
**A Plan for Berklee's Future:
2005-2008**

October 2005

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Prepared by the Strategic Plan Coordinating Committee
and the President's Council

Berklee
college of
music

Alternative Strategies for Berklee's Future: 2005–2008

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At the center of Berklee's vision for the future is the quality of the student experience, from the talents of the students we enroll and the learning environment in which they participate, to the programs that prepare them for success in the global music community.

We are now challenged with turning this vision into reality by determining the *most important* initiatives on which to focus our time, energy, and resources; on the things that will have the greatest positive impact on current and future Berklee students.

The new vision has led us to reconsider our priorities, and discover new ways to be successful. Berklee's strategy for success is to:

- Make a positive difference in the student experience right now by fast-tracking initiatives,
- Implement diversity recommendations and follow through on the promise of ongoing initiatives,
- Reconsider the fundamental components of the Berklee student experience to set the stage for 2015.

Our strategy for the next three years initiates programs to attract diverse and talented students who have a passion for music, improve the student experience outside the classroom, enhance the curriculum, and meet our immediate needs for improved and expanded classrooms and offices; and follows through on our plans to make Berklee a supportive and inclusive environment.

To be prepared for the challenges we will continually face, we will conduct strategic reviews of our enrollment policies, curriculum, space needs, capital campaign readiness, and human resource programs, and align them with our vision for 2015.

***A Vision for Berklee
College of Music in 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.

**Strategy for
2005 to 2008**

1. Things we will do now/Fast-track strategies

Attract diverse and talented students who are passionate about careers in music

- Create more scholarship opportunities for students in all majors
- Phase in a program to audition and interview all viable applicants for admission
- Develop an after-school music curriculum and expand City Music partnerships and scholarships
- Clarify profile of students we want to attract.

Improve the student experience outside of the classroom

- Establish study abroad programs
- Expand internship opportunities for all students
- Create an advising program for all students
- Increase after-hours availability for practice rooms, communal space, performance space, rehearsals, etc., and make them easier to schedule

Meet our immediate needs for improved and expanded facilities

- Aggressively seek out and lease/purchase space to meet immediate needs for classrooms and offices
- Attend to substandard classrooms and office spaces and make ADA (Americans with Disabilities Act) improvements
- Stabilize campus technology network
- Optimize use of space throughout facilities

Build our fundraising capacity

- Expand board of trustee and friend-of-the-college involvement in fundraising efforts
- Conduct feasibility study for capital campaign
- Increase alumni engagement

Make Berklee an inspiring place to learn, teach, and work

- Improve internal communication and establish a definitive source for college information
- Introduce fitness programs/arrange for access to area fitness programs
- Conduct compensation studies to set fair and equitable pay.
- Establish a leadership development program.
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2. Strategies that follow through on the promise of our prior strategic plan (2000 to 2005)

- Implement diversity initiative recommendations
- Build Berkleemusic.com into the premier online school for music education

3. Things we need to do to set the stage for achieving our vision for 2015

- Review enrollment and scholarship planning and policy
- Conduct a comprehensive program and curriculum review
- Prepare a campus master plan to meet long-term facility needs
- Conduct a capital campaign to support college vision
- Develop a comprehensive plan for making Berklee a great place to learn, teach, and work.
 - Develop a comprehensive human resource plan for hiring, training, retention, promotion, accountability, and evaluation.

A new vision

In 2015, students entering Berklee will be those we believe have the greatest potential to become leaders in the global music community. The students who will form this class are now eight or nine years old and attending grade school. From the thousands of applications we will receive, how will we identify and recruit those who will succeed at Berklee? What kinds of facilities and programs will we have to build to give them the educational experience they will need to be successful when they graduate in 2019? While we cannot foresee what form the music industry will take over the next ten years, or how the economics of music making and music distribution will evolve, we do know that we are committed to building an educational community to prepare these students for fulfilling and successful careers. (Complete vision statement page 14.)

A Vision for Berklee College of Music in 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

In the broadest sense, a strategy to achieve this means attracting and enrolling students we believe in, providing them an unparalleled contemporary music and liberal education, and creating an educational environment that allows for discovery and innovation, practical experience alongside theoretical grounding, the spirit of collaboration and strong individuality, and openness to new ideas with a grasp of fundamentals. In short, an educational experience that sets Berklee graduates apart as better prepared, more adaptable, and possessing the qualities of leadership.

To get there, we will translate these ideas into a plan to create the institutional drive to realize our vision. We will reexamine our enrollment philosophy, programs, and the community we create on our campus to serve them.

Background to strategy

Berklee has a history of success. The college was the first to combine America's popular music with the rigorous educational approach of a conservatory, and the first to recognize and accept the guitar as a principal instrument, developing a contemporary music curriculum for it in the early 1960s. In 1984, Berklee established the world's first college-level major in music synthesis, and soon after, the world's first college-level songwriting major. Film scoring was first developed as a full-fledged degree program at Berklee, including both the compositional and technical components of the discipline.

Berklee graduates are already successful. A recent survey of alumni who graduated from Berklee in the last 10 years indicates that 86% of our alumni are working in the music field, and we count leaders in all aspects of the music industry as alumni.

This success has led to a remarkable 43% growth in enrollment over the past 10 years as increased demand for a Berklee education catapulted enrollment from 2,707 students in 1995 to 3,882 in fall 2004.

Then and now

The 10-year period from 1995 to 2004 roughly coincides with the college strategic planning cycle, and growing enrollment helped fund initiatives such as the renovation of the Uchida building and the launch of online education at Berkleemusic.com. Among many other accomplishments, a music therapy major was created, along with a multitude of new courses and a first-year ensemble program. An internship office was opened, and the library relocated and expanded to include a media center.

The Berklee of 2005 is very different from what it was in 1995. The number of faculty has increased from 319 to 486 (52%) and staff from 245 to 424 (73%). Along with the growth in enrollment, our overall college population is 46% larger. From a relatively new major at the time, Music Business/Management, with 461 majors, is now the most populous at the college. The voice department has grown dramatically, more than doubling enrollment from 319 to 687 principals. Now, all

students have laptops and access to a vast network of services undreamed of ten years ago. In just the past few years Berkleemusic.com has enrolled thousands of students in online programs.

Given all this change, what worked successfully in 1995 may no longer be the best approach. The open enrollment philosophy, governance structure, and curriculum that fueled our growth may not work with our larger population and changing student profile. A sense of community and common purpose that informally grows in smaller organizations may now need to be consciously managed. Human resource systems, data processing, and many other processes also become more complex. And the need for policies to support a more inclusive environment is apparent and overdue. Now that we have consciously chosen to stabilize enrollment, it is time to evaluate our fundamentals, and prepare a strategy for the next 10 years.

**Strategy-setting
process**

To respond to the new vision and help form strategy, the entire community was engaged through town meetings, committee meetings, vice president and dean area reviews, and individual meetings. (See strategy process page 16.) Everyone was asked a simple question, and the responses form the basis of the initial strategy for 2005–2008.

If you were to personally set college strategy for the next three years, what handful of initiatives would you pursue?

Strategy is about making choices. Out of the infinite number of possibilities, what are the few things we can do now that will have the greatest possible impact on our future? The strategies in this initial plan will be presented in a survey to the community to help narrow them down to the set of strategies that will set the course for 2005–2008.

What follows is a discussion of the major themes and recommended short- and longer-term strategies.

Strategic Themes

While these alternative strategies are organized into themes, we recognize that they are highly interconnected. For example, a campus center will have a strong impact on our sense of community, and more office space for faculty will increase student and faculty interaction, and encourage more collaboration. Also, the profile of students we enroll will impact the programs we create to successfully prepare them for careers, as will the kind of out-of-classroom and online experiences we provide.

Facilities

The need for new and better facilities was the most common theme heard throughout the vision and strategy setting process.

Classrooms

We need more classrooms. Berklee classrooms are scheduled for more hours per day by far than the national average. Classrooms are booked to 90% efficiency, relative to a 70% national average. This means they are unkempt, suffer wear and tear, and there is limited time for updating them. Scheduling make-up classes is challenging. Convenient faculty and student schedules are difficult, meaning long walks between classes, and there is little time to program the rooms for other uses such as ensemble practice or student activities. At peak time, there is enormous congestion.

Offices

Many faculty and staff have inadequate or shared office spaces, some with poor air quality and lacking the privacy necessary for consultation. Student interaction is compromised, as are regular office hours and faculty interaction, detracting from the kind of discourse that creates a healthy learning environment. Staff office space is equally compromised, and often areas are spread across the campus limiting necessary interchange. New positions are often squeezed into cramped quarters.

Common Spaces

Common spaces are integral to creating a sense of campus community, but Berklee has few such spaces. The “Berklee Beach” only exists

because there is nowhere else to gather. Recital halls are overbooked and infrequently available for community-based activities. The library is too small to meet the needs of the current size of student population. There is also a need for fitness programs.

Practice and Ensemble rooms

The poor condition of practice rooms and ensemble rooms was regularly cited—air quality, sound transfer, cleanliness, and piano and amplifier condition being the primary complaints. Procedures for reserving practice and ensemble rooms need to be changed from line-waiting to online.

Studios

The recording studio at Berklee is a remarkable environment for learning. Unfortunately, access for students outside the major is fairly limited. More opportunity for all students to work in a studio environment is desired, as well as continual upgrades of equipment and technologies. There was a lot of support for a soundstage for large group rehearsal and recording.

Recommended Strategies

Long term: Complete a facility master plan to identify our campus vision and space needs and priorities. Build to meet our vision.

Short term: Aggressively seek out and lease/purchase space to meet immediate needs for classrooms and offices, examine partnerships for student housing, and attend to substandard classrooms and office spaces. Introduce fitness programs/arrange for access to area programs. Improve/expand recording studios, and build a soundstage for large group rehearsal and recording.

Strategic question: There is an evident need to build both new educational facilities, and facilities that build community and improve campus life. How will assign priority to these two different needs in a campus master plan?

Programs

There is a general consensus that a detailed review of college programs and curriculum is needed. The Berklee core curriculum was devised 25-30 years ago and may no longer be effective. Berklee students take more classes each term than the national average. With many one- and two-credit courses in our curriculum, our students' 16 credits are spread over eight or nine courses, rather than the average four to six. The same schedule applies for faculty. Students and faculty report that the coordination of course work across the curriculum is lacking, and teaching materials are not integrated. Online learning and the use of the web for supplementary material is growing, but mostly through individual faculty effort, and not as part of the curriculum. Courses do not include a historical and socio-economic context for the music and artists being studied. A recent NEASC standard will require the addition of 10 credits in liberal arts education to our bachelor degree-granting programs.

Recommended Strategies:

Long term: Conduct a comprehensive program review with special attention to academic organization and governance, general education credits, and making the student faculty schedule more manageable.

Short term: Pilot courses that help students more deeply understand the musical traditions and the cultural context of the music they study, and unified core program courses. Consider utilizing software developed by Berkleemusic.com (learning management system) within the on-campus program. Replace out-of-tune, worn out pianos.

Strategic questions: What is the profile(s) of a Berklee graduate?

Understanding this will guide program development.

How will we balance the ten additional credits between broad liberal arts coursework and courses that help students more deeply understand the musical traditions and the cultural context of the music they study?

Community

The broad theme of community includes quality of life issues, communication, and diversity and gender equity. There is a clear need

to fulfill the promise of REAL diversity, and a welcoming and inclusive environment as expressed in the prior strategic plan. Building a stronger sense of community was widely expressed, often with the need for more communal space. The need for an honor code was debated at several town meetings. The need for more personal responsibility and accountability was also expressed. The lack of clear guidelines for promotion and personal development was also a theme.

Internal communication is in need of improvement. There needs to be a better way for individuals and areas to act on ideas and suggestions to innovate, change the way things get done, and allow for good ideas to build support. Berklee Internet radio should be supported and promoted.

Recommended Strategies:

Implement diversity initiative and gender equity recommendations flowing from prior strategic plan.

Long term: Develop a comprehensive human resource plan for hiring, training, retention, promotion, accountability, and evaluation.

Short term: Establish a professional code for how management works together to achieve the goals of the college and area goals. Make benefits more flexible and introduce a leadership development program. Establish a system to fast track good ideas. Support and promote Internet radio. Establish a definitive source for college information.

**Out-of-classroom
experience**

The out-of-classroom experience recognizes the profound education that has always occurred outside the classroom at Berklee. The need for more and better academic advising was one of the major themes throughout the discussion. There was a strong feeling that the student experience could be vastly improved with one-on-one guidance to support their education and career aspirations. Opportunities to study abroad, increased access to internships and for community service were commonly heard. Many students lamented the limited access to facilities after normal college hours, and desire a 24/7 experience.

Recommended Strategies:

Short term: Establish study abroad programs, expand internship opportunities for all students, create academic advising program for all students, expand artist-in-residence program, increase after hours availability for practice, communal space, rehearsals, etc. Pilot community service learning.

Enrollment

Concerns about student preparedness and instrumental balance have long been debated. Now with demand for a Berklee education at an all time high, Berklee is in the enviable position of being able to shape its enrollment.

Berklee has an open enrollment philosophy, and a compelling reason for it is the many students who arrive at Berklee loaded with passion, but only modest instrumental ability, who ultimately thrive while at school and launch successful careers. If enrollment needs to be managed, how will the college identify these students for scholarship purposes? What characteristics define them?

Many colleges are now conducting personal interviews as part of their admissions decisions, and the interview is an aid in identifying a diverse pool of candidates. Should Berklee begin interviewing applicants? What criteria might be used to evaluate candidates beyond instrumental skills and potential?

Capping enrollment, tightening criteria, auditioning every student, and being more selective were the most common suggested strategies, as was the general need to better manage enrollment. Increased scholarship support was commonly mentioned as important to attracting the best students and meeting our diversity goals.

Recommended Strategies:

Long term: Comprehensive review of enrollment planning and policy.

Short term: Create more scholarship opportunities for students in all majors. Pilot program to interview applicants for admissions.

Strategic question: What is the profile(s) of students who we want to enroll at Berklee?

Fundraising

In recognition of the investment required to realize our vision, the need for significant fundraising was often mentioned.

Recommended Strategies:

Long term: Conduct a capital campaign to support college vision. Include faculty and staff from across the college in this effort.

Short term: Build board of trustees. Conduct feasibility study for capital campaign.

Alternative Strategies for 2005–2008 Summary

During the next three years, we will implement the diversity and gender equity recommendations flowing from the prior strategic plan. We will also complete a facility master plan that will clearly identify our space priorities, conduct a comprehensive review of programs and curriculum, reevaluate our enrollment philosophy, and conduct a readiness study for a capital campaign to support our vision.

There are also those things we can do now that will help set the stage for our future. A new vision leads to reconsideration of past practices and discovering how to do things in new ways. The entire community offered suggestions for strategies for things we can do now.

This means we are implementing one plan, forming another, and pre-planning yet another. That is, implementing the 2000–2005 plan, forming one for 2005–2008, and engaged in long term reviews that will lead to initiatives for 2007 and beyond.

This three-tiered approach can be analogized to the music production business. At any given time, some recordings are in post-production, while others are being produced, and still others in pre-production. Some are being mastered, some recorded, and some planned.

This is the recommended framework recommended for the college's next plan.

Post-production strategies

These initiatives flow from the 2000–2005 strategic plan:

- Implement diversity initiative recommendations
- Implement gender equity report recommendations
- Berklee Media self-sustaining

Production strategies

These are things we can do now that will help set the stage for our future as suggested by the Berklee community.

Out-of-classroom experience

- Establish study abroad programs
- Expand internship opportunities for all students
- Create academic advising program for all students
- Expand artist-in-residence program
- Increase after-hours availability for practice, communal space, rehearsals, etc. and make them easier to schedule
- Pilot community service learning

Facilities

- Aggressively seek out and lease/purchase space to meet immediate needs for classrooms and offices
- Examine partnerships for student housing
- Attend to substandard classrooms and office spaces
- Introduce fitness programs/arrange for access to area programs
- Improve/expand recording studios
- Build a soundstage for large group rehearsal and recording
- Replace out-of-tune. Worn out pianos.

Curriculum

- Consider utilizing software developed by Berkleemusic.com (learning management system) within the on-campus program.
- Set a charge for program review including a reevaluation of academic governance structure
- Create contextual studies courses
- Pilot unified core program courses

Fundraising

- Build board of trustees
- Conduct feasibility study for capital campaign
- Cultivate other supporters and build new programs for involvement

Community

- Establish a professional code for how management works together to achieve the goals of the college and area goals

- Make benefits more flexible
- Introduce a leadership development program
- Fast track good ideas
- Improve internal communication
- Support and promote Internet radio
- Establish a definitive source for college information
- Develop an after-school music curriculum and expand City Music partnerships

Enrollment

- Create more scholarship opportunities for students in all majors
- Pilot program to interview applicants for admissions

Pre-production
strategies

These are the fundamental building blocks of college life that will be reexamined and lead to strategies for the years 2007–2010.

Setting the stage for 2007–2010

- Prepare an Article 80 Campus Plan
- Conduct a comprehensive program and curriculum review
- Conduct a capital campaign to support college vision
- Shape an approach to Berkleemusic.com integration
- Review enrollment planning and policy
- Develop a comprehensive human resource plan for hiring, training, retention, promotion, accountability, and evaluation.

A Vision for Berklee College of Music in 2015

December 2, 2004

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 following principles will guide the development of strategies to achieve the college vision.

1. The student experience is rich and multi-dimensional and gives students the skills and competencies they need to succeed in careers in music and in life:
 - Berklee educates musicians to be creative, collaborative, passionate, and musically literate; to be strong communicators who are adaptable, tolerant, and open to new ideas; to be problem solvers and entrepreneurs who know how to use technology; to be good citizens of the world who possess a global view.
 - A unique Berklee approach to admissions is developed to balance motivation, musical and intellectual potential, accomplishment, and training with the ability to succeed at Berklee and after.
 - Significant scholarship support is available to make Berklee affordable and accessible for exceptional students.
 - All students have access to a wealth of programs designed to educate the whole person, such as experiential and community service learning; study abroad programs; enriched and integrated general education courses; a meaningful and relevant core music curriculum; focused concentrates and electives; online courses, resources, and services; physical fitness programs; and personal development, career advising, and counseling.

2. The scale of the college is determined by our ability to attract students who can benefit from the Berklee experience, and our capacity to support them with quality facilities and infrastructure:
 - The acquisition of new facilities relieves overcrowding and strain on current classrooms, studios, ensemble rooms, and performance spaces.
 - The learning environment is enhanced by new student life facilities, faculty offices, and space for student/faculty interaction, and by meeting the technology needs of the curriculum.
 - The campus environment reinforces learning both within and outside of the classroom.
 - Careful planning of new facilities enhances the sense of a Berklee campus community.
 - The teaching, learning, living, and working needs of a 21st-century music education shape the design of facilities and supporting services.

- Additional quality housing is available to meet student needs.
- Any future growth of the on-campus student community is consciously planned and predicated on adequate facilities and infrastructure.

3. The innovative ideas on which the college was founded are applied to the new circumstances of the 21st century:

- Curriculum and teaching methods for emerging styles of music are continually developed, assessed, and redefined.
- Faculty at the cutting edge of contemporary music, technology, business, and production are recruited, supported, and retained.
- Cross-departmental interaction, teaching, and cooperation is encouraged.
- Artistic expression and practical training coexist and are mutually supportive.
- Students learn to more deeply understand the musical traditions and the cultural context of the music they study.
- Innovative online, community-based, and special programs enhance the learning experience and provide additional reach for a Berklee education.
- Berklee connects with the music industry via our research, networking, teaching, curriculum, and publishing initiatives.
- Bold ideas and initiatives to keep music education current with music practice are broadly supported.

4. The college is an inspirational place to learn, teach, and work:

- A diverse group of students, alumni, faculty, and staff from around the world form an open, dynamic, and supportive music community where lifelong friendships are formed.
- The community sets high standards for achievement and supports them with growth and development opportunities alongside honest appraisal and evaluation programs for all students, faculty, and staff.
- Diversity of opinion, openness to new ideas, commitment to excellence, and a willingness to challenge oneself define the community.
- Berklee is an open, welcoming, and inclusive culture for women and men, and people of different religious beliefs, races, ethnicities, genders, sexual orientation, abilities, cultures, learning styles, and musical preferences.
- Alumni have a strong sense of connection to their college through online services, networking, and career development programs.
- Mutually supportive relationships are continued and expanded with international and City Music partner schools to build a global Berklee community.
- The college mission is highly visible and well understood.
- All members of the community know they are valued and vital to the overall success of the college.