harmony, Ear Training
- Arranging/Orchestration
- Performance
- Music Production
- Songwriting

Beginning fall 2014, students will also be able to complete a bachelor of professional studies in music production or music business online.

**Students**

Students taking classes through Berklee's online continuing education division are mostly adult learners from around the world interested in developing their skills to further their career opportunities in music or for personal fulfillment.

However, some students in Berklee’s bachelor of music program enroll in online courses prior to matriculation or while they are enrolled in the bachelor of music program. Students in Berklee’s bachelor of music program are able to apply credits earned in online continuing education division courses towards their graduation requirements, usually as general electives. Some courses may, with the permission of the appropriate chair, be applied to meet specific requirements. As discussed in the projection section below, the vice president of online learning and continuing education, in collaboration with academic deans and chairs, are leading a review of all Berkleemusic online courses to expand, as appropriate, those that may be applied to bachelor of music requirements and/or to recommend revisions in order to make direct application possible.

**Technology**

Both the continuing education division and the on-campus programs in Boston and Valencia currently use the Moodle learning management system to deliver courses. This system, combined with a robust technical infrastructure, provides the functionality, performance, and scalability needed. In addition, the continuing education division continues to innovate technology tools to enhance teacher/student and student/student communication, collaboration, and learning. Discussion threads and assignment feedback forums contain direct-record audio tools enabling instructors to record their feedback, critique, and narrated musical demonstrations that would otherwise be difficult to convey via a standard text-based forum. The system supports the submission of video-based assignments, allowing faculty to critique technique and overall performance.

**Course and Program Development and Review**

Based on market research and working collaboratively with Berklee's academic department chairs, the dean of continuing education identifies curriculum areas for development and faculty appropriate for authoring that curriculum. Most online faculty—69% of them—come from Berklee's on-campus faculty. Developing and teaching online courses is not required
of Berklee faculty, but is an additional option that many people choose. The pay for this work is supplemental to faculty's regular salary and is limited to assure quality of effort and time.

Through an iterative process, faculty develop course proposals that are reviewed and approved by the continuing education academic council, membership of which includes the dean of continuing education; vice president of online learning and continuing education; vice president for curriculum and program innovation; dean of professional performance division; three Berklee department chairs; and one faculty member.

Once a course has been approved by the academic council, the faculty member is tasked with completing an online course called Authoring a Berkleemusic Online Course, which outlines key stages of the development process and best practices for creating effective content for online delivery. A trained instructional designer is assigned to work with the faculty member and provides expertise on how to create the most effective learning experience online, in addition to serving as the principal point of contact for the faculty member throughout the development process.

The development process is iterative with a strong focus on imparting a high-quality educational experience. The courses are developed and reviewed with the following criteria:

- The objectives of the course are clearly and, to the extent appropriate, behaviorally stated
- The content of the course matches the description and facilitates achievement of the objectives
- The quantity of content is appropriate to the number of credits awarded
- The rigor and depth of the assignments are appropriate to the number of credits awarded
- The evaluation of student work and final grade awarded are clear and authentic

Course Design and Format
Each lesson is filled with active participatory experiences that address multiple learning modalities and foster communication and collaboration. The lessons follow a consistent format with the following components:

- **Introduction** provides an overview of the lesson, lists the lesson’s objectives, and presents an assignment schedule so students can plan ahead.
- **Topics** are the educational content for the lesson. They contain text and multimedia elements.
- **Activities** are multimedia interactions and practice exercises through which students begin to reinforce the concepts learned in the topics and apply them through simulated experiences.
- **Discussion questions** encourage reflection, inspire communication, and foster a sense of community.
- **Assignments** require students to demonstrate their understanding of the material covered in the lesson and enable the instructor to evaluate whether students have achieved the objectives of the lesson. In most courses, students are not only required to submit projects but also to critique the work of their fellow students' projects based on the focus of the lesson.
- **Summary** reiterates the major topics and prepares students to build on the knowledge and skills acquired before moving on to the next lesson.

Certificate Program Design
There are three types of certificate programs: (1) **specialist certificate**, consisting of three-four courses, (2) **professional certificate**, consisting of five-six courses, and (3) **master certificate**, consisting of seven-eight courses. Each certificate is designed to provide a coherent, sequential progression of learning around a focused area of study.

Student Assessment
Students are required to perform real-world tasks in order to demonstrate learning the material presented in a course. Students are challenged to submit independent work on a weekly basis. The assignments are reviewed closely by the instructor, who replies with helpful advice on how to revise or proceed forward. The instructor feedback is based on observation and serves as a critique of the student’s performance mapped to the stated objectives of the lesson.

Course and Program Revisions
Curriculum revisions and improvements to the learning environment are planned and implemented in a constant effort to maintain academic excellence. Approximately 15–20% of the curriculum is revised each year, based on feedback from students and changes in technology or the music industry.
Orientation for Students

Upon enrolling in a course, students gain access to a Getting Started lesson, which includes a course introduction, a review of requirements, information and expectations related to class communication, information related to grading, and orientation videos for the learning environment. The videos walk through how to access course content, interact with the instructor and students, and submit assignments.

Evaluation of Courses, Programs, and Faculty

Students complete two evaluation surveys per course per term to report on their overall educational experience—one administered mid-term and one administered at the term’s end. The survey monitors the student’s perception of the course content, technology used to support the course, faculty participation, student interaction, most/least favorite aspects of the course, and the number of hours spent per week completing the course work. There are also opportunities for students to respond in a free-form manner.

Survey data, per course, is circulated to the dean of continuing education, the academic council, and faculty authors who work with the continuing education’s division’s course development team to revise courses based on feedback and results.

A recent survey of certificate program graduates to assess overall student satisfaction with the programs asked students to identify their goal for completing a certificate program and whether the program helped them achieve that goal. About two-thirds of respondents enrolled in a certificate program for professional development, including to help with existing work, as a means of career advancement, or as a means to change careers, while about a third enrolled for personal fulfillment. A resounding 95% of students responded that the certificate programs helped them achieve their goal. Ninety-seven percent of students said they were either satisfied or very satisfied with their program.

Academic Policies and Procedures—Code of Conduct and Assuring Students’ Identity

The continuing education division’s academic policies include a code of conduct, which states the expectations with regard to honesty in academic work. Students are required to accept the policies prior to enrolling in a course or program. The following excerpt from the code of conduct addresses fraud and is used to assure students’ identity:

Honesty in Academic Work and in Scholarly and Professional Practice

Fraud is using identifiers (such as name, password, ID) of other persons as one’s own or submitting false information about oneself. Some examples include such infractions as concealing or misrepresenting one’s identity, impersonating another individual, falsifying information on such documents as one’s résumé or internship applications, misrepresenting oneself as acting on behalf of Berklee, or using the college’s name, logo, or symbol without prior written permission.

Additionally, students are required to maintain the privacy and uniqueness of their password and agree not to disclose or make that password available to anyone else. This also assures the identity of the student accessing course work through the unique password. The password policy is below:

Passwords

Students are responsible for maintaining all Berklee music passwords in confidence and may not disclose or make available any to third parties without prior written consent of the college. Students will be held responsible and will be liable for any improper use of a Berklee music password.

Integrity in the Award of Academic Credit and in Academic Spaces

Berklee’s degrees are appropriately named and follow practices common to American institutions of higher education in terms of length, content, and level. As mentioned, Berklee offers a bachelor of music degree in Boston and a master of music and master of arts degree presently available on the Valencia campus only. Plans are to offer the master’s degrees in Boston beginning fall 2015 and the bachelor of professional music online in Boston beginning fall 2014.

The bachelor of music programs are, with two exceptions, 120 credits. The major in music education and music therapy are 129 and 121 credits, to accommodate requirements of those disciplines. The bachelor of professional studies will also
be 120 credits long. The master of music and master of arts programs are 30–33 credits long, depending on the particular needs of each discipline.

The bachelor of music program requires a residency of at least four semesters of full-time study. This ensures that students have sufficient time to complete their degree requirements. Due to the unique nature of Berklee programs, these semesters must include advanced work in the major concentrate.

At the graduate level, Berklee maintains a residency requirement of three full-time semesters—the total program. The master's offerings are comprehensive programs intended to be completed without interruption.

Graduation requirements for all Berklee programs are clearly stated in the graduate and undergraduate bulletin and on the website. All students have the ability to check on their current degree requirements by meeting with the registrar or with an academic advisor. Students may also evaluate their current graduation requirements and their progress towards degree completion through the Berklee intranet, my.berklee.net.

Each academic year is defined as a catalog year that begins in the fall semester and continues through spring and summer. Each student follows the requirements of the particular catalog year that is in effect at the semester of the student’s matriculation, regardless of when the student declares a major. Requirements for a particular catalog year are delineated in that academic year’s bulletin as well as in the official online services provided by the registrar. Revisions that the college makes to a program or a course that is required in a subsequent catalog year affect only the students who matriculate to the college after the revision was made. At any time, students may request to switch to the current catalog year, especially under the advisement of the chair of their academic major or the advising staff. A student may not switch to a past catalog year.

All policies regarding continuation in, termination from, and readmission to programs are published in the college’s bulletins and on the college’s website.

Evaluation of student learning and the awarding of credit are based upon clearly stated criteria that reflect the college’s focus on student learning and the expressed learning outcomes. The college grading guidelines are published in the undergraduate and graduate bulletin and on the website. Course syllabi detail the grading criteria as well. Faculty are required to present to students the course syllabus on or before the first day of class. Syllabi are shared with students in class and they are also shared with students electronically through the college’s learning management system.

The awarding of credit is consistent with commission standards, is appropriate to the field of study, and reflects the level and amount of student learning. For lecture and discussion courses, students earn one course credit for every 15 class contact hours—one credit for one hour of class meeting time each week for 15 weeks. For lecture and discussion courses at the undergraduate level, there is also the expectation that one hour of class time per week requires two hours of outside-of-class work each week. For graduate courses, the expectation is that that one hour of class time requires at least three hours of out-of-class study. For ensemble and lab work, where repetition, practice, and iterative learning are key, students earn one hour of credit for every 30 hours of in-class time, or one credit for two contact hours each week for 15 weeks. Private instruction is delivered as a two-credit, one-hour per week course, or as a one-credit, 30-minute per week course for undergraduates. Private instruction is delivered as a three-credit, one-hour per week course for graduate students. Private instruction requires significant weekly expectations regarding practice time and study outside of class.

Credit for prior learning is awarded on a limited basis at the undergraduate level and only with faculty and academic administrative oversight. Certain courses, particularly many core music theory courses, offer a test-out option called credit-by-exam (CBX) that allows those students who have prior knowledge and have mastered the learning outcomes of a particular course to submit the CBX for evaluation. Depending on the course, the CBX may comprise an examination, projects, or both. In order for the student to receive credit, he or she must demonstrate sufficient mastery of the course material to be awarded the grade of B. These exams are kept secure and administered only by faculty or chairs.

Faculty ensure the integrity of grades that they submit through a secure grading portal. Grade reports are kept secure and maintained through the Office of the Registrar.

The full-time academic chairs in Boston oversee the undergraduate curriculum for the bachelor of music courses offered in Valencia, Spain. The academic dean on the Valencia campus is charged with maintaining the integrity of the delivery of the bachelor of music curriculum on that campus. In opening a new campus in Valencia, Spain, the college created a
remarkable opportunity for Berklee’s undergraduate students to study abroad without delaying progress towards completing their degree requirements. Course offerings in Valencia, Spain, are determined through collaboration among the academic dean on that campus, appropriate academic department chairs in Boston, and the advising and registrar leadership. To further ensure academic oversight, Berklee also designated the dean of institutional assessment and graduate studies to serve as the Academic Affairs liaison between the two campuses. In Valencia, faculty are hired and trained through collaboration between the Boston and Valencia campuses.

Berklee bachelor of music courses that are offered online deliver the same learning outcomes as those offered in Boston. The full-time academic chairs in Boston oversee the integrity of these online courses and ensure that the learning outcomes delivered mirror the learning outcomes of the related on-ground course.

Please note the courses that are part of Berklee’s continuing education division and delivered through the online extension school are not considered part of the bachelor of music curriculum. Berklee music courses, courses from the continuing education division, as mentioned above, are eligible to be applied to students’ bachelor of music requirements as general electives. After evaluation by the appropriate Boston undergraduate course chair, certain Berklee music courses may be applied to meet specific bachelor of music requirements.

Just as the college ensures integrity in academic grades and credit given, the college also ensures that all spaces where classes are held, even those that are leased, provide the environment necessary to foster learning. This is discussed in detail in Standard 8: Physical and Technological Resources. Berklee owns most of its buildings. However, in Valencia, and in some of its buildings in Boston, Berklee uses leased spaces for classrooms and other academic facilities. In such situations, Berklee controls the spaces through multiyear contracts overseen by the vice president of real estate in Boston and the director of operations in Valencia. These resources are further administered by Academic Affairs through joint efforts of the vice president for academic affairs/vice provost, director of academic scheduling, and other affected parties. Technology resources are overseen by the assistant vice president for academic technology; various academic division and department technology staff members; assistant vice president for online learning; and assistant vice president of operations/chief financial officer, Berklee Media.

**Transfer Credit: Undergraduate Courses**

The college has clear and appropriate policies for acceptance of transfer credit to ensure that credit from other institutions reflects appropriate levels of academic quality and is applicable to the student’s program. These policies do not put up unnecessary barriers and are designed to facilitate student success, learning, and progress.

Berklee College of Music values the college-level course work taken by students at institutions of higher education. Students are invited to submit official transcripts from institutions for transfer credit evaluation. Courses taken in the U.S. are eligible for transfer credit consideration only if taken at a regionally accredited institution.

A transcript is considered official only if it is sent directly from a college/university to Berklee or is given to a student in a sealed and stamped envelope and delivered unopened to Berklee. Transcripts that have been opened or faxed are not considered official and, therefore, are not acceptable for transfer credit. Grade reports are also not accepted for transfer credit.

Transcripts from all international institutions, with the exception of Canadian transcripts, require an official translation to English and evaluation to American college standards by a certified credential evaluation service. The official translation must be mailed directly from the official translation service or delivered in a sealed envelope to the Office of Admissions (prospective and entering students) or to the Office of the Registrar (continuing and returning students). Berklee recommends the following provider of translation and evaluation services:

Education Credential Evaluators, Inc.
PO Box 514070
Milwaukee, WI 53203-3470 USA
414 289-3400
eval@ece.org

All undergraduate students, including those transferring from other schools, are required to complete a minimum of 60 credits for the bachelor of music degree and 48 credits for the diploma at Berklee in order to graduate from the college. Degree students are also required to complete a liberal arts residency requirement of six credits taken at Berklee in order
to graduate. Advanced placement, credit by exam, CLEP credit, and transfer credit do not count toward residency requirement credits, even if earned while at Berklee.

Berklee accepts a maximum of 24 liberal arts credits for courses that are required in the bachelor of music degree program. Music history courses are not included in this 24-credit cap. Berklee accepts a maximum of 12 liberal arts credits toward the general elective requirements of the professional diploma program. For a course to transfer, it must have a course description comparable to that offered at Berklee. All courses accepted for transfer must be successfully completed with a minimum grade of C (73% or 2.0/4.0 = A).

Berklee operates under a semester-hour system. A conversion must be made when transferring credit from a university using a different system.

- **Quarter-Hour Systems**
  - 3 quarter-hour credits equal 2 semester-hour credits
  - 4.5 quarter-hour credits equal 3 semester-hour credits

- **Lecture-Hour Systems**
  - 30 lecture hours equal 2 semester-hour credits
  - 45 lecture hours equal 3 semester-hour credits

The transfer credit policy, with its liberal arts residency and cap on the transfer of liberal arts credits, was substantially revised in fall 2010 in order to correct a previous more liberal transfer credit policy that enabled Berklee students to complete their liberal arts credits at other colleges or universities and transfer those in at the end of their program of study. The current policy allows students who have spent their first college years at another institution to transfer in liberal arts and general education credits when they matriculate to Berklee. The policy also allows Berklee to maintain with integrity its commitment to partner liberal arts and music education throughout students’ program of study.

Berklee establishes articulation agreements with institutions from which there is a significant pattern of student transfer, especially with international music students who begin their college education at schools that belong to the Berklee International Network (BIN) (see Standard 3: Organization and Governance for additional information about BIN). These articulation agreements make Berklee more accessible to higher numbers of students, especially international students for whom four years in the U.S. would be difficult to manage. Students transferring from articulation schools typically advance place into upper levels of the music core curriculum. This allows for intense study of the major concentrate.

**Transfer Credit: Graduate Courses**

Berklee also accepts transfer credit in a limited way at the graduate level. Under the same guidelines as mentioned above—requirements of an official transcript from a regionally accredited university from the U.S. or from an international university that has been evaluated to American university standards, with a grade of a C as a minimum—Berklee will accept up to nine transfer credits from master’s students. These credits may not be in required courses and may not be for the culminating experience. For the most part, accepting such credits frees space in students’ program to enroll in additional elective courses. To date, no graduate students have applied for the college to accept transfer credits.

**Appraisal**

**Assessment of Student Learning: Program Review**

Berklee College of Music implemented a new process of academic program review in 2010. The review requires that every academic area at the undergraduate and graduate level—in the bachelor of music, master of music, and master of arts programs—identify and assess student learning for the academic programs for which it is responsible. Reviewed programs included major and minor programs of study, liberal arts, and specific core music programs, such as the harmony program, ensemble program, ear training program, and so on. The liberal arts program also assessed sub-programs—English as a Second Language program, English composition program, poetry slam program, mathematics program, etc.

Program review asks faculty and academic administrators to develop and/or review clear statements of what students are expected to learn at the program and course level. Academic leaders and faculty are also asked to align these outcomes with the college mission, the diversity statement, and the institutional level of student learning, expressed through the college’s statement regarding the 17 core competencies that all bachelor of music undergraduates will master. The
process also asks for academic leaders and faculty to verify the outcomes at the program and course level with professional standards and external experts.

Through program review, faculty and academic leaders review the program description and, if necessary, make revisions. They also clarify assessment at course and program levels and conduct a cross-check to ensure that all learning outcomes are taught in the program’s courses.

In completing this process, academic leaders and faculty meet and discuss in detail what outcomes should be, how they know students are learning; if any outcomes are missing; if any teaching or learning is missing; and if anything should be changed in the curriculum, assessments, or pedagogy, always with the goal of improving student learning.

As mentioned, this college-wide system of program review is new, and baseline data was completed in summer 2012. In the 2010–2011 academic year, all academic chairs completed training on outcomes assessment and how and why to write learning outcomes. Training consisted of a daylong workshop followed by several supplemental sessions at the academic leadership council, a committee of all academic chairs and deans.

Several department chairs met one-on-one with the dean of institutional assessment and graduate studies to learn more about the process and verify their understanding. The dean also met with chairs and faculty in various departments to discuss the process. The accreditation and program services project manager likewise met with chairs individually to review the new database developed to collect this information.

During the 2010–2011 academic year, academic chairs and deans developed program descriptions and program-level learning outcomes and student assessments. In 2011–2012, academic chairs and faculty completed a review and revision of all course descriptions, learning outcomes, and assessments.

The process provided much useful information and resulted in revisions to course descriptions, learning outcomes, and assessments to improve student learning. It also resulted in the creation of several new courses and the deletion of some outdated courses. The review process was labor intensive, especially during this baseline period, but was extremely worthwhile. It was completed with great collaboration of academic chairs and faculty.

Now that the baseline data is complete, programs of study in the bachelor of music and master’s levels are on a three-year review cycle. New programs are reviewed at the end of their first year, as well. The master’s programs running presently in Valencia will be reviewed prior to the matriculation of the second master’s class, so that any necessary revisions can be put into place.

**Indirect Assessment of Student Learning**

In addition to this system of program review to assess how well students are learning the stated course and program outcomes, the institution uses a variety of quantitative and qualitative methods, as well as direct and indirect measures to understand the experiences and learning outcomes of its students.

Students at the undergraduate and graduate levels complete summative assessments of their learning. Undergraduates in their final semesters complete senior recitals, portfolios, research papers, marketing plans, practica, internships, and more. Graduate students complete a culminating experience or thesis project. Many of these assessments, by their very nature, include external perspectives—the recital audience, the committee that reviews the portfolio, the professional supervisor who oversees the student in his/her practicum.

The college provides systematic, substantial, and sequential opportunities for students to learn important skills, gain significant knowledge, and explore the essential questions of their disciplines. As mentioned earlier, the music core theory and performance curriculum for bachelor of music students is a series of systematic and sequential courses that focus on learning and building fundamental skills. Courses are taught by numerous faculty members at every level.

The college also uses indirect assessments of student learning. Students evaluate all courses running in every fall semester at the end of the fall semester; spring semester student evaluation includes those courses only offered in spring semesters or taught by new faculty members (four or fewer semesters of employment). These course evaluations reveal students’ perceptions of the course, the instructor, and their own learning. Presently, under the leadership of the dean of institutional assessment and graduate studies, Berklee is evaluating the tool and process used to collect course evaluations from students. The tool is online and the response rate is not as high as the college would like in order to
feel confident about the information provided. Negotiations between the faculty union and the college allow all courses to be evaluated in fall and restrict the kinds of courses that are evaluated in spring and summer terms. There is a need to increase the student response to course evaluations—which is approximately 45% a semester—and to evaluate all courses every semester.

While student evaluations can never be the sole tool to assess student learning, such evaluations provide information that is useful to the college in determining if a course is or is not resulting in the intended learning. Course evaluations may point to a need for the institution to investigate further by conducting additional evaluations. For example, some course evaluations by students in the LHUM-100 Artistry, Creativity, and Inquiry Seminar revealed that students’ experiences of the course vary greatly, depending on the teacher. Under the direction of the dean of institutional assessment and graduate studies, focus groups with faculty and with students, as well as with peer advisors who work with the course, are currently being held to provide the college additional information to help shape potential revisions to make the course more effective in ensuring that all students achieve the course learning outcomes. Focus groups are also used to reveal additional detail about students’ perceptions of their own learning, as well as faculty perceptions of student learning.

Surveys
The college also measures student perceptions of their own experiences and of their learning through surveys that allow for comparison with peer institutions and that allow students to reflect on their time at Berklee. As mentioned in Standard Two: Planning and Evaluation, beginning in 2012, the college will be conducting the Noel-Levitz Student Satisfaction Index on a three-year cycle. Previously, it had been administered on a five-year cycle. Likewise, the college will administer the alumni survey at least once a three-year cycle. It, too, had been administered on a five-year cycle. This survey reveals alumni perception of their learning. It is helpful for the college to see the perspectives of alumni once their education has been completed and to note how their perceptions may change depending on the length of time since graduation—one year, five years, 10 years, or more.

The most recent Noel-Levitz survey (2012) revealed that Berklee students primarily enroll for the college’s academic reputation and that Berklee is largely a first-choice institution. Compared to private four-year national cohorts, more Berklee students would enroll again if they had to do it over. They are more satisfied with their experience than their cohorts. It is an enjoyable experience to attend Berklee, and students are proud to say that they attend Berklee.

From the 2012 Academic Development Survey to Alumni, Berklee learned that 26% of alumni earned, or are currently earning, an advanced degree. Overall, 85% of alumni respondents favorably rate the quality of their Berklee education, and 47% of alumni favorably rate the extent to which their Berklee education prepared them for an advanced degree. Berklee also knows that music represents an integral part of 90% of alumni’s lives through employment and/or enjoyment.

Berklee devotes appropriate attention to assessing student learning and has recently renewed this focus by reorganizing the office that oversees this work. In October 2011, the Academic Affairs area of the college created the new position of dean of institutional assessment and graduate studies to build the graduate program and institute a systematic approach to program review and the assessment of student learning. This led to the creation of the new system of program review, described above.

Projection
Completing the development of the new master’s and online bachelor programs is the next phase of work for Berklee’s academic programs. Berklee projects that by summer 2013 the college will have graduated its first class of master’s students in Valencia. By fall 2015, the graduate program will have been launched on the Boston campus, and by fall 2014 the bachelor of professional studies online bachelor program will have been launched through Berkleemusic, the continuing education division of the college. By summer 2016, the first master’s class will have graduated in Boston. By spring 2018, some of the first group of online bachelor students will have graduated.

By summer 2013, the vice president of online learning and continuing education and the vice president for curriculum and program innovation, in collaboration with the academic deans and chairs, will have completed their review of Berkleemusic courses to expand, as appropriate, those that may be applied to bachelor of music requirements and/or to recommend potential revisions in order to make direct application possible. The application of Berkleemusic courses to the bachelor of music degree will increase.
By 2016, all Berklee academic programs will have completed their next program review cycle. This will yield additional information about student learning and lead to further improvements in curriculum, pedagogy, and student services to support student success. The work of both the college curriculum committee and the graduate studies committee will be institutionalized by this time and will guide this review, which will be facilitated by the Office of Institutional Assessment and Graduate Studies.

Integrating the online bachelor degree offered through Berkleemusic and the graduate studies program into the life of the college is ongoing work. Creating a culture where Berklee is no longer a single campus and single degree institution, but a multicampus institution that provides bachelor and master’s education, is a transition that will take time. Berklee’s vision for 2025, being developed presently, will provide shape and processes to respond to this challenge as Berklee continues to reinvent itself as a selective undergraduate- and graduate-level institution.

Institutional Effectiveness

As this self-study has indicated, Berklee has undergone a great deal of growth and change in the past decade and especially in the past eight years, since the arrival of president Roger H. Brown. This growth led to the institution’s first college-wide curriculum review, the curriculum review initiative from 2006–2010. That four-year review process fostered a culture of self-inquiry that has been ongoing. It led to the development of the college curriculum committee and graduate studies committee, two standing committees that focus on curriculum development and academic policy issues. This also led to the adoption of the academic program review process described above, in which all programs are reviewed on a three-year cycle with a focus on the assessment of student learning. It led to a substantial revision of the college’s liberal arts program, a revision that partners music and liberal arts education and that renews Berklee’s focus on the education of the whole person, and it led to a review of Berkleemusic online courses, increasing their applicability to the bachelor of music program requirements. Additionally, this work led to the development of new academic programs: graduate studies programs and an online bachelor of professional studies.

All of this work has confirmed the effectiveness of Berklee’s academic programs in enabling the college to realize its mission and vision. The mission—to educate, train, and develop students to excel in music as a career—implies all that the college does and embodies the heart of the academic program. The academic program makes the vision for 2015 real: to be the world’s leading institute of contemporary music.
Standard 5: Faculty
# Standard 5: Faculty – Berklee Boston
(Rank, Gender, and Salary, Fall Term)

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<th>Next Year Forward (goal)</th>
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Total Faculty

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Salary for Academic Year

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**"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.**
### Standard 5: Faculty – Berklee Boston
(Highest Degrees and Teaching Assignments, Fall Term)

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<th>3 Years Prior</th>
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<th>1 Year Prior</th>
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**Fall Teaching Load, in credit hours**

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**Explanation of Teaching Load (if not measured in credit hours):** Teaching load is calculated by assigning a weight to the class contact hours based on out-of-classroom workload. Class weightings are assigned using the following ratios: 1=1.25, 1=1.18 1=1

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"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

---

Standard 5: Data First – Berklee Boston

37 of 106
### # of Faculty Appointed

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<th>Next Year Forward (goal)</th>
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**"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.**
## Standard 5: Faculty – Berklee Boston

(Number of Faculty by Department or Comparable Unit, Fall Term)

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*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.
### Standard 5: Faculty – Berklee Valencia
(Rank, Gender, and Salary, Fall Term)

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<th>Next Year Forward (goal)</th>
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|                   |    |    |    |    |    |    | 2  |    |    |    |
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| **Associate**     |    |    |    |    |    |    | 2  |    |    |    |
| **Assistant**     |    |    |    |    |    |    | 21 |    |    |    |
| **Instructor**    |    |    |    |    |    |    | 25 |    |    |    |
| **Other**         |    |    |    |    |    |    | 4  |    |    |    |

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**"Current Year"** refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.
### Standard 5: Faculty – Berklee Valencia

(Highest Degrees and Teaching Assignments, Fall Term)

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**Explanation of Teaching Load (if not measured in credit hours):**

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.*

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Standard 5: Data First – Berklee Valencia

41 of 106
## Standard 5: Faculty – Berklee Valencia
(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

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<th>1 Year Prior</th>
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<th>Next Year Forward (goal)</th>
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<td>(FY11 / AY1011)</td>
<td>(FY12 / AY1112)</td>
<td>(FY13 / AY1213)</td>
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</table>

| **# of Faculty in Tenured Positions** | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| Professor        |     |     |     |     |     |     |     |     |     |     |
| Associate        |     |     |     |     |     |     |     |     |     |     |
| Assistant        |     |     |     |     |     |     |     |     |     |     |
| Instructor       |     |     |     |     |     |     |     |     |     |     |
| Other            |     |     |     |     |     |     |     |     |     |     |
| **Total**        |     |     |     |     |     |     |     |     |     |     |

| **# of Faculty Departing** | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| Professor        |     |     |     |     |     |     |     |     |     |     |
| Associate        |     |     |     |     |     |     |     |     |     |     |
| Assistant        |     |     |     |     |     |     |     |     |     |     |
| Instructor       |     |     |     |     |     |     |     |     |     |     |
| Other            |     |     |     |     |     |     |     |     |     |     |
| **Total**        |     |     |     |     |     |     |     |     |     |     |

| **# of Faculty Retiring** | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| Professor        |     |     |     |     |     |     |     |     |     |     |
| Associate        |     |     |     |     |     |     |     |     |     |     |
| Assistant        |     |     |     |     |     |     |     |     |     |     |
| Instructor       |     |     |     |     |     |     |     |     |     |     |
| Other            |     |     |     |     |     |     |     |     |     |     |
| **Total**        |     |     |     |     |     |     |     |     |     |     |

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission."
### Standard 5: Faculty – Berklee Valencia

(Number of Faculty by Department or Comparable Unit, Fall Term)

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*Current Year* refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.
### Standard 5: Faculty – Berkleemusic (online extension school)  
*(Rank, Gender, and Salary, Fall Term)*

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#### Total Faculty

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#### Salary for Academic Year

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</table>

**Standard payment for all Berkleemusic faculty is $3,300 fee per section of up to 20 students.**

***Current Year*** refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

*Please note that all faculty who teach for Berkleemusic (Berklee's online extension school) teach parttime. Only those who also teach for Berklee College of Music's regular program have faculty rank. All others are parttime instructors.*
### Standard 5: Faculty – Berkleemusic (online extension school)
(Highest Degrees and Teaching Assignments, Fall Term)

<table>
<thead>
<tr>
<th>Highest Degree Earned: Doctorate</th>
<th>3 Years Prior</th>
<th>2 Years Prior</th>
<th>1 Year Prior</th>
<th>Current Year**</th>
<th>Next Year Forward (goal)</th>
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<th>1 Year Prior</th>
<th>Current Year**</th>
<th>Next Year Forward (goal)</th>
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<th>1 Year Prior</th>
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### Fall Teaching Load, in credit hours***

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</table>

**Total BCM faculty for current year: 69 out of 109**

***Explanation of Teaching Load (if not measured in credit hours):*** Teaching load is determined according to the course section. The maximum load per semester is 5 sections. The median load per semester is 2 sections.

**Current Year** refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

*Please note that all faculty who teach for Berkleemusic (Berklee's online extension school) teach parttime. Only those who also teach for Berklee College of Music's regular program have faculty rank. All others are parttime instructors.*
## Standard 5: Faculty – Berkleemusic (online extension school)
(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

<table>
<thead>
<tr>
<th></th>
<th>3 Years Prior (FY10 / AY0910)</th>
<th>2 Years Prior (FY11/AY1011)</th>
<th>1 Year Prior (FY12/AY1112)</th>
<th>Current Year** (FY13/AY1213)</th>
<th>Next Year Forward (goal) (FY14/AY1314)</th>
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<tbody>
<tr>
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<td>PT*</td>
<td>FT</td>
<td>PT*</td>
<td>FT</td>
</tr>
<tr>
<td># of Faculty Appointed</td>
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<tr>
<td>Professor</td>
<td>-</td>
<td>25</td>
<td>-</td>
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<tr>
<td>Associate</td>
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<td>-</td>
<td>91</td>
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</table>

### # of Faculty in Tenured Positions—NA as faculty as teaching positions are not tenure-track.

|                      |    |     |    |     |    |     |    |     |    |     |    |     |
| Professor            |    |     |    |     |    |     |    |     |    |     |    |     |
| Associate            |    |     |    |     |    |     |    |     |    |     |    |     |
| Assistant            |    |     |    |     |    |     |    |     |    |     |    |     |
| Instructor           |    |     |    |     |    |     |    |     |    |     |    |     |
| Total                |    |     |    |     |    |     |    |     |    |     |    |     |

### # of Faculty Departing—NA as positions are based on availability.

|                      |    |     |    |     |    |     |    |     |    |     |    |     |
| Professor            |    |     |    |     |    |     |    |     |    |     |    |     |
| Associate            |    |     |    |     |    |     |    |     |    |     |    |     |
| Assistant            |    |     |    |     |    |     |    |     |    |     |    |     |
| Instructor           |    |     |    |     |    |     |    |     |    |     |    |     |
| Total                |    |     |    |     |    |     |    |     |    |     |    |     |

### # of Faculty Retiring

|                      |    |     |    |     |    |     |    |     |    |     |    |     |
| Professor            |    |     |    |     |    |     |    |     |    |     |    |     |
| Associate            |    |     |    |     |    |     |    |     |    |     |    |     |
| Assistant            |    |     |    |     |    |     |    |     |    |     |    |     |
| Instructor           |    |     |    |     |    |     |    |     |    |     |    |     |
| Total                |    |     |    |     |    |     |    |     |    |     |    |     |

**"Current Year** refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

*Please note that all faculty who teach for Berkleemusic (Berklee's online extension school) teach part-time. Only those who also teach for Berklee College of Music's regular program have faculty rank. All others are part-time instructors.
**Standard 5: Faculty – Berkleemusic (online extension school)**

*(Number of Faculty by Department or Comparable Unit, Fall Term)*

<table>
<thead>
<tr>
<th>Number of Faculty by Department (or comparable academic unit)</th>
<th>3 Years Prior (FY10 / AY0910)</th>
<th>2 Years Prior (FY11/AY1011)</th>
<th>1 Year Prior (FY12/AY1112)</th>
<th>Current Year* (FY13/AY1213)</th>
<th>Next Year Forward (goal) (FY14/AY1314)</th>
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</thead>
<tbody>
<tr>
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<td>PT</td>
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</tbody>
</table>

*Current Year* refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Not applicable—Berkleemusic does not have departments.
Standard Five: Faculty

Description

Berklee College of Music has a distinguished faculty dedicated to the college mission: to educate, train, and develop students to excel in music as a career. The members of Berklee’s faculty are more than teachers. They serve as students’ mentors and collaborators. They focus on helping students learn and on facilitating students’ growth as they work to realize their potential. Berklee faculty not only excel as educators, but they are also intimately connected to the music industry—as performers, composers, music engineers and producers, music therapists, business leaders, and more.

Liberal arts faculty are also leaders in their disciplines. All Berklee faculty are experienced and talented professionals in their field and bring this experience to the classroom. They inspire students to push their talents and thinking beyond what they thought were the limits. Faculty qualifications, numbers, and performance are sufficient to accomplish the institution’s mission and purposes. The faculty-student ratio at the college is less than 8 to 1 and the average class size is about 12. These ratios ensure that Berklee students receive a great deal of individual attention.

Berklee College of Music employs 598 full-time and part-time faculty members who teach in the undergraduate and graduate programs. The majority of these faculty—569—serve the Boston campus. The other 29 faculty members teach at the campus in Valencia, Spain. The Boston-based faculty are members of the American Federation of Teachers, Local 4412, AFT-MA, AFL-CIO, the collective bargaining unit for faculty. Many Berklee faculty also teach in the City Music program for underserved students in the 4th–12th grades, summer programs, and online and continuing education program. When they choose to participate in continuing education, community education, or summer programs, faculty receive supplemental contracts, approved by the provost, beyond their regular academic-year contracts.

Faculty oversee and ensure the integrity of the college’s comprehensive curriculum in liberal arts and music, a curriculum that was founded on jazz and popular music rooted in the African cultural diaspora, yet is distinctly contemporary in its content and approach, and embraces the principal musical movements of our time. Through a course of scholarly and practical learning experiences integrating performance and writing, the Berklee curriculum covers the variety of influential styles, technologies, and career opportunities open to today’s music professionals. Faculty embrace their responsibility in delivering this curriculum and in ensuring its relevance and distinctiveness.

Faculty participate in ongoing curriculum review and revision. The faculty role in the curriculum review initiative, from 2006 to 2010, is an example of this participation. This is described in Standard 4: The Academic Program. The curriculum review initiative resulted in recommendations for revising the curriculum to enrich the student experience. One of these recommendations included creating a permanent mechanism for faculty participation in curriculum review—the academic program review process. Additionally, an outcome of the curriculum review initiative manifested the college curriculum committee and the graduate studies committee, bodies populated by faculty and academic leaders who oversee curriculum review, including course additions, revisions, and deletions.

The curriculum review initiative also provided opportunities for faculty innovation in course design, as well as opportunities for faculty development. The development and implementation of the LHUM-100 Artistry, Creativity, and Inquiry Seminar, for example, a course for all entering students, required that faculty preparing to teach it participate in an intensive 20-hour seminar. In that seminar, they learned about the course, about pedagogy, and about advising, since the faculty from across the college who teach this course also serve as advisors to first-year students. Another new course, LHUM-400 Professional Development Seminar, required of all students in their sixth semester and designed to help students prepare for their professional careers, also required substantial faculty development. Other curriculum revisions requiring extensive faculty involvement in course design and extensive faculty development to prepare for teaching included the new longer private lessons and the revised core music theory courses: PW-111 Music Application and Theory and CP-210 Art of Counterpoint.

Additionally, the development of the graduate studies program, the master of music and master of arts degrees, has depended on the work of faculty in developing and designing new curriculum. As well, faculty teaching in the graduate studies program have participated in development that focuses on graduate teaching pedagogy. Faculty participation, and faculty leadership, has been key to the launching of the higher degree at Berklee.

Faculty Qualifications

All faculty categories are clearly defined by the institution, including the role of each category of faculty in fulfilling the institution’s mission and purposes. The institution has in place detailed policies governing the role of full-time and part-
The faculty contract agreement, as well as the chair handbook, clarify the role of faculty and the policies regarding faculty rank, promotion, reappointment, sabbatical, and more. All faculty who teach in the graduate and undergraduate program are given rank and have the opportunity to apply for promotion.

The preparation and qualifications of all faculty are appropriate to the field and level of their assignments. Faculty qualifications at Berklee are measured in several ways: advanced degrees, evidence of scholarship, teaching abilities, professional experience, and creative work.

Berklee has always relied on the most accomplished musicians to serve as the foundation of the faculty. Berklee faculty remain among the world’s top musicians, as performers, composers, engineers, film scorers, sound designers, electronic musicians, educators, therapists, producers, and music business professionals. The qualifications of each faculty member for the position he or she holds is often well beyond the articulated standards.

The ratio of Berklee faculty to students is, as mentioned, less than 8 to 1. This is an adequate number of faculty to assure the accomplishment of teaching and out-of-classroom responsibilities. Faculty are focused on instruction, as well as on reviewing and evaluating the curriculum to ensure the success of student learning. Through their work in the college’s curriculum review initiative, mentioned above, as well as in ongoing curriculum and program review, faculty have become more engaged than ever before in curricular development and review and in academic planning.

As mentioned above, the college curriculum committee and graduate studies committee were formed out of the curriculum review initiative. Several faculty members sit on these committees and assist with curriculum planning for the college. Faculty also participate in departmental and divisional education committees, faculty search committees, and committees for accepting students into particular majors and/or into master’s programs. Many faculty members audition and interview potential new students for the undergraduate and graduate programs. Faculty are also engaged in student advising, including advising undergraduate students in their major program of study, the core music and instrumental areas, and the liberal arts. Nearly 100 faculty have been trained as first-semester advisors and to teach the new LHUM-100 Artistry, Creativity, and Inquiry Seminar. Faculty from across the college who teach this course advise the students in their seminar, facilitating their transition to Berklee and college. Faculty teaching in the graduate studies program advise students on their program of study, as well as on their culminating experience or thesis projects.

There is an open and orderly system for recruitment and appointment of new faculty that has been documented and distributed to all academic deans, chairs, and managers. The Office of Academic Affairs, which provides guidance on all searches, oversees all instructional hires.

This process for hiring faculty in Boston and in Valencia is described in documents in the workroom. Selection committees involve the appropriate deans, academic chairs or program directors, faculty members, and, on occasion, staff members. Each new faculty member is provided a written contract that states the nature and term of his or her teaching assignment and information about promotion, reappointment, and development opportunities. All new faculty participate in a required faculty orientation. The orientation presents Berklee practices and requirements, general information about the college, and strategies for excellence in teaching and learning.

Berklee employs graduate assistants in its graduate studies program in Valencia, Spain. These assistants are carefully selected, trained, supervised, and evaluated. They receive a job description and meet with the dean of institutional assessment and graduate studies during orientation to review their assignments. They meet regularly with the academic dean of the Valencia campus, who oversees their work. They are also supervised directly by the staff or faculty member to whom they report. These staff and faculty ensure that graduate assistants understand their assignments and are able to fulfill them. For instance, the librarian of the Valencia campus oversees the library graduate assistants; the studio manager supervises the graduate assistant assigned to the production suites. At this point, graduate assistants are not assigned direct classroom teaching duties, though they may be assigned tutoring responsibilities.

All Berklee faculty are hired for appropriate periods of time consistent with the institution’s mission. Faculty for special programs or online courses are hired to teach those courses and/or to meet the needs of those programs. Part-time faculty in the undergraduate and graduate programs are hired for the semester to teach specific courses. The faculty contract agreement, as well as individualized contracts with the college that encompass the entire academic year or semester, ensure faculty’s commitment to fulfill their responsibilities to students and to the institution.
The faculty contract agreement, negotiated between the college and faculty union, delineates terms and conditions of faculty employment at the college, including contract length (by rank), minimum salaries, responsibilities, and negotiated benefits for faculty.

Lengths of individual contracts for full-time faculty in Boston are based on rank: an instructor receives a one-year contract for a maximum of six academic years, an assistant professor receives a three-year contract, an associate professor receives a four-year contract, and a professor receives a five-year contract. All part-time Boston faculty members (in all ranks) are employed on an as-needed basis. Part-time and full-time faculty at the Valencia campus receive a contract in accordance with Spanish law. Terms of employment, including salary, benefits, length of service, vacation, and holidays, are specified.

Faculty benefits include leaves of absence, tuition reduction for Berklee courses, retirement benefits, life, disability, medical, and dental insurance plans. Full-time faculty members receive full benefits regardless of rank.

Faculty assignments and workloads are consistent with the institution’s mission and purposes and are equitably determined. The workload is specified in the faculty contract agreement as negotiated between management and faculty. It is designed to ensure that faculty members have adequate time to teach, advise, and evaluate students, and contribute to college and professional service. Likewise, faculty are expected to continue scholarly and creative work as they engage in their institutional duties. The workload negotiated in the contract sets the standard for expectations for faculty outside of the union—especially for those in Valencia. Faculty who teach in special programs—Berklee’s online extension school, summer programs, and Berklee City Music—have assignments that focus almost exclusively on teaching. If part-time faculty members are asked to take on additional duties, they are compensated separately for that work.

Faculty workloads are reconsidered periodically, typically as part of the collective bargaining process between the college and the faculty union. The next collective bargaining process will occur in summer 2013.

The ratio of full-time to part-time faculty at Berklee reflects the institution’s mission and is regularly reviewed. Of the faculty who teach in the college’s graduate and undergraduate programs, approximately 41% are full-time. The remaining 59% are part-time. The part-time faculty in Boston are part of the faculty union and are afforded an array of benefits, ranging from proportional benefits to nearly identical benefits to full-time faculty, according to their workload and length of service. Many are longtime employees. The part-time faculty in Valencia are also establishing important ties to the institution. Faculty who teach online or in the Berklee City Music Program are part-time, and the work they do is part-time in nature. In accordance with the faculty contract agreement, all faculty teaching in the summer are considered part-time. Berklee ensures that all faculty are well trained, supported, and prepared to conduct instruction.

Part-time faculty are fully integrated into the life of the college. They participate fully in department and division meetings, are invited to serve on committees, and are involved in curricular development and review, as well as in student advising. They are likewise invited to participate in all faculty development programming at the college. The Faculty Development Office provides opportunities for development for both part-time and full-time faculty. This includes new faculty orientation, workshops, learning communities, conferences, and opportunities to compete for nearly $100,000 in grants and funding each year.

**Faculty Development and Support**

The college continues to provide ongoing support for faculty professional development through grants, fellowships, learning communities, tuition assistance, and faculty exchange programs. Since 2003, the college has more than doubled its spending on faculty development programming. As mentioned, the Faculty Development Office awards close to $100,000 annually in grants and funding to faculty members to pursue projects that develop their academic and artistic careers and enhance Berklee's participation in the world of education and music. Both part-time and full-time faculty members are eligible for grants and funding opportunities.

An extraordinary 93% of faculty members participate in at least one professional development program a year, and 53% participate in two or more. These numbers demonstrate the institutional and faculty commitment to lifelong learning and development. Programs include workshops, new faculty orientation, development conferences, technology training, diversity workshops, learning communities, and visiting artist series. Berklee also provides continued professional training in the area of technology. The Center for Technology in Music Instruction (CTMI) is a faculty resource center dedicated to helping faculty integrate technology into their teaching and classroom curriculum.
As mentioned, each year, the Faculty Development Office offers many opportunities for faculty to collectively and individually fulfill their responsibility to improve instructional effectiveness. One of the largest of these programs is the annual faculty development conference called Berklee Teachers on Teaching (BTOT). This conference, now in its 23rd year, supports the college's goal to position Berklee as the leader of a national/international dialogue to advance discussion about the value of music education and pedagogy. More than 500 faculty and administrators from across the college come together for two days to discuss and reflect on topics ranging from teaching strategies to health and wellness to musical performance. Berklee hosts luminaries from the worlds of music and education as the keynote speaker (past speakers have included Gloria Estefan, Bobby McFerrin, and Jonathan Kozol). BTOT allows faculty, chairs, deans, and others to highlight and disseminate intriguing topics, pedagogical innovations, and critical college news. BTOT also creates community space for social interaction. BTOT has been the place for faculty to showcase new musical ideas and many sessions have led to interdisciplinary and interdepartmental collaborations. In 2013, BTOT will also foster inter-campus collaboration as Valencia faculty participate in BTOT through Internet 2. Separate orientation and development sessions also occur in Valencia at the beginning of each semester. The faculty development session for spring 2013, for example, focuses on fostering cultural diversity on campus.

Instructors in Berklee's online extension school complete a two-hour teacher training session to familiarize themselves with navigating the learning management system (LMS) and the chat tool, which supports audio, video, and file sharing capabilities. They also receive a manual to use as a reference while facilitating online courses. The training session covers the main responsibilities for online instructors. Their teaching involves serving as instructor and facilitator of their online course, answering questions students might have about the material, providing prompt feedback, grading student's assignments, holding a weekly office hour, and generally motivating students to succeed in the course.

The City Music program maintains a regular component of development for its faculty, including orientation and mentoring, as well as an annual conference for training faculty.

The college honors academic freedom of all faculty members. Article XXVIII in the faculty contract agreement entitles the teacher to full freedom in research and publication, as well as in the classroom. Appropriate restraint and accuracy of speech is nevertheless advocated, as is respect for the opinions of others. If research is conducted for pecuniary return, a prior understanding is required between the faculty member and the college authorities. These are sensible arrangements and a reminder that faculty members have special obligations due to their position in the Berklee community.

Berklee, as stated in the institutional objectives, cultivates “a supportive learning environment by actively promoting a climate of respect for personal and cultural differences, and by offering a range of services and activities to support the needs of the student musicians who come to us from around the world.” All Berklee faculty agree to observe the established conditions of their employment, to act responsibility and ethically, and to observe the established conditions of their employment.

**Teaching and Classroom Delivery**

Instructional techniques and delivery systems serve to further the mission and vision of the college, as well as the learning goals of the institution. At Berklee, all full-time faculty and most part-time faculty in the Boston undergraduate and Valencia graduate programs are assigned a MacBook Pro for their instructional use. Students are equipped with a similar computer. The majority of the general Berklee classrooms are also equipped with appropriate instructional technology, including a computer, LCD projector, DVD/VHS player, Smart Board, document camera, sound system, laptop display hookup (with adapters), acoustic piano and/or electric MIDI keyboard, auxiliary audio interface, and internet access (wired and wireless). Faculty who require more technology for their teaching may request rooms that provide a Blu-ray player, PA system with mixer, and Extron A/V control systems. The technology is designed to facilitate instruction and learning. Face-to-face courses are supplemented with an online learning management system that provides additional information and opportunities for interaction between students and faculty and among students. Berklee online courses are very interactive.

Faculty members encourage, emphasize, and assess the highest levels of learning and scholarly and creative achievement of students—synthesis, application, and creativity. Creative achievement encompasses the bulk of student work and it is assessed appropriately to facilitate student learning and improvement. In lecture/discussion courses outside of the music performance area, student creative and scholarly work is also facilitated. Most courses provide students an opportunity for independent or small group work in which they are able to apply, analyze, and synthesize knowledge.
Students are taught by a variety of faculty. This ensures that students experience different methods of instruction and exposure to different viewpoints. This is true at all levels of instruction—instrumental/vocal, music core, liberal arts, major—at the undergraduate level and required and elective courses at the graduate level. Berklee recognizes the balance between consistency in learning outcomes and teacher flexibility in guiding the students to those outcomes. Multiple sections of the same course have consistent learning outcomes, but provide space that benefits from individual faculty members’ experience, teaching style, and creativity. For instance, LENG-201 Literature, a course required of all undergraduate students, requires that all faculty meet the course learning outcomes, but each faculty member may adjust the course content according to topics of interest to him or her and the students. Berklee maintains small class sizes at all levels—even for core music and liberal arts courses. This small class size necessitates that the college offer 30–50 sections of some required courses, which are taught by 20 or more faculty. The different course sections meet common learning outcomes, but provide space for faculty creativity.

Berklee offers a highly diverse ensemble program with more than 400 musical ensemble offerings each semester, ranging from trios to a full orchestra and encompassing a vast array of styles and music emphasis. Every ensemble satisfies requirements for graduation. This variety allows students much flexibility in choosing teacher and subject material.

Berklee’s core liberal arts requirements in subjects such as English, history, art history, natural sciences, and social sciences can be met from a diverse cluster of course offerings taught by several different faculty experts in each discipline.

In the instrumental areas, Berklee has a large selection of faculty teaching one-on-one lessons. For virtually every instrument, students have several private instructors from which to choose.

Additionally, Berklee’s online extension school works to create an innovative learning environment that supports the unique needs of an online music school. It is built in the open source platform Moodle. The course content in each week is broken down into topics, discussions, and assignments. Content is presented through text, graphics, audio, demonstration videos, animations, and other interactive tools. Online faculty are paired with a course designer and are asked to review and revise their courses on an ongoing basis.

The assignment and discussion activities in Berklee’s online courses have two unique features that are integrated into the posting functionality: the ability to create notation and record audio. Notation-Noteflight, the notation tool, enables students to create notation without leaving the learning management system environment and main course site. The instructor can provide feedback to students within the notation tool. Record Audio allows for both faculty and students to record audio. Students use it to record their assignments and faculty to provide feedback. Online instructors also have several communication tools available to them: Class Forum, Announcements, and Chat. All of these are integrated into the course and allow faculty to interact with students.

**Student Advising**

The college has a strong system of academic advising for undergraduate and graduate students. The Counseling and Advising Center provides much general academic advising for all students. There is a special program of advising for students with learning and other disabilities, as well as a program of advising for international students.

Berklee also has a robust first-year student advising program (FYSAP) for undergraduate students. All first-semester students are enrolled in LHUM-100 Artistry, Creativity, and Inquiry Seminar. The faculty member teaching the course serves as the advisor to the students in that course. A program of peer advising, composed of student advisors who complete a comprehensive training program, connects with students in LHUM-100. Peer advisors are partnered with faculty and serve to advise first-year students. This partnership of faculty and peer advisor assists entering students in transitioning to college and helps them succeed academically. Every entering student, whether a freshman or a transfer student, is assigned a peer and a faculty advisor.

Undergraduate students are also advised by the chairs and assigned faculty members in core music departments and in the Liberal Arts Department, as well as, after selecting a major, by the chairs and assigned faculty members of their major department. This advising ensures that students progress through the curriculum in core music, liberal arts, and their major appropriately and successfully.
At the graduate level, all students are assigned a faculty advisor—either the program director or a full-time faculty member. This advisor meets with students regularly, beginning during the first week of orientation and continuing until graduation, guiding students in all levels of their work and especially in their culminating experience/thesis projects.

In Berklee's online extension school, a personal advisor is assigned to each prospective and enrolled student. Students ask questions via email or telephone and are able to refer to a Berkleemusic Advisors blog that provides helpful information. Advisors help incoming students determine what courses best meet their goals. Once a student is enrolled, advisors help students successfully complete their courses or their certificate programs.

Faculty and administration work systematically to ensure academic integrity among faculty and students. This commitment is articulated clearly in the faculty contract agreement and is one that both the college and the faculty union embrace. As stated in Articles XXV and XXVI of the faculty contract agreement: “Faculty must at all times maintain high standards of integrity in the conduct of their duties . . . and support the mission of the college, its divisions, and departments.” This commitment to academic integrity is also stated in the college bulletin:

**Honesty in Academic Work and in Scholarly and Professional Practice**

Berklee College of Music values integrity within the classroom, across all areas of scholarly and professional practice, and in the use of information technology resources. Consequently, members of the Berklee community are expected to maintain high standards of honesty and practice throughout the many aspects of their life and study at the college.

Students who have evidenced academic dishonesty may be made subject to disciplinary procedures including but not limited to: receiving a warning; receiving a lowered or failing grade for the project, exam, or other class or homework; receiving a lowered or failing grade for the course; dismissal from the major; suspension or permanent dismissal from the college.

The following definitions are provided for the information of the Berklee community and constitute notice of unacceptable academic behavior or scholarly and professional practice. Academic work in this context means any and all music and non-music work related to any course or major at the college. While scholarly and professional work may occur in the context of a course, they also are found in activity that is independent of course work. Dishonesty in scholarly or professional work, whether in the form of fraud, plagiarism, or cheating, is unacceptable and subject to appropriate disciplinary procedures.

- **Fraud** is using identifiers (such as name, password, ID) of other persons as one’s own or submitting false information about oneself. Some examples include such infractions as concealing or misrepresenting one’s identity, impersonating another individual, falsifying information on such documents as one’s résumé or internship applications, misrepresenting oneself as acting on behalf of Berklee, or using the college’s name, logo, or symbol without prior written permission.

- **Plagiarism** is defined as misrepresenting work that has been done by another as one’s own efforts whether such misrepresentation has been accomplished with or without the permission of the other individual.

- **Cheating** is the use of prohibited assistance (whether in the nature of a person or a resource) in the performance of assignments and examinations, and copying of another student’s work or the giving or receiving of information or answers, whether verbally or in writing.

The following statement on academic honesty is included on all course syllabi and overseen by faculty:

Berklee College of Music insists on academic honesty. Unless the assignment explicitly is a group project, all of the work in this class must be your own. The source of all information in any written assignment must be cited properly, whether it is a quotation, paraphrase, summary, idea, concept, statistic, picture, or anything else you get from any source other than your own immediate knowledge—including the internet. Writers give credit through accepted documentation styles, including parenthetical citation, footnotes, or endnotes; a simple listing of books and articles at the end of an essay is not sufficient. Plagiarism—not giving proper credit to a source and thereby passing off someone else’s material or idea as your own—is a type of intellectual theft and deceit and cannot be tolerated in an academic setting. Plagiarism may result in a failing grade for the assignment or course, and possible dismissal from the college. It is your responsibility to be aware of and abide by the rules governing plagiarism, fraud, and cheating found in the college bulletin under the section "Honesty in Academic Work and in Scholarly and Professional
Practice." If you have any questions about what plagiarism is and how to avoid it, please talk with a reference librarian, ask a teacher, or refer to a writing handbook.

Administration and faculty are strongly committed to fostering academic honesty and integrity at Berklee College of Music.

Scholarship, Research, and Creative Activity
Berklee has always recruited faculty who are leaders in their discipline. Performing musicians, composers, technicians, engineers, electronic musicians and technologists, producers, music educators, and music therapists are at the forefront of their field. Faculty in liberal arts and sciences are also leaders in their disciplines. Berklee has historically considered a range of ways that faculty demonstrate their leadership. For many fields, a scholarly credential is not, in and of itself, a sufficient condition for employment, at least as compared to other colleges where holding a Ph.D. or similar terminal degree has been a hiring standard. Nevertheless, the proportion of faculty with advanced degrees has continued to rise at Berklee in recent years. In 2012, 58% of Berklee’s faculty possessed an advanced degree, a master’s or doctorate, compared to just one-third in 1992.

Berklee encourages its faculty to engage in research, scholarship, and creative activity. The college recognizes, in its mission, that music is “a powerful catalyst for personal growth” and the institution welcomes new scholarship, research, and creative activity for faculty as well as for students to further the mission. Students, are, as the mission states, exposed to “a course of scholarly and practical learning experiences.”

Berklee faculty members continually engage in musically creative work. The number of Grammy Award winners among the faculty is unprecedented. Likewise, faculty members throughout the college contribute to refereed journals and present at leading conferences in their fields. Berklee and Harvard professors from the Berkman Media Center and the Harvard Business School have teamed together to publish a briefing book and run two annual Rethink Music conferences, with international outreach. Berklee faculty are guest speakers at the MIDEM Music Industry Conference in Cannes and work together with faculty from the MIT Media Lab. Publications like Berklee’s Music Business Journal and FUSION literary magazine attract contributions from professors, graduate students, and creative writers from other universities, across the nation, and around the world.

Success is aided by, as mentioned, an active and well-funded Faculty Development Office, which sponsors learning communities for the practice of research and the procurement of grant funding. Such training has been useful for all faculty, especially junior faculty, and elevates the potential of the institution to make serious academic contributions in the future.

The Faculty Development Office provides ongoing research, development, and implementation for faculty programming, with a special focus on research related to pedagogy. In 2011, the office created a program called Training Transformational Teachers. This program gives faculty an opportunity to come together as a community to focus on teaching and pedagogy. The training blended the latest research from the fields of neuroscience, cognitive science, and universal design to show faculty effective techniques for helping all their students to understand more content and concepts deeply enough to apply them on their own. Participants also received group and individual coaching to make sure that they had all the information and tools they needed to be more effective. The program has been successful, and more than 200 faculty have gone through the training.

The development of graduate studies has likewise emphasized the importance of scholarship at the college. The graduate studies committee has created new ways for the college to foster research and scholarship. The college has recently developed an institutional review board, whose mission is to facilitate Berklee College of Music’s adherence to federal standards for research. In particular, the IRB provides a central body to review and oversee college-affiliated research involving human participants. The board ensures that such research meets appropriate standards of ethical treatment. The board also assists in developing research-based education for the college community.

The institutional review board undertakes the following responsibilities:

- Define ethical guidelines for subject-focused research
- Set terms and monitor submissions of final papers and theses for master’s programs
- Promote research and scholarship at Berklee College of Music
- Provide workshops and development for students and faculty on research techniques, processes, and more
• Develop, review, and revise the institutional review board practices and processes
• Ensure compliance of research with standards of ethics and standards of excellence
• Make recommendations for improvements in research to the appropriate academic department or division
• Serve as a resource for the presentation of research information in the bulletin and registration manual
• Serve as a resource regarding research for the college
• Serve as a resource for faculty development and other institutional grants
• Develop research policies as needed

Faculty and students at Berklee have always worked together in creative activity. Student and faculty scholarship has been growing in the institution. Berklee is at a turning point in its support for research and scholarship, especially with the development of graduate studies. As faculty work with graduate students in developing their culminating experience/thesis projects, the relationship between faculty and students in supporting research and creative work will be strengthened even further.

Appraisal
Berklee’s faculty is well suited to delivering education through the college’s many programs: the undergraduate and graduate programs on the Boston and Valencia campuses, the online extension school, Berklee City Music, and the many summer programs. Berklee faculty members are committed to upholding the college mission and working with students to facilitate their learning and success.

Faculty members are primarily focused on teaching. The college provides additional support for creative, professional, and scholarly work. Faculty, who have always engaged in creative work, are increasing their focus on scholarship and professional development.

More than half of Berklee’s faculty members possess advanced degrees, an increased percentage from a decade ago. The institution recognizes the need to hire faculty who are experts in their fields and to promote excellence in teaching, in scholarship, and in creative work among the faculty.

Faculty Evaluation
The college has broad-based procedures to evaluate both full- and part-time faculty for retention and promotion. In accordance with the faculty contract agreement, the criteria for promotion and reappointment include evaluation of faculty’s professional training, teaching and advising, other required duties (such as holding office hours), service to the college (if appropriate), service to the profession (if appropriate), and professional development.

There are three methods of evaluation for faculty: self-evaluations, faculty performance review, and student evaluations. Through self-evaluation, faculty examine their work as teachers, scholars, and creative artists, as well as examine how they meet the responsibilities delineated in the faculty contract agreement. When applicable, they also examine their service to the college and to the profession. The faculty performance review, conducted by the faculty member’s immediate supervisor—a department chair or program director—evaluates faculty according to these same criteria. Students complete faculty and course assessment surveys every fall for all courses and in the spring for spring-only courses and courses taught by new faculty (those individuals employed at the college for fewer than four semesters). These evaluations focus on faculty use of the classroom, ensemble, and private studio situation in terms of communications skills, efficiency of class time, punctuality, flexibility, organization, and creative performance in teaching.

There is a need to increase the rate of students completing the course evaluations for an on-ground, face-to-face course. Since the college put the student evaluations online, the rate of response has consistently been under 50% (48.9% is a high). Reinstating a paper evaluation tool is not a viable or practical option. However, the college is putting in place a number of practices to foster student participation. These include the following:

• Opening evaluations earlier, after mid-term exams, and leaving them open through the end of the semester
• Encouraging faculty to schedule a day for students to bring laptops to class and to complete the evaluation in the last 10 minutes of class, after the faculty member has left the room
• Offering incentives to students who participate in the surveys, such as a chance to win an iPad and Apple products

The college is also considering the following options:
• Publishing results for students to review
• Withholding student grades until the evaluation is completed
• Treating the evaluation as a final assignment so that the course is incomplete until the evaluation is turned in

Under the recently reorganized Office of Institutional Assessment, the college is also organizing an assessment committee to review course evaluations and assess other possible solutions to foster student participation.

Instructors in Berklee’s online extension school are evaluated via student evaluations twice a term (in midterm and final course surveys). These evaluations are completed online. Response rate to these evaluations are high, as they are considered part of the course and completion is required. Results are used to help determine the instructor’s quality of feedback, timeliness, and helpfulness. Also, the evaluations help determine whether a course needs to be revised. In addition, Berklee’s online extension school has developed a monitoring tool that tracks instructor feedback on assignments and discussions. This quantitative data allows the extension school to contact instructors who fall behind in grading and ensures that students receive the best online experience possible.

Projection

As Berklee develops graduate studies and incorporates graduate education into its overall work, most new faculty hires will be those with advanced degrees. The college will be negotiating the course load appropriate for faculty teaching graduate courses with the faculty union during the next collective bargaining process in summer 2013.

The college will also be considering appropriate avenues to support the attainment of master’s degrees for faculty who do not have them.

The institutional review board will provide support for faculty and students as they engage in increasingly higher levels of scholarship and research.

Lastly, over the past five years, many long-time faculty members have retired, and the college anticipates the retirement of more faculty as those in the baby boomer generation reach age 65. The college has put in place a generous retirement transitional policy for faculty, making it possible for full-time faculty whose years of consecutive service and age total 80 to take a part-time teaching load for three years while still receiving full-time pay and benefits. Following the full-time transitional contract, these faculty may retire fully or enter into a second three-year contract as a part-time faculty member. At the conclusion of the second three-year contract, the faculty member can retire or remain part-time in an as-needed capacity.

As the retirements occur, the college anticipates new hires with special focus on attracting faculty qualified to teach in both the undergraduate and graduate programs.

Institutional Effectiveness

Berklee features an excellent faculty, committed to the college mission and to student learning. Berklee utilizes a strong system for faculty recruitment, as well as faculty evaluation. Each faculty member is evaluated for his/her effectiveness in teaching and advising, research, and creativity. The evaluation process is described above and provides opportunities for self-evaluation, supervisor evaluation, and student evaluation. The results of these evaluations are used for the improvement of faculty as individuals and as a whole body. Recruiting excellent new faculty, as well as developing and supporting the existing faculty, are key to the college’s commitment to its mission and vision—“to educate, train, and develop students to excel in music as a career” and “be the world's leading institute of contemporary music.” Essential to reaching the vision is engaging “an unparalleled faculty of inspiring educators and cutting-edge industry professionals” who will help to “produce tomorrow's leaders of the global music community.” Berklee’s faculty are one of the institution’s true strengths.
Standard 6: Students
Standard 6: Students  
(Admissions, Fall Term)  

Credit Seeking Students Only  -  Including Continuing Education

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<tr>
<th></th>
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<th>1 Year Prior</th>
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**Freshmen - Undergraduate**

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<td>% Enrolled of Accepted</td>
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<td>49.6%</td>
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Percent Change Year over Year

Completed Applications - 15.1% 42.8% 1.9% 15.0%
Applications Accepted - 27.2% 6.5% -3.0% 15.0%
Applicants Enrolled - -2.3% 6.1% -1.0% 15.0%

Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)

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**Transfers - Undergraduate**

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**Master's Degree**

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**First Professional Degree - All Programs**

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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>% Enrolled of Accepted</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Current Year* refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.**
### Standard 6: Students

*(Enrollment, Fall Census Date)*

**Credit-Seeking Students Only** - Including Continuing Education

<table>
<thead>
<tr>
<th>Year</th>
<th>3 Years Prior</th>
<th>2 Years Prior</th>
<th>1 Year Prior</th>
<th>Current Year*</th>
<th>Next Year Forward (goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(FY10 AY0910)</td>
<td>(FY11 AY1011)</td>
<td>(FY12 AY1112)</td>
<td>(FY13 AY1213)</td>
<td>(FY14 AY1314)</td>
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</tbody>
</table>

#### UNDERGRADUATE

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time Headcount</th>
<th>Part-Time Headcount</th>
<th>Total Headcount</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
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<td>1257</td>
<td>1355</td>
<td>1346</td>
</tr>
<tr>
<td>Part-Time</td>
<td>13</td>
<td>16</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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<td>1346</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>1262</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>1254</td>
<td>1257</td>
</tr>
<tr>
<td>Second Year</td>
<td>979</td>
<td>1127</td>
<td>1116</td>
<td>1145</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>1116</td>
<td>1145</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
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<td>Third Year</td>
<td>846</td>
<td>867</td>
<td>928</td>
<td>969</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>928</td>
<td>969</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>928</td>
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<td></td>
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<td>928</td>
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<tr>
<td>Fourth Year</td>
<td>564</td>
<td>586</td>
<td>538</td>
<td>610</td>
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<td>Fifth Year</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>80</td>
<td>78</td>
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</tbody>
</table>

#### GRADUATE

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time Headcount</th>
<th>Part-Time Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>74</td>
<td>105</td>
</tr>
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</table>

#### UNCLASSIFIED

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time Headcount</th>
<th>Part-Time Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### TOTAL UNDERGRADUATE

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time Headcount</th>
<th>Part-Time Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3800</td>
<td>3908</td>
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<tr>
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<td></td>
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<td>4049</td>
<td>4049</td>
</tr>
<tr>
<td></td>
<td>4072</td>
<td>4072</td>
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</tbody>
</table>

#### % Change FTE Undergraduate

<table>
<thead>
<tr>
<th>Year</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.9%</td>
</tr>
</tbody>
</table>

#### GRADUATE

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time Headcount</th>
<th>Part-Time Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>74</td>
<td>105</td>
</tr>
</tbody>
</table>

#### % Change FTE Graduate

<table>
<thead>
<tr>
<th>Year</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>41.9%</td>
</tr>
</tbody>
</table>

#### GRAND TOTAL

<table>
<thead>
<tr>
<th>Year</th>
<th>Grand Total Headcount</th>
<th>Grand Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4145</td>
<td>4577</td>
</tr>
<tr>
<td>Grand Total</td>
<td>4275</td>
<td>4577</td>
</tr>
<tr>
<td></td>
<td>4307</td>
<td>4521</td>
</tr>
<tr>
<td>% Change Grand Total FTE</td>
<td>-2.9%</td>
<td>-1%</td>
</tr>
</tbody>
</table>

*Current Year* refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.
Where does the institution describe the students it seeks to serve?

berklee.edu, throughout and especially, berklee.edu/about

<table>
<thead>
<tr>
<th>Student Financial Aid</th>
<th>3 Years Prior</th>
<th>2 Years Prior</th>
<th>Most Recently Completed Year</th>
<th>Current Budget***</th>
<th>Next Year Forward (goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Federal Aid</td>
<td>$28,600,490</td>
<td>$37,817,413</td>
<td>$43,850,870</td>
<td>$45,807,480</td>
<td>$47,932,127</td>
</tr>
<tr>
<td>Grants</td>
<td>$2,813,890</td>
<td>$4,033,122</td>
<td>$4,375,208</td>
<td>$4,542,256</td>
<td>$4,821,605</td>
</tr>
<tr>
<td>Loans</td>
<td>$25,486,463</td>
<td>$43,294,754</td>
<td>$39,200,798</td>
<td>$40,990,360</td>
<td>$42,834,926</td>
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<tr>
<td>Work Study</td>
<td>$300,137</td>
<td>$389,537</td>
<td>$274,864</td>
<td>$274,864</td>
<td>$275,596</td>
</tr>
<tr>
<td>Total Institutional Aid</td>
<td>$21,578,158</td>
<td>$24,538,463</td>
<td>$27,763,909</td>
<td>$27,763,909</td>
<td>$29,401,980</td>
</tr>
<tr>
<td>Grants</td>
<td>$21,571,067</td>
<td>$24,538,452</td>
<td>$27,763,909</td>
<td>$27,763,909</td>
<td>$29,401,980</td>
</tr>
<tr>
<td>Loans</td>
<td>$0</td>
<td>$291,898</td>
<td>$292,709</td>
<td>$294,260</td>
<td>$290,000</td>
</tr>
<tr>
<td>Total Private Aid</td>
<td>$27,400,669</td>
<td>$20,468,597</td>
<td>$17,770,680</td>
<td>$16,609,328</td>
<td>$16,724,585</td>
</tr>
<tr>
<td>Grants</td>
<td>$1,214,007</td>
<td>$1,167,422</td>
<td>$1,267,428</td>
<td>$1,372,109</td>
<td>$1,487,366</td>
</tr>
<tr>
<td>Loans</td>
<td>$26,186,661</td>
<td>$19,301,175</td>
<td>$16,503,252</td>
<td>$15,237,219</td>
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</tr>
</tbody>
</table>

Student Debt

Percent of students graduating with debt*

<table>
<thead>
<tr>
<th></th>
<th>Undergraduates</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>54%</td>
<td>53%</td>
</tr>
<tr>
<td>For</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Students</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Average amount of debt for students leaving the institution with a degree

<table>
<thead>
<tr>
<th></th>
<th>Undergraduates</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>$72,216</td>
<td>$74,814</td>
</tr>
<tr>
<td>Undergraduates</td>
<td>$65,095</td>
<td>$62,000</td>
</tr>
<tr>
<td>Graduates</td>
<td>$32,822</td>
<td>$30,000</td>
</tr>
</tbody>
</table>

Average amount of debt for students leaving the institution without a degree

<table>
<thead>
<tr>
<th></th>
<th>Undergraduates</th>
<th>Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>$47,833</td>
<td>$47,412</td>
</tr>
<tr>
<td>Undergraduates</td>
<td>$55,116</td>
<td>$50,000</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Cohort Default Rate

<table>
<thead>
<tr>
<th></th>
<th>Undergraduates</th>
<th>Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>4.2</td>
<td>7.8</td>
</tr>
</tbody>
</table>

Percent of First-year students in Developmental Courses**

<table>
<thead>
<tr>
<th></th>
<th>English as a Second/Other Language (reading, writing, communication skills)</th>
<th>Math</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

* All students who graduated should be included in this calculation.

**Courses for which no credit toward a degree is granted.

***"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.
Financial Aid Notes

Student Financial Aid Section
Total aid for both degree and diploma students for summer, fall, and spring semesters
Total Federal Loans includes Federal Parent Plus Loan

Total Federal Aid
Grants 6.15% 3 year average
Loans 4.5% 2 year average
Work Stud actual
Total State conservative 3 year average
Total Institutional Aid
Grants 5.9% increase
Loans

Total Private Aid
Grants 8.4% 3 year average
Loans conservative estimate based on stronger loan markets

Student Debt Section
Total debt for degree students only
Average indebtedness includes Federal Parent Plus Loans
Standard Six: Students

Description

Berklee College of Music ensures that all of its interactions with students and prospective students are characterized by integrity. The institution has a strong sense of mission and purpose, and recruits and services students in alignment with that mission: “to educate, train, and develop students to excel in music as a career.”

Berklee has become a multicampus institution, with a main campus in Boston; a new international campus in Valencia, Spain; and an online campus through Berkleemusic. The language of instruction for all of Berklee’s programs is English.

Berklee serves 4,447 undergraduate students, as well as 74 graduate students. It also serves almost 1,000 high school— and middle school–age students in its summer programs, and several hundred 4th–12th graders in its City Music program, a year-round program for underserved students. Since its inception in 2003, Berklee’s online extension school, Berkleemusic, has also served approximately 18,000 students. The undergraduate program at Berklee’s main campus in Boston offers bachelor of music degrees in 12 majors. Undergraduate students are able to pursue a minor in 16 areas of concentration, ranging from philosophy to video game scoring. The graduate program in Valencia, Spain, offers master of music and master of arts degrees in contemporary performance careers; scoring for film, television, and video games; and global entertainment and music business. In the summer, Berklee sponsors a five-week program for high school students, a variety of other short summer programs, and a day camp for middle school children called Day Sessions. The online extension school, Berkleemusic, offers courses and certificate programs to students of all ages. (See Standard 4: The Academic Program for more detail.)

In fall 2013, Berklee plans to add a master of music in music technology innovation to the Valencia campus and in fall 2014, also in Valencia, a master of music in symphonic band studies. In fall 2015, the college intends to expand its graduate program to the Boston campus, with master’s programs in performance, business, music education, and music therapy. Additionally, the college intends to launch, in fall 2014, an online bachelor of professional studies degree in music business and music production.

Common to all Berklee programs is a strong emphasis on the student experience. As discussed in Standard 4: The Academic Program, from 2006 to 2010, the Office of Academic Affairs led a college-wide initiative to examine curricular and quality-of-life issues for students. The curriculum review initiative (CRI) focused on two principal questions:

• What should every Berklee graduate know and be able to do?
• What experiences should students have as part of their Berklee education?

The college further clarified its goals for student learning and success by developing (1) a process for ongoing curriculum and program review and development and (2) a list of 17 core competencies that should be attained by all graduating Berklee students and which should inform all curricular and policy-making decisions regarding undergraduates. Described fully in Standard Four: The Academic Program, the process for ongoing curriculum and program review and development focuses on student learning. The heart of program and curriculum review and development for programs at all levels, from middle school and pre-college summer programs to master’s degrees, centers on two questions: What do students need to learn to master the program and how will the college assess that learning to ensure student success? Representatives of the Office of Student Affairs were integrated into the curriculum review initiative, as it is understood at Berklee that academic and student support are linked, and that student success results from a focus on the whole student.

As is evident from the courses and programs created during the CRI process, Berklee has placed particular emphasis on student success initiatives. Berklee now requires all entering first-time college students to enroll in LHUM-100 Artistry, Creativity, and Inquiry Seminar, a semester-long course designed to help students explore their own goals as artists, as thinkers, and as people; develop and articulate academic and career goals; develop appropriate study and practice skills; and foster critical thinking. Additionally, the artistry seminar includes a robust advising component in which the faculty member works with an upper-semester peer advisor to provide academic guidance to students.

To ensure that the college was admitting the strongest possible candidates, Berklee revised its admissions policies in the same year that it launched the curriculum review initiative. Since 2006, the admissions process has included a live audition with Berklee faculty members or chairs, a one-on-one interview with a Berklee admissions staff member, and an
academic credentials assessment by the admissions staff. Over the last six years, Berklee’s admission standards for the undergraduate program have become increasingly competitive, with a current acceptance rate of 36%. The accepted students are highly talented, aligned with the mission and objectives of the institution, and academically prepared for the rigors of a post-secondary education. In its first year, the admissions rate for the new graduate programs in Valencia is 35%. There is every expectation that both programs will become increasingly more selective, as the number of applicants increases and as Berklee continues to define even more precisely the characteristics of the students it seeks to serve.

U.S. and Spanish Accreditation
The college is accredited by the New England Association of Schools and Colleges and authorized under federal law to enroll nonimmigrant students and to train veterans under the G.I. Bill of Rights.

Graduate programs that have been implemented on Berklee’s campus in Valencia, Spain, in addition to NEASC accreditation, have attained authorization from educational authorities in Spain and, therefore, are valid throughout the European Higher Education Area. The master of music program in scoring for film, television and video games and the master of arts program in global entertainment and music business have been implemented under affiliation with Universitat Politecnica de Valencia. This authorization is coordinated by the Instituto Superior de Ensenanza Artisticas de la Comunidad Valenciana (ISEA-CV), the Valencian Community Institute for Higher Education in the Arts.

The master of music program in contemporary performance careers has been implemented by Berklee in Valencia itself, without affiliation, after being granted license to offer higher education in music by Spanish education authorities as an independent program of education in the arts (music). Approval of the contemporary performance careers program is carried with assistance of ISEA-VC and through two accreditation agencies: the Valencian Accreditation Agency (AVAP) and ANECA, the accreditation agency of the Ministry of Education at the central government in Madrid. With approval by Spanish education authorities, the programs also qualify as approved programs of the European Higher Education Area (EHEA).

Admissions

Diversity of Student Body
Berklee currently maintains an annual enrollment of 4,447 full-time undergraduate students (4,131 FTE) at its Boston campus and 74 full-time master’s student at its Valencia campus. In admitting a new undergraduate class, the college places particular emphasis on achieving an appropriate distribution of instrumentalists and vocalists, while honoring the commitment to diversify the student body. To that end, Berklee unveiled a comprehensive enrollment strategy in 2010 that set ambitious, but achievable, goals for attracting, retaining, and graduating highly qualified students with disabilities; increasing the population of African, Latino, Asian, and Native American (ALANA) students relative to the U.S. domestic population; increasing female enrollment; and improving the overall instrumental balance.

The comprehensive enrollment strategy recognizes the importance of sound recruiting practices to retention and graduation and seeks to identify students who will be academically successful at Berklee. Among the key points of the strategy are:

- Refining the audition and interview process
- Developing specific recruiting strategies for academically gifted musicians
- Expanding efforts to recruit, enroll, and graduate students with disabilities
- Increasing dormitory facilities so that all undergraduate incoming students in Boston are guaranteed on-campus housing in their first year
- Clarifying the purpose of the artist diploma to make it a more useful and attractive option to musicians who have already achieved a high degree of professional success
- Developing a more comprehensive approach to awarding need-based scholarships

As discussed in detail in Standard Eleven: Integrity, the college approaches diversity as a philosophy and as an objective. Central to the institution’s mission is its commitment to attracting the widest array of musical innovators possible and providing an environment that supports their creativity. The student body is already extremely diverse. Among the undergraduate student body, 29% are international, representing 96 different countries. The largest international populations come from Korea, Japan, Canada, Mexico, and Italy. Of the domestic students, the demographic composition is 42% Caucasian, 9% Hispanic, 6% African American, 3% Asian American, and less than 1% Native
American. Thirty percent are female; 70% are male. The graduate population in Valencia is also extremely diverse, a truly international student body: the students hail from 24 different countries, with 41% from the U.S. and Canada, 34% from Europe, 16% from Latin America, 7% from Asia, and 2% from Africa and the Middle East. The student’s average age is 26. Sixty-four percent are male and 36% are female.

The college also aims to increase the quality and quantity of high-potential, high-achieving students, especially at the undergraduate level. This involves increasing personal outreach and proactive resolution of matriculation issues—especially in applying institutional aid effectively to recruit and retain the highest-achieving students possible. Of note, in December 2012 the college launched three new financial aid programs designed to support high-achieving upper-semester students, adding $1.35 million to the pool of scholarship funds and financial aid available.

**Ethics and Standards**

The college’s admission program—at both the undergraduate and graduate level—relies on a strength-based assessment guided by two key questions:

- Is the applicant ready for the challenges of the program to which he/she is applying?
- And if so, what will this applicant bring to the college that will enhance the institution?

Three primary areas comprise the assessment for undergraduate students:

- Academic review of transcripts
- Audition and assessment of musical potential
- Interview and assessment of readiness and fit for the program

For graduate students, the primary areas of assessment include:

- Academic review of transcripts
- Evaluation of statement of purpose and other written documents
- Assessment of academic recommendations
- Audition or portfolio and assessment of musical potential, as appropriate for specific programs
- Interview and assessment of readiness and fit for the program

Applicants at both the undergraduate and graduate levels are required to submit an application for admission that includes an essay and appropriate academic transcripts. Additionally, all applicants are required to interview. All undergraduate candidates and graduate candidates for the performance program are required to audition. Graduate candidates in certain programs are required to submit a portfolio of their musical compositions or productions. To facilitate the admissions process, Berklee conducts more than 50 audition and interview sessions throughout the United States, as well as around the world, including in Argentina, Brazil, China, England, Finland, Germany, India, Israel, Japan, Korea, Mexico, Singapore, and Spain.

This holistic approach to admission is both orderly and ethical and is a direct reflection of Berklee’s commitment to the mission to “educate, train, and develop students to excel in music as a career.” The college seeks students who will thrive in an environment that reflects the diversity of expression and opportunities that define music today and actively cultivates a supportive learning environment by promoting a climate of respect for personal and cultural differences.

To ensure that applicants have a clear understanding of how to apply to Berklee’s undergraduate and graduate programs, the college provides a detailed overview of Berklee’s admission policies and procedures on the Berklee website: berklee.edu/admissions. That information is also available in print via Berklee’s viewbook and its graduate and undergraduate bulletins. These documents are routinely mailed to prospective students. Berklee’s academic policies and satisfactory academic progress expectations are also readily available to prospective and admitted students; those policies are featured prominently in the Berklee undergraduate and graduate bulletins (print) and are available on the college website.

Specifically for prospective students, the admissions area of the website (berklee.edu/admissions) provides information regarding the application process, audition and interview process, scholarship opportunities, and who to contact for assistance. The Admissions Office also hosts campus visits in Boston and Valencia, through which the college describes
the vast array of student services and opportunities at Berklee. These are open to both accepted and prospective students.

In addition to these general resources, Berklee has information available on more specialized services. A few examples are the Berklee Parent Association (berklee.edu/parents/bpa.html), off-campus housing (berklee.edu/housing/off_campus.html), and disability and other special services (berklee.edu/studentlife/counseling_center.html).

**Evaluation and Placement of Admitted Students**

Berklee’s admissions protocol is designed to identify students with a diverse range of talents and aptitudes. Because the college employs a holistic approach, it is not uncommon, especially at the undergraduate level, for highly talented applicants to enter Berklee with identified academic needs. Berklee uses admissions metrics, core music placement scores, and an English proficiency assessment to determine appropriate supports for identified needs. Complete sets of metrics are reviewed one week prior to new student registration. Berklee provides disability services for students with learning and other disabilities, English as a second language instruction and English tutors for students whose English language skills need development, and a newly revised PW-111 Music Application and Theory course that is designed to aid students’ mastery of the fundamentals of music theory.

Additionally, in 2013, Berklee will implement a three-year pilot program to improve the collection and analysis of placement test and admissions data. The program will focus on two at-risk undergraduate populations: students who have difficulty completing core music requirements (e.g., arranging, ear training, harmony) and students who speak English as a second language. Students identified as needing additional preparation for the core music area, such as improved facility with music notation, will receive additional academic support services when they first arrive at Berklee. The college will also require international students whose first language is not English to complete the TOEFL as a requirement for admission to the degree program.

**Retention and Graduation**

In 2011, in order to foster student success in a systematic way, the college created the Office of Student Success. This office is dedicated to ensuring that all students have the necessary supports—inside and outside of the classroom—to realize fully their musical, academic, and personal potential at Berklee. By supporting students as they face obstacles associated with college life, the Office of Student Success assists them in making connections with campus resources and provides coaching on strategies for realizing a positive experience at Berklee. The office puts into practice Berklee’s foundational belief that all admitted students are fully capable of realizing their musical, academic, and professional goals. The Office of Student Success is led by the college’s first chief retention and student success officer, who works with students individually to present them options about how to proceed successfully, emphasizing that sometimes a short-term change may be the long-term solution to success.

The Office of the Registrar is responsible for collecting and distributing data about student enrollment, information that is integral to the work of the college, especially in the areas of Admissions, Academic Affairs, and the Office of Student Success.

The college tracks student retention and graduation rates. The registrar’s annual completions report tracks the number of degrees awarded in the previous year and provides a demographic analysis of the graduates. The spring 2012 completions report shows that 893 students completed their programs in the 2010–2011 academic year and 903 in the 2009–2010 academic year, numbers among the highest Berklee has seen. A graduation rate survey tracks first-time freshmen cohorts with the aim of identifying how many students from each cohort graduate within 150% of the normal program completion time. The six-year graduation rate for first-time freshmen entering in fall 2005 is 52%, again a rate among the highest Berklee has seen.

Several years ago the Office of Admissions increased direct marketing to traditionally aged students who enroll immediately upon high school completion. Subsequently, graduation rates at the undergraduate level began to rise. In the last ten years, the rate has risen 12 percentage points to a college high mark of 54% for the fall 2004 class. This success, along with other factors including a new focus on improving retention, has increased awareness and discussion of raising the graduation rate.
On a semesterly basis, the registrar publishes a comprehensive enrollment report disaggregated by gender, ethnicity, instrument, major, and other key metrics. The fall semester report offers the most detail of the year, including evaluating the success of various strategic enrollment initiatives through a comparative analysis of the following data:

- Registration, check-in, enrollment sources, credits, and class levels
- Entering class profile, course placement, and ensemble ratings
- Entering student geographic distribution
- Retention, attrition, and continuation rates
- Student demographics
- Enrollment in majors
- Instrumental and vocal enrollment
- Geographic distribution of international and domestic enrollments
- Course enrollment
- Instrumental/voice enrollment and private instruction (See workroom for the completions report, graduation rate survey, and comprehensive enrollment report)

The Office of Student Success uses information from the enrollment report to identify trends and to assist in the creation of institutional definitions and metrics regarding retention and student success specifically aligned to Berklee’s unique mission, structure, and educational objectives. These metrics aid in refining the characteristics of students the institution wishes to enroll, in order to ensure recruitment of students who are among the most likely to be successful.

A substantial amount of student-success data is collected and reported to senior and mid-level leadership each year by the Office of the Registrar, Office of Enrollment, and Office of Institutional Assessment. The Office of the President, Academic Affairs, Enrollment, and Student Affairs use this data to guide decisions that set future enrollment goals and directions for the college. Over the years, these decisions have served to help the college grow and make Berklee a leader in contemporary music education.

**Retention Committee**

The retention committee is a standing committee charged with building and expanding awareness of retention efforts throughout the college community. The group reviews student-success data and makes recommendations to senior leadership for planning to improve retention. The committee was originally formed in 2010 by the vice president for enrollment and is now administered and chaired by the chief retention and student success officer. The committee’s membership is composed of faculty and staff members from a variety of offices and divisions.

**Student Services**

Berklee uses a multilayered, comprehensive academic advising system to help students achieve their educational and professional goals. Through placement tests and data collected during the admissions process, the college systematically identifies the characteristics and learning needs of students and responds to those needs. The college’s student services are guided by the institution’s mission and its commitment to student success.

Information regarding student support services and advising opportunities are widely dispersed to all students via both print and electronic media, including the student bulletin and all course syllabi. The Berklee website, which was substantially overhauled in 2011, includes a detailed description of all Berklee’s student services directly accessible from the Berklee.edu home page—counseling and advising, student success, public safety, registration, housing, and financial aid.

**Staff Qualifications and Training**

Student services and enrollment are under the leadership of two vice presidents: the vice president for student affairs/dean of students and the vice president for enrollment. The teams they lead are extremely qualified through academic credentials, formal training, and experience. The dean of admissions and the admissions team possess decades of experience. The two associate deans of students lead the Counseling and Advising Center and Student Activities with great professionalism. They are also highly qualified, credentialled with appropriate master’s degrees.

Each staff member receives a professional development allotment towards conference attendance. Additionally, at staff meetings, each staff member is asked to report on his/her conference experience. There is also additional staff development in meetings and cross-department trainings, including technology and other human resource training.
Academic Advising
The Counseling and Advising Center is a multipurpose area that offers a variety of support services, including academic advising, first-year advising, international student advising, personal counseling, and services for students with disabilities. The services for students include:

- Individual appointments with an academic advisor for help with schedule planning, study skills, time management, and other academic concerns
- Advising express, where students may walk in, without an appointment, for answers to questions
- Help with change of major or other program questions
- Help with accessing Berklee's intranet (my.berklee.net) for online registration, course descriptions, personalized course planning tools, and more
- Specialized advising for students on academic probation
- Referrals to other Berklee resources, including the Career Development Center, Learning Center, Office for Experiential Learning, peer advising program, study abroad programs, and major department advisors

Three full-time staff members focus on academic advising, and three full-time licensed counselors provide a variety of one-on-one counseling services for students. Two licensed counselors are multicultural specialists and one is a wellness counselor. All counseling staff use Titanium, a standard note-taking platform with robust capabilities for tracking individuals and compiling statistical information about the Counseling and Advising Center.

The Counseling and Advising Center's services are further enriched by a variety of advising initiatives, including a peer advising system for first-year students, a faculty advising system that is directly linked to the first-semester curriculum, and a faculty advising system within each major department. Also key to Berklee's student support program are the offices of Student Success and Disability Services, both of which monitor and assist students in need of additional curricular support. Student success is further supported by the Technology Learning Center, the Writing Center, Learning Resources in the library, and the Career Development Center, all of which sponsor workshops and other services to support students, as well as offer a variety of tutoring programs, including English as a Second Language tutoring and programs and the core music tutoring program, which pairs advanced upper-semester students with students enrolled in core music courses

These support and advising services are available to students on both the Boston and Valencia campuses. In Valencia, the academic dean works closely with the program directors to support and advise students. All graduate students have a dedicated faculty advisor who guides them through their academic programs. All students in Valencia, whether graduate or undergraduate, have access to counseling services with a qualified psychiatrist. Students have access to English as a second language instruction, English language tutors, and other academic tutors. In Valencia, the library also serves as the writing and tutoring center and a location for comprehensive academic support services.

Students enrolled in the online extension school have access to advising and support services through the Berkleemusic advisors, available online or on the telephone.

Health, Housing, and Other Student Services
In 2005, Student Affairs launched the LiveWell initiative, a program designed to improve students’ physical, social, spiritual, intellectual, and emotional well-being through workshops and classes. LiveWell is dedicated to enhancing health programming for the students. Each year, LiveWell offers workshops on nutrition, injury prevention, meditation, movement (including yoga and dance), and body awareness (e.g. Feldenkrais, Alexander Technique), and has partnered with other area colleges to provide sports and recreational opportunities for students. Additionally, the LiveWell program assists students in accessing health resources and using the student health insurance plan.

Berklee currently maintains three residential facilities in Boston’s Back Bay/Fenway neighborhood, to provide residency to a total of 780 students. Each dormitory has two- and three-person rooms, practice facilities, study space, and coin laundry machines. Every room has a bed, desk, chair, and dresser for each student and shared closet space. Students may also select a meal plan. There are adult resident directors for each hall, as well as several student resident assistants, who are selected through a rigorous, competitive application process. To ensure that dormitory programs and services reflect the college’s commitment to diversity, the Housing Office regularly collaborates with the Office of Diversity and Inclusion for residence staff training sessions and resident assistant applications for visually impaired students.
A new residence hall is being built at 160 Massachusetts Avenue in Boston. This will house an additional 370 residents, allowing the college to offer housing to all entering students who desire it, while also allowing upper-semester students who wish to remain in housing to do so. The new residence hall will also feature a new multipurpose dining hall that includes a stage for the continuation of after-hours student-run “café” shows, a staple of Berklee performance culture. This building will also include a small fitness center.

In Valencia, Berklee houses undergraduate students at the Galileo Galilei residence hall. This 600-person-capacity residence hall is located on the campus of the Universitat Politècnica de Valencia, an institution with which Berklee has a collaborative relationship. Students at Berklee’s Valencia campus are able to access the library and other academic support services on the Politecnica campus. The residence is within easy walking distance to the Berklee Valencia campus and located in a very safe neighborhood in the older part of Valencia.

At the Galileo Galilei residence hall, students may choose a single room with private bath or a double room with a private bath shared by the two roommates. Internet, linens (replaced every week), and weekly cleaning services are included. Meal plans may also be purchased. The residence includes practice facilities, study space, kitchens on every floor, and coin-operated laundry machines or purchased laundry services.

Berklee has also focused on improving its career education services for students. Using feedback from recent alumni, current students, and faculty, the Career Development Center in Boston and the International Career Center in Valencia have increased outreach efforts to the student body in important areas:

- **Supporting diversity initiatives.** In recognition of the college’s strong commitment to diversity, programs are tailored to meet the needs of students with disabilities. The centers provide workshops and mentoring programs that address the unique career needs of all Berklee students, including special disability and demographic groups.

- **Recognizing the economic and cultural importance of Latin music.** The Career Development Center in Boston has partnered with offices around the college to produce events focused on employment opportunities in Central and South America. Additionally, the center is developing a network of employer contacts to serve the needs of students seeking employment abroad.

- **Expanding the career resource library to reflect student interests.** The Career Development Center has enhanced its informational career resources to better meet the needs of students working in the areas of gospel, hip-hop, and R&B.

- **Expanding additional international career opportunities.** The International Career Center in Valencia focuses on the career needs of graduate students and is actively developing resources to support students’ international internship and career goals. The center conducts detailed interviews with all graduate students to identify their career goals and to assist them in reaching those goals. It also offers workshops, internship placement, and job placement services.

**Orientation and Communication with Students**

All students, at the undergraduate and graduate level, participate in a required on-campus orientation where they receive a comprehensive introduction to Berklee that includes an overview of a variety of academic and support services. Students learn about the college’s structure and departments, as well as opportunities for advising and other support services.

The Berklee website is a key source of information on student services for both students and prospective students. Students can access the Student Services page (berklee.edu/services), which describes various available resources. These include Campus Safety, Career Development Center, Counseling and Advising, Experiential Learning, Financial Aid, Housing, Learning Center, Parent Office, and Registrar. Each of these services has its own page that provides detailed information on the functions of the office, frequently asked questions, and any forms that students may need.

Berklee is currently implementing a new portal system for students as a centralized place of enrollment and academic information. The first stage of this process was accomplished in May 2012 when the new course management system was unveiled. Complete integration of Berklee’s external website, intranet, and course management system is anticipated in the fall of 2014. This will aid students’ access to information.
Student Leadership and Campus Life

Berklee offers many opportunities for students to take a leadership role. Diversity and inclusive language training is a component of the BerkLead leadership development program. This Student Activity Center initiative, piloted in spring 2012, is a cohort-based leadership development program. Student leaders from college organizations attend meetings every other week and complete a variety of self-directed exercises to practice new skills.

The Berklee Student Government Association provides another important opportunity for Berklee students to develop programs that enhance campus life and foster a sense of community among students. Student Government Association members serve as student representatives on a variety of policy and curricular committees. Additionally, the student government president is a member of the president’s council for diversity and inclusion.

One of the most visible student leadership opportunities is the first-year student advising program (FYSAP), in which upper-semester students play a key role in helping new students acclimate to the Berklee campus. Peer advisors organize informational sessions about registration, majors, and program planning; meet one-on-one with advisees; plan outings to foster a sense of community; and field questions from new students. Peer advisors are selected through a rigorous application process. Once chosen, peer advisors undergo an intensive two-day training session in the fall, as well as supplemental training sessions on diversity issues, conflict resolution, and registration.

Student Grievances

The college has clear procedures for students who have a grievance—those who believe they have been dealt with unfairly, who believe they should be given special consideration in regards to a policy, or who have a complaint about the behavior of an individual.

As a general rule, the college encourages students to address their concerns about a policy decision directly with the office responsible for administering the policy. Similarly, the college encourages students to attempt to resolve their complaints directly with the persons involved. In the event that a satisfactory resolution is not reached, students may bring their concerns to the next immediate level of authority.

The Office of the Vice President for Student Affairs/Dean of Students assists students who have complaints or grievances and need help in determining the procedures to be followed. Students may also discuss concerns confidentially with a counselor at the Counseling and Advising Center before taking further action.

There are also detailed policies and procedures for students who believe they have experienced harassment. It is the policy of Berklee College of Music to maintain a working and learning environment that is safe, respectful, productive, and free from sexual harassment and any other unlawful discrimination. Any form of unlawful discrimination or harassment based on race, color, religion, gender, gender identity, national origin, age, disability, military or veteran status, sexual orientation, genetic information, marital status, pregnancy, or any other characteristic protected by applicable law, is strictly prohibited. The college, as well as state and federal laws, prohibits retaliation against any person who, in good faith, reports, assists in reporting, or participates in an investigation of possible discrimination or harassment. Any person who retaliates against such an individual will be subject to the college disciplinary procedures up to and including expulsion or termination of employment by the college. See Standard 11: Integrity for more detail regarding the college’s commitment to nondiscrimination.

Recreational and Athletic Programs at Berklee

In response to student demand, Berklee has been steadily increasing the organized activities and clubs supported by the campus. There are currently more than 80 student clubs on campus. One of the most popular is the Jams@Berklee program, a weekly jam session organized by students.

In fall 2010, the Student Activities Center hired a coordinator for clubs and events. The coordinator helped establish a variety of new programs, encouraged the development of new student organizations, and expanded the hours of the Student Activities Center. The expanded schedule enables greater student access to facilities and resources, particularly during evening hours when demand is greatest.

Berklee has formed a partnership with Emerson College to allow qualified students to compete in NCAA Division III Athletics. Berklee also sponsors a variety of intramural and club sports, fields a club ice hockey team, and sponsors Sunday Sports at Simmons (College), an informal set of basketball and volleyball games that promote responsibility,
good sportsmanship, and community building. Many Berklee students also participate in the marching band for Boston College. Long-term goals for improving recreational opportunities include:

- Building facilities in Boston for recreation and exercise, as well as outdoor facilities (e.g. fields, courts, pools; the first part of this goal will be addressed with the completion of the fitness center in 160 Mass Ave)
- Creating a dedicated space for health and sports injury screenings
- Building an on-campus health care center for students

**Financial Aid**

Two offices oversee the administration of scholarships and financial aid at Berklee. The Office of Scholarships and Student Employment focuses on scholarships, student employment, and federal work-study assignments. For entering students at the graduate and undergraduate level, the office reviews all material collected by Admissions. Continuing and returning students at the undergraduate level who wish to apply for or renew a scholarship are required to submit an electronic portfolio documenting their progress towards the degree.

The Office of Financial Aid is responsible for processing all federal and state funds available to students who complete the Free Application for Federal Student Aid (FAFSA), as well as all private student loans. They produce an annual loan guide that provides information about financing and payment plan options to students and families. Students are offered counseling prior to borrowing and upon exiting the college.

Financial aid and scholarship opportunities are described in detail on the website at berklee.edu and berkleevalencia.org and through printed materials provided by both the Office of Scholarships and Student Employment and the Office of Financial Aid. Information is also in the undergraduate and graduate bulletins. Students may access their financial aid application status and financial aid award through the college intranet. Students are encouraged to call, email, or visit both offices in order to receive counseling services regarding their finances.

**Safekeeping of Records**

The Office of the Registrar is responsible for the maintenance and safekeeping of student records at the college. Through active compliance with FERPA (the Family Educational Rights and Privacy Act of 1974) and the Massachusetts regulation 201 CMR 17.00 (Standards for the Protection of Personal Information of Residents of the Commonwealth), the privacy and protection of student records is strongly prioritized throughout the college. All Office of the Registrar staff members are thoroughly trained about privacy issues and make their best efforts to be mindful of such considerations. Additionally, all new faculty members are informed about FERPA issues during their orientation. Other development programs provide reminders for all faculty members, chairs, and staff members about their compliance with privacy issues. The same ethical standards are maintained on the Valencia campus through the campus registrar.

The college subscribes to the recommendations of the American Association of Collegiate Registrars and Admissions Officers for the retention and disposal of student records. The Office of the Registrar ensures the following documents are in each student folder: application to the college, acceptance letter, proof of high school graduation (for undergraduate students), proof of undergraduate degree (for graduate students), certification of immunization (as required), and an approved I-20 document for international students studying in Boston. The Office of Admissions sends the Office of the Registrar the records of each matriculating entering student at the start of each term. The registrar performs an audit of each student folder and locates any missing documents with the Office of Admissions.

Additional documents are filed in students’ folders during their enrollment, such as declaration of major forms, credit-by-exam forms, and course withdrawal forms. When a student has stopped attending for at least one year, his/her folder is removed from the filing system, reaudited to remove all extraneous documents, and sent to a vendor for digital imaging. Upon delivery from the vendor, the digital images are immediately moved onto a secure server and reviewed for quality. Following a successful review of the digitized documents, the Office of the Registrar gives approval for the vendor to securely destroy the paper records.

The Office of the Registrar requires signatures (including electronic) for all student transcript requests. Students have the option to block their names in the student directory if they wish to suppress public disclosure of basic enrollment data such as major, principal instrument, and hometown. Institutionally, the student identification number is used as the primary identifier of students.
Appraisal
The college supports students in their work and ensures that all interactions with students are conducted with integrity. As Berklee has become an increasingly selective institution with more traditionally aged students, the institution has expanded student support services and activities. The college system of student advising is robust and comprehensive, linking professional advising, faculty advising, chair advising, and peer advising. The college also supports students' learning needs. Ensuring that all students have appropriate academic advising is key to student success and is an area that Berklee has expanded significantly over the last 10 years.

To gauge the effectiveness of student services overall, the college administers the Noel-Levitz Student Satisfaction Index on a regular basis. It was most recently administered in spring 2012 and is now on a three-year administration cycle. Prior to this, it was administered in 2007.

This index provides one tool for the college to assess student satisfaction with the institution and its services. For the most part, the student satisfaction index reveals great student satisfaction with the college. Berklee students primarily enroll for the college’s academic reputation and see Berklee largely as a first-choice institution. Students feel it is an enjoyable experience to be a student at Berklee, and they are proud to say that they attend the college. In all aspects, the college has made progress since the index was compiled in 2007. Students note the college’s “student centeredness.” They note that “freedom of expression is protected” on campus; they are satisfied that Berklee “has a good reputation within the community” and that there is a “strong commitment to racial harmony on this campus.” However, students express concerns with the registration and student advising process, about “getting the runaround,” and about not being able to enroll in required courses. They also note some concerns about how they are made to feel welcome, whether campus staff are caring and helpful, whether administrators are approachable to students, and the ways that Berklee shows concern for students as individuals. Berklee students, like most U.S. college students, also express some concern about the cost of college. Access to college, and controlling increases in tuition, is a college priority.

Along with the Noel-Levitz Student Satisfaction Index, each student services area does its own internal assessment through surveys and focus groups. These provide the area information on which to base immediate changes.

Needed, though, is a systematic approach to assessment of student support services. A comprehensive approach, one modeled on the academic program review process, is being explored as a possible approach to ensuring that students' cocurricular learning is articulated and assessed, with a goal towards improvement. A comprehensive evaluation of the effectiveness of the support services offered for student success will aid the college in enhancing these services and developing them in ways that best meet student need.

Projection
The comprehensive enrollment plan 2010–2015 ratified in 2010 had set goals for 2015 in Boston to grow total fall enrollment from 4,145 to 4,300 (ca. 4,000 FTE). With the fall 2012 enrollment totaling 4,447 full-time undergraduate students (4,131 FTE), the 2015 goal has already been achieved, and the objective is to maintain total undergraduate enrollment at that level for the foreseeable future. The enrollment plan also set the goal to “sustain and augment the commitment to a broadly diverse student body by increasing the diversity of the student population.” The college has attained modest growth in the last two years in each of the female and ALANA populations. The 2012 fall undergraduate enrollment encompasses 1,321 females (increase of 62% from 2010), and 943 students in the ALANA population (increase of 45% from 2010). The goal is to continue that trend in the next several years.

Due to the selectivity and small size of the graduate program, the goals for admissions are less demographically specific. The overarching goal is to recruit a diverse and talented group of graduate students who have the skills needed for success.

Increasing the graduation rate for undergraduate students is a priority. As noted, the graduation rate has increased 12% over the last 10 years and is now at 52%. The college projects an increase of at least that same rate over the next 10 years, bringing the graduation rate to at least 62% by 2022.

By reviewing data related to class cohorts from fall 2006 to spring 2011, the college is in the process of establishing, for the undergraduate population, key retention and graduation metrics by cohort and as aggregate averages. By 2015, based on retention and student success research, the college will develop retention targets relative to specific populations, year-
to-year persistence, graduation rates, and other aspects of student success. Between now and 2015, the retention committee will guide this process and make significant contributions to enrollment planning.

The college assesses its goals for students’ cocurricular learning indirectly through the Noel-Levitz Student Satisfaction Index. The results of the 2012 index indicate areas of services that are in need of more detailed review and possible revision. These include review of the course registration process, student advising, and information regarding financial aid and scholarships. The results also point to a larger need—the need for a comprehensive articulation of the goals for students’ cocurricular learning, as well as a systematic program of assessing this learning. Implementation of a program of comprehensive program review, modeled after the academic program review process, is being considered. Once implemented, this program of comprehensive review will provide the college needed information to refine student services even more fully to meet student needs.

**Institutional Effectiveness**

All students are provided comprehensive services that include advising, counseling, disability services, health and wellness options, student clubs, activities, and recreational offerings. Information about student services is available on the website, through college bulletins, and at orientation. Student academic support services are available through the College Writing Center, the Learning Center, English language tutoring, and other tutoring services.

The college is committed to recruiting, enrolling, and supporting all of its students. A comprehensive strategic enrollment plan is guiding the college as it moves towards 2015 and enabling it to reach goals regarding student diversity, as well as retention and graduation goals.
Standard 7: Library and Other Informational Resources
### Standard 7: Library and Other Information Resources

#### (Library)

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<td>941</td>
<td>1,000</td>
<td>1,081</td>
<td>1,120</td>
<td>1,162</td>
</tr>
<tr>
<td>Traditional Reserves:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>courses supported</td>
<td>670</td>
<td>732</td>
<td>774</td>
<td>844</td>
<td>914</td>
</tr>
<tr>
<td>items on reserve</td>
<td>4,791</td>
<td>5,146</td>
<td>5,516</td>
<td>5,965</td>
<td>6,412</td>
</tr>
<tr>
<td><strong>E-Reserves:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>courses supported</td>
<td>209</td>
<td>265</td>
<td>308</td>
<td>335</td>
<td>360</td>
</tr>
<tr>
<td>items on e-reserve</td>
<td>12,652</td>
<td>13,497</td>
<td>14,974</td>
<td>15,759</td>
<td>16,941</td>
</tr>
<tr>
<td><strong>Circulation (do not include reserves)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total/FTE student</td>
<td>14</td>
<td>14</td>
<td>15</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Total full-text article requests</td>
<td>27,037</td>
<td>27,830</td>
<td>38,266</td>
<td>39,031</td>
<td>39,811</td>
</tr>
<tr>
<td>Number of hits to library website</td>
<td>134,356</td>
<td>229,223</td>
<td>346,513</td>
<td>403,305</td>
<td>415,404</td>
</tr>
<tr>
<td>Student borrowing through consortia or contracts</td>
<td>288</td>
<td>255</td>
<td>228</td>
<td>280</td>
<td>280</td>
</tr>
<tr>
<td><strong>Availability/attendance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours of operation/week main campus</td>
<td>96</td>
<td>96</td>
<td>96</td>
<td>98</td>
<td>98</td>
</tr>
<tr>
<td>Hours of operation/week branch campuses</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>68</td>
</tr>
<tr>
<td>Gate counts/year -- main campus</td>
<td>200,000</td>
<td>220,000</td>
<td>220,000</td>
<td>270,000</td>
<td>300,000</td>
</tr>
<tr>
<td>Gate counts/year -- average branch campuses</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>200</td>
<td>500</td>
</tr>
<tr>
<td><strong>URL of most recent library annual report:</strong></td>
<td><a href="http://library.berklee.edu/">http://library.berklee.edu/</a></td>
<td><a href="http://library.berklee.edu/">http://library.berklee.edu/</a></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**“Current Year” refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.**
### Standard 7: Library and Other Information Resources
(Information Technology)

<table>
<thead>
<tr>
<th></th>
<th>3 Years Prior</th>
<th>2 Years Prior</th>
<th>Most Recently Completed Year</th>
<th>Current Year* (actual or projection)</th>
<th>Next Year Forward (goal)</th>
</tr>
</thead>
</table>

#### Number (percent) of students with own computers

|  | 100% | 100% | 100% | 100% | 100% |

#### Course management system

- **Campus Cruiser**
- **Moodle 2.0**

#### Bandwidth

| On-campus network | 100 MB/1 GB | 100 MB/10 GB | 100 MB/10 GB | 100 MB/10 GB | 100 MB/10 GB |
| Off-campus access | 100 MB | 200 MB | 200 MB | 200 MB | 200 MB |
| commodity internet (Mbps) | 100 MB | 200 MB | 200 MB | 200 MB | 200 MB |
| high-performance networks (Mbps) | 10/100 MB | 10/100 MB | 10/100 MB | 10/100 MB | 10/100 MB |

#### Network

| Percent of residence halls connected to network | 100% | 100% | 100% | 100% | 100% |
| Percent of classrooms connected to network | 100% | 100% | 100% | 100% | 100% |
| Public wireless ports | N/A | N/A | N/A | N/A | N/A |

#### Multimedia classrooms (percent)

| Main campus | 100% | 100% | 100% | 100% | 100% |
| Branches and locations | 100% | 100% | 100% | 100% | 100% |

#### IT Personnel (FTE)

| Main campus | 53.0 | 56.0 | 59.0 | 62.0 | 62.0 |
| Branch campuses | 0.0 | 0.0 | 0.0 | 5.0 | 6.0 |
| Dedicated to distance learning | 3.0 | 3.0 | 3.0 | 5.0 | 5.0 |

#### Software systems and versions

| Students | Datatel Colleague |
| Finances | Datatel Colleague |
| Human Resources | Datatel Colleague |
| Advancement | Datatel Colleague |
| Library | Evergreen 2.2 |
| Website Management | Omniture content management system |
| Portfolio Management | none |
| Interactive Video Conferencing | none |
| Digital Object Management | none |

*"Current Year* refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 7: Data First
Standard Seven: Library and Other Information Resources

Description
Berklee College of Music provides high-level library and information resources to support instruction at the campus in Boston; in Valencia, Spain; and in the online extension school. The Stan Getz Library is located on the Boston campus at 150 Massachusetts Avenue and the Valencia library is located in the Palau de les Arts, the heart of the Valencia campus. Resources are accessible through the library website: http://library.berklee.edu. This site provides a wealth of educational resources for all Berklee students, faculty, staff, and alumni.

The mission of the library articulates the college’s vision of the level of information resources and services appropriate for the institution. As stated, the library “is committed to collecting and providing guaranteed access to electronic, print, audio, and video resources, and providing bibliographic, reference, and instructional support to the Berklee community of students, faculty, staff, and alumni for their research and scholarly and creative pursuits.”

The collections of the Stan Getz Library in Boston and the Valencia campus library have been, and continue to be, developed with a focus on supporting Berklee's undergraduate, graduate, and special academic programs, as well as supporting the personal and professional development of students, faculty, staff, and alumni. The library collects extensively in the areas of instrumental music and methods, instrumental literature, full scores, 20th- and 21st-century music history and criticism, and all forms (books, scores, audio, video, ebooks, escores) of American contemporary music (jazz, rock, gospel, etc). The Boston library and media center houses more than 34,000 CDs, more than 5,800 DVDs and videotapes, and more than 47,000 music scores and lead sheets.

Additionally, the collection encompasses traditional European music and literature and world music resources to support current programs and faculty research. In the past few years, as the college has increased its emphasis on liberal arts and holistic education at the undergraduate level, the library has also correspondingly built its collection in the multiple disciplines of liberal arts and sciences.

As Berklee has opened its new campus in Valencia, has begun offering master’s degrees in Valencia, and intends to offer master’s degrees in Boston, the library has directed the collection to support this higher level of study. Special attention has been given to further development of the liberal arts and sciences collection, as well as the collections in music business and management, music education, music therapy, film studies, music technology, and the recording arts and sciences.

In its collection development, the library works closely with academic deans and chairs/program directors, as well as faculty, to determine what is most needed. Faculty have the opportunity to request that the library purchase resources to support course and other academic work. The library welcomes these requests, and nearly all of them are met.

The Berklee College of Music library currently uses Evergreen Integrated Library System to catalog and maintain circulation records for all Stan Getz, satellite, and Valencia library holdings, including MARC records for scores and recordings available via online subscription services, which is searchable through the library’s website at http://library.berklee.edu. Also available at this site are more than 40 electronic databases that include encyclopedias, such as Britannica and Grove’s; an index to more than 70 music fake books; magazine indexes, two of which are exclusive to music; a collection of printable classical music; and a shared collection of electronic books.

The library’s media services staff maintain the department’s website and databases. They work directly with faculty to develop online resources (scores, text, and streamed audio and video) that support and enrich classroom material and are accessible throughout the college network. Access to these materials is integrated within the faculty reserve module of the library online catalog.

The library's collection is stored in more than 3,250 linear feet of shelf space in Boston and 60 linear meters of shelf space in Valencia.

Library Services
Berklee College of Music provides a variety of library services to the Berklee community, including students, faculty, administrators, staff, alumni, and guests, whether online or in person in Boston or Valencia, Spain. These include:
• Circulation of materials, including borrowing, renewing, and placing holds; in-house use for research and reference collections; and maintenance of confidentiality of library records
• Interlibrary loan and document delivery, including requesting and borrowing from other institutions and borrowing reciprocity through the institutions of the ProArts Consortium, of which Berklee is a member; other consortium members are Emerson College, Boston Conservatory, Massachusetts College of Art and Design, and the Boston Architectural College
• Ask-a-Librarian reference interviews via email, chat, and phone, and, of course, in person

Through the library website (http://library.berklee.edu), the college provides access to holdings in the library, hard or electronic copies; subscription databases; college archives; research guides in a variety of areas including instruments, undergraduate majors, master’s programs, and courses; class reserves; library blog; Facebook; policies; events; hours; and contact information.

The library also supplies extensive course reserve materials and works with faculty to create for each course, as requested, hard copy and electronic reserves that include streamed audio and video.

The library sponsors many educational events throughout the year, in Boston and in Valencia. These include guest lectures, film screenings, educational forums, and clinics. The library also sponsors contests, including student-oriented contests, such as a bookmark design contest, and giveaways in conjunction with outside businesses, such as a ukulele contest and the “Accordion Music Appreciation” contest. For those contests, each winner was awarded a toy ukulele and a toy accordion, respectively. Each contest also offered a display and a sharing of library resources. See http://library.berklee.edu/news/accordion_winner.

The library provides copying and printing for students, compliant with U.S. copyright law (Title 17, U.S. Code). The Boston library includes study space composed of two quiet reading rooms and one group study area. In Valencia, there is a large group study area.

Library Instruction

Berklee is particularly proud of the way library and information literacy instruction is effectively integrated into the Berklee curriculum at the undergraduate and graduate level. This instruction, by design, ensures that students use information resources and technology as an integral part of their education and that they attain levels of proficiency appropriate to their degree and field of study. It also ensures that students acquire increasingly sophisticated skills in evaluating the quality of information sources appropriate to their field of study and degree program.

For all courses, a faculty member may partner with the library to provide subject- and course-specific library sessions. The library also offers a range of online tutorials.

Since 2010, at the undergraduate level, two mandatory bibliographic instruction classes have been integrated into the college’s first-year writing program. The courses, LENG-111 Writing and Communication and LENG-201 Literature, each contain a mandatory library and bibliographic instruction unit. The information literacy instruction in these two courses is progressive, designed to provide students with increasingly sophisticated library and information resource evaluation skills. The library works with the liberal arts program to ensure that every class section of the two required writing courses in every semester spends one class lesson in the library, mastering specific learning outcomes. This is a large undertaking and requires a great deal of institutional support and coordination to ensure that all sections, which can reach 50 sections during a fall semester, engage in this instruction.

For undergraduate majors with a strong research component, especially the music therapy program, students in advanced seminars also work closely with the library to refine research skills.

At the graduate level, students are provided support from the library as they work on their culminating experience or thesis projects. The library runs a series of workshops on research methods, including basics of conducting research and documenting sources. All graduate students in Valencia are able to enroll in an elective course, GS-510 Principles of Research Methods. Graduate students in the master of arts in music therapy program (expected to be implemented in 2015 in Boston) will be required to complete a research methods course specific to their program.
Additionally, the learning center at the library provides technical support, training, and tutoring to students, faculty, and staff. The programs of information literacy instruction are assessed through library tools and all have received positive feedback. Improvements to programs are made based on feedback from faculty and students.

**Staffing**

Berklee provides professionally qualified and adequate staff to administer the institution’s library, information resources and services, and instructional and information technology support functions.

The Stan Getz Library is under the leadership of the dean of learning resources, who reports to the vice president for academic affairs/vice provost. Reporting to the dean are the manager of learning resources web development and the director of library services.

The director of library services directly oversees the Stan Getz Library, as well as functionally overseeing the library in Valencia, Spain. The reference librarian in Valencia reports directly to the academic dean of the Valencia campus and functionally to the director of library services in Boston. Coordination between the Boston and Valencia libraries is strong, with Boston providing much support to the new Valencia library to ensure its integration into the Berklee system.

Berklee recently received a two-year grant funded by the U.S. National Archive and Records Administration to build an archive at the college. This enabled the hiring of the college’s first professional archivist.

**Institutional Planning and Resource Allocation**

The college’s resource planning and allocation support the development of the library and information resources. Library resource needs were considered carefully in the development of the Valencia campus and the initiative to launch master’s degrees.

**Number of titles/items purchased and amount spent for 2010–2012**

<table>
<thead>
<tr>
<th>Category</th>
<th>Total items purchased FY2010–FY2012</th>
<th>Total spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>1,320</td>
<td>$109,472.00</td>
</tr>
<tr>
<td>Books (electronic)</td>
<td>628</td>
<td>$44,413.00</td>
</tr>
<tr>
<td>Scores</td>
<td>3,755</td>
<td>$101,682.00</td>
</tr>
<tr>
<td>Journals</td>
<td>164</td>
<td>$112,146.00</td>
</tr>
<tr>
<td>Journals (electronic)</td>
<td>9,200</td>
<td>$116,457.00</td>
</tr>
<tr>
<td>CDs</td>
<td>5,060</td>
<td>$97,078.00</td>
</tr>
<tr>
<td>Videos/DVDs</td>
<td>876</td>
<td>$24,538.00</td>
</tr>
<tr>
<td>Databases</td>
<td>17</td>
<td>$74,570.00</td>
</tr>
</tbody>
</table>

**Appraisal**

Berklee’s library and information services offer a number of strengths:

- Uniqueness and currency of the collection
- Research guides
- High levels of collection usage
- Extensive online reserves in a variety of formats
- Media center collection and facilities
- Library website, including ILS and locally generated content
• Technical knowledge of the library and learning center staff
• Online resource sharing for all Berklee students, faculty, and staff, whether in Boston, Valencia, or online
• Rapid growth in and technical support for the digital library collection
• Relationships between library staff and faculty
• Information literacy instruction and integration into the curriculum at both the undergraduate and graduate levels

Opportunities for Growth

There are a number of opportunities for growth for the library and information resources and services. Many of these focus on areas of college growth generally. For most of Berklee’s history, the institution has offered one degree—a bachelor of music—and provided instruction at one campus in Boston. Not surprisingly, library and information literacy services have been directed towards undergraduate education on Berklee’s Boston campus. With the development of the Valencia, Spain, campus; the launching of master of music and master of arts degrees in Valencia in 2012; and the expected implementation in 2015 of graduate programs in Boston and in 2014 of the online bachelor of professional studies degree, there are needs for library service expansion. Part of this expansion has begun and part is in the planning stages. As mentioned, the college has hired a full-time professional research librarian for the Valencia campus. The library on the Valencia campus is in an early stage of development and planning for its expansion is ongoing. Access to Berklee library online resources is quite extensive. Fostering relationships with Berklee online and Valencia students to ensure their knowledge of library resources and their ability to access them is also ongoing.

Other growth opportunities for the Berklee library are likely similar to those for libraries at most colleges—the opportunity for additional funds, additional staff, and additional space. As the collection becomes increasingly more digital in nature, there is a need for additional funds for collection maintenance and development. As the graduate collection grows, there is an opportunity to build the collection with special emphasis on the needs of master’s students. Additionally, and especially at the Boston campus, located within the very crowded Back Bay neighborhood, there is a need for space—for collection development, to provide students more private study areas, and for archives. As graduate study grows, the need for additional study spaces, especially for graduate students, will likewise develop.

The growth in enrollment and programs puts pressure on existing staff, and the need for additional staff continues to exist. Specialists in digital resources and particular subject areas to guide collection development for graduate-level education are especially needed and will be sought as opportunities for hiring develop.

As Berklee’s online educational opportunities increase and students gain access to the bachelor of professional studies, there are a number of growth opportunities, especially for increased communication regarding the technical support needed for web-based library services, and increased collaboration between Berklee’s online extension school and library.

Another opportunity for growth manifests in Berklee’s commitment to providing educational access to all students. Increasing services for students with disabilities and especially for visually impaired students is a growth opportunity for the college.

As mentioned, Berklee’s instruction in information literacy is well integrated into the undergraduate and graduate curricula. This program has received positive feedback from students. The library is also engaged in ongoing assessment of patron usage: web use, online database use, ebook use, ILS use, and more. Strengthening the assessment process to provide more measurable data and analysis is an opportunity for growth. An area of special focus concerns the integration of library and information literacy instruction in LENG-201 Literature. There is an opportunity for greater collaboration between the faculty of this course and library instructors to ensure curricular support for increased expectations of information literacy sophistication. Along these lines, library and learning resources are beginning a process of program review, using tools aligned with academic program review, in order to assess student learning and provide information to improve it.

Projection

As Berklee continues to develop master’s education, the need for subject specialists among the library staff will commensurately grow. These specialists will enable the college to design and assist in implementation of meaningful information literacy in fields such as music business, film studies, music therapy, and music education. Under the leadership of the dean of learning resources, relationships between faculty and library staff will further develop. The growth of graduate education may lead to the establishment of a faculty advisory board or similar body. Integration of
library services in Boston and Valencia, as well as online services, will also develop. The Boston library will likely increase its collection and its space, with a special focus on graduate education, providing additional resources and additional study areas for graduate students.

**Institutional Effectiveness**

Berklee provides a high level of library and information resources. The collection is a rich and unique one with special strength in its digital offerings. The collection supports all of Berklee’s academic offerings and is working to integrate services in Boston, Valencia, and online. Library and information resources are evaluated regularly, and a commitment to continuous improvement is clear among all of the library’s staff.
Standard 8: Physical and Technological Resources
### Standard 8: Physical and Technological Resources

#### Serviceable Buildings

<table>
<thead>
<tr>
<th>Campus location</th>
<th>Serviceable Buildings</th>
<th>Assignable Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main campus</td>
<td>28</td>
<td>422,353</td>
</tr>
<tr>
<td>Other U.S. locations</td>
<td>1</td>
<td>300</td>
</tr>
<tr>
<td>International locations</td>
<td>1</td>
<td>15,623</td>
</tr>
</tbody>
</table>

#### Expenditures (000)

<table>
<thead>
<tr>
<th>Purpose(s)</th>
<th>Main campus</th>
<th>Off-campsu</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>73,352</td>
<td>4,414</td>
<td>77,766</td>
</tr>
<tr>
<td>Laboratory</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Office</td>
<td>103,140</td>
<td>1,699</td>
<td>104,839</td>
</tr>
<tr>
<td>Study</td>
<td>29,624</td>
<td>948</td>
<td>30,572</td>
</tr>
<tr>
<td>Special</td>
<td>11,745</td>
<td>6,231</td>
<td>17,966</td>
</tr>
<tr>
<td>General</td>
<td>21,449</td>
<td>1,270</td>
<td>22,719</td>
</tr>
<tr>
<td>Support</td>
<td>6,994</td>
<td>0</td>
<td>6,994</td>
</tr>
<tr>
<td>Residential</td>
<td>99,206</td>
<td>0</td>
<td>99,206</td>
</tr>
<tr>
<td>Other</td>
<td>70,843</td>
<td>2,652</td>
<td>73,495</td>
</tr>
</tbody>
</table>

#### Major new buildings, past 10 years (add rows as needed)

<table>
<thead>
<tr>
<th>Building name</th>
<th>Purpose(s)</th>
<th>Assignable Square Feet (000)</th>
<th>Cost (000)</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>108 Boylston Street</td>
<td>purchase for future use</td>
<td>9,722</td>
<td>$4,040</td>
<td>2007</td>
</tr>
<tr>
<td>156-157 Massachusetts Avenue</td>
<td>purchase for future expansion of use</td>
<td>26,566</td>
<td>$5,046</td>
<td>2008</td>
</tr>
<tr>
<td>161-163 Massachusetts Avenue</td>
<td>purchase for future use</td>
<td>32,649</td>
<td>$9,872</td>
<td>2008</td>
</tr>
<tr>
<td>167-171 Massachusetts Avenue</td>
<td>purchase for future expansion of use</td>
<td>21,800</td>
<td>$6,263</td>
<td>2008</td>
</tr>
<tr>
<td>Harvard Street</td>
<td>purchase for future use</td>
<td>14,126</td>
<td>$5,641</td>
<td>2009</td>
</tr>
<tr>
<td>300 Massachusetts Avenue</td>
<td>purchase for future property redevelopment</td>
<td>139</td>
<td>$11,931</td>
<td>2009</td>
</tr>
<tr>
<td>149 Boylston Street</td>
<td>for lease only</td>
<td>10,632</td>
<td>leased space</td>
<td>2009–2014</td>
</tr>
<tr>
<td>65 Boylston Street (levels 4 and 7)</td>
<td>for lease only (acquired in phases)</td>
<td>16,746</td>
<td>leased space</td>
<td>2009–2015</td>
</tr>
<tr>
<td>Valencia [Note: Lease includes options to renew for future years]</td>
<td>for lease only</td>
<td>15,625</td>
<td>leased space</td>
<td>2012–2015</td>
</tr>
<tr>
<td>180 Massachusetts Avenue</td>
<td>for lease only</td>
<td>13,743</td>
<td>leased space</td>
<td>2013–2015</td>
</tr>
</tbody>
</table>

#### New buildings, planned for next 5 years (add rows as needed)

<table>
<thead>
<tr>
<th>Building name</th>
<th>Purpose(s)</th>
<th>Assignable Square Feet</th>
<th>Cost (000)</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>150 Massachusetts Avenue</td>
<td>classroom, study, special, general, inside</td>
<td>155,000</td>
<td>$95,004</td>
<td>2013</td>
</tr>
</tbody>
</table>

#### Major Renovations, past 10 years (add rows as needed)

<table>
<thead>
<tr>
<th>Building name</th>
<th>Purpose(s)</th>
<th>Assignable Square Feet</th>
<th>Cost (000)</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>335 Boylston Street (levels 4 and 7)</td>
<td>office, special</td>
<td>16,760</td>
<td>$441</td>
<td>2008</td>
</tr>
<tr>
<td>Residence Hall Spindlers</td>
<td>residential</td>
<td>109,148</td>
<td>$1,529</td>
<td>2008</td>
</tr>
<tr>
<td>120 Massachusetts Avenue (Interoffice Building &amp; Design Department)</td>
<td>general</td>
<td>1,125</td>
<td>$431</td>
<td>2009</td>
</tr>
<tr>
<td>140 Massachusetts Avenue (Percussion Department)</td>
<td>classroom, office</td>
<td>7,251</td>
<td>$4,176</td>
<td>2007</td>
</tr>
<tr>
<td>150 Massachusetts Avenue (Technology Resources division)</td>
<td>office, study, support, other</td>
<td>13,743</td>
<td>$4,937</td>
<td>2007</td>
</tr>
<tr>
<td>120 Massachusetts Avenue (Library Services Department)</td>
<td>study</td>
<td>2,070</td>
<td>$2,070</td>
<td>2008</td>
</tr>
<tr>
<td>399 Boylston Street</td>
<td>office, general</td>
<td>10,632</td>
<td>$4,219</td>
<td>2008</td>
</tr>
<tr>
<td>25 Favorable (floor stabilization, rehearsal room)</td>
<td>study, other</td>
<td>4,638</td>
<td>$1,629</td>
<td>2009</td>
</tr>
<tr>
<td>135 Massachusetts Avenue (phased renovation)</td>
<td>classroom, office, study, support, other</td>
<td>13,840</td>
<td>$1,722</td>
<td>2009–2011</td>
</tr>
<tr>
<td>1099 Boylston Street (Berkeley Building)</td>
<td>general</td>
<td>1,125</td>
<td>$1,125</td>
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</tr>
<tr>
<td>84 Harvard Street</td>
<td>classroom, office, study</td>
<td>14,126</td>
<td>$4,543</td>
<td>2010</td>
</tr>
<tr>
<td>Boylston Row (100-1100 Boylston: sticker removal, block beautification)</td>
<td>office, general, other</td>
<td>2,000</td>
<td>$831</td>
<td>2010</td>
</tr>
<tr>
<td>108 Boylston Street (phase 1: levels A &amp; B)</td>
<td>office, support, other</td>
<td>3,862</td>
<td>$1,663</td>
<td>2011</td>
</tr>
<tr>
<td>32 Fenway (phase 2: building renovation)</td>
<td>office, study, support, other</td>
<td>2,833</td>
<td>$950</td>
<td>2011–2012</td>
</tr>
<tr>
<td>212 Boylston Street (Redevelopment division)</td>
<td>office, study, support, other</td>
<td>3,157</td>
<td>$547</td>
<td>2011</td>
</tr>
<tr>
<td>130 Massachusetts Avenue (phase 1: building shell)</td>
<td>other</td>
<td>1,812</td>
<td>$3,009</td>
<td>2012</td>
</tr>
<tr>
<td>Valencia</td>
<td>classroom, office, study, support, other</td>
<td>15,625</td>
<td>TBD</td>
<td>2012</td>
</tr>
</tbody>
</table>

#### Renovations planned for next 3 years (add rows as needed)

<table>
<thead>
<tr>
<th>Building name</th>
<th>Purpose(s)</th>
<th>Assignable Square Feet</th>
<th>Cost (000)</th>
<th>Year</th>
</tr>
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<tbody>
<tr>
<td>350-355 Massachusetts Avenue (TACEV/center project)</td>
<td>other</td>
<td>9,375</td>
<td>$2,950</td>
<td>2012–2015</td>
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<tr>
<td>150 Massachusetts Avenue (AIDS access code compliance)</td>
<td>other</td>
<td>25,035</td>
<td>$1,200</td>
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<tr>
<td>108 Boylston Street (phase 2: building shell)</td>
<td>office</td>
<td>6,341</td>
<td>$2,000</td>
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<tr>
<td>150 Massachusetts Avenue (SMART access code compliance)</td>
<td>office</td>
<td>66,961</td>
<td>$3,833</td>
<td>2013–2015</td>
</tr>
<tr>
<td>150 Massachusetts Avenue (deliveries, material transfer, entrance redesign)</td>
<td>other</td>
<td>8,331</td>
<td>$6,769</td>
<td>2014</td>
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<tr>
<td>150-151 Massachusetts Avenue (level B)</td>
<td>classroom, study, general, other</td>
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<td>150-151 Massachusetts Avenue (renovation/addition)</td>
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<td>64,000</td>
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<td>140 Boylston Street (AIDS access code compliance)</td>
<td>office, study, special, support</td>
<td>16,000</td>
<td>$3,203</td>
<td>2014–2015</td>
</tr>
</tbody>
</table>

* "Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

* Note: Berklee uses the term "lab" to describe space where the exchange and sharing of musical knowledge in a collaborative environment is encouraged. It is not a research facility with chemicals, clean rooms, etc.

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Standard 8: Data First
Description: Physical Resources

Berklee College of Music is currently an 802,000-gross-square-foot operation composed of two campuses, one located in the Back Bay/Fenway section of Boston and the other in Valencia, Spain.

The Boston campus encompasses, in part:

- 62 general classrooms, 18 specialized classrooms, 25 ensemble rooms (growing to 28 in September 2013), and 284 practice rooms (growing to 316 by January 2014)
- five performance halls that host more than 1,000 concerts per year
- 24 dedicated music technology facilities (growing to 34 in September 2013)
- a library and media center that houses 34,000+ CDs, 5,800+ DVDs and videotapes, and 47,000+ music scores and lead sheets
- 780 dormitory beds (increasing to 1,150 in September 2013)
- 4,447 students in fall 2012
- 569 Boston campus faculty
- 572 Boston staff members
- average class size of 11 or 12 (excluding private instruction) with an 8:1 student/teacher ratio
- 1,199 courses in active on-campus undergraduate curricula
- 891 ensembles and 7,468 private lessons during the 2011–2012 academic year
- two student-run record companies, three student-produced publications, a student-run internet radio station (the BIRN) with five channels, a student-run literary magazine, and many student-developed programs
- a mascot named Mingus (after the great jazz composer)

After several years of planning, Berklee opened its first international campus in Valencia, Spain, in early 2012. Located in renovated spaces totaling about 30,000 square feet in the iconic Palau de les Arts, the Valencia campus provides Berklee in Boston undergraduates with the opportunity to spend a semester abroad in Valencia in the Global Studies program and also offers master’s programs that began in fall 2012.

The academic area, which opened in January 2012, includes ensemble rooms, classrooms, private instruction rooms, practice rooms, and offices. All academic rooms were specifically built with the highest standards of acoustic room treatment, using absorption and diffusion materials on the surfaces of the room and soundproofing to provide sonic isolation between the rooms. The ensemble rooms offer a wide variety of musical instruments.

Classrooms feature a fully integrated learning system, including Smart Boards that enable the teacher to engage students with interactive lessons while simultaneously accessing and controlling all the classroom technology. With Smart Notebook software, which is included with all Smart Board interactive whiteboards, students are able to capture all notes, screenshots, images, and videos to a single file that can be opened in both Windows and Mac operating systems.

The state-of-the-art Berklee in Valencia music technology complex, which was fully operational in fall 2012, includes a professional-quality recording studio, four project production suites, and two technology labs, all of which are outfitted with the most current equipment and technology.

The Berklee in Valencia campus also offers ensemble rooms, private instruction rooms, and practice rooms, as well as two superb performance venues that are available to the college. The Teatre Martín i Soler seats 400 people and features an opera pit and a full complement of the latest stage equipment. The Auditori seats 1,490 spectators and is especially suitable for symphonic concerts, cinema premieres, and special events.

Housing for students is located a short distance from the Palau at the Galileo Galilei residence hall. (See Standard 6: Students for more information.)

Space Planning

The college has instituted a two-tiered planning process to ensure adequate and appropriate physical resources. At the trustee level, the campus planning committee is focused on supporting curricular initiatives and student services primarily through property acquisition, major new construction, and significant modernization efforts. At the operational
level, the space planning committee, a subset of the president’s cabinet, the college’s senior leadership, focuses on optimizing the current building inventory as individual programs and organizational units evolve and as new inventory (owned or leased) becomes available. Each member is responsible for working with his or her respective departments and leadership to ensure that space needs and requests are represented and prioritized. As the college’s spaces and needs have increased, the planning process employed by the space planning committee has by necessity been elevated from one of making minor space allocations to a more formal discussion and decision-making process about significant space allocations and long-term space needs and goals. The committee charter was revised and approved in February 2012 (see workroom) to delineate the space planning committee’s role and authority in making space decisions.

**Institutional Master Plan**

In early 2011, the college submitted an institutional master plan (IMP) to the city of Boston. This outlined Berklee’s intention to improve academic facilities, increase college-owned residential space, and increase space overall to meet other demands of the Berklee community. The campus needs guiding the IMP included the following:

- Create more student housing
- Improve the campus life experience for students
- Upgrade academic facilities and enhance technology spaces
- Reduce overcrowding in academic and administrative spaces
- Accommodate prior growth in student enrollment
- Reduce reliance on leased space and consolidate departments
- Create a unique, contemporary campus building that signifies Berklee’s stature
- Improve performance facilities to better serve today’s music
- Improve the Berklee Performance Center

As part of the IMP, the college proposed three significant projects totaling approximately 500,000 net square feet of new space (including student housing), specifically, projects at 160 Massachusetts Avenue, 161–171 Massachusetts Avenue, and the Berklee Crossroads (corner of Massachusetts Avenue and Boylston Street). The Boston Redevelopment Authority approved the IMP in May 2011.

**Space Expansion**

Berklee in Boston is an urban enterprise composed of 16 owned buildings, as well as leased spaces in 11 other buildings. It is an organization that has experienced dramatic growth in space—as well as in enrollment, faculty, staff, and courses—over the past 10 years; will increase its space inventory by approximately 163,000 square feet by 2013; and expects to increase its facilities further during the next 10 years through expansion into college-owned spaces that are currently leased and through the construction of a 25–30-story structure at the corner of Massachusetts Avenue and Boylston Street (the Berklee Crossroads project). This is explained below under the institutional master plan in the Appraisal and Projection section.

Berklee initiated an extensive facility expansion and renovation effort in 2003 focused on increasing space to support a growing enrollment, as well as increases in faculty and staff. Over the past nine years, Berklee has acquired seven properties and maintains leases in 11 other buildings (an increase of eight since 2003). Newly owned facilities or leased spaces added to the college’s inventory since 2003 include 7 Haviland Street, 155 Massachusetts Avenue, 160/168 Massachusetts Avenue (since demolished), 161 Massachusetts Avenue, 171 Massachusetts Avenue, 186 Massachusetts Avenue, 855 Boylston Street, 939 Boylston Street, 1080 Boylston Street, 1090 Boylston Street, 1096 Boylston Street, 1100 Boylston Street, 1108 Boylston Street, 1126 Boylston Street, and 18 Belvidere Street. A complete listing of owned buildings and leased spaces, their uses, and net square footage can be found in the workroom.

In the past 10 years, the campus inventory has been expanded by approximately 148,000 square feet, with 95,000 square feet of that allocated to programmatic use and 53,000 square feet pending redevelopment and funding planning.

In addition, work on the 160 Massachusetts Avenue project, the first component of the institutional master plan approved by the city of Boston, commenced in September 2011 with the demolition of the then-present facilities. Construction of the 16-story building is scheduled for completion in summer 2013 and planned for use starting in the fall 2013 semester. The 155,000-square-foot building will include a 370-bed dormitory, a 400-seat dining hall and student performance venue, 30 student practice rooms, two ensemble rooms for student use, a small fitness facility, approximately 19,000 square feet of music technology space, 5,000 square feet of retail space, common space that includes a lobby, an interior loading area, and mechanical space. The project also includes a roof deck open to use.
Facility Improvements
To maintain a desired sense of campus in an urban neighborhood context, Berklee has been restricted to meeting its space needs by acquiring adjacent properties that are typically a century old and fairly rundown, often with extensive hidden conditions that are costly to remediate.

To tackle these challenges, one of the first assignments 10 years ago was to evaluate facility conditions for all existing properties and each new acquisition. This was achieved by a systematic assessment of each building, conducted essentially in order of potential risk implications. In 2005, the college implemented contemporary management systems, maintenance practices, and an upgraded responsive service culture.

The college also installed a web-based work order system, preventive maintenance procedures, and energy management systems. The implementation of in-house project and construction management capability has allowed for enhanced planning, expedient field decisions about design and construction details, avoidance of costly change orders, resource allocation, and better service, all at a net cost savings.

Also in 2005, the college identified and prioritized an extensive list of major deferred maintenance and code compliance projects, and developed a long-term plan to systematically complete the projects.

Ongoing renewal efforts have also provided Berklee with opportunities to achieve significant energy consumption and efficiency improvements as core systems are upgraded in each building. Berklee actively takes advantage of the PowerOptions energy contract efficiencies to drive rate savings.

Over the past 8–9 years, the college has spent about $30,000,000 to complete deferred maintenance, code compliance remediation, and facility improvements that have significantly enhanced facilities for teaching, learning, working, and living, as well as adding value in the neighboring community. Illustrative of the college’s commitment to improve facilities, the numerous major campus improvement, modernization, and expansion projects in the past 6–7 years are delineated in a workroom document.

The projects involved leading design professionals and/or construction management firms in the Boston area, as well as direct participation by the appropriate campus user representatives. Most of the projects were coordinated by the college’s facilities project implementation team (PIT). In addition to the major projects enumerated above, the college has undertaken numerous smaller projects that upgrade and improve facilities. At this time, deferred maintenance projects have either been completed or planned for completion in the near future.

Accessibility Challenges and Improvements
In the past 10 years, the college has been diligent in identifying and remediating accessibility impediments throughout the campus. As an ancillary critical component of the facility condition assessment mentioned above, Berklee modified its ADA and accessibility assessment to occur at five-year intervals and recently completed a code-compliance inventory as required by the most recent building code revision. These studies have been incorporated into Berklee’s space-planning process as related scope, logistics, and cost factors influencing the college’s resource allocation decisions. The current versions of these studies are included as workroom documents.

In addition, the college established its ADA management committee, which has developed policies on accommodations (including signage, information technology, and web access policies) in the Berklee workplace, as well as at off-site events. The committee also provides education and outreach throughout the college and conducts regular campus access and academic space assessments. Consideration of accessibility constitutes an ongoing and integral imperative of large and small renovation and modernization projects and is guided by regular discussions with an accessibility consultant, as well as staff, faculty, and students who have disabilities.

However, we are cognizant that more work in this area needs to be done, and will be done, most particularly in the 150 Massachusetts Avenue building, which is discussed in detail in the Appraisal and Projection section.

Information Security
The college developed formal policies in 2007 that clarified the roles and responsibilities of users, departments, and IT in regards to security, storage, and backups of personal information on college computers. In May 2010, Berklee hired a
full-time compliance officer to establish and aid in the adoption of formal information security practices and to monitor and ensure the compliance of federal and state requirements.

Under the guidance of the compliance officer, Berklee revised its information-access policy in 2010 to restrict access to personally identifiable information (such as social security numbers) to only those need-to-know personnel. Additionally, the college initiated encryption of laptop computers containing personally identifiable information and modified Colleague (the college’s master database) to mask personally identifiable information contained on student and employee accounts from unauthorized users. Personal data in other databases and information repositories around the college have also been limited only to those individuals who have compelling reason for access.

To increase protection from external threats, Berklee’s firewalls were upgraded in 2011. College firewalls are constantly evaluated for security-threat capability, bandwidth management, maintainability, operational performance, and usage capacity with a cyclical upgrade forecast of every two years.

**Equipment**

The college has a complete inventory of equipment for use in the study of contemporary music. Acquired or upgraded on a regular basis in the last 10 years at a total cost of approximately $20 million, the inventory includes a wide range of electronic and acoustic items, including professional large- and small-scale-format music recording and production equipment; hundreds of guitar, bass, and keyboard amplifiers; audio/visual equipment; concert sound reinforcement, lighting, and video equipment; electronic and acoustic pianos; a multitude of percussion instruments; and an extensive array of other teaching and performance equipment.

The college has a wide range of computing equipment for administrative, instructional, and student use. The college's master administrative computing is performed using Ellucian Corporation's Colleague platform. The administrative systems support all financial, payroll, academic, student, and alumni functions.

Berklee has more than 1,100 personal computers for faculty and staff use. All faculty and staff members have ready access to a personal computer, most often one that is assigned to the individual. All students own laptops through the Berklee laptop purchase program, which is described below, and there are many computers available for shared student use in the Learning Resources area of the library.

**Maintenance and Security**

Facilities are maintained by the college's Physical Plant Department using internal staff members, contracted services of a professional custodial firm, a small team of contracted maintenance professionals, and a variety of independent contractors, all under the overall direction of the college's director of physical plant. Building and custodial maintenance expenditures are recorded by trade for each building in the accounting system.

In addition to building maintenance, the college maintains an in-house piano maintenance staff, separate in-house computer support and maintenance areas for staff and students, expert staff computer support and maintenance in each academic division for faculty members, an in-house repair program staffed by professional technicians and assisted by student employees, and repair service agreements with independent vendors for electronic and classroom equipment.

The college maintains an in-house Office of Public Safety and also contracts with an outside firm for supportive security service. The Public Safety Office also works with other neighborhood groups, as well as the Boston Police Department, in training and information sharing. The college is equipped with an interconnected alarm system for both fire and access control, which is linked to a control room in the Public Safety Office. The total security budget is approximately 1.6 percent of the operating budget, comparable with that of similar institutions. The college is in compliance with the requirements of the Campus Security Act.

**Residence Halls**

For many years, housing space has been limited to only 780 students. The college recognized the need for additional student housing several years ago and initiated planning that will result in the completion of the 160 Massachusetts Avenue building in fall 2013. This will increase housing capacity to 1,150 students.

**Office Needs**

As student enrollment and services have increased over the past 10 years, the need for increased faculty and office space has commensurately risen. With the acquisition of several new buildings and additional leased space, substantial advances
have been made in recent years in meeting increased faculty and staff office space. Overall, the office space needs of most areas have been met, though a few areas could benefit from more expanded conditions.

**Description: Technological Resources**

The Technology Resources area provides the best available technologies for teaching, learning, and music making, a stable technology infrastructure, and the right data, tools, and services to support the educational enterprise. The Technology Resources’ mission is to build mutually empowering partnerships, provide innovative leadership, and deliver exemplary service.

Technology Resources is composed of the Information Technology and Academic Technology divisions. The Information Technology division currently encompasses four areas:

- Enterprise Systems Development: technical analysis, development, and operational support to the college’s primary business systems
- IT Operations, composed of Systems Administration (enterprise services support, user account management and information security, data center operations, network maintenance, and new technology services) and Network and Telecommunications (communications infrastructure of the college)
- Training and Support Services: support for all aspects of personal computing, training, and repair services for faculty and staff
- Solutions Consulting and Information Management: project portfolio coordination, project management, reporting services, and data governance for enterprise business systems

Academic Technology encompasses the following operations:

- CTMI (Center for Technology in Music Instruction) lab: a faculty resource center dedicated to helping faculty integrate technology into their teaching and classroom curriculum, offering training and support specifically for faculty
- Student Computer Support Center: service and support for students
- Planning and budget allocation for most music and nonmusic technology capital equipment in academic areas

Technology Resources sponsors the following committees to support and enhance planning and operations:

- The college technology council (CTC), which is composed of vice presidents from various areas and the undergraduate academic deans, oversees and recommends pan-college technology policies and procedures. The CTC works with various college constituencies to ensure that college technology policies and procedures are effectively designed and implemented, and support the mission and long-range plan of the college.
- The project portfolio committee (PPC) has a goal to establish a consistent method for handling technology projects and to promote the role of areas external to Information Technology in the project lifecycle. The PPC, which consists of major computer service users at the college, is responsible for the shared use and development of all administrative systems and communications technologies (voice and data) used by the college. It coordinates capital technology budgets for all administrative areas and recommends which technologies will be used and how they will be supported.
- The academic technology advisory committee (ATAC), consisting of representatives from each instructional division and the central administration, coordinates planning and budget allocation for most music and nonmusic technology capital equipment in academic areas and recommends which technologies will be used and how they will be supported. The annual and two-year cyclic planning and budgeting processes are managed by the assistant vice president for academic technology in collaboration with ATAC.
- The CORE committee focuses on data maintained on the CORE module in Colleague (the master college database), person demographics and biographical data and organization data (i.e., name, address, date of birth, email, etc.). Composed of individuals from around the college who manage or rely on CORE data, the committee initiates projects in support of college data integrity, oversees annual college-wide data integrity audits, drafts data standards policies for approval, and oversees the college’s data integrity planning.
- The peer advisory Colleague team was created in 2008 and consists of a team of Colleague super-users who regularly meets to share information, ideas, and support.
Network Improvements
Berklee's wired network was significantly upgraded during late 2006 through early 2007, bringing best-of-class speed and bandwidth from the data center to the desktop. Additionally, the wireless network received a substantial upgrade in late 2009. Berklee also more than doubled its connection speed to the internet in 2009. Since 2009, wireless coverage of the campus has achieved 100%.

The Berklee in Valencia campus is also 100% wireless and, through VPN, is able to share the Boston network. An integrated telephone communications system makes it possible to dial between the campuses using only the four-digit telephone extension.

Berklee joined the Internet 2 consortium in 2010. Internet 2 represents a prime method of supporting real-time educational interactions with superior audio and video between Boston and Berklee's new campus in Valencia, Spain, as well as a means to connect with other institutions that belong to the Internet 2 consortium.

Berklee Laptop Purchase Program and Major Bundles
For over a half a century, Berklee College of Music has been committed to preparing its students for the musical, technological, and business necessities of the world they will be entering. Ten years ago, it become increasingly clear that, to continue this commitment, Berklee students must be well versed in computer technology, specifically music technology.

As a result, beginning in fall 2003 semester, Berklee established the Berklee laptop purchase program (BLPP) and required all entering students to purchase a laptop package specified by the college. The BLPP ensured that all entering students possessed an Apple Macintosh laptop computer that met certain minimum standards and was outfitted with a software and hardware package designed to effectively support their course work and career preparation.

To support the BLPP requirement, Berklee initiated special arrangements with Apple and music hardware and software manufacturers to provide the specific items that support the curriculum at exclusive discount prices to Berklee students, including software upgrades. In addition, the plan also required students who pursued the technology-heavy majors of contemporary writing and production, electronic production and design, film scoring, music production and engineering, and songwriting to procure a major bundle, which included specific hardware and software components that meet the curricular, musical, and professional goals of the major.

Graduate students, like undergraduate students, are also required to have a laptop and specified software to support their curriculum.

Prices are set each summer for the upcoming academic year, and the computer and software purchases qualify for inclusion in federal student loan and financing packages.

The program has also significantly reduced students’ compulsory reliance on technology labs to complete technology course projects, which has resulted in more time in the labs for additional music technology courses or time for students to explore and practice with industry hardware and software not included in BLPP.

Student Computer Support Center
Ancillary to the implementation of the Berklee Laptop Purchase program, Information Technology created the Student Computer Support Center (SCSC) in September of 2003. The SCSC provides students with hardware troubleshooting and repair, as well as general support for all software contained on the laptop. The SCSC also provides support for other IT services used by students, such as the wireless network, college portal, and Google Apps services. These services are also available in Valencia, through the technology manager there.

Other Technology Resource Improvements
Berklee operates a technology universe that encompasses 6,000+ individual computers and facilities that in part will soon (in September 2013) expand to include 15 recording studios of various kinds, 9 technology labs, and 10 small production suites. At Berklee, technology—most particularly music technology—is at the core of the college's mission to prepare students for music careers. Additional technology resource enrichments include:
The LHUM-100 Artistry, Creativity, and Inquiry Seminar course (introduced in fall 2010 and required of entering students) contains an e-portfolio requirement that helps students understand creative ways that they can employ technology to support their education and career choice.

The Berklee Internet Radio Network (BIRN), which opened in 2007, allows students to apply technology in different ways, including creating programs and recording concerts for broadcast.

Online course registration was implemented in 2004 to provide students with a self-service option from anywhere, at any time.

An online check-in process for students (that confirms attendance at Berklee in the upcoming semester) was implemented in 2005 and allows check-in from anywhere.

Enhancements to the college’s learning management system allow faculty to post class information, including syllabi, assignments, audio and video examples, and supplemental materials that a student may access from anywhere, at any time.

The main college website—berklee.edu—migrated to a new content management system (CMS) in August 2012. The new site is hosted in the cloud, has advanced security, and is ADA accessible. The new CMS offers many capabilities for departments to contribute and manage content.

Electronic submission of final semester grades by faculty was instituted in 2007. Shortly thereafter, an electronic process for submission of prerequisite and class maximum population waivers by department chairs was implemented, which streamlined a time-consuming process for students, faculty, and chairs.

Class rosters went actively online in 2007 (and have since been enhanced).

In 2008, the college implemented Informer, a web-based reporting tool that pulls information from Colleague (the college’s master database) and is much easier and quicker to use.

**Lifecycle Replacement Plan for Berklee-owned Computers**

In 2009, a computer lifecycle replacement policy was instituted by the college technology council in which computers for staff and faculty are replaced based on a minimum specification, instead of a fixed amount of years in service (as was previously done). The results of the new policy have been significant annual savings and more accurate forecasting of present and future computing needs, all while ensuring that Berklee continues to meet the technology needs of its faculty and staff.

**Appraisal and Projection: Physical and Technological Resources**

Over the past five years, several issues related to physical and technological resources have risen to prominence:

- Increasing teaching space in response to enrollment growth
- Campus space planning
- Increasing the capacity to house more students
- Addressing remaining accessibility impediments
- Staying current with music technology and equipment
- Reconsidering the communications infrastructure
- Sharing college data

**Increasing Teaching Space in Response to Enrollment Growth**

**General Classrooms**

Due to Berklee’s location in Boston’s Back Bay, facilities are tight. General classrooms are scheduled at a very high rate, averaging about 92% in “prime time”: 9:00 a.m.–6:00 p.m., Monday through Friday during the academic year. Private instruction and performance spaces (ensemble and lab rooms) maintain similar schedules. In order to help address the enrollment increases with the existing teaching facility inventory, the college in fall 2012 instituted less frequent scheduling of certain elective courses and also increased minimum class populations, which had been extremely low—the previous minimum was three. Additionally, the college began schedule courses after 6:00 p.m., filling most evenings until 8:00 p.m. and 9:00 p.m.

A general classroom inventory of 65 would provide space in the schedule and increase capacity. The college maintains a general classroom inventory of 62 and is working to increase that over the next few years. To that end, the college purchased the building at 1108 Boylston Street a few years ago, which includes sizable space designated for development of academic spaces. With the expiration of current leases in mid-2013, the building comes under the college’s control, and the space on the two upper floors will meet pressing academic space needs, including five to six general classrooms,
a room for movement/yoga classes that will also hold other classes, and a dedicated student project band room for the Professional Writing and Music Technology Division.

The addition of the new classrooms at 1108 Boylston Street will allow the college to create teaching and learning spaces matched to Berklee’s specific needs and will increase the general classroom inventory above the target of 65, at least temporarily.

The total general classroom inventory relies on a lease with Boston Architectural College (BAC) in their 100 Massachusetts Avenue building for seven general classrooms. BAC limits the classrooms to those Berklee classes that do not create much noise (such as liberal arts classes). Despite the limitations on the scheduling of the rooms, the intent is to continue the lease with BAC for as long as possible while seeking to acquire additional Berklee-owned spaces.

**Private Instruction Space**

The numbers of enrolled voice and string principals have steadily increased over the past few years. To address these increases, four new spaces were added—three for the Voice Department and one for the String Department.

In a comprehensive approach, the Performance Division during the past year has been reenvisioning the scheduling of many private instruction spaces. When enrollments were lower, all private instruction spaces were assigned to a particular department and used only by that department. This often resulted in many departmental spaces being empty for substantial amounts of time, which was a situation that was tolerable at that time. With the dramatic increase in overall enrollment, as well as shifts in enrollment in instrumental and voice principals, the college can no longer afford to allow valuable teaching spaces to go empty for any significant length of time. To that end, all department private instruction spaces will be viewed as shared Performance Division spaces with the intent to schedule the spaces more efficiently in order to meet the semester enrollment shifts in the principal instruments.

**Ensemble Rooms**

Ensemble rooms represent a high-use, high-demand entity at Berklee. More than 400 ensembles meet each week during the academic year, and student demand to use the ensemble rooms for playing and rehearsing during the evening hours regularly exceed the supply.

To help address this shortfall, two new ensemble rooms will be constructed in the new 160 Massachusetts Avenue building. In addition, the eventual vacated dining hall space in the 150 Massachusetts Avenue building, which has a high ceiling, offers the opportunity for the college to construct a large ensemble room (2,000–2,500 square feet).

Discussion has also focused on upgrading the acoustics and expanding the equipment in certain classrooms so that students could use those as ensemble rooms in the evening hours.

Sound leakage and acoustic quality are concerns with some ensemble rooms. Sound from six ensemble rooms in the lower level of 136 Massachusetts Avenue often penetrates into the Performance Center. As a result, those rooms cannot be used when concerts are occurring in the Performance Center, which can result in the loss of up to 12 hours of ensemble room time each evening of a concert. A study has been conducted to determine how to remediate the sound leakage (and improve the acoustic quality) in those ensemble rooms. The college is weighing the best use of funds, including whether new ensemble rooms could be constructed elsewhere.

**Practice Rooms**

Continuing requests from students highlight their desire for more instrument and vocal practice rooms. The college currently maintains 284 practice rooms, but there are times, particularly mid-day, when long waiting lists to use the rooms occur. To help address this need, the practice room inventory will increase by 15% by early 2014. The new 160 Massachusetts Avenue building will add 30 practice rooms and the 1108 Boylston Street building will add 13 practice rooms to the inventory. Additionally, the eventual vacated dining hall space in 150 Massachusetts Avenue also offers the opportunity to consider increasing the practice room inventory further.
Campus Space Planning

Institutional Master Plan

Approval by the Boston Redevelopment Authority in 2011 of the college’s institutional master plan (IMP) defined a series of future building projects for the college. As part of the IMP, the college proposed three significant projects totaling approximately 500,000 net square feet of new space (including student housing)—160 Massachusetts Avenue building (155,000 square feet of new construction); 161–171 Massachusetts Avenue buildings (demolition, renovation, and/or construction); and the culminating project, the Berklee Crossroads project (new construction at the southeast corner of Massachusetts Avenue and Boylston Street) that will in part support the college’s commitment to increase capacity to house more students.

The approval of the IMP by the city of Boston in late 2011 underlies a commitment of the college to develop a comprehensive master campus space plan that delineates the next decade of facility development activity. The master campus space plan would consider current and predicted use patterns, current and predicted program and other space needs, remaining code compliance aspects, timeframe, financing capability, and other necessary and appropriate elements in proposing how the college will transform from its current state to the end state of constructing the Berklee Crossroads building.

In addition to the construction of the 160 Massachusetts Avenue building, the other major projects that will help address campus needs identified in the IMP include the following:

- 1108 Boylston Street: conversion into academic space (expected renovation completion: January 2014)
- 150 Massachusetts Avenue: creation of a new entrance and accessibility and circulation improvements (expected start: 2013)
- 150 Massachusetts Avenue: adaptive reuse of vacated dining hall space (ca. 12,000 square feet; in early planning process; projected renovation timetable: 2015)
- 150 Massachusetts Avenue: demolition of the 1930s one-story addition and widening and landscaping of the Belvidere Street sidewalk near Massachusetts Avenue (in early planning process; projected renovation timetable: 2015)
- 161 Massachusetts Avenue: renovation of existing space; possible addition to rear of building.
- 171 Massachusetts Avenue: renovation (or complete replacement of building), matching floor plate with 161 Massachusetts Avenue.
- 1140 Boylston Street: renovation of bathrooms on floors 1–5 and relocation of necessarily displaced departments (design completed; construction date not yet determined)
- Separation of 130 and 136 Massachusetts Avenue building systems from 150 Massachusetts Avenue and relocation of all programmatic aspects of 130 and 136 Massachusetts Avenue to other locations in preparation for demolition of present structures and construction of the culmination of the IMP, the Berklee Crossroads project. As of this writing, planning has yet to begin beyond the 2012 renovation project to isolate and upgrade the HVAC and electrical systems in 150 Massachusetts Avenue building.
- Berklee Crossroads: construction of an approximately 290,000-square-foot building at the corner of Massachusetts Avenue and Boylston Street. Demolish existing structure (130 and 136 Massachusetts Avenue) and construct a 25–30-story tower. Early discussions about the building contents included a 450-bed dormitory, 65,000 square feet of theater space to replace the existing Berklee Performance Center, and 45,000 square feet of student life and academic space. Formal planning on the building will not begin for a few more years and the goal will be to meet the greatest needs of the college projected for the future.

Addressing Remaining Accessibility Impediments at 150 Massachusetts Avenue

Most of the accessibility impediments throughout the campus have been addressed, and the campus is a much more accessible environment than it was five years ago. Planning in this area encompasses proposals to address remaining impediments, including the lower four floors of the 150 Massachusetts Avenue building, which represents the next significant modernization project for the college and the one that contains the most challenging remaining impediments to accessibility.

We are acutely aware of the challenges posed to people with disabilities attempting to navigate the 150 Massachusetts Avenue building. The building is, in fact, two buildings: one built in 1902 (150 Massachusetts Avenue) and the other
built in 1906 (130 and 136 Massachusetts Avenue). These buildings were built with floor levels at varying elevations corresponding to the sloping grades of Massachusetts Avenue and Belvidere Streets. The result is a composite structure with more than 30 distinct elevations in the lower four floors.

To respond to these challenges, a task force led by the senior vice president for administration and finance reviewed early planning studies and consulted extensively with architects and an accessibility consultant. The planning for addressing the complex accessibility challenges of the structure has been lengthy, deliberate, and generated multiple design alternatives over the past two years that have been evaluated and discussed repeatedly. A solution has been recommended by the space planning committee and reviewed by upper administration, academic administration, the board of trustees campus planning committee, members of the faculty union executive committee, and other members of the Berklee community, including those with disabilities.

In the workroom, see the plan that was developed and approved to install a new elevator and connecting ramps convenient to both the 142 and 150 Massachusetts Avenue entries to the building that will afford improved access to the four public floors of the building, i.e., level 1 (the ground floor, including media center, classrooms, and labs), level 2 (faculty offices and additional classrooms), level A (teaching labs, classrooms, and faculty offices), and level B (current dining hall, ensemble rooms, practice rooms, and connection to music recording studios in the adjacent 136 Massachusetts Avenue building).

A detailed construction logistics plan and timetable are presently being developed, and we anticipate that the elevator installation will begin to be implemented in late 2013, with completion expected about six months after the start date. Funding for this project has been identified and will be provided in the college's annual capital budget.

Despite an overall tightness of space over the past several years due to increased enrollment and limitations caused by the use of all but one building not originally built for the purpose of contemporary music education, the college's facilities meet the requirements imposed by its mission. In addition, the campus is safe, remaining access impediments are well understood, and appropriate remaining remediation is in process.

**Staying Current with Music Technology**

The college has worked steadily to supply the range of technology experiences from which each student can draw to meet his or her particular needs—from full immersion to elective augmentation, from basic uses to specialized applications.

One objective of Berklee’s recording facilities is to emulate the conditions found in professional environments. Through continual upgrading of music technology applications and equipment, the college ensures that students have access to those effective resources that support their education. In contrast, limited technology and recording spaces and facilities in urban buildings that were designed for other purposes have often been the defining (and confining) aspects for Berklee students’ technology experiences.

To address the quantity and quality issues, the college has included eight new state-of-the-art recording and production facilities in the 160 Massachusetts Avenue building that will allow more students to gain a variety of experiences (performing, recording, producing, etc.). Additionally, a plan for the acoustical upgrade of the 12 current recording studios in the 136 and 150 Massachusetts Avenue buildings was developed a few years ago that will address existing sound-quality deficiencies in those facilities.

The Berklee laptop purchase program (BLPP) remains an effective program for students during their time at Berklee. As curricula and programs evolve, consideration is being given to modifying the content of the BLPP, since it is becoming apparent that all students do not need all of the applications that are included in the BLPP. Reducing the breadth of the BLPP components would reduce the overall cost.

The related challenge in this regard entails keeping faculty and technology spaces current with the laptops and software that students receive each year in the BLPP and the major bundles. The college is diligent in its continual assessment of how best to maintain the currency of faculty and tech lab laptops in balance with the cost to do so. Faculty or staff members who need access to more current versions of music technology (hardware and software) are provided those resources.
Berklee effectively balances the need to stay current with music technology and equipment with the associated costs, and the college also understands that continuing the effective maintenance of that balance represents an ongoing challenge and goal for the college.

Enhancing the Communications Infrastructure
The college continues to assess the balance in its communications infrastructure between wired and wireless connectivity. Over the next several years, as the wireless systems for both network and phones become more robust, more consideration will be given to emphasize greater usage of wireless communications.

Sharing College Data
Over the past five years, the college has regularly discussed and made progress with the areas of data security, integrity, and access. As mentioned in the description section above, the security of college data and information was greatly improved in 2011, and the college’s intent is to continue to further enhance the security of data using strengthened encryption, ongoing training programs, and regular departmental security audits.

A major focus of Berklee’s strategic technology plan calls for the college to improve the quality and reliability of the data used, or “make the data right and keep the data right.” Typical of large-scale enterprise systems, Berklee’s data suffers to a degree from duplicate records, inconsistent coding, and inaccurate data entry, all of which creates confusion and generates questions about the reliability of the data. The college is tackling these problems by focusing on data as a strategic concern and dedicating a new IT staff position to improving and managing Colleague data integrity.

Some important college data currently resides purposely outside of Colleague (the master college database). An institutional vision of data centralization and the accessibility of college data (decentralized or not) has been proposed and discussed at the president’s cabinet. The initial portion will necessarily focus on integrating the registration and finance portion of Berkleemusic, the college’s online extension school, into Colleague. Integrating the registration and finance function of an enterprise resource planning (ERP) solution is needed for Berkleemusic to best support its new online degrees for fall 2014, as well as its existing catalog of courses and certificate programs. This is a major undertaking that will require significant resources and planning. The leadership of Berklee is currently working to define the project’s governance and the resources necessary to enable the success of this strategic undertaking. The goal is to roll out the Berkleemusic Colleague integration by early 2014 in order for Berkleemusic to support the registration and financial accounting needs of the entering fall 2014 class. The overall goal is to make Colleague the central repository for all college data by 2015, so that any and all college individuals who need access to the data can do so.

Institutional Effectiveness
Berklee has sufficient and appropriate physical and technological resources necessary for the achievement of its purposes and manages and maintains those resources in a manner to sustain and enhance the realization of institutional purposes. Berklee’s ongoing evaluation of its physical and technological resources in light of its mission, vision, current needs, and plans for the future is a basis of realistic planning and budget allocation.
Standard 9: Financial Resources
### Standard 9: Financial Resources

#### (Statement of Financial Position/Statement of Net Assets)

<table>
<thead>
<tr>
<th>FISCAL YEAR ENDS month &amp; day: (05/31)</th>
<th>2 Years Prior (FY 2010)</th>
<th>1 Year Prior (FY 2011)</th>
<th>Most Recently completed year (FY 2012)</th>
<th>Percent Change 2 yrs-1 yr prior</th>
<th>Percent Change 1 yr-most recent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and Short Term Investments</td>
<td>$5,630</td>
<td>$18,356</td>
<td>$21,984</td>
<td>226.0%</td>
<td>19.8%</td>
</tr>
<tr>
<td>Cash Held by State Treasurer</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Deposits Held by State Treasurer</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Accounts Receivable, Net</td>
<td>$533</td>
<td>$533</td>
<td>$561</td>
<td>0.0%</td>
<td>5.3%</td>
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<tr>
<td>Contributions Receivable, Net</td>
<td>$4,269</td>
<td>$4,034</td>
<td>$6,919</td>
<td>-5.5%</td>
<td>71.5%</td>
</tr>
<tr>
<td>Inventory and Prepaid Expenses</td>
<td>$6,394</td>
<td>$6,322</td>
<td>$9,577</td>
<td>-1.1%</td>
<td>51.5%</td>
</tr>
<tr>
<td>Long-Term Investments</td>
<td>$176,725</td>
<td>$203,753</td>
<td>$248,718</td>
<td>15.3%</td>
<td>22.1%</td>
</tr>
<tr>
<td>Loans to Students</td>
<td>$3,781</td>
<td>$5,250</td>
<td>$5,097</td>
<td>38.9%</td>
<td>-2.9%</td>
</tr>
<tr>
<td>Funds Held Under Bond Agreement</td>
<td>$39,282</td>
<td>$22,407</td>
<td>$15,316</td>
<td>-43.0%</td>
<td>-31.6%</td>
</tr>
<tr>
<td>Property, Plant and Equipment, Net</td>
<td>$119,681</td>
<td>$123,529</td>
<td>$126,592</td>
<td>3.2%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Other Assets</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>$356,295</td>
<td>$384,184</td>
<td>$434,764</td>
<td>7.8%</td>
<td>13.2%</td>
</tr>
<tr>
<td><strong>LIABILITIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Payable and Accrued Liabilities</td>
<td>$18,008</td>
<td>$18,174</td>
<td>$21,281</td>
<td>0.9%</td>
<td>17.1%</td>
</tr>
<tr>
<td>Deferred Revenue &amp; Refundable Advances</td>
<td>$16,589</td>
<td>$17,546</td>
<td>$20,804</td>
<td>5.8%</td>
<td>18.6%</td>
</tr>
<tr>
<td>Due to State</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Due to Affiliates</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Annuity and Life Income Obligations</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Amounts Held on Behalf of Others</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Long Term Debt</td>
<td>$192,310</td>
<td>$189,330</td>
<td>$185,985</td>
<td>-1.5%</td>
<td>-1.8%</td>
</tr>
<tr>
<td>Refundable Government Advances</td>
<td>$2,516</td>
<td>$2,570</td>
<td>$2,634</td>
<td>2.1%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Other Long-Term Liabilities*</td>
<td>$22,916</td>
<td>$35,022</td>
<td>$37,077</td>
<td>52.8%</td>
<td>5.9%</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td>$252,339</td>
<td>$262,642</td>
<td>$267,781</td>
<td>4.1%</td>
<td>2.0%</td>
</tr>
<tr>
<td><strong>NET ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted Net Assets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional</td>
<td>$75,916</td>
<td>$89,793</td>
<td>$125,997</td>
<td>18.3%</td>
<td>40.3%</td>
</tr>
<tr>
<td>Foundation</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$75,916</td>
<td>$89,793</td>
<td>$125,997</td>
<td>18.3%</td>
<td>40.3%</td>
</tr>
<tr>
<td>Temporarily Restricted Net Assets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional</td>
<td>$10,180</td>
<td>$12,980</td>
<td>$20,116</td>
<td>27.5%</td>
<td>55.0%</td>
</tr>
<tr>
<td>Foundation</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$10,180</td>
<td>$12,980</td>
<td>$20,116</td>
<td>27.5%</td>
<td>55.0%</td>
</tr>
<tr>
<td>Permanently Restricted Net Assets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional</td>
<td>$17,860</td>
<td>$18,769</td>
<td>$20,870</td>
<td>5.1%</td>
<td>11.2%</td>
</tr>
<tr>
<td>Foundation</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$17,860</td>
<td>$18,769</td>
<td>$20,870</td>
<td>5.1%</td>
<td>11.2%</td>
</tr>
<tr>
<td><strong>TOTAL NET ASSETS</strong></td>
<td>$103,956</td>
<td>$121,542</td>
<td>$166,983</td>
<td>16.9%</td>
<td>37.4%</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES AND NET ASSETS</strong></td>
<td>$356,295</td>
<td>$384,184</td>
<td>$434,764</td>
<td>7.8%</td>
<td>13.2%</td>
</tr>
</tbody>
</table>

Note: dollars are in $000's; percentages as listed

*Pension obligations
## Standard 9: Financial Resources

### (Statement of Revenues and Expenses)

<table>
<thead>
<tr>
<th>FISCAL YEAR ENDS month &amp; day: (05/31)</th>
<th>3 Years Prior (FY 2010)</th>
<th>2 Years Prior (FY 2011)</th>
<th>Most Recently Completed Year (FY 2012)</th>
<th>Current Budget* (FY 2013)</th>
<th>Next Year Forward (FY 2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPERATING REVENUES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUITION &amp; FEES</td>
<td>$126,178</td>
<td>$136,777</td>
<td>$153,917</td>
<td>$162,420</td>
<td>$170,892</td>
</tr>
<tr>
<td>ROOM AND BOARD</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>LESS: FINANCIAL AID</td>
<td>($22,328)</td>
<td>($25,939)</td>
<td>($28,956)</td>
<td>($30,371)</td>
<td>($34,300)</td>
</tr>
<tr>
<td>NET STUDENT FEES</td>
<td>$103,850</td>
<td>$110,838</td>
<td>$124,961</td>
<td>$132,049</td>
<td>$136,592</td>
</tr>
<tr>
<td>GOVERNMENT GRANTS &amp; CONTRACTS</td>
<td>$1,165</td>
<td>$1,261</td>
<td>$1,025</td>
<td>$1,203</td>
<td>$1,060</td>
</tr>
<tr>
<td>PRIVATE GIFTS, GRANTS &amp; CONTRACTS</td>
<td>$6,248</td>
<td>$7,394</td>
<td>$9,483</td>
<td>$9,850</td>
<td>$4,350</td>
</tr>
<tr>
<td>OTHER AUXILIARY ENTERPRISES</td>
<td>$30,634</td>
<td>$33,775</td>
<td>$36,366</td>
<td>$37,635</td>
<td>$38,774</td>
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<tr>
<td>ENDOWMENT INCOME USED IN OPERATIONS</td>
<td>$8,973</td>
<td>$10,382</td>
<td>$10,386</td>
<td>$10,207</td>
<td>$10,490</td>
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<tr>
<td>OTHER REVENUE (specify)</td>
<td>$3,539</td>
<td>$1,418</td>
<td>$1,268</td>
<td>$537</td>
<td>$541</td>
</tr>
<tr>
<td>OTHER REVENUE (specify):</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>NET ASSETS RELEASED FROM RESTRICTIONS**</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>TOTAL OPERATING REVENUES</td>
<td>$154,409</td>
<td>$165,068</td>
<td>$183,489</td>
<td>$191,481</td>
<td>$191,807</td>
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<tr>
<td>OPERATING EXPENSES</td>
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<tr>
<td>INSTRUCTION</td>
<td>$58,509</td>
<td>$60,001</td>
<td>$66,840</td>
<td>$70,742</td>
<td>$74,447</td>
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<td>RESEARCH</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>PUBLIC SERVICE</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>ACADEMIC SUPPORT</td>
<td>$8,854</td>
<td>$9,128</td>
<td>$9,003</td>
<td>$10,234</td>
<td>$10,569</td>
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<td>STUDENT SERVICES</td>
<td>$10,558</td>
<td>$10,796</td>
<td>$11,516</td>
<td>$12,123</td>
<td>$12,440</td>
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<tr>
<td>INSTITUTIONAL SUPPORT</td>
<td>$28,149</td>
<td>$29,304</td>
<td>$30,200</td>
<td>$31,694</td>
<td>$33,950</td>
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<tr>
<td>FUNDRAISING AND ALUMNI RELATIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOLARSHIPS &amp; FELLOWSHIPS (Cash refunded by public institutions)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>AUXILIARY ENTERPRISES</td>
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<td>$22,668</td>
<td>$24,710</td>
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<tr>
<td>DEPRECIATION (if not allocated)</td>
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<td>$8,890</td>
<td>$9,129</td>
<td>$10,240</td>
<td>$11,740</td>
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<tr>
<td>OTHER EXPENSES (specify): Interest Expense</td>
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<td>$8,423</td>
<td>$8,279</td>
<td>$8,350</td>
<td>$8,160</td>
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<td>OTHER EXPENSES (specify):</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>TOTAL OPERATING EXPENDITURES</td>
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<td>$159,061</td>
<td>$171,026</td>
<td>$181,385</td>
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<tr>
<td>CHANGE IN NET ASSETS FROM OPERATIO</td>
<td>$1,477</td>
<td>$6,007</td>
<td>$12,463</td>
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<td>$2,311</td>
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<tr>
<td>NON OPERATING REVENUES</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STATE APPROPRIATIONS (NET)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>INVESTMENT RETURN</td>
<td>($55,486)</td>
<td>$28,336</td>
<td>$43,804</td>
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<td>N/A</td>
</tr>
<tr>
<td>INTEREST EXPENSE (public institutions)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>GIFTS, BEQUESTS &amp; CONTRIBUTIONS NOT USED IN OPERATIONS</td>
<td>$1,856</td>
<td>$968</td>
<td>$2,114</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>OTHER (specify): Pension obligation costs</td>
<td>($10,639)</td>
<td>($7,343)</td>
<td>($2,555)</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>OTHER (specify): Endowment income used for operations</td>
<td>($8,973)</td>
<td>($10,382)</td>
<td>($10,386)</td>
<td>($10,207)</td>
<td>($10,490)</td>
</tr>
<tr>
<td>OTHER (specify): Change in accounting principle</td>
<td>($998)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>NET NON OPERATING REVENUES</td>
<td>($74,240)</td>
<td>$11,579</td>
<td>$32,977</td>
<td>($9,207)</td>
<td>$1,745</td>
</tr>
<tr>
<td>INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES</td>
<td>($72,763)</td>
<td>$17,586</td>
<td>$45,440</td>
<td>$889</td>
<td>$4,056</td>
</tr>
<tr>
<td>CAPITAL APPROPRIATIONS (public institutions)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>OTHER</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL INCREASE/DECREASE IN NET ASSETS</td>
<td>($72,763)</td>
<td>$17,586</td>
<td>$45,440</td>
<td>$889</td>
<td>$4,056</td>
</tr>
</tbody>
</table>

Note: dollars are in $000's; percentages as listed

**Nets to zero among all net asset classes.

*Current Budget* refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.
## Standard 9: Financial Resources
### (Statement of Debt)

<table>
<thead>
<tr>
<th>FISCAL YEAR ENDS month &amp; day (5/31)</th>
<th>3 Years Prior (FY 2010)</th>
<th>2 Years Prior (FY 2011)</th>
<th>Most Recently Completed Year (FY 2012)</th>
<th>Current Budget* (FY 2013)</th>
<th>Next Year Forward (FY 2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEBT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEGINNING BALANCE</td>
<td>$195,180</td>
<td>$192,310</td>
<td>$189,329</td>
<td>$185,985</td>
<td>$277,075</td>
</tr>
<tr>
<td>ADDITIONS</td>
<td>$23,600</td>
<td>$10,500</td>
<td>$0</td>
<td>$95,438</td>
<td>$0</td>
</tr>
<tr>
<td>REDUCTIONS</td>
<td>($26,470)</td>
<td>($13,481)</td>
<td>($3,344)</td>
<td>($4,348)</td>
<td>($5,943)</td>
</tr>
<tr>
<td>ENDING BALANCE</td>
<td>$192,310</td>
<td>$189,329</td>
<td>$185,985</td>
<td>$277,075</td>
<td>$271,132</td>
</tr>
<tr>
<td>INTEREST PAID DURING FISCAL YEAR</td>
<td>$8,746</td>
<td>$8,432</td>
<td>$8,280</td>
<td>$10,438</td>
<td>$12,374</td>
</tr>
<tr>
<td>CURRENT PORTION</td>
<td>$2,830</td>
<td>$3,279</td>
<td>$4,077</td>
<td>$5,612</td>
<td>$5,782</td>
</tr>
</tbody>
</table>

### DEBT COVENANTS (PLEASE DESCRIBE):

- **Bond Ratings:** Moody’s/S&P
  - A2/A+
  - A2/A+
  - A2/A
  - A2/A
  - A2/A

*Note: New debt issued in FY12; dollars are in $000's

Covenants (required at May 31st each year only, and the covenants passed in all completed fiscal years):
1. Expendable resources must be greater than or equal to 50% of the principal amount of all outstanding indebtedness.
2. Total principal and interest payment requirements during the next 12 months must be less than 15% of total operating expenses.

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**Current Budget** refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.
### Standard 9: Financial Resources

(Supplemental Data)

<table>
<thead>
<tr>
<th>FISCAL YEAR ENDS month &amp; day (5/31)</th>
<th>3 Years Prior (FY 2010)</th>
<th>2 Years Prior (FY 2011)</th>
<th>Most Recently Completed Year (FY 2012)</th>
<th>Current Budget* (FY 2013)</th>
<th>Next Year Forward (FY 2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NET ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NET ASSETS BEGINNING OF YEAR</td>
<td>$176,719</td>
<td>$103,956</td>
<td>$121,542</td>
<td>$166,982</td>
<td>$162,777</td>
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<tr>
<td>TOTAL INCREASE/DECREASE IN NET ASSETS</td>
<td>($72,763)</td>
<td>$17,586</td>
<td>$43,440</td>
<td>($4,205)</td>
<td>$4,695</td>
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<tr>
<td>NET ASSETS END OF YEAR</td>
<td>$103,956</td>
<td>$121,542</td>
<td>$166,982</td>
<td>$162,777</td>
<td>$167,472</td>
</tr>
<tr>
<td><strong>FINANCIAL AID</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOURCE OF FUNDS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNRESTRICTED INSTITUTIONAL</td>
<td>$19,667</td>
<td>$22,592</td>
<td>$25,348</td>
<td>$25,746</td>
<td>$28,750</td>
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<tr>
<td>FEDERAL, STATE &amp; PRIVATE GRANTS</td>
<td>$1,165</td>
<td>$1,261</td>
<td>$1,025</td>
<td>$1,203</td>
<td>$1,060</td>
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<tr>
<td>RESTRICTED FUNDS</td>
<td>$2,661</td>
<td>$3,347</td>
<td>$3,609</td>
<td>$4,625</td>
<td>$5,550</td>
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<tr>
<td>TOTAL</td>
<td>$23,493</td>
<td>$27,200</td>
<td>$29,982</td>
<td>$31,574</td>
<td>$35,360</td>
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<tr>
<td>% DISCOUNT OF TUITION &amp; FEES</td>
<td>17.7%</td>
<td>19.0%</td>
<td>18.8%</td>
<td>18.7%</td>
<td>20.1%</td>
</tr>
<tr>
<td>% UNRESTRICTED DISCOUNT</td>
<td>15.6%</td>
<td>16.5%</td>
<td>16.5%</td>
<td>15.9%</td>
<td>16.8%</td>
</tr>
</tbody>
</table>

**PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:**

The college utilizes 5% of the average of the fair value of endowment investments at the end of the previous three fiscal years with a one year lag.

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Standard Nine: Financial Resources

Description

Berklee College of Music is a financially stable institution with adequate financial resources to sustain the quality of its educational programs. The college has strong application/enrollment statistics, good fiscal discipline through the annual operating and capital budgeting process, effective fundraising, and clear guidance from a strategic vision and plan that were developed with broad consensus. The college’s endowment, at over $243 million as of the most recent audited financial statements, has fully recovered from the 2008 economic downturn.

Governance of Financial Resources

Overall responsibility for the effective administration of the financial resources of Berklee College of Music rests with the board of trustees under the college’s charter and by-laws. The board exercises its authority through four committees—the finance and budget committee, the audit and fiscal controls committee, the investment committee, and the campus planning committee—and through the office of the college’s senior vice president for administration and finance/Chief Financial Officer.

The finance and budget committee has responsibility for reviewing the operating and capital budgets of the college and recommending their adoption by the board and its executive committee. This committee is also responsible for reviewing the college’s longer-term, multiyear financial forecasts and associated upside and downside scenarios. Given the importance of enrollment and tuition assumptions to the overall financial health of the institution, this committee conducts regular reviews of these areas and is responsible for providing formal tuition recommendations to the full board on an annual basis for its consideration and approval. This committee is further charged with oversight of the capital structure of the college, including the terms and conditions of any debt issued by the college.

The audit and fiscal controls committee oversees the tax and accounting practices of the college and has direct responsibility for the engagement of the college’s external auditor, KPMG. The audit and fiscal controls committee approves the scope of both internal and external audits. KPMG performs an annual audit of Berklee’s financial statements and the financial statements of the college’s defined benefit pension plan, and reviews the college’s federally sponsored research and financial aid programs, as required under the Office of Management and Budget (OMB) Circular A-133. The committee formally reviews the college’s annual audited financial statements and tax returns. Any recommendations made by the college’s internal or external auditors must be responded to by college administrators. Progress reports with respect to any resulting action plans are reviewed by the committee.

The investment committee of the board develops investment policies (including performance objectives) for the college’s endowment and defined benefit pension plan for approval by the full board. The committee is responsible for the selection and oversight of the college’s external investment management consultant and investment managers. The committee regularly reviews investment performance against return objectives, with ongoing consideration of performance attribution, asset allocation, and portfolio risk and liquidity. To assist in the fulfillment of its responsibilities, the committee regularly reviews the multiyear financial forecasts for the college and its defined benefit pension plan.

The campus planning committee leads the college’s efforts to provide appropriate facilities for teaching, learning, living, and working. The committee oversees the development of a facility master plan for approval by the full board that identifies space requirements to support achievement of the college’s mission and develops multiyear plans to address those needs within the context of the college’s resources and city planning guidelines. (See Standard Eight: Physical and Technological Resources for more information.)

The office of the senior vice president for administration and finance/Chief Financial Officer provides extensive support to these committees in the fulfillment of their responsibilities. With responsibility for the college’s business operations (finance and accounting, real estate, human resources, and general operations), this office ensures that the committees have the necessary information and other support to fulfill their fiduciary responsibilities with respect to the financial resources of the college.

Management of Financial Resources

Berklee manages and allocates its financial resources in accordance with the college’s mission and strategic plan. The college’s multiyear financial planning process is directly derived from the strategic priorities of the institution. The
college has established a strong reputation for fiscal discipline and prudence, and its financial planning process balances current consumption with investment for the future. It also includes contingency planning for unforeseen emergencies.

The college’s existing financial model relies heavily on tuition revenues and expense controls to achieve its educational mission. However, prudent endowment management is also a key tenet of maintaining and enhancing financial resources at Berklee. Capital campaigns are a recent successful addition to the model and are expected to play an increasingly important role in the future. The overall financial planning process consists of the annual operating and capital budgets supplemented by longer-term financial forecasts, as described below.

**Finance Staff Overview**

The Finance Office of the college has a staff of 24. The college’s top financial leaders are seasoned professionals with decades of experience that include backgrounds in higher education, public accounting, and other nonprofit and for-profit organizations. Professional designations include certified public accountant and chartered financial analyst. Combined, the chief financial officer and vice president of finance have more than 50 years of broad-based finance and accounting experience. The controller and director of budgeting are both certified public accountants with public accounting experience of more than 20 years. The general staff of the finance office has many years of experience in accounting in addition to accounting credentials and degrees.

**Operating Budget Process**

As mentioned, the operating and capital budgeting processes for the college are closely aligned with the college’s strategic plan. In addition, the college regularly produces and updates a long-term financial forecast that is based on the strategic plan, the most current budget, and long-term environmental trends. The college’s fiscal year runs from June 1 to May 31. The annual operating budget planning process begins in the spring semester about 15 months before the start of the applicable fiscal year. Utilizing the college’s strategic priorities, the long-term financial forecast, and information on key budget drivers, the Finance Office develops a set of key budget assumptions. Based on these key assumptions and on the college’s competitive positioning, a tuition recommendation is developed and presented to the budget and finance committee of the board as well as the entire board for approval. After finalizing and analyzing the actual results for the prior year, each fall, the Finance Office prepares and distributes budget packages to each of the president’s direct reports that incorporate the key budget guidelines for the next fiscal year, as well as a detailed description of the budget process and timelines.

Individual business units complete and submit detailed preliminary budgets to the Finance Office. Once packages are received and reviewed, any requests beyond the guidelines are summarized and reviewed with the senior vice president for finance and administration/chief financial officer and the president. Once approved by the president and CFO, the proposed budget is then reviewed with the budget and finance committee of the board and, ultimately, the entire board, for final approval.

The budget is monitored throughout the year by the Finance Office. Analysis is prepared by budget staff and reviewed by the senior vice president for finance and administration/chief financial officer and the president. Ongoing analyses and assessments are also presented to the finance committee of the board at each meeting. Each of the president’s direct reports receives a budget summary monthly, indicating the budget status of all areas under his/her management.

Based on the long-term financial forecast and strategic priorities, the college generally targets a surplus of two to four percent of income. The college has usually generated strong operating results, with the exception of a minor deficit in 2009. However, achieving the targeted level of surplus has at times necessitated budget cuts. When this has occurred, these have been achieved with broad cooperation.

The inclusive budgeting process, as well as the strong discipline and cooperation of the college leadership regarding budgeting, enables the college to prepare for contingencies. It also makes it possible for the college to direct additional resources to students, as needed. For instance, during the 2008 economic downturn, the college redirected funds to financial aid and added $2 million to Perkins loan funding in order to assist students with financial need. This increase in aid for students was supported and strongly embraced by the board, college leadership, staff, faculty, and, of course, students. This reallocation is an example of the way that Berklee directs resources to achieve its purposes and objectives, most notably to support students and further student learning.
Capital Budgeting Process
Like the operating budget process, the capital planning process is closely aligned with the strategic plan. An annual retreat of the president and the president’s cabinet focuses on progress, problems that require attention, and management of resource issues. Based on the results of this retreat and on discussions with individual departments, the Finance Office formulates a capital budget for the college, which is subject to the same review and approval process as the operating budget. Importantly, funds are earmarked each year for deferred maintenance priorities as well as for cyclical replacement for certain large-quantity items that need to be replaced on a regular basis, such as servers and acoustic pianos. The deferred maintenance schedule encompasses every building on campus and is used for long-range planning in deferred maintenance. This maintenance plan is budgeted two to three years in advance. The college’s focus on deferred maintenance has been strong; in the last five years, the college has spent nearly $30,000,000 in this area. At the same time, the college has undertaken the acquisition and renovation of a number of large-scale projects.

All new major capital projects are carefully budgeted and reviewed at multiple levels. Multiyear comprehensive pro formas are developed and then approved by the senior vice president for finance and administration/chief financial officer, the president, and the appropriate committees of the board. For example, after internal review and approval by the vice president for real estate, the CFO, and the president, the new building at 160 Massachusetts Avenue was closely reviewed and overseen by the campus planning committee, while its financing was reviewed and overseen by a specially formed debt subcommittee as well as the full budget and finance committee. Similarly, the college’s new campus in Valencia, Spain, involved a new, dedicated committee of the board as well as oversight by existing committees. Finally, all new major initiatives are ultimately approved by the full board of trustees before implementation.

Development and Fundraising
The majority of the college’s revenue comes from tuition. However, the institution engages in a consistent program of fundraising in order to fund programs and initiatives that are strategic for the college.

Institutional Advancement
The senior vice president for institutional advancement leads fundraising. The two senior members of the advancement staff have a combined 70 years of experience in higher education fundraising at the top universities in the U.S., including Yale University, Massachusetts Institute of Technology, Princeton University, Clark University, University of Massachusetts Medical Center, and Boston University. Five members of the 30-person staff have more than 10 years of experience each in college fundraising.

Endowment
The college’s endowment of $243 million consists of approximately 170 individual funds established for a variety of purposes, including both donor-restricted funds and funds designated by the board of trustees to function as endowments. Net assets associated with endowment funds, including funds designated by the board of trustees to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions. The college follows generally accepted accounting practices on the net asset classification of donor-restricted endowment funds for a not-for-profit organization that is subject to the Uniform Prudent Management of Institutional Funds Act and requires comprehensive disclosures regarding both donor-restricted endowment funds and board-designated funds.

Massachusetts state law dictates the policy for spending funds, as well as guidelines on how the investment objectives relate to spending policy. State law permits the spending of gains on endowments funds over a stipulated period of time. State law allows the board to appropriate all of the income and a specified percentage of the net appreciation as is prudent considering the college’s long- and short-term needs, present and anticipated financial requirements, expected total return on its investments, price level trends, and general economic conditions. Under the college’s current endowment spending policy, which is within the guidelines specified under state law, five percent of the average of the fair value of qualifying endowment investments at the end of the previous three years is authorized for appropriation. The authorized appropriation amounted to $10,098,714 in 2012 and $10,386,179 in 2011. In establishing this policy, the college considered the expected return on its endowment. Accordingly, the college expects the current spending policy to allow the endowment to maintain its purchasing power by growing at a rate equal to planned payouts plus inflation.

The board’s investment committee, in conjunction with the CFO and Prime Buchholz, an external consultant, brings an active, disciplined, and professional approach to the management of the endowment. Investment policies emphasize risk
and return and are regularly updated for board approval. Investment performance has equaled or exceeded similarly sized endowments over the short and long term according to the 2012 NACUBO Study of Endowments.

The Berklee College of Music gift acceptance policy explains the institution’s requirement for gift solicitation and acceptance. In its introduction, it states clearly: “The college accepts contributions to support its mission. This document is intended to describe not the tax benefits to the donor, but only the guidelines in which a gift can be accepted and recorded by the institution. The college also reserves the right to refuse a gift if it deems it potentially injurious to the college’s reputation, mission, students, faculty, and/or staff. Where appropriate the college will call upon its legal counsel before accepting a contribution.” (See the workroom for the complete policy.)

Guided by this policy, fundraising efforts include general events, activities that focus on alumni and/or parents, making connections with corporations and foundations, and implementing capital campaigns.

Encore Gala
The college's largest fundraising event is the annual Berklee Encore Gala, which raises money in support of Berklee's City Music program, a music education program for underserved 4th through 12th graders in Boston and 38 other cities throughout the U.S. Presently in its 18th year, the 2012 Gala raised $1.75 million for City Music.

Alumni
The college employs four staff members who are dedicated to alumni affairs. Their mission is to strengthen relationships among alumni and between alumni and the college. The strategy involves building alumni chapters in the U.S. and around the world. Special targets are the cities with a strong music community; 17,000 of Berklee’s 50,000 alumni live in New York City, Boston, and Los Angeles. Internationally, there are chapters in Japan, Korea, and Canada—three countries with a high number of Berklee alumni.

Corporations and Foundations
Building relationships with corporations and foundations is a new initiative for the college. For most of Berklee’s history, corporations have contributed to the college through sponsorships of major events such as the Encore Gala for City Music or the Boston BeanTown Jazz Festival—a free outdoor jazz festival, open to the community, that attracts approximately 80,000 people a year.

Berklee has recently received grants from, among other foundations, the National Endowment for the Arts, the National Endowment for the Humanities, the Davis Foundation, Hilton Hotels, and the Hearst Foundation. These grants helped support events and initiatives such as the BeanTown Jazz Festival, City Music, the student advising program, an innovative philosophy course, assistive technology for blind students, a college archive, and more. The college recently received a $1 million grant from an anonymous donor in Boston, funds for scholarships for master’s students from Connexus and Endesa, and several million dollars from the Johnson Foundation.

Parents
The parents of Berklee students are very generous and supportive of their child’s dreams. The college has a large turnout for the fall and spring semester entering student convocations, on parents weekend in October, and during commencement. A special parents committee is a focus of fundraising. The parents committee meets twice a year with the president to hear what is happening at the college and to offer advice. Members of the parents committee also host welcome events for perspective Berklee students.

Capital Campaigns
Berklee’s first capital campaign—Giant Steps—ran from 2008 to 2011 and was hugely successful. It focused on goals and outcomes that were fundamental to the college and aligned with the strategic plan: scholarships, faculty support, and innovative programming. Typical of the college’s careful planning, the institution conducted a feasibility study in advance of the campaign. While the study recommended a target of $25 million, the college set an aggressive goal of $40 million. The college exceeded this goal, raising $54.5 million in three years. Berklee has already experienced the impact of the Giant Steps campaign, which helped launch the American Roots Music program, the Berklee Global Jazz Institute, and Newbury Comics Faculty Fellowships, and provided millions of additional scholarship funds, as well as some start-up funds for graduate programs in Valencia and Boston.
As the college completes its vision 2015 and prepares for vision 2025, ad hoc committees of the board of trustees are identifying key initiatives that will foster the new vision. The next capital campaign, to be launched in 2014, will help the college achieve these new initiatives.

Appraisal

Tuition and fees from the undergraduate program remains the major revenue source of the college. Some revenue diversity has been attained through the development of an online extension school, a substantial summer program, and rental of the college’s main performance hall to professional shows.

The recent launching of a campus in Valencia, Spain, and the offering of master’s degrees there starting in 2012 offers a growth opportunity in a new area. Likewise, the launching of master’s degrees in Boston expected in 2015 will provide another revenue source. Enhancing revenue diversity is a long-term goal of the college.

Berklee’s financial stability has been significantly supported over the past seven years with strong increases in applications. Applications for the fall 2012 class totaled 7,262. Of those applicants, 2,622 (36%) were accepted. Of those, 1,098 (72%) enrolled. The increases in applicants have occurred despite the college’s decision not to accept the common application and the struggles in the economy. Berklee’s student body is diverse, with 29% of students being international and representing 96 different countries.

Adding to this stability is the college’s recent development of a comprehensive enrollment strategy approved by the board of trustees. (See Standard 6: Students for more information.) The strategy, aligned with the college’s strategic plan, focuses on the relationship between enrollment and academics, and emphasizes that the college’s resources are in support of the institution’s academic goals. The strategy emphasizes changing the approach to scholarships, focusing on student need in alignment with student merit, and targeting particular instrumental groups. The realignment of scholarship funds has the potential to make Berklee more accessible to students who could not otherwise afford to come, and to reduce students’ dependency on loans. The reduction of student loan dependency is another strategic priority of the college.

Financial planning at the college is strong. As part of the college’s comprehensive multiyear financial forecast, all aspects of the statements of activities, financial position, and cash flow are projected and analyzed so that necessary steps can be taken to maintain and improve the overall financial health of the institution. The projection tool, a software program called Future Perfect, is also used to test the financial viability of new projects and to assess the impact of alternative environmental factors on the college’s finances. Changes can be made to the model easily so that the college is able to review the effect of an initiative prior to its implementation. For instance, the college regularly uses Future Perfect to assess the impact of tuition increases and new building projects.

With an endowment of $243 million, a strong record of surplus generation, and strong demand for its programs, Berklee College of Music is a stable organization with the financial strength necessary to sustain the high quality of its educational programs now and in the future. Short- and long-term financial planning, both operating and capital, is directly aligned with the academic mission and strategic priorities of the college. In support of its academic mission, the college has undertaken a significant investment program over the past five years, including a comprehensive review of its curriculum, an increase in scholarship support, substantial investment in new and existing facilities, and the opening of a new campus in Valencia, Spain, where master’s degrees are being offered for the first time in the college’s history. These investments are designed to sustain and enhance the value of a Berklee education for many years to come.

While many of these investments have been financed from tuition increases and other operational cash flows, the college has recently issued an additional $90 million of debt to support the investment program, including the construction of a new dormitory and multipurpose building at the center of its campus. Total debt now stands at approximately $265 million. Nevertheless, the college maintains an A2 rating from Moody’s and an A stable rating from Standard and Poors. This reflects Berklee’s leadership position with strong applications and yield rates, a strong management team, and a history of operating surpluses. It also reflects the relatively high debt levels the college currently has compared to its peers in this rating class. The college is focused on improving its overall financial ratios by carefully managing its cash flows and reducing outstanding debt levels, which reinforces the need for careful and responsible financial stewardship.

The college enjoys strong demand for its programs and is considered by many to be the leading institution of its kind in the world, while being priced competitively with the peer institutions considered by its students. Nevertheless, like many other colleges, Berklee is focused on the financial burden assumed by its students and their families in order to attend
the college. Therefore, in comparison to the recent past, the college anticipates much lower tuition increases in the future. As a tuition-dependent institution, this factor further supports the need for careful financial stewardship now and in the future.

**Projection**

The college has launched a series of financially significant initiatives that will bear monitoring and supporting over the next five to 10 years. Consolidating and successfully institutionalizing these ventures are key tasks. Chief among these initiatives are the new 160 Massachusetts Avenue building; the new campus in Valencia, Spain; and the new master’s programs in both Valencia and Boston. Likewise, the college plans to increase tuition only modestly, with a goal of staying competitive and accessible to students. In addition, the college plans to reduce debt steadily over time, including an intended repayment of a $15 million floating rate note in 2015.

**Institutional Effectiveness**

Berklee has grown and changed a great deal in the past 10 years. Significantly higher scholarship support, greatly improved academic and residential facilities, improved and expanded academic programs, a successful capital campaign, and a strong board and management team have all strengthened the institution and its reputation, leading to a sustained higher level of applications and student interest. Through this investment period, the college has continued to generate operating surpluses. While such an investment program will support and enhance the quality of its educational program for many years to come, it has also raised the overall debt level of the institution. Therefore, going forward, the college will remain disciplined and focused to ensure the success of its current investments and initiatives, pursue a new capital campaign successfully, and maintain the careful financial stewardship of the institution for the benefit of the many generations of students to come.
Standard 10:
Public Disclosure
## Standard 10: Public Disclosure

<table>
<thead>
<tr>
<th>Information</th>
<th>Web Addresses</th>
<th>Print Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can inquiries be made about the institution? Where can questions be addressed?</td>
<td><a href="http://www.berklee.edu/search/contact.html">www.berklee.edu/search/contact.html</a></td>
<td>Undergraduate Bulletin, Graduate Bulletin</td>
</tr>
<tr>
<td>Notice of availability of publications and of audited financial statement or fair summary</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Obligations and responsibilities of students and the institution</td>
<td><a href="http://www.berklee.edu/policies/student-policies.html">http://www.berklee.edu/policies/student-policies.html</a></td>
<td>Undergraduate Bulletin, Graduate Bulletin</td>
</tr>
<tr>
<td>Information on admission and attendance</td>
<td><a href="http://www.berklee.edu/admissions">http://www.berklee.edu/admissions</a></td>
<td>Undergraduate Bulletin, Graduate Bulletin</td>
</tr>
<tr>
<td>Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation</td>
<td><a href="http://www.berklee.edu/about">http://www.berklee.edu/about</a></td>
<td>Undergraduate Bulletin, Graduate Bulletin</td>
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<td>Requirements, procedures and policies re: admissions</td>
<td><a href="http://www.berklee.edu/admissions/requirements">http://www.berklee.edu/admissions/requirements</a></td>
<td>Undergraduate Bulletin, Graduate Bulletin</td>
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<td>Requirements, procedures and policies re: transfer credit</td>
<td><a href="http://www.berklee.edu/admissions/transferecredit">http://www.berklee.edu/admissions/transferecredit</a></td>
<td>Undergraduate Bulletin, Graduate Bulletin</td>
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<tr>
<td>A list of institutions with which the institution has an articulation agreement</td>
<td><a href="http://www.berklee.edu/international/transfers.html">http://www.berklee.edu/international/transfers.html</a></td>
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<td>Student fees, charges and refund policies</td>
<td><a href="http://www.berklee.edu/financial-aid/cost-of-attendance.html">http://www.berklee.edu/financial-aid/cost-of-attendance.html</a> (fees and charges)</td>
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<td>Rules and regulations for student conduct</td>
<td><a href="http://www.berklee.edu/policies/student-policies.html">http://www.berklee.edu/policies/student-policies.html</a></td>
<td>Undergraduate Bulletin, Graduate Bulletin</td>
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<tr>
<td>Other information re: attending or withdrawing from the institution</td>
<td><a href="http://www.berklee.edu/policies/academic-policies.html">http://www.berklee.edu/policies/academic-policies.html</a></td>
<td>Undergraduate Bulletin, Graduate Bulletin</td>
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<td>Courses currently offered</td>
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<td>Other available educational opportunities</td>
<td><a href="http://www.berklee.edu/summer">http://www.berklee.edu/summer</a> AND <a href="http://www.berklee.edu/international/globalstudies.html">http://www.berklee.edu/international/globalstudies.html</a></td>
<td>various Summer Programs brochures, Undergraduate Bulletin, Graduate Bulletin</td>
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<td>Other academic policies and procedures</td>
<td><a href="http://www.berklee.edu/policies/academic-policies.html">http://www.berklee.edu/policies/academic-policies.html</a></td>
<td>Undergraduate Bulletin, Graduate Bulletin</td>
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<td>Requirements for degrees and other forms of academic recognition</td>
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<td>Undergraduate Bulletin, Graduate Bulletin</td>
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<td>List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them</td>
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<td>Undergraduate Bulletin, Graduate Bulletin</td>
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<td>Names, principal affiliations of governing board members</td>
<td><a href="http://berklee.edu/trustees">http://berklee.edu/trustees</a></td>
<td>Undergraduate Bulletin, Graduate Bulletin, Trustees Biography Booklet</td>
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<tr>
<td>Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location</td>
<td><a href="http://berklee.edu">http://berklee.edu</a>, <a href="http://berkleevalencia.org/">http://berkleevalencia.org/</a></td>
<td>Undergraduate Bulletin, Graduate Bulletin</td>
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<td>Programs, courses, services, and personnel not available in any given academic year.</td>
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<td>n/a</td>
</tr>
<tr>
<td>Size and characteristics of the student body</td>
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<td>Description of the campus setting</td>
<td><a href="http://www.berklee.edu/studentlife/online-tour.html">http://www.berklee.edu/studentlife/online-tour.html</a></td>
<td>Undergraduate Bulletin, Graduate Bulletin</td>
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<tr>
<td>----------------------------------</td>
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<td>-----------------------------------------</td>
</tr>
<tr>
<td>Availability of academic and other support services</td>
<td><a href="http://www.berklee.edu/success">http://www.berklee.edu/success</a></td>
<td>Undergraduate Bulletin, Graduate Bulletin</td>
</tr>
<tr>
<td>Range of co-curricular and non-academic opportunities available to students</td>
<td><a href="http://berklee.edu/studentlife/activities.html">http://berklee.edu/studentlife/activities.html</a></td>
<td>Undergraduate Bulletin, Graduate Bulletin</td>
</tr>
<tr>
<td>Institutional goals for students' education</td>
<td><a href="http://www.berklee.edu/institutional-competencies">http://www.berklee.edu/institutional-competencies</a></td>
<td>n/a</td>
</tr>
<tr>
<td>Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate</td>
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<td>n/a</td>
</tr>
<tr>
<td>Expected amount of student debt upon graduation</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Standard Ten: Public Disclosure

Description

Berklee College of Music presents itself to current students, prospective students, and other members of the interested public in ways that are complete, accurate, timely, accessible, clear, and sufficient. Berklee delivers information to specific audiences (prospective students, current students, alumni, parents, donors, faculty, and staff), as well as the general public, in an intentional and deliberate manner. The institution relies primarily on the web and social media to communicate information, though it also maintains some information sharing through print.

The college has recently undergone a complete overhaul of the institution’s website. This has resulted in a radical shift in how content is managed, both in the collection of information and its delivery. The new content management system enables the areas that are ultimately responsible for content to update and change information independently and without having to work through a web specialist. The new system facilitates continuous updating of information, while maintaining a workflow that ensures editorial oversight and brand cohesion. This content management system is a work in progress and is continually assessed and revised to be more user-friendly and effective in delivering information. Once the migration to the new website is fully realized, Berklee’s new system will dramatically improve how the college communicates all of its messages with audiences both internally and externally.

Berklee College of Music’s main website (berklee.edu) allows students and prospective students to make informed decisions about their education. The berklee.edu site is focused primarily on the undergraduate program and the Boston campus, though it includes links to online and graduate offerings and the college’s international campus in Valencia, Spain. Information on the online extension school can be found at its website: berkleemusic.com. Information about the Valencia campus and the master’s programs is provided at the berkleevalencia.org site. All sites are linked and students and prospective students are able to choose—undergraduate, graduate, online, summer programs—from berklee.edu. Integrating the sites more fully is an ongoing goal under the leadership of vice president for external affairs Tom Riley.

Information about Berklee College of Music is made available online. This includes the application process, various forms, academic programs, financial outlook and statements, facts, student and academic policies, public safety statistics, and more.

Information for current graduate and undergraduate students is also available at my.berklee.net. This website is inside the firewall and through it students may view their course schedule, grades, current bill, and more. Students also use this site to register for courses and share information with their instructors and fellow students.

Social Media

Berklee utilizes various social media outlets to share and receive information. This may be one of Berklee’s quickest ways to reply to students, parents, the public, and any other interested party. Twitter responses are provided almost immediately and Facebook replies typically occur in 24 hours (berklee.edu/social-media).

Requests for Audited Financial Statements

Berklee provides access to the most recent audited financial statement. This information is not posted publicly, but Berklee provides audited financial statements to relevant interested parties upon request through the Finance Office, specifically directed to the vice president of finance.

Bulletins, Registration Manuals, and Viewbooks

Berklee’s annual undergraduate and graduate bulletins, the annual viewbook, and the undergraduate registration manuals—published twice a year—are consistent with the college’s mission statement and set forth the obligations and responsibilities of both students and the institution.

The undergraduate and graduate bulletins are published annually after comprehensive review by stakeholders from across the campus to reflect accurately the college’s contract with the students. The bulletins contain information about general student and academic policies, academic programs and majors, facilities, student activities, campus facilities and maps, course grids for degree requirements, and the college’s administrative structure and governance chart. All students receive a copy of the annual bulletin before their first semester. An annually updated version of the bulletin is also available online in PDF format (undergraduate: berklee.edu/pdf/pdf/parents/bulletin.pdf; graduate: berklee.edu/pdf/pdf/grad/bulletin.pdf).
berklee.edu/pdf/masters/2012_2013_Graduate_Bulletin.pdf). Archived catalogs are available for returning students upon request.

The undergraduate registration manual supplements the undergraduate bulletin by providing additional, specific course information for the subsequent semester. The undergraduate registration manual is published twice a year (for fall and spring/summer registration periods). It includes course descriptions that come directly from the course database (the most up-to-date information available), and provides policies and curricular information that are in effect at the same time as their posting online. The manual is available as both an online interactive website and as a downloadable PDF.

The viewbook, which has focused to date almost exclusively on the undergraduate program, is published annually and is often the first major Berklee print publication that prospective students see. It is meant to give the student an accurate picture of undergraduate life at the college and the opportunities available to them. It includes information on student life, academics, alumni, visiting artists, and life after Berklee. Updates from year to year come from the offices of Admissions and Enrollment, with consultation from the Office of External Affairs.

The design of the viewbook is reflected in the college’s new website homepage design, banners, and other visual manifestations. Some of the copy and photography appears in both venues, such as alumni profiles and faculty photos. Not all content from the viewbook exists across the website, but a downloadable version of the entire book is available online (berklee.edu/pdf/admissions/viewbook.pdf).

Discussions are ongoing regarding the creation of a separate graduate viewbook for next year.

Stakeholders from each area review every line of copy and every image and check with the relevant departments to ensure each publication is current when it is printed. All forms of print and electronic communications officially representing Berklee College of Music are consistent. Any errors and changes are updated on the web and electronically on a continuous basis. Printed materials are, for the most part, updated annually.

As mentioned, the college has recently adopted a new content management system. This new system provides much-needed improvements to the way updates are made to the site, allowing areas to make changes to their own pages, while still maintaining editorial oversight in the Office of Communications. The teams that update the bulletins, registration manual, and viewbook will work with stakeholders around the college to make sure they are updating their pages accurately and in a timely manner.

**Disclosure of Mission and Objectives**

Berklee’s mission and objectives are clearly stated in the undergraduate and graduate bulletins and can be found online (berklee.edu/president/mission.html). Educational outcomes for each undergraduate major are also listed online (berklee.edu/majors). Educational outcomes for each master’s programs can be found on the website and in the graduate bulletin (berkleevalencia.org/academic-programs/master-degrees and berklee.edu/pdf/masters/2012_2013_Graduate_Bulletin.pdf).

Berklee College of Music is an independent institution, and its nonprofit status is listed in the bulletins and online (berklee.edu/about).

Berklee is not affiliated with any religion, and the bulletin clearly states that “Berklee College of Music does not discriminate on the basis of race, color, religion, gender, national origin, age, disability, military or veteran status, sexual orientation, genetic information, marital status, pregnancy, or any other characteristic protected by applicable law in employment or in admission to and participation in any of its programs and activities.”

Berklee maintains articulation agreements with several institutions. The names of the institutions can be found in the undergraduate bulletin, which also delineates certain conditions that apply. Articulation (ART) school and Berklee International Network (BIN) school applicants are required to submit official, attested copies of their secondary school mark sheet/transcript and mark sheets of all college/university course work completed. To see a list of BIN/ART schools, visit berklee.edu/international/berkleelnetwork.html.

Transfer credit information can be found on the website at berklee.edu/admissions/transfercredit.
Information about costs—fees, charges and refund policies—as well as other student and academic policies—are all available on the website. Financial information on the website, found at berklee.edu/financial-aid, provides information on cost of attendance for the graduate and undergraduate program and also has information on strategies for funding one’s education. The availability of financial aid, scholarships, and work-study opportunities are listed, as well.

**Information about College Officers, Executives, and Faculty Members**

Faculty members each have a biography that can be found online (berklee.edu/faculty) that also contains departmental or program affiliation, shows degrees held and the granting institutions, achievements, and information about their teaching style and philosophy.

In order to make sure all faculty members are accurately represented, the Office of Communications receives a faculty status update at the beginning of each semester. An editor emails each new faculty member and arranges an interview and photo shoot so that they can be represented online. This process is considered to be part of each new faculty member’s responsibilities when they begin their job at Berklee College of Music.

The names and positions of Berklee’s administrative officers, and the names and principal affiliations of members of the governing board are also made available online.

- Board of Trustees: berklee.edu/bios/trustees
- Executive Officers: berklee.edu/president/leadership.html

**Other College Information**

Berklee has two on-ground locations, as well as an online campus. Locations include the main campus in Boston; an international campus in Valencia, Spain; and Berkleemusic, the online school. As mentioned, each of these locations has its own distinct website: berklee.edu, the main Berklee site; berkleevalencia.org for the Valencia campus; and berkleemusic.com for the online school. While each of the sites have distinct URLs, they are linked with each other via their front pages and all contain detailed degree, program, and course information. Because of careful attention to search engine optimization, Google searches for "Berklee international campus," "berklee online," and "berklee degrees" easily guide visitors to their desired information. As the college moves forward with its new content management system, as well as a new portal for internal information, Berklee’s online presence will become more unified and even easier to navigate. The goal is complete site integration over the next year.

Berklee is careful to ensure that its websites provide accurate information about programs, courses, and services offered. If a department chair is on sabbatical during a given semester, an interim chair is indicated in the registration manual. Because department chairs are a student’s first point of contact for departmental and registration issues, they have been the focus of this kind of notification.

The size and characteristic information of the student body is readily available on berklee.edu. The heart of Berklee’s identity is more readily discovered in the news and events sections of the site, as well as the student biography section. The viewbook provides a valuable snapshot of student life, as well. New video projects currently in production focus on providing a more comprehensive view of the urban Boston campus. This addresses a need noted in focus groups of prospective and current students, who stated that they had difficulty assessing the campus life from the website. This assessment was important for them as they were making their decision about coming to Berklee. Information about academic and student support services is available on the web, as is information about cocurricular and extracurricular services: clubs, advising, tutoring, and learning services.

The viewbook provides the best example of statements of goals for students’ education. Information on student success is a key feature of that publication, as well, and is also notably present throughout the website. Graduation rates are not published on the berklee.edu site, though they are readily available by request and are reported on national data sites. Statistics on the number of graduates who work in the music industry are included on the berklee.edu site. The websites and the viewbook feature information on program excellence, program outlines, success in placement, and the achievements of graduates.

The institution’s statements about its current accredited status, available online and in the bulletin, are accurately and explicitly worded.
Appraisal

There are continuing efforts to ensure that the college’s different locations and degree offerings—Boston, Valencia, and online; undergraduate, graduate, and continuing education programs—are integrated in the college’s websites. The college has three websites—berklee.edu (the main site for Boston and undergraduate programming), berkleevalencia.org (for Valencia and graduate programming), and berklemusic.com (for online and continuing education programming).

Due to the complexity of integrating websites, the three sites exist presently in a linked way. However, their separation is not ideal for information sharing, version control, or directing students to the correct place. Integrating them is a key goal, as is migrating all graduate studies information to the berklee.edu site, in as reasonable a time frame as possible.

Berklee.edu is often the first source used by both current and prospective students when searching for information regarding requirements, procedures, and policies related to admissions and transfer credit. Having this site host all degree program information is a goal.

Keeping the website up-to-date is an ongoing effort. The new content management system, which allows business areas to maintain their own content, should help. One area of special focus concerns course information. Filtering out courses that have not been taught for two years and have not yet been officially removed from the active curriculum is a goal. This will be aided by academic program review (see information in Standard Four: Academic Programs), which will indicate to chairs which of the active courses are ready to be retired.

The addition of graduate programs has resulted in new printed materials, especially the new graduate bulletin. Discussions are ongoing regarding the creation of a separate graduate viewbook for next year.

Projection

Over the next year, the college will integrate its websites, with special focus on integrating the berklee.edu and berkleevalencia.org sites. This will combine information regarding the residential undergraduate and graduate programs in Boston and in Valencia. This integration will make it easier for students, prospective students, parents, faculty, staff, other stakeholders, and the general public to find the information they need. It will also make it easier for the college to maintain accurate and up-to-date information on the website. The new content management system will aid in updating web information regularly, as business areas will be updating the information that they know best. The college will also continue the linking of the berklemusic.com and berklee.edu website, especially as the institution prepares for the offering of the bachelor of professional studies degree online.

Likewise, the college seeks to become more advanced in its use of social networking to share information with current students, prospective students, and other stakeholders. Dependency on written documents—bulletins, viewbooks, and brochures—will be gradually reduced and the printing of these may be replaced completely with PDFs, web versions, or even phone apps. Technology will play an increasingly important role in the college’s public disclosure.

Institutional Effectiveness

The college reviews its print and online publications annually and applies changes to relevant sites across the spectrum of venues where that information exists. Results of this system of review are consistently used for improvement. Dramatic changes have been made to the process of review and publication for the registration manual, the viewbook, and the bulletins. These improvements are particularly pronounced as the college consistently transitions more toward dynamic online content, and away from print publications that become quickly dated. Further, the college has recently adopted a new content management system that enables areas to update their own pages without having to go through a process of determining how to request changes to existing content. The team from the Office of Communications will maintain editorial oversight of changes, but the new system will be more effective in fostering a greater sense of ownership among the various stakeholders across the college and ensure that changes are made in a timely fashion.
Standard 11: Integrity
## Standard 11: Integrity

<table>
<thead>
<tr>
<th>Policies</th>
<th>Last Updated</th>
<th>URL Where Policy is Posted</th>
<th>Responsible Office or Committee</th>
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<tr>
<td>Academic honesty</td>
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<td><a href="http://www.berklee.edu/policies/student-policies.html">http://www.berklee.edu/policies/student-policies.html</a></td>
<td>Academic Affairs</td>
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<td>Privacy rights</td>
<td>2009</td>
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<td>Fairness for students</td>
<td>2008</td>
<td><a href="http://www.berklee.edu/policies/student-policies.html">http://www.berklee.edu/policies/student-policies.html</a></td>
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<td>Fairness for faculty</td>
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<td><a href="http://www.berklee.net/hr/">http://www.berklee.net/hr/</a></td>
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<tr>
<td>Fairness for staff</td>
<td>2011</td>
<td><a href="http://www.berklee.net/hr/">http://www.berklee.net/hr/</a></td>
<td>Human Resources</td>
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<td>Academic freedom</td>
<td>2006</td>
<td><a href="http://www.berklee.edu/president/mission.html">http://www.berklee.edu/president/mission.html</a></td>
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### Non-discrimination policies

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<th>Responsible Office or Committee</th>
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<td><a href="http://www.berklee.edu/policies/student-policies.html">http://www.berklee.edu/policies/student-policies.html</a></td>
<td>Student Affairs</td>
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<tr>
<td>Evaluation</td>
<td>2010 (faculty); 2011 (staff)</td>
<td><a href="http://www.berklee.net/aa/media/documents/faculty_contract_2010_2013.pdf">http://www.berklee.net/aa/media/documents/faculty_contract_2010_2013.pdf</a>; <a href="http://www.berklee.net/hr/Performance%20Review%20FAQ.html">http://www.berklee.net/hr/Performance%20Review%20FAQ.html</a></td>
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<td>Disciplinary action</td>
<td>2003</td>
<td><a href="http://www.berklee.edu/policies/student-policies.html">http://www.berklee.edu/policies/student-policies.html</a></td>
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### Resolution of grievances

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<tbody>
<tr>
<td>Students</td>
<td>2003</td>
<td><a href="http://www.berklee.edu/policies/student-policies.html">http://www.berklee.edu/policies/student-policies.html</a></td>
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<tr>
<td>Faculty</td>
<td>2010</td>
<td><a href="http://www.berklee.edu/aa/media/documents/faculty_contract_2010_2013.pdf">http://www.berklee.edu/aa/media/documents/faculty_contract_2010_2013.pdf</a></td>
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<td>Staff</td>
<td>ongoing</td>
<td><a href="http://www.berklee.net/hr/HumanResourcesPartners.html">http://www.berklee.net/hr/HumanResourcesPartners.html</a> (dealt with on case-by-case basis)</td>
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</tr>
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**Standard 11: Data First**

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Standard 11: Integrity

Description

Berklee College of Music subscribes to and advocates high ethical standards in all of its work with students, prospective students, faculty, staff, the board of trustees, other stakeholders, and the general public. It is understood across the community that integrity and ethics must permeate everything the college does. Achieving the mission of Berklee requires all constituents of the college to act consistently and aligned with college values, policies, and practices. The mission is well understood by college stakeholders and is published prominently on the college website and in bulletins. Faculty, staff, and college leaders are committed to the college mission: “to educate, train, and develop students to excel in music as a career.” Students are the center of the institution and all faculty, staff, and leaders are focused on student success.

Students, faculty, staff, parents, administrators, trustees, and vendors all expect a high level of trust in their relationships with the college. Students trust their instructors to provide education and assess their skills and knowledge. Parents expect the college to foster the educational and personal growth of their students. Faculty members apply fair and clear standards of assessment to their students. Faculty, staff, and administrators work to ensure student success and safety. College leaders and trustees lead the college without self-interest and with a focus on student learning.

Berklee College of Music is a nonprofit, coeducational institution of higher learning incorporated under the General Laws of the Commonwealth of Massachusetts.

In hiring, Berklee emphasizes “employees drive the success of the college, with the students’ achievement as the ultimate goal.” The Berklee community engenders a spirit of respect and cooperation.

The college promotes a supportive learning environment and a climate of respect for personal and cultural differences. The college values ethical behavior in all aspects of personal and professional life.

U.S. and Spanish Accreditation

The college is accredited by the New England Association of Schools and Colleges and authorized under federal law to enroll nonimmigrant students and to train veterans under the G.I. Bill of Rights.

Graduate programs that have been implemented on Berklee’s campus in Valencia, Spain attain, in addition to NEASC accreditation, authorization from educational authorities in Spain and, therefore, are valid throughout the European Higher Education Area. The master of music degree program in scoring for film, television and video games and the master of arts degree program in global entertainment and music business have been implemented under affiliation with Universitat Politècnica de València. This authorization is coordinated by the Instituto Superior de Ensenanza Artisticas de la Comunidad Valenciana (ISEA-CV), the Valencian Community Institute for Higher Education in the Arts.

The master of music degree program in contemporary performance careers has been implemented by Berklee in Valencia itself, without affiliation, after being granted license to offer higher education in music by Spanish education authorities as an independent program of education in the arts (music). Approval of the contemporary performance careers program is carried with assistance of ISEA-VC and through two accreditation agencies: the Valencian Accreditation Agency (AVAP) and the accreditation agency of the Ministry of Education at the central government in Madrid (ANECA). With approval by Spanish education authorities, the programs also qualify as approved programs of the European Higher Education Area (EHEA).

Diversity and Nondiscrimination

The college approaches diversity as a philosophy and an objective. Central to the institution’s mission is its commitment to attracting to the college community the widest array of musical innovators possible and providing an environment that supports their creativity. Cultural diversity is integral to the mission of Berklee College of Music, simply because cultural diversity is integral to music. Innovators from diverse backgrounds and cultures have created the music studied at Berklee. An essential part of a Berklee education emanates from gaining an appreciation of the rich variety and interdependence of the cultural traditions from which the music studied originates. Therefore, it is understood that the college community itself must be one in which every member’s voice is valued and respected. A diverse, inclusive work and learning environment are essential to Berklee maintaining its role as a leader in contemporary music education.
The college views diversity holistically, understanding that the definition constantly evolves. The college definition of diversity includes race, color, gender identity, nationality, ethnicity, class, religion, ability, age, and sexual orientation. The college also knows that the diversity of ideas, approaches, disciplines, and learning and musical styles are essential to inclusion and equity. The integration of a myriad of cultural values and perspectives into the work the college does at all levels, from teaching to decision-making, is critical.

The college undergraduate and graduate bulletins contain nondiscrimination statements that prohibit inequity on the basis of race, color, creed, religion, gender, national or ethnic origin, age, disability, status as a disabled or Vietnam-era veteran or sexual orientation in employment or in admission to and participation in any of Berklee’s programs and activities.

The college strongly communicates definitions of sexual assault and harassment, and outlines the accompanying set of procedures to address cases. The college has done a great deal to educate the community about these issues, including providing antiharassment training for all faculty during 2006, 2007, and 2008, and bringing representatives of the U.S. Office of Civil Rights to campus several times over the past year to train Student Affairs staff, academic chairs and deans, and the president's council.

The college has recently instituted a Title IX compliance committee, with the objectives being to heighten awareness and education of issues related to sexual discrimination and harassment, help the college’s Title IX coordinator regularly assess Berklee’s compliance with the law and its policies and procedures, consider recent cases and resolutions to look for possible trends, and recommend improvements.

Entering students, beginning with the fall 2012 class, participate in workshops that define sexual assault and provide resources for those who need more information or help. Additionally, students participate in alcohol and drug prevention workshops, as well as workshops about the general rules and responsibilities of students as specified in the student code of conduct.

The bulletin and the faculty contract agreement provide detailed procedures for addressing grievances.

**Special Student Populations**

The college is committed to serving all students, including special student populations, such as international students, students with disabilities, and students with mental health or other physical issues. This is another way that the college serves with integrity. There is a strong commitment that all students who are accepted into the college receive the services they need to be successful.

Berklee also assists students in personal crisis, whether it is to help a student who has experienced a fire, a death in the family, health concerns, or other issues. The customized support is coordinated through the Office of the Dean of Students and the Counseling and Advising Center.

**Academic Integrity**

The institution is committed to the free pursuit and dissemination of knowledge. It assures faculty and students the freedom to teach and study, to question assumptions, to be guided by evidence, and to be creative and innovative.

The college has a clear and comprehensive policy on academic honesty. “Honesty in Academic Work and in Scholarly and Professional Practice” is posted on the college’s website and stated in the bulletin of the college. It provides definitions and parameters for categories of academic dishonesty—including fraud, plagiarism, and cheating—and outlines how the college treats such cases. The process includes formal hearings, the execution of certain sanctions, and the right of appeal. Key is the statement that “Berklee College of Music values integrity within the classroom, across all areas of scholarly and professional practice, and in the use of information technology resources. Consequently, members of the Berklee community are expected to maintain high standards of honesty and practice throughout the many aspects of their life and study at the college.” (See the workroom for the complete policy.)

To further ethical practices in scholarship and research, the college recently established an institutional review board (IRB) whose mission is to ensure that the college enforces federal research standards. In particular, the IRB provides a central body to review and oversee college-affiliated research involving human participants. The board ensures that such
research meets appropriate standards of ethical treatment. The board also assists in developing research-based education for the college community.

The institutional review board undertakes the following responsibilities:

- Define ethical guidelines for subject-focused research
- Set terms and monitor submissions of final papers and theses for master’s programs
- Promote research and scholarship at Berklee College of Music
- Provide workshops and development for students and faculty on research techniques, processes and more
- Develop, review, and revise the institutional review board practices and processes
- Ensure compliance of research with standards of ethics and standards of excellence
- Make recommendations for improvements in research to the appropriate academic department or division
- Serve as a resource for the presentation of research information in the bulletin and registration manual
- Serve as a resource regarding research for the college
- Serve as a resource for faculty development and other institutional grants
- Develop research policies as needed

Membership includes academic deans, chairs, and faculty, including representative faculty from the sciences and the humanities, as well as a librarian representative and an external member. The IRB reports to the provost and ensures that college research with human subjects is aligned with the highest ethical standards. (Additional information is available in the workroom.)

Intellectual Property

Berklee policies around acceptable use and intellectual property are also published on the college website and in the student bulletins. Initially written years ago, the acceptable use policy has been revised as technological developments have changed the ways creative artists make and distribute their projects and the ways people consume such work and operate in general. In other words, as the world becomes more digital, it is important that institutions such as Berklee set the standard for protecting rights, privacy, and safety in online venues and practices. The current policy is up-to-date and comprehensive, reflecting the importance Berklee places on this issue. In short, the policy emphasizes that the college provides “numerous information technology resources for use by the Berklee community to support its educational mission. The use of these resources must be consistent with the goals of the college.” Among the issues covered in the acceptable use policy are respecting intellectual property rights, using software appropriately, and behaving appropriately in online networks. One area addressed in this policy that could be further developed in years ahead relates to social media and how it increasingly impacts acceptable use. (See the workroom for the full policy.)

Academic Freedom

The 2010–2013 faculty contract agreement spells out the key issues about academic freedom. The policy has been included in the past faculty contract agreements and is effective in preserving freedom of speech while also indicating that caution in communications and behavior is an important part of how faculty members provide an environment for a free-flowing exchange of ideas. The policy in part states:

The teacher is entitled to full freedom in research and the publication of the results subject to the adequate performance of his/her other academic duties, but research for pecuniary return should be based upon an understanding with the authorities of the institution.

The teacher is entitled to freedom in the classroom in discussing his/her subject, but he/she should be careful not to introduce into the teaching controversial matter that has no relation to his/her subject. (The full policy is in the workroom.)

Financial Integrity

Ethical guidelines are established and followed in the areas of purchasing and financial operations. Berklee follows the set of ethics established by the National Association of Educational Procurement (NAEP). This states, in essence, that “purchasing professionals must have a highly developed sense of professional ethics to protect their own and their institution’s reputation for fair dealing.”
Purchasing services policies include agreements and procedures that are disseminated to regulate against staff engaging in fraudulent behavior as they relate to illegal financial endeavors, purchasing card use and payments, and other actions deemed to be not in the best interest of the institution.

The college, through the office of the senior vice president for finance and administration/chief financial officer, adheres to the highest standards of ethics and professional conduct for college and university business and financial officers. The college participates in the National Association of College and University Business Officers (NACUBO) and is committed to continuous improvement in ethics, integrity, leadership, and more.

As mentioned in Standard Nine: Financial Resources, Berklee’s external auditors, KPMG, regularly note that Berklee’s financial statements, as represented in the audits’ report, “present fairly, in all material respects, the financial position of the college…[and are] in conformity with accounting principles generally accepted in the United States of America.” In fact, in the last four years, the audits have resulted in only one very minor management comment.

Additionally, annual audits of the student financial aid (Title IV) program pursuant to requirements of OMB A-133 (federal audit) have resulted in unqualified opinions and no material weaknesses.

Other external audits include limited scope agreed-upon procedures audits of 403(b) and defined benefit plans, all resulting in clean opinions.

In all cases, when an internal control issue is identified, management is quick to respond and make necessary changes. This includes issues identified from within the Berklee community.

**Board Integrity**

Berklee’s board of trustees operates with the highest integrity to further the college mission. (See Standard Three: Organization and Governance for additional detail.) Of note, the board’s strong conflict-of-interest policy ensures that all members of the board are free of personal or immediate familial financial interest in the institution; understand, accept, and fulfill their responsibilities as fiduciaries of the college; and act in good faith and in the college’s best interest. The policy, Article XII in the by-laws (see the workroom for the full by-laws), states clearly the policy’s purpose: “to protect the college’s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an interested person. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to public charities.” The policy defines “interest,” requires trustees to disclose their interest, and defines a procedure which ensures the integrity of the board and the decision-making process.

Conflict of interest relates broadly to ethical behavior, which includes not just legal issues but considerations in every aspect of governance. The college has instituted a system of checks and balances to circumvent actual or potential conflict of interest, beginning with well-defined operating policies on matters that might lead to conflict.

**Compliance with the Commission**

The college was incorporated in 1945 and was first accredited with the Commission on Institutions of Higher Education in 1963 to offer the bachelor of music degree. The charter has been amended several times, most recently in fall 2012 to authorize the college to offer the master of arts degree, master of music degree, and the bachelor of professional studies degree, in addition to the bachelor of music degree. (See the workroom for the charter and its revisions, as well as the authorization from the state to add the new degrees.)

The college honors its legal charter and demonstrates honesty and integrity as it complies with the commission’s standards, policies, requirements of affiliation, and requests.

**Other Practices to Foster Ethics**

**College Fraternization Policy**

The faculty contract agreement describes in great detail a range of critical college and academic policies. Among these is the college fraternization policy for faculty, providing a definition of fraternization and relevant discipline. The one-page policy makes it clear that “a faculty member shall not fraternize with a student over whom that faculty member has or may be expected to have direct supervision.” (See the workroom for the full policy.)
**Ethics Hotline**

The college established an Ethics Point hotline. This enables students, faculty, and staff to report a perceived ethics violation to the college. The hotline is managed through the Office of Human Resources. Representatives from the different college divisions are assigned to investigate complaints that relate to their areas. Investigations, followed by sanctions, if appropriate, and other resolutions, result from the hotline. Anonymity of the grievant is maintained.

**Integrity in Personnel Files**

The Office of Human Resources—when dealing with personnel files and confidential records—guards privacy rights for all employees. Safeguards also include policies and processes widely disseminated to all employees that protect against workplace discrimination and harassment. These value statements are reviewed at new employee orientation sessions and are readily available on the human resources website.

**Nonsmoking Policy**

Recent amendments to the smoking policy now prohibit smoking within 25 feet from an entrance, exit, or open window of Berklee property to comply with state and city laws and regulations that protect the learning environment.

**Affinity Groups**

Staff and faculty have been encouraged to participate in affinity groups such as the Asian Faculty Staff Association (AFSA), Association of Faculty and Staff of African Decent (AFSAD), and Gay, Lesbian, Bisexual, and Transgender (GLBT) Allies as outlets that provide a pipeline of feedback and concerns that can be voiced and advocated to the college.

**Listening Tour**

Faculty, staff, and students were invited to multiple events as opportunities to voice concerns or raise attention to campus issues during a listening tour with the college president and vice president for human resources, diversity, and inclusion. This listening tour took place in 2011–2012 and will be repeated periodically. It provides an informal outlet for concerns to be raised and addressed.

**Appraisal**

The college has clearly articulated its mission and values through strong policies, procedures, and practices related to integrity and ethics for all constituents. These policies and practices would be enhanced by aligning their application to different Berklee constituencies.

Berklee primarily, but not exclusively, teaches college-age students in Boston. The college recently opened a campus in Valencia, Spain, serving undergraduate students in a study abroad program and master’s students. Additionally, the college, over the last few years, has expanded its programs for young musicians in summer and year-round programs. Adapting policies for new audiences as appropriate is the next step towards ensuring the policies’ applicability.

All policies that exist in Boston also apply to the campus in Valencia, Spain. These polices are reflected in the graduate bulletin. Adaptations required to meet additional requirements of Spanish law are also reflected. As that campus develops, adjustments to policies and procedures may be necessary to ensure applicability to the lived experience of students and staff at the international campus.

Likewise, the new policies and procedures that have been developed to ensure the safeguarding of young musicians in Berklee’s City Music program, a year-round music program for underserved students in 4th through 12th grades, and Day Sessions, a summer program for students in 5th through 8th grade, may need revision and updating to ensure their effectiveness.

**Student Travel Policy**

Another policy in need of additional attention is the student travel policy. Berklee on occasion requires students, especially scholarship students, to travel on behalf of the college for recruitment and other activities. Policy revisions are needed to define better the expectations for students traveling for the college and the impact of this travel on their academic obligations. Students need to be able to meet their academic responsibilities while also meeting the requirements of their scholarship. Progress is underway. The committee on academic policies (CAP), which
encompasses individuals from Academic Affairs, Student Affairs, and Enrollment, is in the process of developing a policy that will provide clarity around responsibilities for impacted faculty, as well as the traveling student.

**Tracking and Reviewing Policies**

As Berklee continues to develop its policies and procedures around integrity, there are opportunities for improvement. In general, there are not always clear ways to track and revise policies. The committee on academic policies oversees academic policies. The collective bargaining negotiations between the administration and faculty provide a formal opportunity to review faculty policies. Different areas of the college—student services, human resources, and finance, for example—review particular policies as needed. However, there is no systematic policies body of the college that reviews all institutional policies or ensures that all institutional policies, as they relate to students, faculty, staff, and the board of trustees, are reviewed regularly according to a common set of criteria or a common process. Such a policies body may be of benefit to the institution.

Likewise, policies do not always apply consistently to staff and faculty. For instance, the fraternization policy is explicitly written to apply to faculty but does not define behavior for staff-student relationships. Power dynamics exist beyond the classroom and should likewise be addressed as a relevant concern to staff. The same can be said for grievances. A clear policy and process exists for student grievances. The faculty union contract explains the policy and process for faculty grievances. There is not a parallel written policy and procedure in regards to how to resolve a conflict that arises from a staff grievance. Avenues exist allowing grievances to be voiced, though a process is not defined for resolution. As there is not one college body that examines staff policies in a consistent manner, policies that affect staff do not always receive the attention that policies affecting students and faculty receive. Staff would benefit by increased visibility and consistency of policies, especially as these policies relate to integrity.

**Projection**

The college’s move to a central portal for all web information (discussed in Standard Ten: Public Disclosure) will improve the ability to identify and access information. This will facilitate the college’s ability to articulate policies and practices and disseminate this information in a more deliberate fashion.

As the college has grown, it has become increasingly more complex. There are now two physical campuses—one in Boston and one in Valencia, Spain. There is a virtual campus through the online extension school. The college now offers not only the bachelor of music degree in Boston, but also the master of music and master of arts degrees in Spain. Soon the college will offer master of music and master of arts degrees in Boston, as well, along with the bachelor of professional studies degree online. In addition to serving college-age students, the college has increased its offerings to younger students, through the City Music and Day Sessions programming. This complexity points to the need for a college-wide process for policy review, to ensure that the ethical standards to which all are committed are enforced and clarified through appropriate and up-to-date policies, practices, and procedures and to ensure that variations to those policies, as they affect different situations, are accounted for, reviewed, and revised on a regular basis.

The process of program review being used by Academic Affairs, a process to assess student learning as it applies to every course and program of the institution, may provide a model for all areas of the college to review their work, their policies and procedures, in a regular and systematic way. Various business units, including the Finance Office, are considering a similar process for regular review and evaluation of their processes and procedures.

**Institutional Effectiveness**

The institution subscribes to and advocates high ethical standards in alignment with its mission. There are strong policies regarding integrity as it applies to the practices of students, faculty, staff, and board members. Academic integrity and academic freedom are strong commitments of the college. Likewise, student learning and ensuring the value of the student experience is at the forefront of all Berklee does. Additionally, embracing diversity is a lived philosophy of the institution. Developing a regular and systematic process for reviewing all Berklee policies and procedures will strengthen and support the institution’s commitment to these high ethical standards.
Conclusion
Conclusion

As this self-study makes evident, Berklee College of Music is a busy and dynamic place. The institution has a relevant and focused mission: “to educate, train, and develop students to excel in music as a career.” The institution also has clear plans that lead it towards its vision for 2015: “to be the world's leading institute of contemporary music.”

Additionally, Berklee has a lot of which it is proud. The self-study points to accomplishments from the last decade, including:

- Increasing scholarship funding and institutional aid from $10 million to more than $30 million
- Establishing an international campus in Valencia, Spain
- Launching a comprehensive review of the undergraduate curriculum: the curriculum review initiative from 2006 to 2010 resulted in major changes and improvements to the curriculum, with a focus on student learning. Revisions include a longer private instruction lesson, a revised first-semester experience, an integrated and substantially developed liberal arts program, new student advising models, and more.
- Completing the college’s first capital campaign, surpassing the intended goal and raising $54.5 million
- Developing a comprehensive process of academic program review
- Developing a new faculty advising program for first-semester students, recently extended as a pilot to second-semester students
- Developing a peer advising program, linked with the faculty advising program
- Attaining approval by the Boston Redevelopment Authority of an institutional master plan
- Expanding facilities and renovating/modernizing several buildings
- Developing six institutes, including those for global jazz and American roots music
- Constructing the first purpose-built facility in the college's history: the new building at 160 Massachusetts Avenue, a 155,000-square-foot building in the heart of the Boston campus, with 16 stories, 370 new dorm spaces, recording studios, production suites, a new cafeteria, performance space, and more
- Launching a music theory and technology program for visually impaired musicians
- Creating an online continuing education division, BerkleeMusic; launching more than 100 online courses; and planning to launch an online bachelor of professional studies degree
- Establishing the Presidential Scholars and Africa Scholars programs
- Establishing a comprehensive enrollment plan and an increasingly selective undergraduate admissions policy that requires an audition and interview for every student and has raised the academic and performance level of entering students. As a result of these new policies and procedures, the college has tripled applications, doubled the percentage of domestic ALANA students (domestic students who identify themselves as African American, Latina/o, Asian American, and Native American), and increased female student enrollment by 20%

All of these accomplishments are possible because of the hard and smart work of people. The self-study does reference the creative and passionate people who realized these goals and who continue to make Berklee the institution that it is. In this conclusion, it is time to give a little more attention to those people.

Leadership

At the forefront are the board of trustees; the college president, Roger H. Brown; the provost, Lawrence J. Simpson, Ph.D.; and the college’s entire administrative and academic leadership. As mentioned earlier in the self-study, this group embodies the philosophy of diversity that is central to Berklee. The president's cabinet, composed entirely of white men at the time of the last self-study, now includes five women, one of whom is Hispanic; two men of color; and the college’s first international vice president.

As a group, the leadership embraced change and vision, moving the institution in its new direction. Because of this, Berklee is the selective institution it is today, an institution that attracts talented young people who seek a well-rounded education as they develop their musical skills and knowledge. They led the college’s first capital campaign, raised money to erect the college’s first purpose-built facility, launched a new international campus in Spain, and began offering master's degrees.
The academic leadership guided the faculty in undertaking something that had not been done before: a holistic review of the curriculum. The curriculum review initiative examined practices at Berklee that have existed since the institution was founded. This review led the college to reaffirm and refocus its work. Instead of emphasizing what is taught, the focus is now on what students learn, how they learn it, and how the institution knows that they are learning it.

In fact, every aspect of the institution is committed to creating the best experience possible for all of the college’s stakeholders. A key aspect of the vision for 2015 is to make the college “an inspirational place to learn, teach, and work.” The focus on inspiration and on people says a great deal. Just as the college leadership is key to creating this inspirational place to learn, teach, and work, so, too, are the faculty, the staff, and, of course, the students.

The Faculty
As mentioned in the self-study, Berklee faculty are the heart of the institution. They are more than teachers. They are mentors, artists, and scholars, and they are completely committed to students. Berklee’s faculty are experts in their fields, and they are dedicated to ensuring that students become experts, as well.

The Staff
Just like the faculty, the staff at Berklee are hardworking, smart, and dedicated to student success. Many of the staff are musicians themselves and understand the passion of the artist. They are also experts in their fields, leading the institution in their own areas of expertise, whether it be technology, accounting, advising, or building maintenance.

The Students
Most importantly, we need to discuss the students. They are the creative life force of the institution. They are why the institution exists. They are smart, passionate, hardworking, talented—and the future. They are what inspire each and every person employed by the institution to keep on going, to be better, to work harder, to be more creative. They remind us what, in the crush of work, must never be forgotten, something that was stated in the introduction: music and art matter.

We know that society needs musicians and artists to remain the eyes, ears, and interpreters of the very complex world in which we live. Helping aspiring artists—musicians—shape and control their art, their direction, and their lives, helping them prepare for their future and our future is what Berklee is all about. The self-study process helped the college affirm this, and it reminded us how excited we are to see—and to bear—the future that Berklee students create.
Appendix 1:
Affirmation of Compliance
AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. Credit Hour: Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also Standards for Accreditation 4.34.)

URL
http://www.berklee.edu/policies/academic-policies.html
http://www.berklee.edu/policies/academic-policies.html
Print Publications Will be in 2013-4 graduate and undergraduate bulletin

2. Credit Transfer Policies. The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also Standards for Accreditation 4.44 and 10.5.)

URL
http://www.berklee.edu/admissions/transfercredit
http://www.berklee.edu/international/articulation.html
http://www.berklee.edu/international/transfers.html
Print Publications Undergraduate bulletin
Transfer Credit Services Guide

3. Student Complaints. “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (Standards for Accreditation 6.18, 10.5, and 11.8.)

URL
http://www.berklee.edu/policies/student-policies.html
Print Publications Undergraduate and graduate bulletin

4. Distance and Correspondence Education: Verification of Student Identity: If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . . The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also Standards for Accreditation 4.42.)

Method(s) used for verification
Student acceptance of the policy ensuring Honesty in Academic Work and in Scholarly and Professional Practice. Student acceptance of, and commitment to protect, his/her unique password.
5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment: The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

<table>
<thead>
<tr>
<th>URL</th>
<th>Berklee.net, Berklee.edu, my.berklee.net</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Publications</td>
<td>Berklee Today (alumni magazine), Weekly Dig, Boston Herald</td>
</tr>
<tr>
<td>Self-study Page Reference</td>
<td>N/A</td>
</tr>
</tbody>
</table>

The undersigned affirms that Berklee College of Music meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: ___________________________ Date: January 7, 2013
Appendix 2: E and S Forms
Student Achievement and Success
## Option E1: Part A. Inventory of Educational Effectiveness Indicators

<table>
<thead>
<tr>
<th>Category</th>
<th>(1) Have formal learning outcomes been developed?</th>
<th>(2) Where are these learning outcomes published? (please specify)</th>
<th>(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</th>
<th>(4) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)</th>
<th>(5) What changes have been made as a result of using the data/evidence?</th>
<th>(6) Date of most recent program review (for general education and each degree program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the institutional level:</td>
<td>Yes. There are formal learning outcomes at the institutional level: Educational competencies and liberal arts outcomes.</td>
<td><a href="http://www.berklee.edu/institutional-competencies">http://www.berklee.edu/institutional-competencies</a> <a href="http://berklee.net/as/media/documents/CRI_Phase_Two.pdf">http://berklee.net/as/media/documents/CRI_Phase_Two.pdf</a></td>
<td>capstone courses, final portfolios, senior recitals, certifications, licensure examination, other performances</td>
<td>3-year cycle through program review by faculty, administrators, and curriculum committee</td>
<td>Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum, new minor programs proposed (see Curriculum Change Proposals database)</td>
<td>2011-2012</td>
</tr>
<tr>
<td>For general education if an undergraduate institution:</td>
<td>Yes. Liberal arts learning outcomes and core music outcomes</td>
<td><a href="http://berklee.edu/departments/liberal_arts.html">http://berklee.edu/departments/liberal_arts.html</a> <a href="http://www.berklee.edu/core">http://www.berklee.edu/core</a></td>
<td>Liberal Arts: electronic portfolio, written communication, oral communication, critiques, problem solving, exams, group work Arranging: transcription projects, site reading projects, exams, exercises Ear Training: sight-singing, music dictation, pattern analysis Harmony: music analysis projects, creative composition projects, midterm/final exams, class participation, group projects</td>
<td>3-year cycle through program review by faculty, administrators, and curriculum committee</td>
<td>Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum, new minor programs proposed (see Curriculum Change Proposals database)</td>
<td>2011-2012</td>
</tr>
<tr>
<td>List each degree program:</td>
<td>Bachelor of Music, Composition</td>
<td>Yes; program outcomes.</td>
<td><a href="http://www.berklee.edu/majors/composition.html">http://www.berklee.edu/majors/composition.html</a></td>
<td>student composition portfolio, composition projects, class participation</td>
<td>3-year cycle through program review by faculty/chairs</td>
<td>Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum, new minor programs proposed (see Curriculum Change Proposals database)</td>
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<td>Bachelor of Music, Contemporary Writing and Production</td>
<td>Yes; program outcomes.</td>
<td><a href="http://www.berklee.edu/majors/cwp.html">http://www.berklee.edu/majors/cwp.html</a></td>
<td>directed study, successful completion of music preparation proficiency, concert participation, recordings</td>
<td>3-year cycle through program review by faculty/chairs</td>
<td>Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum, new minor programs proposed (see Curriculum Change Proposals database)</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Music, Electronic Production and Design</td>
<td>Yes; program outcomes.</td>
<td><a href="http://www.berklee.edu/majors/electronic-production-design.html">http://www.berklee.edu/majors/electronic-production-design.html</a></td>
<td>projects, capstone course, advanced seminar participation, successful participation internships</td>
<td>3-year cycle through program review by faculty/chairs</td>
<td>Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum, new minor programs proposed (see Curriculum Change Proposals database)</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Music, Film Scoring</td>
<td>Yes; program outcomes.</td>
<td><a href="http://www.berklee.edu/majors/film_scoring.html">http://www.berklee.edu/majors/film_scoring.html</a></td>
<td>portfolio completion, class participation, group and individual scoring projects</td>
<td>3-year cycle through program review by faculty/chairs</td>
<td>Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum, new minor programs proposed (see Curriculum Change Proposals database)</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Music, Composition</td>
<td>Yes; program outcomes.</td>
<td><a href="http://www.berklee.edu/composition.html">http://www.berklee.edu/composition.html</a></td>
<td>composition projects,</td>
<td>3-year cycle through program review by faculty/chairs</td>
<td>Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum, new minor programs proposed (see Curriculum Change Proposals database)</td>
</tr>
<tr>
<td>Program</td>
<td>Yes; program outcomes</td>
<td>Webpage</td>
<td>Program Assessment</td>
<td>Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum, new minor programs proposed (see Curriculum Change Proposals database)</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
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<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Jazz Composition</td>
<td>outcomes</td>
<td>majors/jazz_composition.html</td>
<td>score/notation proficiency exam, senior portfolio completion</td>
<td>program review by faculty/chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Music, Music Business/Management</td>
<td></td>
<td><a href="http://www.berklee.edu/majors/mbm.html">http://www.berklee.edu/majors/mbm.html</a></td>
<td>business plan development, quizzes/exams, group and individual projects, case study analysis, marketing plans, written/oral presentations, internship participation</td>
<td>3-year cycle through program review by faculty/chairs</td>
<td>2011-2012</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Music, Music Education</td>
<td></td>
<td><a href="http://www.berklee.edu/majors/music_ed.html">http://www.berklee.edu/majors/music_ed.html</a></td>
<td>written and oral presentations, individual and group projects, licensure exam, completion of student teaching</td>
<td>3-year cycle through program review by faculty/chairs</td>
<td>2011-2012</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Music, Music Production and Engineering</td>
<td></td>
<td><a href="http://www.berklee.edu/majors/mpe.html">http://www.berklee.edu/majors/mpe.html</a></td>
<td>hands-on technical proficiency tests, written examinations, and ongoing project-based evaluation, written examinations, ongoing project-based evaluation</td>
<td>3-year cycle through program review by faculty/chairs</td>
<td>2011-2012</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Music, Music Therapy</td>
<td>Yes; program outcomes.</td>
<td><a href="http://www.berklee.edu/majors/music_therapy.html">http://www.berklee.edu/majors/music_therapy.html</a></td>
<td>self-evaluation throughout program, quizzes, exams, completion of clinical internships, research projects</td>
<td>3-year cycle through program review by faculty/chairs</td>
<td>Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum, new minor programs proposed (see Curriculum Change Proposals database)</td>
<td>2011-2012</td>
</tr>
<tr>
<td>Bachelor of Music, Performance</td>
<td>Yes; program outcomes.</td>
<td><a href="http://www.berklee.edu/majors/performance.html">http://www.berklee.edu/majors/performance.html</a></td>
<td>private lesson proficiencies, instrumental ratings, ensemble participation, performances, recitals</td>
<td>3-year cycle through program review by faculty/chairs</td>
<td>Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum, new minor programs proposed (see Curriculum Change Proposals database)</td>
<td>2011-2012</td>
</tr>
<tr>
<td>Bachelor of Music, Professional Music</td>
<td>Yes; program outcomes.</td>
<td><a href="http://www.berklee.edu/majors/professional.html">http://www.berklee.edu/majors/professional.html</a></td>
<td>exams, final project, capstone course, internships</td>
<td>3-year cycle through program review by faculty/chairs</td>
<td>Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum, new minor programs proposed (see Curriculum Change Proposals database)</td>
<td>2011-2012</td>
</tr>
<tr>
<td>Bachelor of Music, Songwriting</td>
<td>Yes; program outcomes.</td>
<td><a href="http://www.berklee.edu/majors/songwriting">http://www.berklee.edu/majors/songwriting</a></td>
<td>exams, songwriting assignments, peer review, class participation, production projects, writing and performing songs</td>
<td>3-year cycle through program review by faculty/chairs</td>
<td>Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum, new minor programs proposed (see Curriculum Change Proposals database)</td>
<td>2011-2012</td>
</tr>
<tr>
<td>Master of Music,</td>
<td>Yes; program outcomes.</td>
<td><a href="http://berkleevalencia.org">http://berkleevalencia.org</a></td>
<td>class/ensemble participation,</td>
<td>3-year cycle through</td>
<td>revisions to particular</td>
<td>New program;</td>
</tr>
</tbody>
</table>
### Contemporary Performance Careers

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Website</th>
<th>Performance, culminating experience/thesis, creative projects</th>
<th>Program review by faculty/chairs</th>
<th>Courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum, new minor programs proposed (see Curriculum Change Proposals database)</th>
<th>Scheduled for 2013</th>
</tr>
</thead>
</table>

Institutions selecting E1a should also include E1b.

---

### Master of Arts, Global Entertainment and Music Business

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes; program outcomes</th>
<th>Website</th>
<th>Class participation, research projects, group work, exams, internship, culminating experience/thesis</th>
<th>Program review by faculty/chairs</th>
<th>Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum, new minor programs proposed (see Curriculum Change Proposals database)</th>
<th>Scheduled for 2013</th>
</tr>
</thead>
</table>

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### Master of Music, Scoring for Film, Television, and Video Games

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes; program outcomes</th>
<th>Website</th>
<th>Class participation, research projects, scoring and composition projects, group work, internship, culminating experience/thesis</th>
<th>Program review by faculty/chairs</th>
<th>Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum, new minor programs proposed (see Curriculum Change Proposals database)</th>
<th>Scheduled for 2013</th>
</tr>
</thead>
</table>

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### Master of Music, Music Technology Innovation

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes; program outcomes</th>
<th>Website</th>
<th>Class participation, research projects, technology projects, group work, internship, culminating experience/thesis</th>
<th>Program review by faculty/chairs</th>
<th>Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum, new minor programs proposed (see Curriculum Change Proposals database)</th>
<th>Scheduled for 2014</th>
</tr>
</thead>
</table>
**OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION**

<table>
<thead>
<tr>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).</td>
<td>Date of most recent accreditation action by each listed agency.</td>
<td>List key issues for continuing accreditation identified in accreditation action letter or report.</td>
<td>Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *</td>
<td>Date and nature of next scheduled review.</td>
</tr>
</tbody>
</table>
| Bachelor of Music, Music Therapy; American Music Therapy Association approved curriculum | 2012 | NOTE: All issues have been addressed and continuing accreditation has been granted. Issues noted, and addressed, included the following:  
- minimal amount of piano instruction  
- clarity needed around clinical training hours  
- clarity needed around prerequisite "Advanced Competency Review"  
- need to include credit hours on syllabi | AMTA requires approved programs to ensure that graduates meet their Professional Competencies and Standards of Practice: http://www.musictherapy.org/about/competencies/ and http://www.musictherapy.org/about/standards/ | 2022; 10-year review by AMTA |
| Bachelor of Music, Music Education; Massachusetts Department of Elementary & Secondary Education | 2004 | NOTE: All issues have been addressed and continuing accreditation has been granted. Issues noted, and addressed, included the following:  
- address the ongoing need for additional advising for music education students | MA Board of Education licensure: 100% of Berklee’s Music Education students are eligible to apply for this upon completion of the program, and 99% apply. | 2014; 7-year Massachusetts Dept. of Education Program Approval Team Report (Note: this is normally every 7 years but was extended to 10 by the state due to state staffing issues.) |
- Include information in all college publications that the music education program is likely to take more than four years to complete because of licensure requirements.
- Correct matrices in self-study document to show how the Professional Standard for Teachers are addressed in music education required courses.
- Submit evidence of collaboration between the Music Education and Liberal Arts departments re: program planning, implementation, and evaluation.
## Appendix 2: E & S Series

### Form S1. RETENTION AND GRADUATION RATES

<table>
<thead>
<tr>
<th>Student Success Measures/ Prior Performance and Goals</th>
<th>3 Years Prior (FALL 2009)</th>
<th>2 Years Prior (FALL 2010)</th>
<th>1 Year Prior (FALL 2011)</th>
<th>Most Recent Year (FALL 2012)</th>
<th>Goal for FALL 2013</th>
</tr>
</thead>
</table>

#### IPEDS Retention Data

<table>
<thead>
<tr>
<th></th>
<th>Associate degree students</th>
<th>Bachelors degree students</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPEDS Retention Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate degree students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelors degree students</td>
<td>80%</td>
<td>80%</td>
</tr>
</tbody>
</table>

#### IPEDS Graduation Data

<table>
<thead>
<tr>
<th></th>
<th>Associate degree students</th>
<th>Bachelors degree students</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPEDS Graduation Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate degree students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelors degree students</td>
<td>48%</td>
<td>47%</td>
</tr>
</tbody>
</table>

#### Other Undergraduate Retention Rates (1)

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
</tr>
</thead>
</table>

#### Other Undergraduate Graduation Rates (2)

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
</tr>
</thead>
</table>

#### Graduate programs *

<table>
<thead>
<tr>
<th></th>
<th>Retention rates first-to-second year (3)</th>
<th>Graduation rates @ 150% time (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention rates first-to-second year (3)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduation rates @ 150% time (4)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Distance Education

<table>
<thead>
<tr>
<th></th>
<th>Course completion rates (5)</th>
<th>Retention rates (6)</th>
<th>Graduation rates (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course completion rates (5)</td>
<td>N/A</td>
<td>56%</td>
<td>N/A</td>
</tr>
<tr>
<td>Retention rates (6)</td>
<td>57%</td>
<td>57%</td>
<td>58%</td>
</tr>
<tr>
<td>Graduation rates (7)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Branch Campus and Instructional Locations

<table>
<thead>
<tr>
<th></th>
<th>Course completion rate (8)</th>
<th>Retention rates (9)</th>
<th>Graduation rates (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course completion rate (8)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Retention rates (9)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduation rates (10)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Definition and Methodology Explanations

1. Retention Methods: original cohort comprised of first-time freshmen from the fall (and previous summer term) that remained enrolled through the following fall term. Both Degree and Diploma program students are included.

2. Graduation Rate Method: original cohort comprised of first-time freshmen from the fall (and previous summer term). From that original cohort, the percentage who graduated within 150% time (six years). Both Degree and Diploma program students are included.

3. Distance Education course completion rates are N/A because Berklee doesn’t offer incompletes in our continuing education program. Non-persists receive a grade of F.

4. Distance Education graduation rates are N/A as Berklee does not offer degree programs through distance education. Berklee plans to begin offering an online degree—Bachelor of Professional Studies—in fall 2014.

5. Graduate program retention and graduation rates are N/A as Berklee began offering its first graduate education in fall 2012.

6. Branch Campus and International Locations are N/A as Berklee began offering its first graduate education in fall 2012 in Valencia. Undergraduate, study abroad offerings, in Valencia, are figured into the overall undergraduate numbers.

7. 

8. 

9. 

10. 

* An institution offering graduate degrees must complete this portion.
### Measures of Student Achievement and Success / Institutional Performance and Goals *

<table>
<thead>
<tr>
<th>3 Years Prior (FALL 2009)</th>
<th>2 Years Prior (FALL 2010)</th>
<th>1 Year Prior (FALL 2011)</th>
<th>Most Recent Year (FALL 2012)</th>
<th>Goal for FALL 2013</th>
</tr>
</thead>
</table>

#### Success of Students Pursuing Higher Degree

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Percent of all graduates pursuing or having completed an advanced degree</td>
<td>26%</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Definition and Methodology Explanations**

An alumni survey completed August 2012 shows that, of alumni who responded, 26% are pursuing or have pursued an advanced degree. The Institutional Assessment Office has been revamped and more detailed surveying and data collection on graduates will be kept beginning with students graduating in 2013.

#### Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Percent of all graduates for whom music is an integral part of their lives</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>2</td>
<td>Percent of all graduates who earn a living exclusively in music or in a music-related career</td>
<td>49%</td>
<td>49%</td>
<td>49%</td>
</tr>
<tr>
<td>3</td>
<td>Percent of graduates who earn a living mostly in music</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>4</td>
<td>Percent of graduates who earn some of their living in music</td>
<td>18%</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>5</td>
<td>Percent of graduates who do not earn a living in music</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Definition and Methodology Explanations**

An alumni survey completed August 2012 shows percentage of graduates for whom music is integral to their lives and who are employed in music or music-related field.

#### Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Percent of all graduates who are employed fulltime</td>
<td>68%</td>
<td>68%</td>
<td>68%</td>
</tr>
<tr>
<td>2</td>
<td>Percent of all graduates who are employed parttime</td>
<td>22%</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>3</td>
<td>Percent of all graduates who are unemployed</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>Percent of all graduates who are dissatisfied with their employment status</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Definition and Methodology Explanations**

An alumni survey completed August 2012 shows employment status and satisfaction with that status. It did not distinguish those employed in music from those employed in other fields.

#### Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number of alumni who have won Grammy Awards</td>
<td>222</td>
<td>222</td>
<td>222</td>
</tr>
</tbody>
</table>

**Definition and Methodology Explanations**

Berklee tracks the Grammy Awards won by alumni. However, this information is not distinguished by graduation year.
## Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

<table>
<thead>
<tr>
<th></th>
<th>3 Years Prior (FALL 2009)</th>
<th>2 Years Prior (FALL 2010)</th>
<th>1 Year Prior (FALL 2011)</th>
<th>Most Recent Year (FALL 2012)</th>
<th>Goal for FALL 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>**State Licensure Passage Rates * **</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Massachusetts Test for Educational Licensure (Number of students for whom scores are available/number of students eligible)</td>
<td>72/99=73%</td>
<td>27/48=56%</td>
<td>56/70=80%</td>
<td>37/46=80%</td>
<td>80%</td>
</tr>
<tr>
<td>**National Licensure Passage Rates * **</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 National Examination, Certification Board for Music Therapists (Number of students for whom scores are available/number of students eligible)</td>
<td>Est. 25 students per year; Est. 90% passage rate</td>
<td>Est. 25 students per year; Est. 90% passage rate</td>
<td>Est. 25 students per year; Est. 90% passage rate</td>
<td>Est. 25 students per year; Est. 90% passage rate</td>
<td>Est. 25 students per year; Est. 90% passage rate</td>
</tr>
<tr>
<td>2 Percentage of graduates who are employed parttime, All graduates, BM, graduation to present</td>
<td>22%</td>
<td>22%</td>
<td>22%</td>
<td>N/A</td>
<td>20%</td>
</tr>
<tr>
<td>3 Percentage of graduates who are unemployed, All graduates, BM, graduation to present</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>N/A</td>
<td>10%</td>
</tr>
<tr>
<td>4 Percentage of graduates who are dissatisfied with their employment status, All graduates, BM, graduation to present</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td>N/A</td>
<td>10%</td>
</tr>
</tbody>
</table>

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

### Institutional Notes of Explanation

- **a** An alumni survey completed August 2012 shows employment status and satisfaction with that status. It does not distinguish by class.
- **b** The college does not track the results of the Certification Board for Music Therapists. This is tracked by the Certification Board for Music Therapists. The Certification Board does not distinguish between first time exam takers and repeaters. International students who return to their home countries to practice rarely take the exam. Students practicing in the U.S. do take and pass the exam.
<table>
<thead>
<tr>
<th>Program</th>
<th>Completion Rates</th>
<th>Placement Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>N/A</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
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<td>11</td>
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</tbody>
</table>

* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.

** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.
Appendix 3:  
2012 Audited Financial Statements and Letter
Independent Auditors’ Report

The Board of Trustees
Berklee College of Music, Inc.:

We have audited the accompanying consolidated statement of financial position of Berklee College of Music, Inc. (the College) as of May 31, 2012, and the related consolidated statements of activities and cash flows for the year then ended. These consolidated financial statements are the responsibility of the College’s management. Our responsibility is to express an opinion on these consolidated financial statements based on our audit. The prior year summarized comparative information has been derived from the College’s 2011 financial statements and in our report, dated October 4, 2011; we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College’s internal control over financial reporting. Accordingly, we express no such opinion. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Berklee College of Music, Inc. as of May 31, 2012, and the changes in its net assets and its cash flows for the year then ended, in conformity with accounting principles generally accepted in the United States of America (GAAP).

The consolidated financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with GAAP. Accordingly, such information should be read in conjunction with the College’s financial statements for the year ended May 31, 2011, from which the summarized information was derived.

October 26, 2012
BERKLEE COLLEGE OF MUSIC, INC.

Consolidated Financial Statements

May 31, 2012

(With Independent Auditors’ Report Thereon)
## BERKLEE COLLEGE OF MUSIC, INC.

Consolidated Statements of Financial Position

May 31, 2012
(with comparative totals at May 31, 2011)

### Assets

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>$23,351,310</td>
<td>21,984,068</td>
</tr>
<tr>
<td>Accounts receivable, net (note 7)</td>
<td>372,884</td>
<td>560,785</td>
</tr>
<tr>
<td>Contributions receivable (note 8)</td>
<td>9,546,274</td>
<td>6,918,838</td>
</tr>
<tr>
<td>Other assets</td>
<td>8,695,997</td>
<td>9,576,650</td>
</tr>
<tr>
<td>Loans receivable, net (note 7)</td>
<td>5,180,135</td>
<td>5,096,868</td>
</tr>
<tr>
<td>Deposits with bond trustees (note 6)</td>
<td>83,042,872</td>
<td>15,316,053</td>
</tr>
<tr>
<td>Long-term investments (notes 3 and 4)</td>
<td>243,450,428</td>
<td>248,718,071</td>
</tr>
<tr>
<td>Property, plant, improvements, and equipment, net (notes 5 and 6)</td>
<td>153,839,050</td>
<td>126,592,324</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td>$527,478,950</td>
<td>434,763,657</td>
</tr>
</tbody>
</table>

### Liabilities and Net Assets

#### Liabilities:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>$21,999,858</td>
<td>21,281,448</td>
</tr>
<tr>
<td>Student deposits and deferred liabilities</td>
<td>25,033,581</td>
<td>20,803,859</td>
</tr>
<tr>
<td>Accrued pension liabilities (note 9)</td>
<td>57,473,394</td>
<td>37,076,613</td>
</tr>
<tr>
<td>Bonds and notes payable (note 6)</td>
<td>277,071,308</td>
<td>185,985,066</td>
</tr>
<tr>
<td>Refundable advances – U.S. government grants</td>
<td>2,723,719</td>
<td>2,633,992</td>
</tr>
<tr>
<td><strong>Total liabilities</strong></td>
<td>384,301,860</td>
<td>267,780,978</td>
</tr>
</tbody>
</table>

#### Commitments and contingencies (note 10)

**Net assets:**

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>99,831,657</td>
<td>125,997,232</td>
</tr>
<tr>
<td>Temporarily restricted (note 11)</td>
<td>20,759,478</td>
<td>20,116,068</td>
</tr>
<tr>
<td>Permanently restricted (note 11)</td>
<td>22,585,955</td>
<td>20,869,379</td>
</tr>
<tr>
<td><strong>Total net assets</strong></td>
<td>143,177,090</td>
<td>166,982,679</td>
</tr>
<tr>
<td><strong>Total liabilities and net assets</strong></td>
<td>$527,478,950</td>
<td>434,763,657</td>
</tr>
</tbody>
</table>

See accompanying notes to consolidated financial statements.
## Consolidated Statements of Activities

**Year ended May 31, 2012**  
(with summarized comparative totals for the year ended May 31, 2011)

### Operating:

<table>
<thead>
<tr>
<th>Unrestricted</th>
<th>Temporarily restricted</th>
<th>Permanently restricted</th>
<th>2012 Total</th>
<th>2011 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student tuition and fees</td>
<td>$162,279,072</td>
<td>—</td>
<td>—</td>
<td>162,279,072</td>
</tr>
<tr>
<td>Less internally funded scholarship aid</td>
<td>(26,248,659)</td>
<td>—</td>
<td>—</td>
<td>(26,248,659)</td>
</tr>
<tr>
<td>Less externally funded scholarship aid</td>
<td>(4,302,810)</td>
<td>—</td>
<td>—</td>
<td>(4,302,810)</td>
</tr>
<tr>
<td><strong>Net tuition and fees</strong></td>
<td>131,727,603</td>
<td>—</td>
<td>—</td>
<td>131,727,603</td>
</tr>
<tr>
<td>Contributions</td>
<td>4,876,238</td>
<td>6,066,618</td>
<td>—</td>
<td>10,942,856</td>
</tr>
<tr>
<td>Federal and state grants and contracts</td>
<td>1,012,705</td>
<td>—</td>
<td>—</td>
<td>1,012,705</td>
</tr>
<tr>
<td>Investment return for operations (note 4)</td>
<td>9,130,315</td>
<td>968,399</td>
<td>—</td>
<td>10,098,714</td>
</tr>
<tr>
<td>Other income</td>
<td>758,177</td>
<td>—</td>
<td>—</td>
<td>758,177</td>
</tr>
<tr>
<td>Sales and service of auxiliary enterprises</td>
<td>36,850,059</td>
<td>—</td>
<td>—</td>
<td>36,850,059</td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td>5,273,625</td>
<td>(5,273,625)</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td><strong>Total operating revenues</strong></td>
<td>189,628,722</td>
<td>1,761,392</td>
<td>—</td>
<td>191,390,114</td>
</tr>
<tr>
<td><strong>Expenses:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>73,291,771</td>
<td>—</td>
<td>—</td>
<td>73,291,771</td>
</tr>
<tr>
<td>Academic support</td>
<td>9,910,413</td>
<td>—</td>
<td>—</td>
<td>9,910,413</td>
</tr>
<tr>
<td>Student and enrollment services</td>
<td>12,875,886</td>
<td>—</td>
<td>—</td>
<td>12,875,886</td>
</tr>
<tr>
<td>Institutional support and advancement</td>
<td>31,256,404</td>
<td>—</td>
<td>—</td>
<td>31,256,404</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>24,628,204</td>
<td>—</td>
<td>—</td>
<td>24,628,204</td>
</tr>
<tr>
<td>Operation and maintenance of physical plant:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation and amortization</td>
<td>9,213,060</td>
<td>—</td>
<td>—</td>
<td>9,213,060</td>
</tr>
<tr>
<td>Interest</td>
<td>8,137,931</td>
<td>—</td>
<td>—</td>
<td>8,137,931</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11,484,032</td>
<td>—</td>
<td>—</td>
<td>11,484,032</td>
</tr>
<tr>
<td><strong>Total operating expenses</strong></td>
<td>180,797,701</td>
<td>—</td>
<td>—</td>
<td>180,797,701</td>
</tr>
<tr>
<td><strong>Increase in net assets from operating activities</strong></td>
<td>8,831,021</td>
<td>1,761,392</td>
<td>—</td>
<td>10,592,413</td>
</tr>
<tr>
<td><strong>Nonoperating:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investment return (note 3)</td>
<td>(5,343,051)</td>
<td>(149,583)</td>
<td>—</td>
<td>(5,492,634)</td>
</tr>
<tr>
<td>Investment return for operations (note 4)</td>
<td>(9,130,315)</td>
<td>(968,399)</td>
<td>—</td>
<td>(10,098,714)</td>
</tr>
<tr>
<td>Contributions for long-term items</td>
<td>30,899</td>
<td>—</td>
<td>1,716,576</td>
<td>1,747,475</td>
</tr>
<tr>
<td>Pension obligation changes other than net periodic costs (note 9)</td>
<td>(20,554,129)</td>
<td>—</td>
<td>—</td>
<td>(20,554,129)</td>
</tr>
<tr>
<td><strong>Increase (decrease) in net assets from nonoperating activities</strong></td>
<td>(34,996,596)</td>
<td>(1,117,982)</td>
<td>1,716,576</td>
<td>(34,398,002)</td>
</tr>
<tr>
<td><strong>Change in net assets</strong></td>
<td>(26,165,675)</td>
<td>643,410</td>
<td>1,716,576</td>
<td>(23,805,589)</td>
</tr>
<tr>
<td><strong>Net assets at beginning of year</strong></td>
<td>125,997,232</td>
<td>20,116,068</td>
<td>20,869,379</td>
<td>166,982,679</td>
</tr>
<tr>
<td><strong>Net assets at end of year</strong></td>
<td>$99,831,657</td>
<td>20,759,478</td>
<td>22,585,955</td>
<td>143,177,090</td>
</tr>
</tbody>
</table>

See accompanying notes to consolidated financial statements.
### BERKLEE COLLEGE OF MUSIC, INC.

**Consolidated Statements of Cash Flows**

Year ended May 31, 2012

(with comparative totals for the year ended May 31, 2011)

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cash flows from operating activities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in net assets</td>
<td>$(23,805,589)</td>
<td>$45,440,163</td>
</tr>
<tr>
<td>Adjustments to reconcile change in net assets to net cash provided by operating activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation and amortization</td>
<td>9,213,060</td>
<td>9,129,064</td>
</tr>
<tr>
<td>Realized and unrealized (gains) losses on investments, net</td>
<td>6,645,926</td>
<td>(42,411,674)</td>
</tr>
<tr>
<td>Pension obligation changes other than net periodic pension costs</td>
<td>20,554,129</td>
<td>2,554,882</td>
</tr>
<tr>
<td>Gifts of equipment</td>
<td>—</td>
<td>(13,600)</td>
</tr>
<tr>
<td>Loss on disposal of equipment</td>
<td>217,372</td>
<td>14,496</td>
</tr>
<tr>
<td>Contributions for long-term investment</td>
<td>(2,168,502)</td>
<td>(1,155,794)</td>
</tr>
<tr>
<td>Disbursements and repayment of student loans</td>
<td>(83,267)</td>
<td>152,831</td>
</tr>
<tr>
<td>Change in current assets</td>
<td>(1,598,755)</td>
<td>(6,207,774)</td>
</tr>
<tr>
<td>Change in current liabilities</td>
<td>4,516,254</td>
<td>4,970,995</td>
</tr>
<tr>
<td>Net cash provided by operating activities</td>
<td>13,490,628</td>
<td>12,473,589</td>
</tr>
</tbody>
</table>

| **Cash flows from investing activities:** |            |            |
| Change in deposits with bond trustees | (67,726,818) | 7,091,135 |
| Purchase of property, plant, improvements, and equipment | (36,637,285) | (11,408,921) |
| Proceeds from sale and maturity of investments | 102,301,003 | 80,199,567 |
| Purchase of investments | (103,679,288) | (82,753,041) |
| Net cash used in investing activities | $(105,742,388) | $(6,871,260) |

| **Cash flows from financing activities:** |            |            |
| Payments on bonds and notes payable | (4,077,059) | (3,194,265) |
| Proceeds from bonds and notes payable | 95,437,832 | —         |
| Contributions for long-term investment | 2,168,502 | 1,155,794 |
| Increase in refundable advances – U.S. government grants | 89,727 | 63,635 |
| Net cash provided by (used in) financing activities | 93,619,002 | (1,974,836) |
| Net change in cash and cash equivalents | 1,367,242 | 3,627,493 |
| Cash and cash equivalents, beginning of year | 21,984,068 | 18,356,575 |
| Cash and cash equivalents, end of year $ | 23,351,310 | 21,984,068 |

**Supplemental data:**

|                      |            |            |
| Interest paid | $10,454,737 | 8,280,406 |

See accompanying notes to consolidated financial statements.
(1) **Background**

Berklee College of Music, Inc. (the College) is a nonprofit co-educational institution of higher learning offering a bachelor of music degree as well as a four-year program leading to a professional diploma. Since its founding in 1945, the College has become an international center for the education of career musicians, composers, arrangers, music educators, and other professionals in the world of modern music. The College also offers not-for-credit and for-credit courses online through its Berklee Media Program and master’s degrees through its operations located in Valencia, Spain. The College leases the campus in Valencia, Spain to which it has made significant improvements. During 2012, students were enrolled for the first time.

(2) **Summary of Significant Accounting Policies**

(a) **Basis of Statement Presentation**

The accompanying consolidated financial statements are prepared in accordance with United States generally accepted accounting principles (GAAP). The consolidated financial statements, presented on the accrual basis of accounting, focus on the College as a whole, which includes its Valencia, Spain operations. Balances and transactions are presented based on the existence or absence of donor-imposed restrictions. Accordingly, net assets and changes to net assets are classified as follows:

*Permanently restricted net assets* — Net assets subject to donor-imposed stipulations that they be maintained permanently by the College. Generally, the donors permit the College to use, for general or specific purposes, all or part of any income earned and any capital gains on related investments.

*Temporarily restricted net assets* — Net assets subject to donor-imposed stipulations to be met by actions of the College and/or the passage of time.

*Unrestricted net assets* — Net assets not subject to donor-imposed stipulations.

The consolidated statement of activities includes prior year summarized comparative information in total but not by net asset class. This information does not include sufficient detail to constitute presentation in conformity with GAAP. Therefore, the summarized comparative information should be read in conjunction with the College’s detailed financial statements for the year ended May 31, 2011.

Unless limited by donor restrictions or law, revenues and expenses, gains or losses on investments, and changes in other assets or liabilities are reported on the consolidated statement of activities as increases and decreases in unrestricted net assets. Net assets released from restrictions, when the donor purpose has been met or the stipulated time period has elapsed, are reported as reclassifications between applicable net asset classes.

Contributions and unconditional promises to give are recognized as revenue in the period received. Promises to give that are expected to be collected after the consolidated statement of financial position date are reported as contribution revenue in temporarily restricted net assets. Promises to give that require the corpus to be maintained permanently are reported as contributions for long-term items in permanently restricted net assets. Contributions of land, buildings, or equipment are

(Continued)
reported as unrestricted nonoperating support unless the donor places restrictions on their use. Contributions of assets other than cash are recorded at their estimated fair value at the date of the gift.

(b) Operations

The consolidated statement of activities reports the change in net assets from operating and nonoperating activities. Operating revenues and expenses are attributable to the College’s academic programs and auxiliary enterprises. Tuition revenue is reported net of a discount awarded to students from various sources including college financial aid, scholarships from endowment funds, and/or state and federal grants. Nonoperating activities are attributable to the return on investments, contributions of capital assets or permanent endowment, gains or losses on capital asset sales or disposals, and nonrecurring changes in accounting principles.

Expenses associated with the operation and maintenance of plant assets, including depreciation and interest expense, are disclosed separately on the consolidated statement of activities. Note 12 presents the impact had these expenses been allocated, based on actual square footage utilized, to operating expenses for Instruction, Academic support, Student and enrollment services, Institutional support and advancement, and Auxiliary enterprises. Expenses associated with fund raising activities were $2,757,596 and $2,842,837 in 2012 and 2011, respectively, and are included in Institutional support and advancement.

(c) Cash Equivalents

Cash equivalents represent money market funds and short-term instruments with maturities at date of purchase of three months or less.

(d) Long-Term Investments

Investments are reported at estimated fair value. If an investment is held directly by the College and an active market with quoted prices exists, the College reports the fair value as the market price. The College also holds shares or units in nonmarketable securities including alternative investments such as private equity, venture capital, hedge funds, and real asset strategies. Such alternative investment funds may hold securities or other financial instruments for which a ready market exists and are priced accordingly. In addition, such funds may hold assets that require the estimation of fair values in the absence of readily determinable market values. Such valuations are determined by fund managers and generally consider variables such as operating results, comparable earnings multiples, projected cash flows, recent sales prices, and other pertinent information, and may reflect discounts for the illiquid nature of certain investments held.

For investments that do not have a readily determinable fair value, the fair value of those investments is the net asset value (NAV) per share or its equivalent as a practical expedient.

Investments are generally redeemable or may be liquidated at NAV under the original terms of the subscription agreements and operations of the underlying funds. However, it is possible that these redemption rights may be restricted or eliminated by the funds in the future in accordance with the fund agreements. Due to the nature of the investments held by these funds, changes in market conditions, the economic environment, or liquidity provisions may significantly impact the NAV of
the funds and, consequently, the fair value of the College’s interests in the funds. Although certain investments may be sold in secondary market transactions, subject to meeting certain requirements of the governing documents of the funds, the secondary market is not active and individual transactions are not necessarily observable. It is, therefore, reasonably possible that if the College were to sell its interest in a fund in the secondary market, the sale could occur at an amount materially different from the reported value.

(e) Property, Plant, Improvements, and Equipment

Property, plant, improvements, and equipment are stated at cost. Depreciation, including amortization of leasehold improvements, is computed using the straight-line method over the related assets’ estimated useful economic lives. When assets are retired or otherwise disposed of, the cost and related accumulated depreciation are removed from the accounts and any resulting gain or loss is recognized. The cost of maintenance and repairs is charged to expense as incurred.

If the College determines a conditional asset retirement obligation exists, it assesses whether or not the amount of the obligation can be reasonably estimated. If the obligation can be reasonably estimated, the College records the present value of the obligation, the corresponding cost is capitalized, and the liability is accreted to fair value each reporting period until settled. Depreciation of the cost is recognized over the life of the related asset.

(f) Bond Issuance Costs

Bond issuance costs are amortized using the straight-line method over the life of the associated bond issue.

(g) Student Deposits and Deferred Revenue

Student deposits along with advance payments for tuition, room and board, and fees related to the summer semester have been deferred and will be reported as unrestricted revenue in the year in which the revenue is earned.

(h) Tax Status

The College is a tax-exempt organization as described in Section 501(c)(3) of the Internal Revenue Code (the Code), and is generally exempt from taxes pursuant to Section 501(a) of the Code. The College believes it has taken no significant uncertain tax positions.

(i) Foreign Currency Translation

The College’s accounting records, for Valencia, Spain, are maintained in the functional currency of U.S. dollars. The cumulative adjustment from foreign currency translation at May 31, 2012 included in Institutional support was a net loss of $158,052.
The foreign currency equivalents used to translate Euros into U.S. dollars are as follows:

<table>
<thead>
<tr>
<th></th>
<th>U.S. dollar to one euro</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Revenues and expenses</td>
<td></td>
</tr>
<tr>
<td>at the monthly average rate:</td>
<td></td>
</tr>
<tr>
<td>The annual average rate for the fiscal year ended May 31</td>
<td>1.36:1</td>
</tr>
<tr>
<td>Assets, liabilities, and net assets at the current rate as of May 31</td>
<td>1.24:1</td>
</tr>
</tbody>
</table>

(j) Use of Estimates

The preparation of consolidated financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates. The current economic environment increases the uncertainty of those estimates.

(3) Long-Term Investments

The College’s investments at fair value are summarized as follows at May 31:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money market funds</td>
<td>$3,702,791</td>
<td>8,885,389</td>
</tr>
<tr>
<td>U.S. equity funds</td>
<td>28,360,922</td>
<td>38,894,794</td>
</tr>
<tr>
<td>International equity funds</td>
<td>30,589,936</td>
<td>37,910,938</td>
</tr>
<tr>
<td>Fixed income funds</td>
<td>13,600,982</td>
<td>16,822,046</td>
</tr>
<tr>
<td>Alternative investments</td>
<td>167,195,797</td>
<td>146,204,904</td>
</tr>
<tr>
<td>Total</td>
<td>$243,450,428</td>
<td>248,718,071</td>
</tr>
</tbody>
</table>

Total return on long-term investments consisted of the following for the years ended May 31:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investment return:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest and dividends</td>
<td>$1,153,292</td>
<td>1,392,087</td>
</tr>
<tr>
<td>Unrealized gain (loss)</td>
<td>(20,030,671)</td>
<td>26,898,430</td>
</tr>
<tr>
<td>Realized gain</td>
<td>13,384,745</td>
<td>15,513,244</td>
</tr>
<tr>
<td>Total return on investments</td>
<td>$(5,492,634)</td>
<td>43,803,761</td>
</tr>
</tbody>
</table>

(Continued)
GAAP for investments defines fair value and establishes a framework for measuring and disclosing fair value measurements. Fair value represents the price that would be received upon the sale of an asset or paid upon the transfer of a liability in an orderly transaction between market participants as of the measurement date. GAAP establishes a fair value hierarchy that prioritizes observable and unobservable inputs used to measure fair value into three levels:

- Level 1 – quoted prices in active markets accessible at the measurement date for assets or liabilities.
- Level 2 – observable prices based on inputs not quoted in active markets but corroborated by market data.
- Level 3 – unobservable inputs are used when little or no market data is available.

The College owns interests in alternative investment funds rather than in the securities underlying each fund, and therefore, it is generally required to consider such investments as Level 2 or 3 even though the underlying securities may not be difficult to value or may be readily marketable. Also, because of the use of NAV as a practical expedient to estimate fair value, the level in the fair value hierarchy in which each fund’s fair value measurement is classified is based primarily on the College’s ability to redeem its interest in the fund at or near the date of the consolidated statement of financial position. Accordingly, the inputs or methodology used for valuing or classifying investments for financial reporting purposes are not necessarily an indication of the risk associated with investing in those investments or a reflection on the liquidity of each fund’s underlying assets and liabilities.
The following tables summarize the College’s investments by major category in the fair value hierarchy as of May 31, 2012 and 2011, as well as related strategy, liquidity, and funding commitments:

<table>
<thead>
<tr>
<th>Long-term investment strategies:</th>
<th>Fiscal year ended May 31, 2012</th>
<th>Redemption or liquidation</th>
<th>Days' notice</th>
<th>Related unfunded commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Total</td>
</tr>
<tr>
<td>Fixed income:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. and global core fixed income funds</td>
<td>$13,600,983</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Total</td>
<td>13,600,983</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Domestic equities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional equity index funds</td>
<td>23,149,877</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Securities lending equity index funds</td>
<td>—</td>
<td>5,210,046</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Preferred stock</td>
<td>—</td>
<td>1,000</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Large cap long/short funds</td>
<td>—</td>
<td>14,904,417</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Total</td>
<td>23,149,877</td>
<td>20,114,463</td>
<td>1,000</td>
<td>—</td>
</tr>
<tr>
<td>Global (excluding U.S.) equities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developed markets</td>
<td>13,071,867</td>
<td>25,484,523</td>
<td>7,768,406</td>
<td>46,324,796</td>
</tr>
<tr>
<td>Total</td>
<td>13,071,867</td>
<td>25,484,523</td>
<td>10,384,008</td>
<td>—</td>
</tr>
<tr>
<td>Hedged equity funds of funds:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple strategies</td>
<td>—</td>
<td>16,306,756</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Multiple strategies</td>
<td>—</td>
<td>—</td>
<td>2,638,409</td>
<td>—</td>
</tr>
<tr>
<td>Total</td>
<td>—</td>
<td>16,306,756</td>
<td>2,638,409</td>
<td>—</td>
</tr>
<tr>
<td>Private equity and venture capital funds</td>
<td>—</td>
<td>—</td>
<td>19,191,003</td>
<td>19,191,003</td>
</tr>
<tr>
<td>Private equity and venture capital funds</td>
<td>—</td>
<td>—</td>
<td>38,782,704</td>
<td>38,782,704</td>
</tr>
<tr>
<td>Total</td>
<td>—</td>
<td>—</td>
<td>57,973,707</td>
<td>—</td>
</tr>
<tr>
<td>Real assets:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commodities oil and energy</td>
<td>—</td>
<td>—</td>
<td>5,398,002</td>
<td>5,398,002</td>
</tr>
<tr>
<td>Private real estate</td>
<td>—</td>
<td>—</td>
<td>9,498,858</td>
<td>9,498,858</td>
</tr>
<tr>
<td>Total</td>
<td>—</td>
<td>—</td>
<td>14,896,860</td>
<td>—</td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>3,702,791</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Direct hedge equity/multiple strategies</td>
<td>—</td>
<td>11,119,021</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Direct hedge equity/multiple strategies</td>
<td>—</td>
<td>—</td>
<td>9,209,062</td>
<td>9,209,062</td>
</tr>
<tr>
<td>Direct absolute return/multiple strategies</td>
<td>—</td>
<td>—</td>
<td>21,711,256</td>
<td>21,711,256</td>
</tr>
<tr>
<td>Direct absolute return/multiple strategies</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>85,845</td>
</tr>
<tr>
<td>Total</td>
<td>3,702,791</td>
<td>11,119,021</td>
<td>31,006,163</td>
<td>—</td>
</tr>
<tr>
<td>Total long-term investments</td>
<td>$53,525,518</td>
<td>73,024,763</td>
<td>116,900,147</td>
<td>243,450,428</td>
</tr>
</tbody>
</table>

(1) Funds with daily redemption = $4,374,672, monthly redemption = $42,583,369, semi-annual redemption = $7,966,455, annual redemption = $7,707,057.
(2) Lock up renewed for additional three years to 2015.
(3) These funds are expected to liquidate within 1-5 years.
(4) These funds are expected to liquidate within 5-8 years.
(5) variety of benchmarks and limitations on withdrawals; dissolutions from 2015 to 2018.
(6) Distributions are made as underlying holdings are liquidated.
(7) Lock up expires on 9/30/2012. After lock up expires, withdrawals can be made with 90 days’ notice.
(8) Can withdraw all or in $100k increments after 180 days.
(9) Distributions as underlying holdings are liquidated.

(Continued)
### Long-term investment strategies:

#### Fixed income:
- **U.S. and global core fixed income funds**:
  - Level 1: $16,822,046
  - Level 2: —
  - Level 3: —
  - Total: $16,822,046

  - **Days’ unfunded liquidation notice commitment**: Daily
  - **Redemption related**

<table>
<thead>
<tr>
<th>Total</th>
<th>Days’ unfunded liquidation notice commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>$16,822,046</td>
<td>Daily</td>
</tr>
</tbody>
</table>

#### Domestic equities:
- **Traditional equity index funds**: 38,893,794
- **Preferred stock**: 1,000
- **Large cap long/short funds**: 16,524,173

<table>
<thead>
<tr>
<th>Total</th>
<th>Days’ unfunded liquidation notice commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>55,418,967</td>
<td>Various (1)</td>
</tr>
</tbody>
</table>

#### Global (excluding U.S.) equities:
- **Developed markets**: 28,596,479

<table>
<thead>
<tr>
<th>Total</th>
<th>Days’ unfunded liquidation notice commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>47,385,887</td>
<td>Various (1)</td>
</tr>
</tbody>
</table>

#### Hedged equity funds of funds:
- **Multiple strategies**: —
- **Multiple strategies**: 16,884,452

<table>
<thead>
<tr>
<th>Total</th>
<th>Days’ unfunded liquidation notice commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>19,544,789</td>
<td>Locked up (2)</td>
</tr>
</tbody>
</table>

#### Private equity and venture capital funds:
- **Usual real estate investment trust funds**: 1,952,023
- **Commodities oil and energy**: —
- **Private real estate**: —

<table>
<thead>
<tr>
<th>Total</th>
<th>Days’ unfunded liquidation notice commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>18,141,112</td>
<td>Illiquid (4)</td>
</tr>
</tbody>
</table>

#### Cash and cash equivalents:
- **8,885,388**

<table>
<thead>
<tr>
<th>Total</th>
<th>Days’ unfunded liquidation notice commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>18,141,112</td>
<td>Daily</td>
</tr>
</tbody>
</table>

#### Direct hedge equity/multiple strategies:
- **Direct hedge equity/multiple strategies**: 5,479,967
- **Direct absolute return/multiple strategies**: —

<table>
<thead>
<tr>
<th>Total</th>
<th>Days’ unfunded liquidation notice commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>45,568,721</td>
<td>Illiquid (10)</td>
</tr>
</tbody>
</table>

The investments in Levels 2 and 3 are substantially valued using NAV as a practical expedient.
The following table presents the College’s activity for the fiscal years ended May 31, 2012 and 2011 for investments measured at fair value on a recurring basis classified in Level 3:

<table>
<thead>
<tr>
<th>Level 3 rollforward</th>
<th>Private equity</th>
<th>Hedge absolute return</th>
<th>Real assets</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair value at May 31, 2010</td>
<td>$ 35,146,839</td>
<td>30,920,790</td>
<td>15,023,325</td>
<td>21,486,441</td>
<td>102,577,395</td>
</tr>
<tr>
<td>Purchases</td>
<td>5,775,043</td>
<td>—</td>
<td>646,841</td>
<td>—</td>
<td>6,421,884</td>
</tr>
<tr>
<td>Dispositions</td>
<td>—</td>
<td>(68,932)</td>
<td>—</td>
<td>(21,398,125)</td>
<td>(21,467,057)</td>
</tr>
<tr>
<td>Net realized gains (losses)</td>
<td>—</td>
<td>(206,885)</td>
<td>232,126</td>
<td>2,403,515</td>
<td>2,428,756</td>
</tr>
<tr>
<td>Net unrealized gains (losses)</td>
<td>4,914,667</td>
<td>3,218,730</td>
<td>286,797</td>
<td>(2,490,831)</td>
<td>5,929,363</td>
</tr>
<tr>
<td>Fair value at May 31, 2011</td>
<td>$ 45,836,549</td>
<td>33,863,703</td>
<td>16,189,089</td>
<td>1,000</td>
<td>95,890,341</td>
</tr>
<tr>
<td>Purchases</td>
<td>17,990,526</td>
<td>—</td>
<td>9,600,000</td>
<td>448,644</td>
<td>28,283,422</td>
</tr>
<tr>
<td>Dispositions</td>
<td>—</td>
<td>—</td>
<td>(93,780)</td>
<td>—</td>
<td>(93,780)</td>
</tr>
<tr>
<td>Net realized gains</td>
<td>—</td>
<td>—</td>
<td>448,644</td>
<td>—</td>
<td>448,644</td>
</tr>
<tr>
<td>Net unrealized gains (losses)</td>
<td>(5,853,367)</td>
<td>(219,131)</td>
<td>(2,339,990)</td>
<td>784,008</td>
<td>(7,628,480)</td>
</tr>
<tr>
<td>Fair value at May 31, 2012</td>
<td>$ 57,973,708</td>
<td>33,644,572</td>
<td>14,896,859</td>
<td>10,385,008</td>
<td>116,900,147</td>
</tr>
</tbody>
</table>

Alternative investments are redeemable with the fund at NAV under the original terms of the partnership agreement and/or subscription agreements and operations of the underlying funds. All alternative investment fund redemptions require written notice prior to the redemption period. The long-term investments’ fair values as of May 31, 2012 are classified below by redemption period:

<table>
<thead>
<tr>
<th>Investment fair values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investments redemption period:</td>
</tr>
<tr>
<td>Daily</td>
</tr>
<tr>
<td>Monthly</td>
</tr>
<tr>
<td>Quarterly</td>
</tr>
<tr>
<td>Semi–annually</td>
</tr>
<tr>
<td>Annually</td>
</tr>
<tr>
<td>Locked up or illiquid</td>
</tr>
<tr>
<td>Total as of May 31, 2012</td>
</tr>
</tbody>
</table>

The investments categorized as locked up until liquidation are those funds that are locked up based on subscription agreements, such as private equity and real asset funds.

(4) **Endowment**

GAAP provides guidance on the net asset classification of donor-restricted endowment funds for a not-for-profit organization that is subject to an enacted version of the Uniform Prudent Management of Institutional Funds Act (UPMIFA) and requires comprehensive disclosures regarding both donor-restricted endowment funds and board-designated (quasi) endowment funds. The Commonwealth of Massachusetts abides by the provisions of UPMIFA.
The College’s endowment consists of approximately 170 individual funds established for a variety of purposes including both donor-restricted endowment funds and funds designated by the Board of Trustees (the Board) to function as endowments. Net assets associated with endowment funds, including funds designated by the Board to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

(a) Relevant Law

The College is subject to UPMIFA as adopted by the Commonwealth of Massachusetts. Under UPMIFA, the Board has discretion to determine appropriate expenditures of a donor-restricted endowment fund in accordance with a robust set of guidelines about what constitutes prudent spending. UPMIFA permits the College to appropriate for expenditure or accumulate so much of an endowment fund as the College determines to be prudent for the uses, benefits, purposes, and duration for which the endowment fund is established. Seven criteria are to be used to guide the College in its yearly expenditure decisions: 1) duration and preservation of the endowment fund; 2) the purposes of the College and the endowment fund; 3) general economic conditions; 4) effect of inflation or deflation; 5) the expected total return from income and the appreciation of investments; 6) other resources of the College; and 7) the investment policy of the College.

Although UPMIFA offers short-term spending flexibility, the explicit consideration of the preservation of funds among factors for prudent spending suggests that a donor-restricted endowment fund is still perpetual in nature. Under UPMIFA, the Board is permitted to determine and continue a prudent payout amount, even if the market value of the fund is below historic dollar value. There is an expectation that, over time, the permanently restricted amount will remain intact. This perspective is aligned with the accounting standards definition that permanently restricted funds are those that must be held in perpetuity even though the historic dollar value may be dipped into on a temporary basis.

The College classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund that is not classified as permanently restricted net assets is classified as temporarily restricted net assets, until appropriated for spending by the Board.

Endowment funds consisted of the following at May 31, 2012:

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted</th>
<th>Temporarily restricted</th>
<th>Permanently restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donor-restricted endowment funds</td>
<td>$ (412,961)</td>
<td>3,808,975</td>
<td>21,472,280</td>
<td>24,868,294</td>
</tr>
<tr>
<td>Board-designated endowment funds</td>
<td>218,582,134</td>
<td>—</td>
<td>—</td>
<td>218,582,134</td>
</tr>
<tr>
<td>Total endowed funds</td>
<td>$ 218,169,173</td>
<td>3,808,975</td>
<td>21,472,280</td>
<td>243,450,428</td>
</tr>
</tbody>
</table>

(Continued)
Endowment funds consisted of the following at May 31, 2011:

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted</th>
<th>Temporarily restricted</th>
<th>Permanently restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donor-restricted endowment funds</td>
<td>$ (30,880)</td>
<td>4,926,959</td>
<td>19,303,778</td>
<td>24,199,857</td>
</tr>
<tr>
<td>Board-designated endowment funds</td>
<td></td>
<td>-</td>
<td>-</td>
<td>224,518,214</td>
</tr>
<tr>
<td>Total endowed funds</td>
<td>$ 224,487,334</td>
<td>4,926,959</td>
<td>19,303,778</td>
<td>248,718,071</td>
</tr>
</tbody>
</table>

Changes in endowment funds for the year ended May 31, 2012 are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted</th>
<th>Temporarily restricted</th>
<th>Permanently restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endowment funds, June 1, 2011</td>
<td>$ 224,487,336</td>
<td>4,926,957</td>
<td>19,303,778</td>
<td>248,718,071</td>
</tr>
<tr>
<td>Investment return:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investment income</td>
<td>833,491</td>
<td>100,864</td>
<td>-</td>
<td>934,355</td>
</tr>
<tr>
<td>Net depreciation</td>
<td>(6,176,542)</td>
<td>(250,447)</td>
<td>-</td>
<td>(6,426,989)</td>
</tr>
<tr>
<td>Total investment return</td>
<td>(5,343,051)</td>
<td>(149,583)</td>
<td>-</td>
<td>(5,492,634)</td>
</tr>
<tr>
<td>Contributions</td>
<td></td>
<td></td>
<td>2,168,502</td>
<td>2,168,502</td>
</tr>
<tr>
<td>Appropriation of endowment assets for expenditure</td>
<td>(9,130,315)</td>
<td>(968,399)</td>
<td>-</td>
<td>(10,098,714)</td>
</tr>
<tr>
<td>Transfers to board-designated funds</td>
<td>8,155,203</td>
<td></td>
<td>-</td>
<td>8,155,203</td>
</tr>
</tbody>
</table>
Changes in endowment funds for the year ended May 31, 2011 are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted</th>
<th>Temporarily restricted</th>
<th>Permanently restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endowment funds, June 1, 2010</td>
<td>$ 183,232,053</td>
<td>2,372,886</td>
<td>18,147,984</td>
<td>203,752,923</td>
</tr>
<tr>
<td>Investment return:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investment income</td>
<td>1,053,699</td>
<td>118,431</td>
<td>—</td>
<td>1,172,130</td>
</tr>
<tr>
<td>Net appreciation</td>
<td>39,144,337</td>
<td>3,487,294</td>
<td>—</td>
<td>42,631,631</td>
</tr>
<tr>
<td>Total investment return</td>
<td>40,198,036</td>
<td>3,605,725</td>
<td>—</td>
<td>43,803,761</td>
</tr>
<tr>
<td>Contributions</td>
<td>—</td>
<td>—</td>
<td></td>
<td>1,155,794</td>
</tr>
<tr>
<td>Appropriation of endowment</td>
<td>(9,334,525)</td>
<td>(1,051,654)</td>
<td>—</td>
<td>(10,386,179)</td>
</tr>
<tr>
<td>assets for expenditure</td>
<td>10,391,772</td>
<td>—</td>
<td>—</td>
<td>10,391,772</td>
</tr>
<tr>
<td>Transfers to board-designated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) **Funds with Deficiencies**

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below their original contributed value. Deficiencies of this nature that are reported as reductions in unrestricted net assets totaled $412,979 and $30,880 as of May 31, 2012 and 2011, respectively. These deficiencies resulted from unfavorable market fluctuations that occurred after the investment of new permanently restricted contributions. Subsequent gains that restore the fair value of the assets of the endowment fund to the required level will be classified as an increase in unrestricted net assets.

(c) **Return Objectives and Risk Parameters**

The College has adopted investment and spending policies for endowment assets that are intended to ensure a total return (yield plus capital appreciation) necessary to at least preserve, but expected to enhance (in real dollar terms) endowment assets, while providing a dependable source of income for current operations and scholarships. Endowment assets include those assets of donor-restricted funds that the College must hold in perpetuity or for a donor-specified period as well as board-designated funds.

To satisfy its long-term rate-of-return objectives, the College relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). The College targets a diversified asset allocation that places emphasis on investments in equities, fixed income and alternative investments to achieve its long-term return objectives within prudent risk constraints.

(Continued)
(d) Spending Policy and How the Investment Objectives Relate to Spending Policy

State law permits the spending of gains on endowment funds over a stipulated period of time. State law allows the Board to appropriate all of the income and a specified percentage of the net appreciation as is prudent considering the College’s long and short-term needs, present and anticipated financial requirements, expected total return on its investments, price level trends, and general economic conditions. Under the College’s current endowment spending policy, which is within the guidelines specified under state law, 5% of the average of the fair value of qualifying endowment investments at the end of the previous three years is authorized for appropriation. The authorized appropriation amounted to $10,098,714 in 2012 and $10,386,179 in 2011. In establishing this policy, the College considered the expected return on its endowment. Accordingly, the College expects the current spending policy to allow its endowment to maintain its purchasing power by growing at a rate equal to planned payouts. Additional real growth will be provided through new gifts and any excess investment return.

(5) Property, Plant, Improvements, and Equipment

Property, plant, improvements, and equipment consisted of the following at May 31:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
<th>Estimated useful life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>$ 22,963,364</td>
<td>18,270,364</td>
<td>—</td>
</tr>
<tr>
<td>Buildings</td>
<td>53,457,912</td>
<td>62,058,962</td>
<td>40 years</td>
</tr>
<tr>
<td>Improvements</td>
<td>110,255,233</td>
<td>98,775,961</td>
<td>15 – 20 years</td>
</tr>
<tr>
<td>Berklee media course development</td>
<td>8,220,380</td>
<td>6,810,870</td>
<td>3 – 10 years</td>
</tr>
<tr>
<td>Furniture and equipment</td>
<td>35,028,275</td>
<td>35,186,980</td>
<td>3 – 10 years</td>
</tr>
<tr>
<td>Library books</td>
<td>2,290,147</td>
<td>2,126,209</td>
<td>—</td>
</tr>
<tr>
<td>Construction in progress</td>
<td>27,997,394</td>
<td>3,934,139</td>
<td>—</td>
</tr>
<tr>
<td></td>
<td>260,212,705</td>
<td>227,163,485</td>
<td></td>
</tr>
<tr>
<td>Less accumulated depreciation</td>
<td>(106,373,655)</td>
<td>(100,571,161)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$ 153,839,050</td>
<td>126,592,324</td>
<td></td>
</tr>
</tbody>
</table>

Total depreciation expense was $9,173,187 and $9,089,191 in 2012 and 2011, respectively.
(6) **Bonds and Notes Payable**

Bonds payable consisted of the following at May 31:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) MDFA Revenue Bonds, Berklee College of Music Issue, Series 2011, dated September 22, 2011 (including unamortized premium of $5,313,465 in 2012)</td>
<td>$ 95,313,466</td>
<td>—</td>
</tr>
<tr>
<td>(b) MHEFA Revenue Bonds, Berklee College of Music Issue, Series 2007A, dated August 8, 2007 (including unamortized premium of $3,779,166 in 2012 and $3,929,311 in 2011)</td>
<td>165,739,165</td>
<td>168,949,331</td>
</tr>
<tr>
<td>Bonds payable</td>
<td>261,052,631</td>
<td>168,949,331</td>
</tr>
<tr>
<td>(c) Notes Payable</td>
<td>16,018,677</td>
<td>17,035,735</td>
</tr>
<tr>
<td>Bonds and notes payable</td>
<td>$ 277,071,308</td>
<td>185,985,066</td>
</tr>
</tbody>
</table>

(a) **MDFA Revenue Bonds, Berklee College of Music Issue, Series 2011**

On September 22, 2011, the College issued $90,000,000 Revenue Bonds, Series 2011 (the Series 2011 bonds) from the Massachusetts Development Finance Agency (MDFA). The College used some of the proceeds from the Series 2011 bonds to finance and refinance the acquisition, design, and construction of several real estate projects located primarily on Massachusetts Avenue. The Series 2011 bonds bear interest at rates ranging from 2.00% to 5.00% and are due in varying installments of $141,900 to $4,358,725 until October 1, 2041. Principal payments begin on October 1, 2012. Included in deposits with trustees at May 31, 2012 was $83,042,872 for project funds. Because the fair value of deposits with bond trustees is based on market quoted information in an active market, it is categorized as Level 1 for purposes of valuation disclosure.

(b) **MHEFA Revenue Bonds, Berklee College of Music Issue, Series 2007A**

On August 8, 2007, the College issued $173,510,000 Revenue Bonds, Series 2007A (the Series 2007A bonds) from the Massachusetts Health and Education Facilities Authority (MHEFA). The College used some of the proceeds from the Series 2007A bonds to defease prior years bonds. The Series 2007A bonds bear interest at rates ranging from 3.88% to 5.00% and are due in varying installments of $271,000 to $8,393,493 until October 1, 2037. Principal payments began in October 2008. Included in deposits with trustees at May 31, 2012 and 2011, respectively, were $0 and $15,316,053 for project funds. Because the fair value of deposits with bond trustees is based on market quoted information in an active market, it is categorized as Level 1 for purposes of valuation disclosure.

(Continued)
Scheduled long-term maturities of existing indebtedness at May 31, 2012 in each of the next five years and in the aggregate thereafter are as follows:

<table>
<thead>
<tr>
<th>Year ending May 31:</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$4,595,000</td>
</tr>
<tr>
<td>2014</td>
<td>4,765,000</td>
</tr>
<tr>
<td>2015</td>
<td>4,975,000</td>
</tr>
<tr>
<td>2016</td>
<td>5,200,000</td>
</tr>
<tr>
<td>2017</td>
<td>5,445,000</td>
</tr>
<tr>
<td>Thereafter</td>
<td>226,980,000</td>
</tr>
<tr>
<td></td>
<td>251,960,000</td>
</tr>
<tr>
<td>Plus unamortized bond premium</td>
<td>9,092,631</td>
</tr>
<tr>
<td></td>
<td><strong>$261,052,631</strong></td>
</tr>
</tbody>
</table>

The estimated fair values of the College’s financial instruments as of May 31, 2012 and 2011 have been determined by using, where practicable, appropriate valuation methodologies.

The College’s bonds trade periodically in a limited market. Utilizing available market pricing information provided by a third party, the College estimated that the aggregate fair value of its fixed-rate debt was substantially equivalent to its carrying value as of May 31, 2012 and 2011.

(c) Notes Payable

In February 2008, the College entered into an uncollateralized loan with a bank in the amount of $17,290,000. The outstanding principal balance must be repaid on or before March 1, 2015. Interest is paid monthly, and the loan bears interest at a seven-day market rate plus 25 basis points (0.449% at May 31, 2012 and 0.460% at May 31, 2011). There was $16,018,677 and $17,035,735 outstanding in borrowings against this loan at May 31, 2012 and 2011, respectively.

(d) Short-Term Loan Facility

The College renewed through 2011 and 2012 a one-year uncollateralized short-term loan facility in the amount of $10,000,000 (note 13). The loan bears interest at a one-month market rate plus 75 basis points. There was $0 outstanding in borrowings against this loan at May 31, 2012 and 2011, respectively.

Interest expense on bonds and notes payable was $8,137,931 and $8,269,113 in 2012 and 2011, respectively. Amortization of bond issue costs was immaterial in both 2012 and 2011, respectively.

(7) Allowances for Uncollectible Accounts and Loans Receivable

Accounts receivable, arising from student tuition and fees, are net of allowances for uncollectible accounts of $687,257 and $687,573 at May 31, 2012 and 2011, respectively.
Loans receivable, primarily from the federal Perkins loan program, are net of allowances for uncollectible accounts of $1,000,000 and $1,000,000 at May 31, 2012 and 2011, respectively.

(8) Contributions Receivable

Contributions receivable consisted of the following at May 31:

<table>
<thead>
<tr>
<th>Unconditional promises expected to be collected in:</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year</td>
<td>$7,444,453</td>
<td>$3,078,973</td>
</tr>
<tr>
<td>One year to five years</td>
<td>3,395,985</td>
<td>4,727,458</td>
</tr>
<tr>
<td>Six years to ten years</td>
<td>20,000</td>
<td>287,463</td>
</tr>
<tr>
<td></td>
<td>10,860,438</td>
<td>8,093,894</td>
</tr>
<tr>
<td>Less allowance for uncollectible pledges</td>
<td>(1,086,044)</td>
<td>(809,389)</td>
</tr>
<tr>
<td></td>
<td>9,774,394</td>
<td>7,284,505</td>
</tr>
<tr>
<td>Less present value discount</td>
<td>(228,120)</td>
<td>(365,667)</td>
</tr>
<tr>
<td></td>
<td>$9,546,274</td>
<td>6,918,838</td>
</tr>
</tbody>
</table>

The present value of estimated future cash flows is measured utilizing a discount rate equivalent to Treasury yields of similar maturity (3-year, 5-year, and 10-year rates) based on the anticipated pledge fulfillment date. The rates utilized to calculate the discount ranged from 0.35% to 4.92% in 2012 and 0.79% to 4.92% in 2011.

In fiscal year 2012, the College was informed that it was one of the named beneficiaries of a testamentary trust. Included in the May 31, 2012 unconditional promises to be collected in less than one year is an anticipated distribution of $4,075,000. The College, on September 22, 2012, received the entire amount of the anticipated distribution. Additional distributions from this trust may also be forthcoming.

(9) Retirement Plans

The College offers a defined-contribution plan to substantially all employees. Through December 31, 2011 this plan provided for investments through the Teachers Insurance and Annuity Association (TIAA) and College Retirement Equities Fund (CREF), as well as The Standard. Beginning January 1, 2012, this plan provided for investments through the TIAA and CREF, as well as Diversified Retirement Corporation. The College matches all savings in a pay period up to 3% of pay for full-time employees hired before January 1, 2012, up to 6% of pay for full-time employees hired January 1, 2012 or later, and up to 50% of 10% of pay for eligible part-time employees who are eligible for medical benefits under the College’s healthcare program. All eligible, full-time employees hired after January 1, 2012 also receive an additional 3% of pay. The College contributed $2,191,527 and $2,003,350, respectively, for the years ended May 31, 2012 and 2011.

The College also sponsors a noncontributory, defined-benefit pension plan that covers substantially all full-time employees. The plan calls for benefits to be paid to eligible employees at retirement based primarily upon years of service with the College and their compensation rates near retirement. Guidance
under GAAP requires the retirement benefit plan’s funding deficit or surplus to be recognized in the sponsoring employer’s statement of financial position and plan assets and benefit obligations to be measured as of the date of the College’s fiscal year-end. As voted by the Board on October 14, 2011, the College closed the Plan to new membership as of January 1, 2012. Notwithstanding, certain part-time faculty members who achieve full-time status after December 31, 2011 will be enrolled in the Plan.

Pension expense for the years ended May 31 includes the following components:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service cost of the current period</td>
<td>$4,953,129</td>
<td>3,983,101</td>
</tr>
<tr>
<td>Interest cost on the projected benefit obligation</td>
<td>4,650,519</td>
<td>3,883,887</td>
</tr>
<tr>
<td>Expected return on assets held in the plan</td>
<td>(4,875,858)</td>
<td>(3,662,565)</td>
</tr>
<tr>
<td>Amortization of prior service cost</td>
<td>666,580</td>
<td>666,580</td>
</tr>
<tr>
<td>Recognition of net actuarial loss</td>
<td>2,183,248</td>
<td>2,424,626</td>
</tr>
<tr>
<td><strong>Pension expense</strong></td>
<td><strong>$7,577,618</strong></td>
<td><strong>7,295,629</strong></td>
</tr>
</tbody>
</table>

The following sets forth the change in benefit obligation, change in plan assets, and funded status of the plan and the amounts shown in the accompanying consolidated statements of net assets at May 31:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in benefit obligation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefit obligation at beginning of year</td>
<td>$97,605,449</td>
<td>80,416,334</td>
</tr>
<tr>
<td>Service cost</td>
<td>4,953,129</td>
<td>3,983,101</td>
</tr>
<tr>
<td>Interest cost</td>
<td>4,650,519</td>
<td>3,883,887</td>
</tr>
<tr>
<td>Actuarial loss</td>
<td>13,310,128</td>
<td>11,874,101</td>
</tr>
<tr>
<td>Benefits paid</td>
<td>(2,472,107)</td>
<td>(2,551,974)</td>
</tr>
<tr>
<td><strong>Benefit obligation at end of year</strong></td>
<td><strong>118,047,118</strong></td>
<td><strong>97,605,449</strong></td>
</tr>
</tbody>
</table>

| Change in plan assets:         |               |               |
| Fair value of plan assets at beginning of year | 62,678,757    | 48,440,153    |
| Actual return on plan assets   | (5,217,971)   | 9,890,578     |
| Employer contributions         | 7,650,066     | 6,900,000     |
| Benefits paid                  | (2,472,107)   | (2,551,974)   |
| **Fair value of assets held in the plan** | **62,638,745** | **62,678,757** |
| **Pension liability at end of year** | **$ (55,408,373)** | **(34,926,692)** |

Pension expense was computed based on a weighted average discount rate of 5.00% for 2012 and 5.25% for 2011, expected long-term rate of return on assets of 8.00% and 8.50% for 2012 and 2011, respectively, and future personnel expense increases of 5.00% for 2012 and 2011, respectively.

The discount rate used in determining the actuarial present value of the projected benefit obligation in 2012 and 2011 was 3.85% and 5.00%, respectively.
The benefits expected to be paid after May 31, 2012 are as follows:

|--------------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|-------------|-------------|

The expected long-term rate of return on assets was determined by considering the current and expected asset allocations, as well as historical and expected returns on the categories of plan assets.

The College’s asset allocations and investment policy guidelines as of the measurement date are as follows:

<table>
<thead>
<tr>
<th>Target allocation</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity securities</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Debt securities</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>Other</td>
<td>30</td>
<td>34</td>
</tr>
</tbody>
</table>

The investment strategy of the pension plan is designed to maximize total return (income plus capital change) while preserving the capital values of the funds, protecting the funds from inflation, and providing liquidity as needed for plan benefits. The objective is to provide a rate of return that meets or exceeds the expected long-term rate of return on plan assets. Equity and fixed income managers will be expected to achieve an annualized total rate of return over a three- to five-year period, which exceeds an appropriate market index rate of return by 1.5% and 0.75% points compounded annually, net of costs and fees, respectively.

Other changes in pension liability recognized in unrestricted net assets in fiscal years 2012 and 2011 were as follows:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net loss</td>
<td>$21,220,709</td>
<td>$3,221,462</td>
</tr>
<tr>
<td>Amortization of prior service costs</td>
<td>(666,580)</td>
<td>(666,580)</td>
</tr>
<tr>
<td>Total</td>
<td>$20,554,129</td>
<td>$2,554,882</td>
</tr>
</tbody>
</table>
(10) Lease Commitments

The following is a schedule of future minimum lease payments under operating leases together with the amount of scheduled lease payments as of May 31, 2012:

<table>
<thead>
<tr>
<th>Fiscal year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$ 2,192,311</td>
</tr>
<tr>
<td>2014</td>
<td>2,181,576</td>
</tr>
<tr>
<td>2015</td>
<td>1,500,389</td>
</tr>
<tr>
<td>2016</td>
<td>673,163</td>
</tr>
<tr>
<td>2017</td>
<td>505,215</td>
</tr>
<tr>
<td>Thereafter</td>
<td>1,332,459</td>
</tr>
</tbody>
</table>

Rental expense was $2,432,175 in 2012 and $2,358,916 in 2011.

The College owns several buildings in which there are commercial tenants. The following is a schedule of future minimum rental income under operating leases as of May 31:

<table>
<thead>
<tr>
<th>Fiscal year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$ 1,048,214</td>
</tr>
<tr>
<td>2014</td>
<td>793,556</td>
</tr>
<tr>
<td>2015</td>
<td>760,548</td>
</tr>
<tr>
<td>2016</td>
<td>762,899</td>
</tr>
<tr>
<td>2017</td>
<td>703,268</td>
</tr>
<tr>
<td>Thereafter</td>
<td>2,650,173</td>
</tr>
</tbody>
</table>

Rental income was $1,047,257 in 2012 and $1,596,779 in 2011.
(11) Restricted Net Assets

Temporarily restricted net assets consist of the following at May 31:

<table>
<thead>
<tr>
<th>Unspent gifts:</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$2,974,275</td>
<td>1,967,494</td>
</tr>
<tr>
<td>Institutional support</td>
<td>2,843,044</td>
<td>2,411,262</td>
</tr>
<tr>
<td>Student aid</td>
<td>4,952,955</td>
<td>3,945,839</td>
</tr>
<tr>
<td>Facilities</td>
<td>640,000</td>
<td>445,000</td>
</tr>
<tr>
<td>Capital campaign programs</td>
<td>775,111</td>
<td>1,066,278</td>
</tr>
</tbody>
</table>

Unappropriated gains from permanently restricted net assets 3,808,993  4,926,957
Outstanding pledges 4,765,100  5,353,238

$20,759,478  20,116,068

The College classifies unspent gains from permanently restricted funds as temporarily restricted until it appropriates and spends such sums in accordance with the terms of the underlying endowment funds, at which time, they will be reclassified to unrestricted revenues.

Permanently restricted net assets consist of the following at May 31:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student aid</td>
<td>$16,634,899</td>
<td>15,345,286</td>
</tr>
<tr>
<td>Instruction</td>
<td>4,636,382</td>
<td>3,757,493</td>
</tr>
<tr>
<td>Institutional support</td>
<td>201,000</td>
<td>201,000</td>
</tr>
<tr>
<td>Outstanding pledges</td>
<td>1,113,674</td>
<td>1,565,600</td>
</tr>
</tbody>
</table>

$22,585,955  20,869,379


(12) **Functional Expenses Restatement**

Following summary presents the effect on functional expenses had the direct and indirect cost components been allocated to the functional expenses for the years ended May 31, 2012 and 2011:

<table>
<thead>
<tr>
<th></th>
<th>May 31, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indirect costs</td>
</tr>
<tr>
<td></td>
<td>Direct costs</td>
</tr>
<tr>
<td></td>
<td>Maintenance</td>
</tr>
<tr>
<td></td>
<td>Depreciation and amortization</td>
</tr>
<tr>
<td></td>
<td>Interest expense</td>
</tr>
<tr>
<td></td>
<td>Total expenses</td>
</tr>
</tbody>
</table>

**Expenses:**

**Education and general:**

<table>
<thead>
<tr>
<th></th>
<th>May 31, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indirect costs</td>
</tr>
<tr>
<td></td>
<td>Direct costs</td>
</tr>
<tr>
<td></td>
<td>Maintenance</td>
</tr>
<tr>
<td></td>
<td>Depreciation and amortization</td>
</tr>
<tr>
<td></td>
<td>Interest expense</td>
</tr>
<tr>
<td></td>
<td>Total expenses</td>
</tr>
</tbody>
</table>

**Total operating expenses:**

<table>
<thead>
<tr>
<th></th>
<th>May 31, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indirect costs</td>
</tr>
<tr>
<td></td>
<td>Direct costs</td>
</tr>
<tr>
<td></td>
<td>Maintenance</td>
</tr>
<tr>
<td></td>
<td>Depreciation and amortization</td>
</tr>
<tr>
<td></td>
<td>Interest expense</td>
</tr>
<tr>
<td></td>
<td>Total expenses</td>
</tr>
</tbody>
</table>

**Education and general:**

<table>
<thead>
<tr>
<th></th>
<th>May 31, 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indirect costs</td>
</tr>
<tr>
<td></td>
<td>Direct costs</td>
</tr>
<tr>
<td></td>
<td>Maintenance</td>
</tr>
<tr>
<td></td>
<td>Depreciation and amortization</td>
</tr>
<tr>
<td></td>
<td>Interest expense</td>
</tr>
<tr>
<td></td>
<td>Total expenses</td>
</tr>
</tbody>
</table>

**Total operating expenses:**

<table>
<thead>
<tr>
<th></th>
<th>May 31, 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indirect costs</td>
</tr>
<tr>
<td></td>
<td>Direct costs</td>
</tr>
<tr>
<td></td>
<td>Maintenance</td>
</tr>
<tr>
<td></td>
<td>Depreciation and amortization</td>
</tr>
<tr>
<td></td>
<td>Interest expense</td>
</tr>
<tr>
<td></td>
<td>Total expenses</td>
</tr>
</tbody>
</table>
(13) Subsequent Event

On August 8, 2012, the College increased the one-year uncollateralized short-term loan facility described in note 6 to $30,000,000 through 2013. The remaining terms and conditions of the loan have remained substantially unchanged.

For purposes of determining the effects of subsequent events on these consolidated financial statements, management has evaluated events subsequent to May 31, 2012 and through October 26, 2012, the date on which the consolidated financial statements were issued.
Appendix 4: List of Workroom Documents
Appendix 4: List of Workroom Documents

*Note:* Paper copies of most items will be available in the workroom in addition to the electronic versions. Those items that are available only in paper are listed as “in workroom.”

**Standard 1: Mission and Purposes**

*Available electronically:*

1.1 Berkleee Mission Brochure  
1.2 Diversity Brochure

**Standard 2: Planning and Evaluation**

*Available electronically:*

2.1 2012-2013 Institutional Fact Sheet  
2.2 Strategic plan documents:  
   2.2.a 2005-2008  
   2.2.b 2009-2012  
   2.2.c 2012-2015  
2.3 Noel Levitz Student Satisfaction Index  
2.4 2012 Academic Development Survey to Alumni  
2.5 Capital Campaign Information  
2.6 2012 Music Salary Guide  
2.7 Vision 2025 Process and Charges  
2.8 Technology Plan

*In workroom:*

Crossroads of Music booklet  
Giant Steps booklet

**Standard 3: Organization and Governance**

*Available electronically:*

3.1 Board By-Laws  
3.2 Board of Trustees definition document  
3.3 Board of Trustees biographies booklet  
3.4 President’s Advisory Council definition document  
3.5 Board of Trustees 2012-2013 meeting dates and committee assignments  
3.6 President’s Advisory Council membership  
3.7 Other board committee documents  
   3.7.a Berkelee College of Music President’s Parents Circle  
   3.7.b City Music Advisory Board  
   3.7.c Global Jazz Institute Advisory Board  
   3.7.d Berkelee American Roots Advisory Board  
   3.7.e 2012 Task Forces and Teams  
3.8 President’s Cabinet and President’s Council  
3.9 College Curriculum Committee  
3.10 Graduate Studies Committee  
3.11 Diversity and Inclusion Council  
3.12 Berklee International Network (BIN) Partner Schools
Appendix 4: List of Workroom Documents

In workroom:

Minutes for all committees

**Standard 4: The Academic Program**

*Available electronically:*

4.1 Curriculum grids and plans
   4.1.a Bachelor of music majors
   4.1.b Diploma grids
   4.1.c Minor grids
   4.1.e Bachelor of professional studies grids
   4.1.f Master of arts curriculum plans
   4.2.g Master of music curriculum plans

4.2 College curriculum committee curriculum change proposals
   4.2.a Change proposal
   4.2.b Add course proposal
   4.2.c Delete course proposal

4.3 Undergraduate Bulletin
4.4 Graduate Bulletin
4.5 Curriculum Review Initiative
   4.5.a CRI Phase I Report (June 2007)
   4.5.b CRI Phase II Report (January 2009)
   4.5.c CRI Phase III Report (October 2009)

4.6 2013 Spring Registration Manual
4.7 Graduate program admissions requirements
4.8 Master's admissions report
4.9 Master's program culminating experience guidelines
4.10 Continuing education student survey
4.11 Program review template
4.12 Program review timeline
4.13 Program review liberal arts sample
4.14 Program review ear training sample
4.15 Program review film scoring sample
4.16 Program review music business sample
4.17 Fall 2012 CRI Music History Framework
4.18 Competencies Guide

In workroom:

Liberal Arts Handbook
Faculty CVs

**Standard 5: Faculty**

*Available electronically:*

5.1 2010-2013 Faculty Contract Agreement
5.2 Sample faculty contracts:
   5.2.a Boston full-time and part-time faculty
   5.2.b Valencia full-time and part-time faculty
   5.2.c Berklee City Music
   5.2.d Berklee online extension school
   5.2.e Summer programs

5.3 Chair handbook
5.4 Criteria for Faculty Promotion and Reappointment
5.5 Job descriptions for faculty
5.5.a Full-time regular undergraduate faculty
5.5.b Part-time regular undergraduate faculty
5.5.c Full-time regular graduate faculty
5.5.d Part-time regular graduate faculty
5.6 Guidelines for hiring
5.7 Faculty orientation information
5.8 Graduate assistantship job description and assignments
5.9 Faculty development opportunities
5.10 Faculty evaluation materials
5.11 Student on-campus course evaluation
5.12 Student course evaluation for online courses
5.13 Berklee’s online extension school monitor tool that tracks instructor feedback

In workroom:

Berklee City Music Faculty Outreach (CMFO) Teacher Evaluation Form
Berklee City Music Faculty Handbook 2012-2013
Berklee City Music Faculty Information 2012
Berklee City Music Faculty Outreach Community Partners Manual
Berklee City Music Faculty Position Description
Berklee City Music Mentoring Program Guidelines
Berklee City Music Network Conference Program 2012
Berklee City Music Parent Handbook 2012-2013
Berklee PULSE Manual 2012-2013
Berklee PULSE Training Institute Assessment Outline and Supporting Documents
Berklee PULSE Training Institute Regional Training Binder
Staff and Manager Performance Evaluation Forms

Standard 6: Students

Available electronically:

6.1 LHUM-100 Artistry, Creativity, and Inquiry Seminar syllabus
6.2 Comprehensive Enrollment Strategy
6.3 Student Retention and Enrollment Reports:
   6.3.a Completions Report
   6.3.b Graduation Rate Survey,
   6.3.c Comprehensive Enrollment Report
6.4 Retention Committee
6.5 List of Services and Programs Offered by LiveWell
6.6 Orientation Information
   6.6.a Boston undergraduate orientation information
   6.6.b Valencia graduate orientation information
   6.6.c Valencia Global Studies (undergraduate study abroad orientation)

In workroom:

Placement exams
PW-111 Music Application and Theory syllabi
English as a Second Language syllabi
English tutoring information
Disabilities services
Standard 7: Library and Other Information Resources

Available electronically:

7.1 Library instruction lesson plans for LENG-111 Writing and Communication and LENG-201 Literature
7.1.a LENG-111 Introduction to Research
7.1.b LENG-201 Research Process
7.1.c LENG-201 Source Evaluation
7.2 Library workshops for graduate studies
7.3 GS-510 Principles of Research Methods course syllabus
7.4 MT-510 Research Methods in Music Therapy course syllabus
7.5 Overall Library Usage Statistics
7.6 Library Circulation Policy
7.7 Library Weeding and Withdrawal Policy
7.8 Library Collection Development Policy
7.9 Library Interlibrary Loan Policy

Standard 8: Physical and Technological Resources

Available electronically:

8.1 Board of Trustee Campus Planning Committee
   Berklee College of Music Space Planning Committee
8.2 Berklee College of Music Space Planning Committee Revised Charter
8.3 Description of Berklee Owned Buildings and Leased Spaces
8.4 Elevator Plan Diagram for 150 Massachusetts Avenue Building
8.5 Technology Strategic Plan

Standard 9: Financial Resources

Available electronically:

9.1 Gift Acceptance Policy
9.2 Valencia Campus Financial Plan

Standard 10: Public Disclosure

In workroom:

Graduate Bulletin
Undergraduate Bulletin
Viewbook
Other brochures and search pieces

Standard 11: Integrity

Available electronically:

11.1 Honesty in Academic Work and in Scholarly and Professional Practice Policy
11.2 Institutional Review Board
11.3 Acceptable Use Policy
11.4 Academic Freedom
11.5 National Association of Education Procurement Code of Ethics
11.6 Charter and all amendments, 1933-2012
11.7 Faculty Fraternization Policy
11.8 Spanish accreditation documents (originals and English translations)