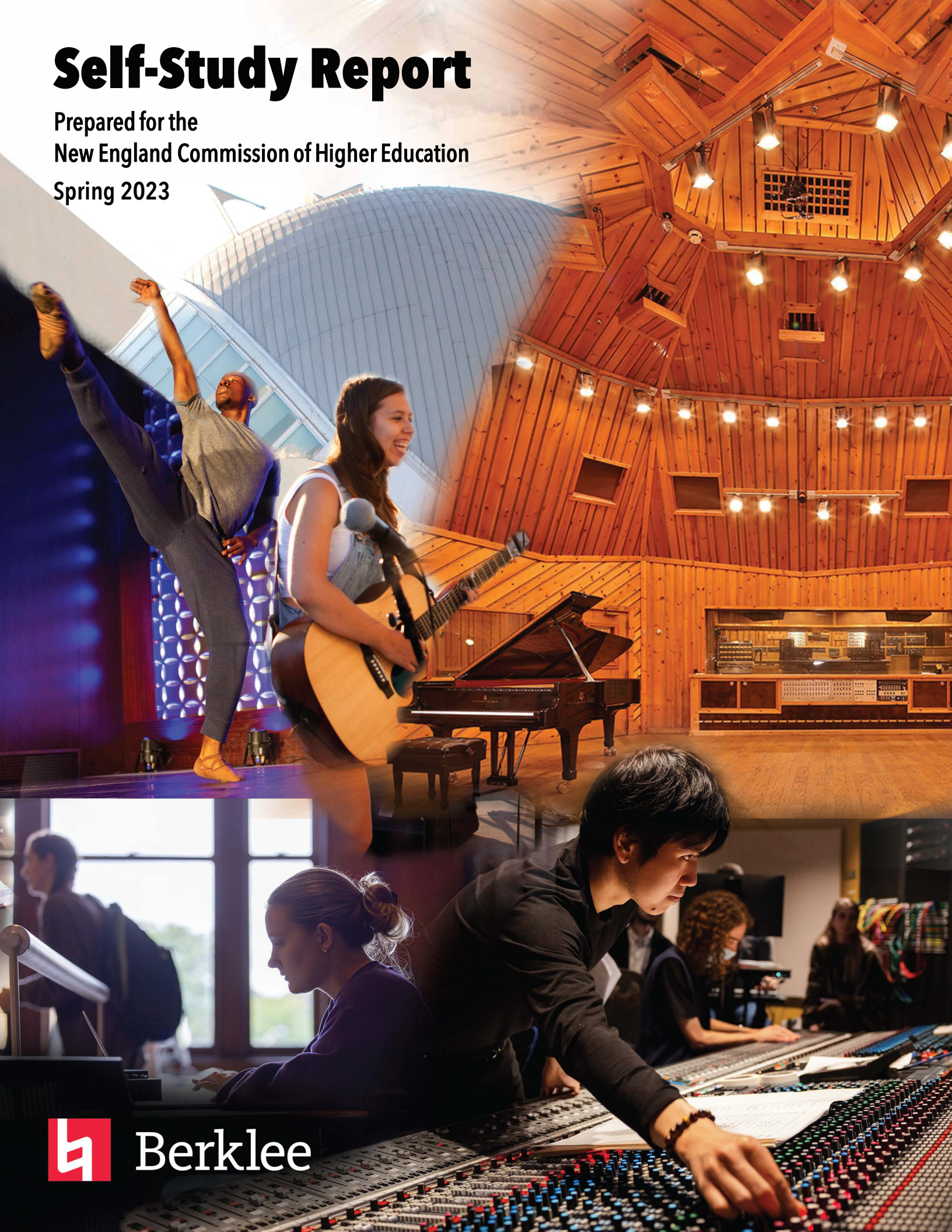


Self-Study Report

Prepared for the
New England Commission of Higher Education
Spring 2023



Berklee

Table of Contents

Introductory Documents

Institutional Characteristics Form ii
Table of NECHE Actions x
Introduction xi
Institutional Overview xiii

Standards for Accreditation

Standard 1: Mission and Purposes 1
Standard 2: Planning and Evaluation 4
Standard 3: Organization and Governance 12
Standard 4: The Academic Program 19
Standard 5: Students 38
Standard 6: Teaching, Learning, and Scholarship 51
Standard 7: Institutional Resources 64
Standard 8: Educational Effectiveness 81
Standard 9: Integrity, Transparency, and Public Disclosure 92

Appendices

Appendix A: Affirmation of Compliance 102
Appendix B: Student Achievement and Success: Making Assessment More Explicit (E series) 104
Appendix C: Audited Financial Statements 116
Appendix D: Auditor’s Management Letter 118
Appendix E: List of Workroom Documents 119

Institutional Characteristics Form

Date: January 31, 2023

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:

<u>Public</u>	<u>Private</u>
<input type="checkbox"/> State	<input checked="" type="checkbox"/> Independent, not-for-profit
<input type="checkbox"/> City	<input type="checkbox"/> Religious Group : _____
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Proprietary
	<input type="checkbox"/> Other: _____

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?

Agencies: Board of Higher Education, Commonwealth of Massachusetts and New York State Education Department.

Degrees: Bachelor of Arts in Electronic Music Production and Sound Design; Bachelor of Arts in Guitar Performance; Bachelor of Arts in Interdisciplinary Music Studies; Bachelor of Arts in Music Business; Bachelor of Arts in Music Composition for Film, TV, and Games; Bachelor of Arts in Music Industry Leadership and Innovation; Bachelor of Arts in Music Production; Bachelor of Arts in Songwriting; Bachelor of Arts in Songwriting and Producing Music; Bachelor of Fine Arts in Dance; Bachelor of Fine Arts in Theater; Bachelor of Music; Bachelor of Professional Studies in Electronic Music Production and Sound Design; Bachelor of Professional Studies in Guitar Performance; Bachelor of Professional Studies in Interdisciplinary Music Studies; Bachelor of Professional Studies in Music Business; Bachelor of Professional Studies in Music Composition for Film, TV, and Games; Bachelor of Professional Studies in Music Production; Bachelor of Professional Studies in Songwriting; Bachelor of Professional Studies in Songwriting and Producing Music; Doctor of Arts, Honoris Causa; Honorary Doctor of Music; Master of Arts in Creative Media and Technology; Master of Arts in Global Entertainment and Music Business; Master of Arts in Multidisciplinary Studies; Master of Arts in Music Business; Master of Arts in Music Therapy; Master of Arts in Songwriting; Master of Fine Arts in Dance; Master of Fine Arts in Musical Theater; Master of Music

7. Level of postsecondary offering (check all that apply)

<input type="checkbox"/> Less than one year of work	<input type="checkbox"/> First professional degree
<input type="checkbox"/> At least one but less than two years	<input checked="" type="checkbox"/> Master's and/or work beyond the first professional degree
<input checked="" type="checkbox"/> Diploma or certificate programs of at least two but less than four years	<input checked="" type="checkbox"/> Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
<input type="checkbox"/> Associate degree granting program of at least two years	<input type="checkbox"/> A doctor of philosophy or equivalent degree
<input checked="" type="checkbox"/> Four- or five-year baccalaureate degree granting program	<input type="checkbox"/> Other doctoral programs: _____
	<input type="checkbox"/> Other (Specify)

8. Type of undergraduate programs (check all that apply)

<input type="checkbox"/> Occupational training at the crafts/clerical level (certificate or diploma)	<input checked="" type="checkbox"/> Liberal arts and general
<input type="checkbox"/> Occupational training at the technical or semi-professional level (degree)	<input checked="" type="checkbox"/> Teacher preparatory
<input type="checkbox"/> Two-year programs designed for full transfer to a baccalaureate degree	<input type="checkbox"/> Professional
	<input checked="" type="checkbox"/> Other: Performing Arts

9. The calendar system at the institution is:

<input checked="" type="checkbox"/> Semester	<input type="checkbox"/> Quarter	<input type="checkbox"/> Trimester	<input type="checkbox"/> 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: Minimum of 5 or 6 credit hours depending on the program.
- c) Professional: n/a credit hours

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	5,939	582	6,521
Part-time student headcount	1,560	201	1,761
FTE	6,552	661	7,213

b) Number of students (headcount) in non-credit, short-term courses: 2,224

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Bachelor of Music, Music Therapy	American Music Therapy Association	1996	2021	2028-29
Bachelor of Music, Music Education	MA Dept. of Elementary and Secondary Education	1993	2018-19	2025-26

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.

	Full degree	50%-99%	FTE
A. In-state Locations	N/A	N/A	N/A
B. Out-of-state Locations			
Valencia, Spain	YES		296
New York, NY	YES		88

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.

Name of program(s)	Location	Headcount
M.A. Global Entertainment and Music Business	Valencia, Spain	43
M.M. Scoring for Film, TV and Video Games	Valencia, Spain	31
M.M. Music Production Technology Innovation	Valencia, Spain	58
M.M. Contemporary Performance	Valencia, Spain	29

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.

Name of program	Degree level	% on-line	FTE
Bachelor of Professional Studies	Baccalaureate	100%	52
Bachelor of Arts	Baccalaureate	100%	782
Master of Arts	Master's	100%	115
Master of Music	Master's	100%	89

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.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
N/A				

17. List by name and title the chief administrative officers of the institution.

See table at the end of this section.

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 chart at the end of this section.

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

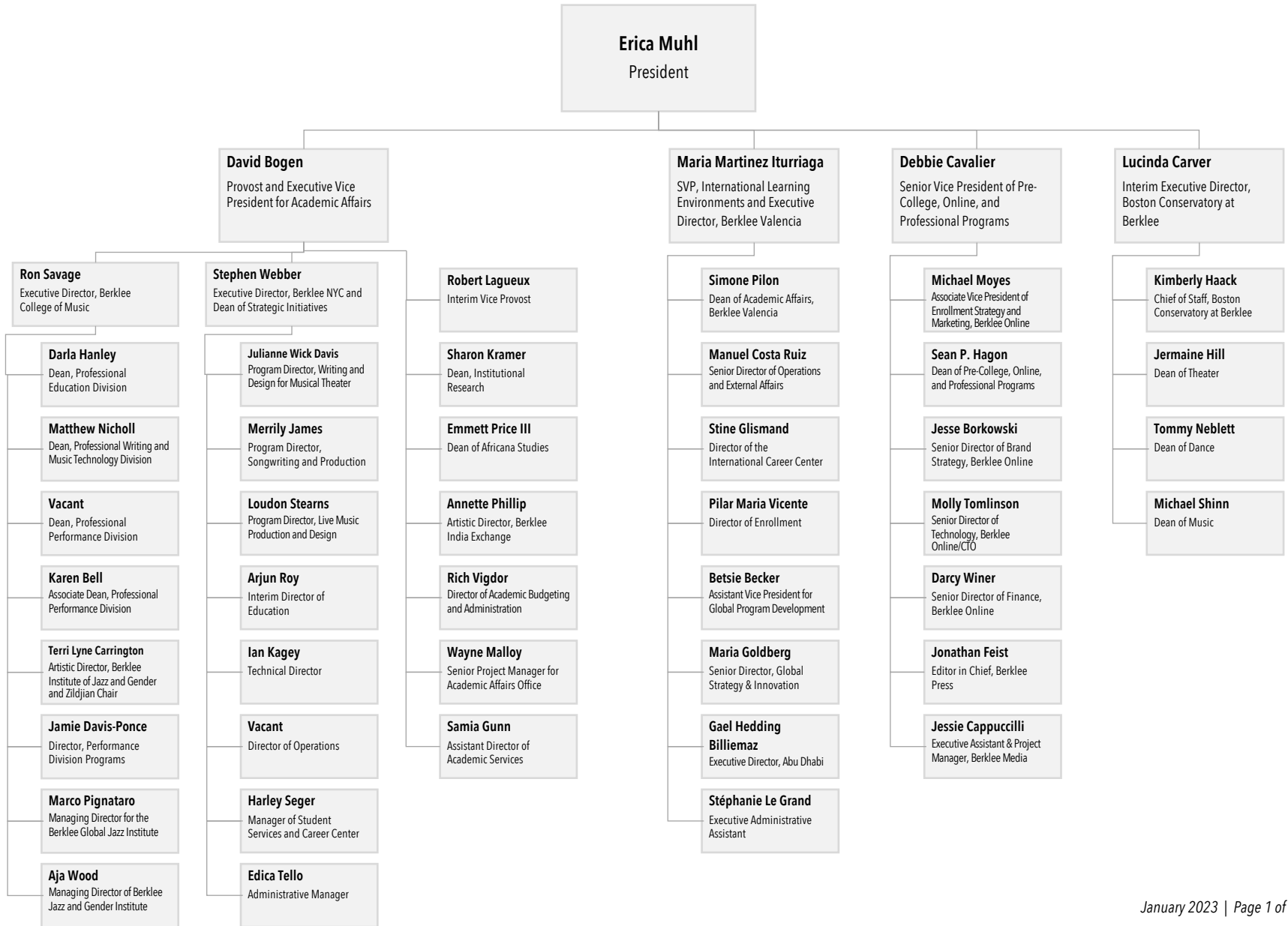
- 1945 – Founded by Lawrence Berk, Schillinger House is the first college-level school in the United States where jazz is the basis of the curriculum.
- 1954 – On the eve of its 10th year, Schillinger House was renamed Berklee School of Music—named by President Berk after his son Lee Eliot Berk—to better reflect its vision and evolving curriculum.
- 1962 – Berklee recognized the guitar as a principal instrument, as faculty began to create the first college-level courses ever offered in rock and pop music.
- 1966 – Berklee's first bachelor's degrees were awarded to 13 students in music education and three in composition (including Alf Clausen, famed composer of *The Simpsons*).
- 1970 – Berklee School of Music celebrates its 25th anniversary by changing its name to Berklee College of Music, underscoring its full educational scope and stature.

- 1971 – Duke Ellington received Berklee’s first honorary doctorate at Berklee’s 1971 commencement ceremony. Future recipients will include Aretha Franklin, Alison Krauss, Rita Moreno, A.R. Rahman, Justin Timberlake, Missy Elliott, and Joni Mitchell.
- 1979 – Lee Eliot Berk was named Berklee’s second president. Over the next decade, majors are added, including film scoring, songwriting, music synthesis (now renamed electronic production and design), and music business/management, and Berklee becomes a leader in music education technology.
- 1991 – Berklee City Music was founded to provide music education to underserved youth in Boston. Today, the program serves tens of thousands of students across the U.S., Canada, and Latin America each year.
- 1993 – The Berklee International Network (renamed Berklee Global Partners) was founded to support contemporary music education globally by partnering with music schools around the world.
- 1996 – Berklee developed a major in music therapy in response to new applications of music in healthcare. In 2018, the Music and Health Institute was launched, with a mission to build bridges between music, medicine, and health.
- 2002 – Berklee Online was established, delivering access to Berklee’s acclaimed curriculum from anywhere in the world. Since its launch, Berklee Online has taught more than 30,000 students from 144 countries, and won numerous awards for excellence in online education. It offers bachelor’s and master’s degree programs.
- 2004 – Roger H. Brown was named Berklee’s third president. Over the next 16 years, Brown expanded Berklee’s presence in Boston, abroad, and online; significantly increased scholarship support; improved gender diversity; implemented a more selective admissions policy; and supported the opening of various institutes at Berklee.
- 2006 – Berklee updated its mission statement to underscore the importance of the African cultural diaspora, and founded Africana Studies, a program focused on the study of Black music and culture. This program has since become the Africana Studies Division.
- 2011 – Berklee opened an international campus in Valencia, Spain, offering the first graduate programs, study abroad, and first year abroad. Graduate programs are added in Boston and through Berklee Online in the following years.
- 2014 – Berklee’s first custom-built facility, 160 Massachusetts Avenue (later named the Roger H. Brown Jr. Building), was completed, with a 400-seat dining and performance hall, housing for 369 students, and a 10-studio recording complex that is among the largest of its kind in the U.S.
- 2016 – Berklee merged with Boston Conservatory, setting the stage to create the world’s most dynamic and comprehensive program for music, dance, and theater education.
- 2017 – The Harvard/Berklee dual degree, a five-year program designed for exceptional Harvard student musicians that culminates in a Berklee master’s degree, welcomed its first class.
- 2018 – Berklee NYC was established at the Power Station, an iconic building housing recording studios where Bruce Springsteen, Madonna, and countless others recorded classic albums. Following an extensive renovation of the facility, Berklee NYC began offering a graduate program in 2021.
- 2020 – In partnership with the Abu Dhabi Department of Culture and Tourism, the Berklee Abu Dhabi Center opened as an arts education center serving local and regional students of all ages, with private lessons, ensembles, a recording studio, and non-credit instruction in production, songwriting, dance, theater, and other programs.
- 2021 – Berklee introduced a Bachelor of Arts in music industry leadership and innovation, the institution’s first B.A. and only degree program that doesn’t require enrolled students to be musicians. B.A. degrees in other majors are also introduced at Berklee Online.
- 2020–2021 – After an extensive search, Erica Muhl is chosen to be Berklee’s next president. An accomplished composer, conductor, and educator with a distinguished 30-year career at USC, Muhl is the first woman to serve as Berklee’s president, and only the fourth president in the institution’s history. Muhl began in the summer of 2021.

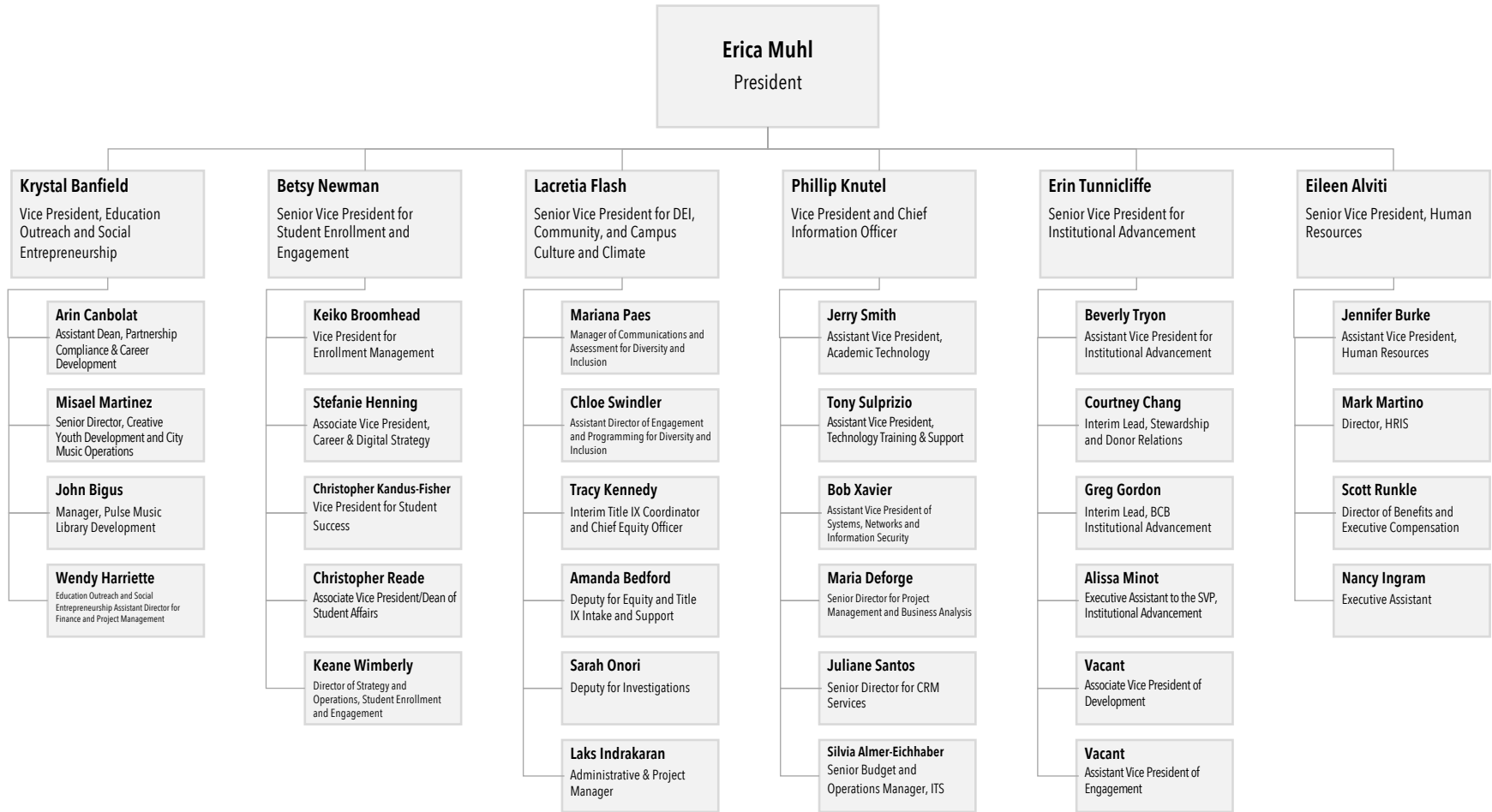
CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Martin J. Mannion	Board Chair	2021
President/CEO	Erica Muhl	President	2021
Chief Academic Officer/ Executive Vice President	David Bogen	Provost and Executive Vice President for Academic Affairs	2022
Chief Financial Officer	Stefano Falconi	Interim Chief Financial Officer	2022
Chief Student Services Officer	Betsy Newman	Senior Vice President for Student Enrollment and Engagement	2016
Chief Information Officer	Phillip Knutel	Vice President, Chief Information Officer	2022
Online, Summer Programs, Berklee Press, and K-12 Online	Deborah Cavalier	Senior Vice President of Pre-College, Online, and Professional Programs	2016
Diversity, Equity, and Inclusion	Lacretia Johnson Flash	Senior Vice President for DEI, Community, and Campus Culture and Climate	2022
Development	Erin Tunnickliffe	Senior Vice President for Institutional Advancement	2022
Education Outreach	Krystal Banfield	Vice President, Education Outreach and Social Entrepreneurship	2017
Executive Directors	María Martínez Iturriaga	Senior Vice President, International Learning Environments, and Executive Director, Berklee Valencia	2021
	Ron Savage	Executive Director, Berklee College of Music	2022
	Lucinda Carver	Interim Executive Director, Boston Conservatory at Berklee	2022
	Stephen Webber	Executive Director, Berklee NYC, and Dean of Strategic Initiatives	2017
Deans of Schools and Colleges	Robert Lagueux	Interim Vice Provost	2022
	Sean P. Hagon	Dean of Pre-College, Online, and Professional Programs	2022
	Darla Hanley	Dean, Professional Education Division	2007
	Jermaine Hill	Interim Dean of Theater, Boston Conservatory at Berklee	2022
	Tommy Neblett	Dean of Dance, Boston Conservatory at Berklee	2018
	Matthew Nicholl	Dean, Professional Writing and Music Technology Division	2019
	Michael Shinn	Dean of Music, Boston Conservatory at Berklee	2017
	Simone Pilon	Dean of Academic Affairs, Berklee Valencia	2020
	Emmett Price III	Dean of Africana Studies	2021
	TBD	Dean, Professional Performance Division	
Financial Aid	Katherine Anderson	Associate Vice President of Student Financial Services	2019
Human Resources	Eileen Alviti	Senior Vice President, Human Resources	2022
Institutional Research	Sharon Kramer	Dean of Institutional Research, Assessment, and Accreditation	2018
Library	Pablo Vargas	Dean, Library and Learning Resources	2022
Admissions	Keiko Broomhead	Vice President for Enrollment Management	2022
Registrar	Joan Romano	Registrar	2022
Public Relations	TBD	Senior Vice President of Communications and Marketing	
Alumni Association	Joseph Dreeszen	Interim Lead, Alumni Affairs	2022
General Counsel	Laurie Bishop	General Counsel	2015
Chief Investment Officer	Richard M. Hisey	Chief Investment Officer	2022
Chief of Staff	Kaitlin Passafaro	Chief of Staff, Office of the President	2022

Berklee Organizational Chart



Berklee Organizational Chart



Berklee Organizational Chart



Table of NECHE Actions

Date of NECHE Letter	Detailed Actions, Items of Special Attention, or Concerns	NECHE Standards cited in letter	Self-Study page number where each matter is addressed
July 11, 2018	1. Completing implementation of its enterprise resource planning (ERP) system	7.26	pp. 77–79
July 11, 2018	2. Continuing to assess the effectiveness of the intervention programs implemented to improve the College's retention and graduation rates	2.7, 8.6, 8.8, and 8.10	pp. 85-88
April 26, 2022	1. Continuing to achieve enrollment and financial goals for the site (Berklee NYC)	7.6	p. 39 and p.79
April 26, 2022	2. Continuing to implement the public-private partnership (Berklee NYC)	No standard cited	p. 94
April 26, 2022	3. Ensuring the alignment of core and specialization courses (Berklee NYC)	4.3	pp. 20–21

Introduction

Berklee’s self-study process formally began amidst the pandemic, while transitioning to a new president, during a search for a new provost, and in the process of opening a new campus in New York City. While these factors certainly presented challenges, they also presented a tremendous opportunity for the institution to conduct an in-depth self-review during a key period of institutional growth and transformation at Berklee. Since the last comprehensive evaluation, Berklee has experienced a dynamic decade of unparalleled growth, development, and innovation. The self-study provided us with a chance to reflect, evaluate, appraise, and plan for the next phase of development at Berklee, and will serve as a strong and widely shared foundation for crafting our new mission, vision, and strategic priorities for the institution.

The comprehensive and inclusive self-study process engaged the entire Berklee community, including new leadership and those who have been at the institution since well before the last comprehensive evaluation. There were representatives from all of the entities that Berklee now comprises, including Berklee College of Music, Boston Conservatory at Berklee, Berklee Online, Berklee Valencia, and Berklee NYC. The process involved staff, faculty, students, and the Board of Trustees through both virtual and in-person engagements. The goals were identified as follows: to conduct a collaborative process that allows us to address matters of interest and ongoing areas of focus from prior NECHE reviews; to benefit from the institutional learning that will result from looking at our programs holistically and in relationship to one another and reflecting collectively on the curriculum in this larger sense; to connect the institutional self-study process to our strategic planning process, which is occurring simultaneously; and to use this process of self-examination and inquiry to clarify key areas of work on the mission revision, strategic planning, and priority setting.

The process began in fall 2021 with a series of meetings between the former provost and the dean of institutional research, assessment, and accreditation to establish a steering committee and committees for each of the standards. Due to unusually high staff turnover that fall, the steering committee was approved and finalized in the winter of 2022. At that time, the chairs of each standard formed their standard committees, and monthly steering committee meetings were scheduled. The steering committee chair met individually with each chair/co-chair and held initial self-study writing workshops with each standard committee. The steering committee also met with Dr. Patricia O’Brien from NECHE in spring 2022. A [dedicated website](#) was created and an announcement was sent to the community through Berklee’s Faculty/Staff News and Student News newsletters and through the “Berklee Hub”, with further updates sent to the community throughout the year. In order to manage the project, we created an internal dashboard using Google Sheets, with links to the many Google folders and documents. The membership of the steering committee and the leadership of the standard committees were as follows (complete committee membership can be found in the Workroom).

<i>Steering Committee</i>	<i>Chair or Co-Chairs</i>
Steering Committee Chair	Sharon Kramer, Dean of Institutional Research, Assessment, and Accreditation
Standard 1: Mission and Purposes	David Bogen, Executive Vice President for Academic Affairs and Provost
Standard 2: Planning and Evaluation	Sharon Kramer, Dean of Institutional Research, Assessment, and Accreditation
Standard 3: Organization and Governance	Melissa Howe, Board Liaison/Assistant to the President
Standard 4: The Academic Program	Robert Lagueux, Interim Vice Provost
Standard 5: Students	Chris Reade, Associate Vice President and Dean of Student Affairs Damien Bracken, Dean of Admissions
Standard 6: Teaching, Learning, and Scholarship	Roya Hu, Associate Dean of Faculty Development
Standard 7: Institutional Resources	Eileen Alviti, Senior Vice President of Human Resources Richard Hisey, Chief Investment Officer and Former Chief Financial Officer Stefano Falconi, Interim Chief Financial Officer Phillip Knutel, Vice President and Chief Information Officer
Standard 8: Educational Effectiveness	Becky Prior, Associate Director of Institutional Research
Standard 9: Integrity, Transparency, and Public Disclosure	Nick Balkin, Director of Editorial Services Andrea Di Cocco, Senior Director of Marketing and Communications, Boston Conservatory at Berklee

Office of the President Representative	Kaitlin Passafaro, Chief of Staff
Data First Forms	Judith Munoz, Accreditation Project Manager/Analyst

Throughout 2022, presentations and workshops were conducted across the Berklee community to explain the accreditation process and purposes, present timelines and updates, answer questions, and gather feedback. These included:

<i>Presentation and/or Workshop</i>	<i>Date</i>
Assessment Committee	January 2022
Berklee Teachers on Teaching Conferences	January 2022 and January 2023
President’s Cabinet	March 2022
Union Executive Committee	March 2022
Berklee Board of Trustees	May 2022 and October 2022
Directors Council	June 2022
Provost Council	August 2022
Opening Day	September 2022
Academic Leadership Committee	November 2022
Student Government Association Board	November 2022

The report was shared with the Berklee community in January 2023 with an opportunity for feedback. A public notice inviting comment was posted six weeks ahead of the visit on the Berklee accreditation website.

**DATA FIRST FORMS
GENERAL INFORMATION**

Institution Name:

OPE ID:

		Annual Audit	
		Certified:	Qualified
		Yes/No	Unqualified
Financial Results for Year Ending:	<input type="text" value="05/31"/>		
Most Recent Year	<input type="text" value="2022"/>	Yes	Unqualified
1 Year Prior	2021	Yes	Unqualified
2 Years Prior	2020	Yes	Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	2023
Next Year	2024

Contact Person:

Title:

Telephone No:

E-mail address:

Institutional Overview

Founded on jazz, the music of the African diaspora, and a dedication to contemporary music, Berklee is a unique institution for the study of music and the performing arts. Since its founding in 1945 by Lawrence Berk until today, the institution continues to integrate and find connections between its historical roots and the contemporary worlds of music, dance, and theater. Berklee is a place where artists come together to innovate and collaborate, and where artistic and cultural diversity is embraced and celebrated. It is an institution with strong connections to Boston and its many public and professional communities around the world. This ethos permeates all aspects of Berklee—from teaching and learning to administration and governance—and is fundamental to the Berklee experience. With students and alumni from more than 100 nations and educational partners across the world, Berklee forges connections among art forms, musical traditions, and technologies to build a dynamic, sustainable, diverse, and collaborative global arts community. Diversity in all its forms is a source of strength for the institution. Berklee continually cultivates its own promise—stretching, expanding, and reinventing itself in a rapidly changing world.

Brief History¹

In 1945, Lawrence Berk opened a teaching studio in his hometown of Boston. Schillinger House, as it was originally known, and its young founder established a new paradigm for 20th century music education: practical career training in contemporary music. At the heart of Berk's approach was a novel fusion of professional know-how with progressive theories that defines Berklee to this day. While working in New York as a staff writer and arranger for the NBC Studio Orchestra, Berk studied with Joseph Schillinger (whose student roster included Tommy Dorsey, Benny Goodman, and Glenn Miller) and was officially sanctioned to teach the Schillinger System. Less than 10 years after opening, enrollment at Berk's music school was soaring and the curriculum had expanded far beyond its eponymous system.

Renamed Berklee School of Music in 1954, the school, housed in Boston's Back Bay, was a hive of music activity. Future Grammy winners Quincy Jones, Toshiko Akiyoshi, Joe Zawinul, and Arif Mardin enrolled as students; a host of world-class players joined the faculty; and top bandleaders like Stan Kenton and Count Basie paid visits to the world's first college-level school that revolved around jazz. With the television industry in a period of rapid growth, writing, arranging, and performing for TV became a formal part of the curriculum, and the school outfitted its own television studio so that students could get the hands-on training that is the cornerstone of Berklee's educational approach. Meanwhile, alumni were fanning out across the globe with the day's premier ensembles, helping to establish Berklee's international reputation.

In 1966, Berklee graduated its first baccalaureate class of 13 students in music education and three in composition, including Alf Clausen, famed composer of *The Simpsons*, and in 1970 changed its name to Berklee College of Music, underscoring its full educational scope and stature. Berklee was first accredited in 1973 and has been continuously accredited since then through the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC), now the New England Commission on Higher Education (NECHE).

In 1979, Berklee established the world's first undergraduate degree program in film scoring. That same year, Lee Eliot Berk succeeded his father and was named Berklee's second president. In subsequent years, Berklee pioneered majors in music business/management and in music therapy, and also launched berkleemusic.com, which was based on a correspondence program and has since evolved into Berklee Online. During this era, the institution professionalized the organizational structure and developed new facilities to meet the needs of a growing student population attracted to contemporary music education. In 1984, embracing the popularity of electronic instruments and new music technologies, Berklee became the first institution to offer a major in electronic music synthesis (now renamed electronic production and design). Berklee City Music, a nonprofit program to provide music education to fourth–12th graders in

¹ In addition to the following narrative history, we also invite you to *listen* to Berklee's history. [Berklee: A Sonic Timeline](#) is both a playlist—made up of one song from each year of Berklee College of Music's existence—and an interactive chronology. This timeline tracks the institution's journey, from Schillinger House to the present day, through 75 songs and stories featuring the people who made Berklee the institution it is today.

underserved communities, was established during this time. Berklee also expanded globally through the Berklee International Network (now called Berklee Global Partners), establishing partnerships with schools around the world.

In 2004, Roger H. Brown was named Berklee's third president, as the institution continued to expand the foundation of its unique position in contemporary music education. Over the course of Brown's tenure, the institution adopted a more selective admissions policy, adding required auditions; enrollment increased for female, international, African-American, and Hispanic/Latinx students; scholarship support grew by more than 700%; and graduation rates steadily rose from 46% to 67%. During this time, academic minors, including creative entrepreneurship, Africana studies, conducting, dance, and Latin music studies, were introduced, providing students with a broader range of course work to deepen their educational experience. Principal instruments were also expanded during Brown's tenure to include mandolin, banjo, qanun, oud, and electronic digital instruments.

In 2011–2012, Berklee opened a campus in Valencia, Spain, and also received NEASC approval to add master's degrees to its educational offering at the Valencia campus. Leveraging its presence in Europe and the Mediterranean, as well as its connection with Latin America, the Valencia campus further allowed students to develop a global mindset while expanding their professional opportunities on a global scale. At the same time, NEASC also approved Berklee's request to offer bachelor's degree programs through Berklee Online, beginning with the Bachelor of Professional Studies degree programs in music business and in music production. In 2016, Berklee also received approval to begin offering graduate degrees at the Boston campus.

Since the last comprehensive commission review, Berklee's global presence has grown significantly, strengthened by partnerships with institutions that share common goals. Berklee's academic partnerships now stretch from South Korea to Israel to Mexico to Malaysia, allowing students to transfer course credits to Berklee—a key feature of Berklee's access and affordability initiatives. Berklee also enjoys a wide range of alliances with many other organizations and institutions via its network, affiliate, and special partnerships, allowing for collaboration on events, programs, projects, performing arts interchanges, cooperative or dual degrees, and career development. The institution continues to explore opportunities to deliver Berklee-quality music education in the global marketplace, most recently in 2020 through the Berklee Abu Dhabi Center which offers educational experiences such as workshops and masterclasses and hosts live performances from students, alumni and global artists.

In 2016, Berklee College of Music merged with the Boston Conservatory, a prestigious neighboring institution. Founded in 1867 as a European-inspired conservatory, but with a progressive and distinctly American accent, Boston Conservatory challenged societal norms at the time by admitting women and Black artists and promoting innovative teaching methodologies that enabled it to later become a leader in dance, music, and theater education. A strategic underpinning of the merger was to capitalize on the convergence of music, movement, and digital technology to give artists powerful new means of creative expression in the theater, on the concert stage, and through established and emerging platforms. Focused on elevating and celebrating every aspect of the performing arts, the renamed Boston Conservatory at Berklee distinguishes itself with a vision of music, dance, and theater that encompasses a multidisciplinary learning environment, creative programming, and deep community engagement. Through the merger, Berklee added programs in dance and theater, and B.F.A. and M.F.A. degrees, creating the world's most comprehensive and dynamic training ground for music, dance, theater, and related professions.

In the fall of 2017, Berklee received approval from NEASC to begin offering master's degrees through Berklee Online. Beginning in fall 2018 with a Master of Arts in music business and a Master of Music in music production, these online master's programs expanded Berklee's graduate offerings from the programs offered in Valencia and Boston, including the graduate programs that were incorporated from the merger.

Three years later, Berklee introduced Bachelor of Arts programs both online (by reshaping the B.P.S. degree programs to B.A.s) and on campus with a Bachelor of Arts in music industry leadership and innovation within the Music Business/Management Department. This was the first time that Berklee had admitted a cohort of students based on criteria that did not include exceptional musical ability, marking a significant shift in our understanding of a Berklee student and an expansion of our conception of a Berklee education.

Since NEASC’s 2018 interim evaluation, Berklee has expanded to add an instructional location in New York, approved by a substantive change in 2020. Through a public-private-nonprofit partnership established between the City of New York, a Berklee trustee, and Berklee College of Music, the iconic Power Station recording studio complex in Manhattan’s Hell’s Kitchen was purchased in 2016. Adjacent to the Theater District, Power Station at Berklee NYC began a multi-year preservation and restoration project that included a state-of-the-art recording and video production facility for the city’s music, theater, television, and film industries; world-class musical programming; visual capture in 360-degree cinematic virtual reality; and integrated classrooms for a new master’s program in creative media and technology. The lower level of the building was converted into a multi-use, multimedia, and audiovisual-supporting black box theater space used for live events and by master’s students for practice, theater showcases, and more. The first class of 79 students enrolled in the new Master of Arts in creative media and technology program in fall 2021.

During the Covid-19 pandemic, Berklee moved to remote teaching and learning for the remainder of the spring 2020 semester, and the Boston campus continued to function entirely remote through the fall 2020 semester. The Valencia campus opened in a hybrid capacity in fall 2020. While enrollment in “on-campus” programs declined in fall 2020, enrollment in Berklee Online courses skyrocketed, helping to offset the loss in traditional enrollment revenue. Following the campus reopening for the spring 2021 semester, application and enrollment yield rebounded and surpassed pre-pandemic numbers.

In 2021, after 17 years of leading Berklee, Roger Brown retired from the presidency. After an extensive search, the board appointed [Erica Muhl](#), who began serving as the institution’s fourth president, and first woman president, on July 1, 2021. An accomplished composer and conductor, Muhl came to Berklee with a notable 30-year academic and artistic career. In 2013, Muhl was appointed founding executive director of the USC Jimmy Iovine and Andre Young Academy for Arts, Technology and the Business of Innovation while she simultaneously served as dean of the USC Roski School of Art and Design. In 2018, she was named dean of the academy as it became the university’s 20th professional school. Prior to joining the Roski School, Muhl served as associate dean of the USC Thornton School of Music, where she was a tenured professor of composition since 1990.

The following year, [David Bogen](#) was hired as provost and executive vice president for academic affairs, succeeding Lawrence Simpson, who retired after 16 years. Prior to Berklee, Bogen served as vice president for academic affairs and provost at the Maryland Institute College of Art (MICA) in Baltimore, where he worked closely with MICA’s president to position the college as an active community partner in the city, and to build reciprocal and authentic partnerships aimed at long-term impact and sustainability. Before joining MICA, Bogen was vice president academic and provost at Emily Carr University of Art and Design in Vancouver, Canada. Bogen also served as the associate provost for academic affairs at the Rhode Island School of Design (RISD) from 2007 to 2011 and as the executive director of the Institute for Liberal Arts and Interdisciplinary Studies at Emerson College from 1997 to 2007.

Taken together, the merger with the Boston Conservatory, the development of Berklee’s new campuses in Valencia and New York, the consistent growth in enrollment at all of these sites both before and after the pandemic, and the establishment of new leadership at the presidential and provostial levels signal Berklee’s strength and momentum as the premier U.S.-based school of contemporary music and performing arts with a global reach and impact on the professions.

Current Snapshot

Currently, Berklee offers undergraduate and graduate degree programs in Boston, New York City, and Valencia, and through Berklee Online, to over 8,200 students: 5,170 at the College in Boston, 1,825 at Berklee Online, 883 at Boston Conservatory, 309 in Valencia, and 95 in New York. Each learning environment at Berklee brings distinctiveness to the whole and creates a portfolio of opportunities to deepen and broaden the Berklee experience of every student as well as for faculty and staff. This diversity of locations and modalities also proved invaluable during the pandemic, allowing students around the world to take classes through Berklee Online, and to take synchronous online classes at convenient times with faculty on the Valencia campus (additional detail provided in Standard 2).

Enhancing these offerings, Berklee has a number of educational institutes that allow students to deepen their focus in particular areas. These institutes—the Berklee Global Jazz Institute, Berklee Institute for Creative Entrepreneurship, Effortless Mastery Institute, American Roots Music Program, Berklee Popular Music Institute, Berklee Institute of Jazz and Gender Justice, Berklee Institute for Accessible Arts Education, Berklee Music and Health Institute, Berklee India Exchange, Planet Microjam Institute, Berklee Interdisciplinary Arts Institute, and Mediterranean Music Institute—provide a range of cultural and artistic programming, as well as enhanced opportunities for multi- and transdisciplinary studies in history, performance, composition, improvisation, the social power of music, and many other topics. With the launch of the Africana Studies program in 2008, Berklee updated its mission statement to underscore the vital importance of the African diaspora’s impact on the foundation of the institution’s curriculum and programs. In 2021, Berklee created the new Africana Studies Division, which will be a platform for the development of curricular, co-curricular, and cultural programming in the African and African American traditions of music and performing arts.

Hiring prominent faculty members and department chairs who are leaders in their field and diversifying the faculty and chair group to more closely reflect student diversity is an institutional priority. As of fall 2022, Berklee has 1,081 faculty members, 34% (363) who are full-time and 66% (718) who are part-time. Recent appointments include highly regarded artists, educators, songwriters, and performers such as [Jermaine Hill](#), [Berta Rojas](#), [Linda May Han Oh](#), [Toki Wright](#), [Hae Joo Kim](#), [Rodney Alejandro](#), and [Ledisi](#) (artist in residence at the Institute of Jazz and Gender Justice).

The *Hollywood Reporter* ranked Berklee as second among “The World’s Best Music Schools” in 2022; fourth among the “Top 20 Music Schools for Composing for Film and TV” in 2021; and third among the “Top 20 Music Schools for Composing for Film and TV” in 2020. *Billboard* included Berklee on its list of “Top Music Business Schools” (2022, 2020, 2019, 2018, and 2017) and among the “Elite Music Business Schools Shaping the Industry’s Future” (2016), highlighting Berklee’s growth in Valencia and its music business degree programs. *Newsweek* ranked Berklee College of Music as third among all U.S. colleges that “offer an exceptional artistic atmosphere,” and *The Luxonomist* ranked Berklee’s campuses in Boston and Valencia as the top two music colleges in the world. Boston Conservatory at Berklee has also earned [dozens of accolades](#) in recent years, including “Best College Dance Programs in the U.S.” (DanceUS, 2022, 2021, 2020, and 2019), “Five of the Best Music Education Schools in the U.S.” (Careers in Music, 2019), and the “Top 10 Most-Represented Colleges on Broadway” (*Playbill*, 2022, 2019, 2018, and 2017). Berklee’s [YouTube channel](#) is the most viewed college/university channel in the world, with close to 400 million views and over 1.5 million subscribers.

Berklee’s alumni can be found in every sector of the arts and performance industries. Alumni surveys have consistently reported strong alumni satisfaction with their careers (74% in the most recent alumni survey). In addition to active careers as performing artists, producers, film and video game composers, and educators, alumni are making contributions in business and technology as employees at Sony Music Entertainment, Warner Music Group, Spotify, and other leading companies. As of this writing, Berklee alumni have earned 320 Grammy Awards, 118 Latin Grammy Awards, 36 Emmy Awards, seven Academy Awards, and 10 Tony Awards. Alumni have also gone on to win the prestigious Herbie Hancock Institute of Jazz (previously named the Thelonious Monk Institute of Jazz) International Jazz Competition, and to win admission to this distinguished institute. Some of the best-known Berklee alumni include Paula Cole ’90, Melissa Etheridge ’80 ’06H, Juan Luis Guerra ’82, Quincy Jones ’51, Diana Krall ’83, Branford Marsalis ’80, John Mayer ’98, Danilo Pérez ’88, Charlie Puth ’13, Esperanza Spalding ’05, Alf Clausen ’66, and Howard Shore ’69 ’08H.

Given these strengths, and the institution’s rapidly expanding profile as an innovative global leader in the arts, arts education, and the performing and creative arts, media, entertainment, and technology industries, Berklee is poised for its next phase of development. This will include extending and enhancing its diverse global sites of learning while deepening its historic connections to communities and centers of education, research, technology, music and the arts in the city of Boston and beyond.

Standard 1: Mission and Purposes

Description

Berklee is a singular institution dedicated to the study of contemporary music, the performing arts, and related industries and fields. It is a place where artists come together to innovate and collaborate, and where artistic and cultural diversity is embraced and celebrated. This ethos permeates all aspects of Berklee—from teaching and learning to administration and governance—and is fundamental to the Berklee experience. Berklee seeks to provide students across its campuses and online with as many educational opportunities as possible, while also offering flexibility in educational delivery and multiple pathways to earn their degrees. Graduates are prepared to succeed in careers ranging from performance, production, composition, music education, and music therapy to musical theater, commercial dance, music technology, and all areas of arts and entertainment entrepreneurship. The institution continues to evolve and integrate connections between its historical roots and the contemporary worlds of music, dance, and theater.

The current [Berklee College of Music mission](#) is to educate, train, and develop students to excel in music as a career. Founded on jazz and popular music rooted in the African cultural diaspora, the curriculum is distinctly contemporary in its content and approach and embraces the principal musical movements of our time. Boston Conservatory at Berklee, which merged with the College in 2016, has an aligned [mission](#), to provide a transformative, contemporary performing arts education that unleashes potential and empowers artists with the skills, self-awareness, and courage to shape our world and create the future they imagine. Each of these missions reflect the institutional vision, traditions, and objectives, and provide the basis upon which priorities are identified, work is evaluated, and plans are made. These mission statements were formally adopted by the boards of trustees prior to the merger and are prominently published on the institution's websites.

On September 23, 2016, the board voted unanimously to approve a revised [vision for Berklee in 2025](#): *As the preeminent institute of contemporary music and the performing arts, Berklee will transform arts education and empower artists to better our world. Building an inclusive culture that promotes diversity in all its forms, we will nurture the growth of the world's most inspired artists in music, theater, and dance, so they may fully realize their creative and career potential. Berklee will forge new connections among art forms, musical traditions, technologies, and institutions, creating a dynamic global network that fosters innovation, collaboration, and community.*

In 2019, Berklee began working to develop an inclusive pan-institution process to create a new post-merger mission statement. The initial step was to identify the core values of the combined institution. A yearlong process was conducted to draft a values statement that builds on the belief that an education in the arts deepens cultural awareness and empathy, enhances self-confidence and personal growth, and develops the openness and curiosity essential to creativity. We approached this by examining key questions such as: Who are we as a community at our very essence and core? What are our qualities when we are at our best as a community? To what extent are we willing to hold ourselves and each other accountable? With broad participation and feedback from community members across the institution, [Berklee's Fundamental Values Statement](#) was approved by the President's Cabinet in February 2020 and represents a set of shared values that unite all of Berklee.

These missions, values, and purposes are accepted and widely understood by the governing board, administration, faculty, staff, and students. They are concrete and realistic and further define our educational and other dimensions, including scholarship, research, and public service. They provide direction to the curricula and other activities, and form the basis on which expectations for student learning are developed. Specific objectives, reflective of Berklee's overall mission and purposes, are developed by Berklee's individual divisions and institutes.

Appraisal

Berklee periodically evaluates the content and pertinence of our mission and purposes, ensuring they are current and provide overall direction in planning, evaluation, and resource allocation. Following the 2016 merger, the College and the Conservatory have maintained distinct, although aligned, mission statements. As part of the merger planning and implementation, Berklee identified the need to create an overarching mission statement to articulate the unifying values and goals of all Berklee entities, within which individual schools, centers, and institutes will tailor, as needed,

complimentary mission statements that convey the unique mission of that specific entity. As described above, we began by focusing on development and adoption of an institutional values statement. Concurrent with the work on the values statement, a search for Berklee's next president was also launched. With the appointment of President Muhl, and her arrival on campus in summer 2021, the process of strategic planning—which includes the development of a new mission and a new organizational structure for Berklee—was initiated. See Standard 2 for more details.

Community Access and Engagement

Consistent with our missions and values, Berklee also dedicates itself to the wider communities it serves. The institution is a leader in offering community programs that engage diverse populations, across all age spans, making the arts and arts education widely accessible.

[Berklee City Music](#) is a program that extends Berklee's educational mission into the greater Boston area community by enabling youth from underserved communities to develop musically, academically, socially, and emotionally, primarily through the study of contemporary music and the performing arts. The organization reaches more than 55,000 students annually through programs and initiatives including the Berklee City Music Network—a consortium of over 40 community organizations across the United States and Canada—Berklee City Music Boston, and the online Berklee PULSE Music Method. A partnership with the New York City Department of Education brings music programs to 600 New York City public schools.

The [Berklee Music and Health Institute](#) explores the intersections of music, medicine, and health, and partners with experts in academia, science, business, technology, and the music industry to develop solutions that can improve health and wellbeing for individuals and communities. Launched through a grant from the Barr Foundation, the institute advances professional opportunities, collaborations, innovation, and education. The goals of the institute are to address and promote essential issues related to the health and wellbeing of musicians; to promote the use of music to address the cognitive, social, and emotional goals of individuals and groups in health care settings; to facilitate conversations and convene experts in the field to explore new ways of informing and supporting musicians, educators, students, technology developers, the medical community, and the general public; and to spark creativity and generate the creation of new ideas and resources.

The [Center for Music Therapy](#) provides individual and group music therapy services, targeting health disparities, within the greater community. The center also provides social justice-informed clinical training experiences for future music therapists in a variety of community-based settings. Focused around education, advocacy, and program development and implementation, the center offers lectures, symposia, workshops, and continuing education programming for community stakeholders, including health care professionals, educators, and community leaders. Recent partnerships include the Dimock Center, a comprehensive health and human service center in Roxbury, Massachusetts; training in music therapy techniques for teachers at the Esperanza Academy, an all-girls school in Lawrence, Massachusetts; a partnership with the Ukulele Kids Club to provide free music therapy services to medically fragile children in hospitals and at home; and partnerships with DeeDee's Cry, an organization dedicated to providing resources and education on the importance of mental health and wellness within communities of color.

The [Berklee Institute for Accessible Arts Education](#) brings arts education to those with disabilities and trains others to do the same. It began in 2007 as the Boston Conservatory Program for Students on the Autism Spectrum, offering private instrument and voice lessons for students with autism, with a commitment to furthering the inclusion of individuals with disabilities in all aspects of performing and visual arts education. Once an organization that served only the local Boston community, the institute is now recognized by the field as an international leader in arts education for people with disabilities. The institute offers three categories of programs: arts education for people of all ages with disabilities; degree programs and courses in teaching music to students with disabilities; and professional development for those already working in the field. Some of the many music, theater, and dance partnerships and programs include an annual conference known as the ABE (Arts Better the Lives of Everyone) Assembly, virtual instruction through ConnectABLE, weekend instruction on campus to about 300 students with disabilities, private lessons, rock band, pre-school classes, podcasts, professional workshops, consultations, resources, and more.

Additionally, Berklee [KidsJam](#) is a free community music program led by the Music Education Department that provides instruction to young children (ages 3 to 5) in the greater Boston area, and valuable hands-on teaching experience to Berklee students. With KidsJam, faculty and music education majors work side by side to offer an innovative curriculum that includes singing and sound exploration, moving, playing rhythm instruments, and learning about a variety of musical concepts and instruments, as well as creating, listening, and responding to music.

Projection

Under President Muhl's leadership, the President's Council developed a framework for the institution's next strategic plan and a shared mission statement during the 2021–2022 academic year (see Standard 2 for more details on the process). This framework is built around a fundamental commitment to creating learning environments and an overall institutional culture that provides the following for every student:

- A welcoming, meaningful, and nurturing experience during their time at Berklee
- Success in their chosen educational path, and an education infrastructure that facilitates choice in creating unique, tailored experiences across our offerings, and supports different styles and modes of learning
- The attainment of the skills, knowledge, and attributes that will allow them to fulfill their career potential and enable a life of purpose, and drive their continued growth and development as contributing members of an ever-changing global society
- Extension of these principles and systems to support our faculty and staff in fulfilling their critical roles in this larger mission, including how a culture of inclusivity, respect, kindness, and collaboration is developed and maintained in each and every corner of Berklee

This process will involve the Board of Trustees in a leadership role in the mission review, and Berklee will engage faculty, staff, students, and alumni, as well as an extended community of supporters, in the mission discussion. The process will not only yield the next iteration of the Berklee mission, but will enable community members to understand better their roles in helping the institution reach its mission. To advance this next strategic plan, the Board of Trustees will also undertake a process to create the institution's next vision statement.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Mission and Philosophy	Mission and Philosophy Berklee	12/14/2006

Institutional publications	Website location	Print Publication
Mission Brochure	Mission Brochure Berklee	Mission Brochure

Related statements	Website location	Print Publication
Berklee's Fundamental Values	Berklee's Fundamental Values	
Diversity Values Statement	Diversity Values Statement Berklee	
Vision for 2025	Vision for 2025 Berklee	
Boston Conservatory at Berklee Mission and Vision	Mission and Vision Boston Conservatory at Berklee	
About Berklee Online	About Berklee Online	
About Berklee Valencia	About Berklee Valencia	
About BNYC	About Berklee NYC	

Please enter any explanatory notes in the box below

Standard 2: Planning and Evaluation

The institution undertakes strategic planning and evaluation on a regular basis to accomplish and improve the achievement of its mission, vision, and purposes. With an emphasis on student learning and success, Berklee's systematic and integrated planning and evaluation effectively allow the institution to anticipate trends, adapt to change, advance innovation, and pursue priorities. Planning engages the entire community of students, faculty, staff, trustees, and alumni, all of whom are stakeholders in shaping the institution's future direction. Berklee engages consultants when external perspectives and specialists are needed during the process. Strategy emerging from the process is comprehensive, broad-based, actionable, and clearly communicated. Evaluation includes a wide range of assessments and data collection, analyses, interpretation, and dissemination. Evaluation results are widely accessible and used to support institutional effectiveness and a culture of data-driven decision making and planning. The results of planning and evaluation drive long-term forecasting and budgeting, institutional priorities, department goals, and resource allocation.

Planning: Description

As discussed in Standard 1, Berklee uses a 10-year vision-planning horizon, most recently the [Vision for 2025](#), which was launched in 2015. Within this 10-year horizon, Berklee creates shorter-term plans for effective strategic planning, with annual review and assessment to ensure that steady progress is being made. Over the past 10 years, a series of shorter-range strategic plans and initiatives have been designed and implemented.

The Crossroads of Music (2012–2015)

Prior to drafting the 2012–2015 strategic plan, former President Roger Brown appointed a steering committee selected from the President's Council who then formed a coordinating group with representatives from the Berklee community, including administrators, faculty, staff, and students. Suggestions were solicited through town hall meetings, department meetings, email, and one-on-one meetings. Key priorities were identified and the community ranked these suggestions for importance. The President's Cabinet shaped the priorities into a draft that was circulated to the community for comment. A final draft was reviewed by the President's Cabinet, and the president approved the plan and communicated it to all Berklee constituents. The resulting plan, [The Crossroads of Music](#), focused on completing strategic projects and major initiatives to achieve the 2015 vision, specifically: construction of a new residence hall/dining facility with technology studios; full operation at the Valencia campus; establishment of an online degree program; implementation of a comprehensive enrollment strategy; integrating and unifying communications, websites, and social media; and assessing initiatives launched during the 2005–2012 timeframe for effectiveness in meeting intended goals and student needs.

Merger with the Boston Conservatory (2015–2016)

The next cycle of strategic planning began in 2014 with the collection of over 100 ideas from across the institution, which were then grouped into themes; about two-dozen strategic initiatives were drafted from these themes. In February 2015, the annual cabinet retreat focused on honing this list and creating a shared sense of priorities, which was sent out in a survey to the community. During this period of time, a merger with the Boston Conservatory was becoming an increasingly realistic opportunity. In June 2015, the two institutions signed a memorandum of understanding (MOU) to further investigate the merger, and the strategic planning process was put on hold both at Berklee and at the Conservatory in order to begin crafting a strategy for the merger itself, as required by the MOU. A series of committees were created, led by a steering committee, to build a five-year strategic plan for Boston Conservatory at Berklee to align with the original Berklee Vision for 2025, and to define the Conservatory's mission, vision, and positioning within the larger institution. The [Boston Conservatory at Berklee Strategic Direction 2020–2025](#) was voted on by the board in 2019.

Pathways Strategic Direction (2017–2020)

In 2016, discussions were reopened to create a three-year strategic plan for the new, combined institution. A draft of a plan was shared for spring 2017, with the plan beginning in fall 2017. Entitled [Pathways](#), the plan grouped strategic initiatives into four themes: infrastructure, inclusion, innovation, and integration. Infrastructure initiatives laid the foundation necessary to achieve the strategic initiatives including facilities, people, process, and systems that support the

work. Inclusion reflected Berklee's core institutional values central to its common culture. Innovation initiatives comprised two parts: creating innovative programs in support of student success, campus life, and careers; and expanding the reach of Berklee programs. Integration initiatives were designed to realize the potential of the merged institution and continue building on Berklee Online and the Valencia campus.

Thrive (Pathways Part II) (2020–2023)

The next period of strategic planning, [Thrive: Strategic Direction 2020–2023](#), was approved by the President's Cabinet in October 2019, again following a March retreat attended by the executive steering committee and several members of the President's Council, and after gathering feedback from the community. Of particular note was the feedback gathered from student focus groups. Thrive was envisioned as a continuation of Pathways, with a focus on student success. Thrive was organized around three priorities: enabling students to graduate at higher rates and with less debt; supporting students to have a high-quality, engaging experience; and preparing students for purposeful, successful, sustainable careers.

Communication of strategic plans is a strength of Berklee's planning process. Plans are communicated at events including opening days, town halls, and the annual Berklee Teachers on Teaching (BTOT) conference. In addition, plans are communicated through weekly faculty and staff newsletters, printed in brochures that are distributed to all departments, published in the alumni magazine, and are available electronically. The recent Thrive plan was accompanied by a [downloadable handout and toolkit](#) for team discussion and features a [dashboard](#) measuring progress based on 13 key performance indicators (KPIs).

Planning: Appraisal

Due to careful planning, Berklee has had success in the implementation of strategic initiatives over the past decade. Plans relating to expansion and renovation of facilities were achieved through completing construction on the Roger H. Brown Jr. Building at 160 Massachusetts Avenue in late 2013, increasing housing capacity by 23% and adding a 400-seat dining hall that doubles as a live performance and recording venue, 20 student practice rooms, three rehearsal rooms, and 10 recording studios. In 2014, the Conservatory built the Richard Ortner Building at 142 Ipswich Street, a 20,000 square foot dance and music rehearsal facility with classrooms, dance studios, multipurpose studios, a performance library, a large rehearsal hall, and teaching studios. Other facilities that have been upgraded include an extensive renovation of the facade and interiors of 150 Massachusetts Avenue, a 240,000 square foot academic and student residence building, and renovations to the 161 and 171 Massachusetts Avenue buildings, which house some student services and practice rooms. Campus sustainability initiatives (driven by both administration and student efforts) were put in place over the past several years, including HVAC improvements, waste reduction, electrical changes, and numerous others across campus. (see the Standard 7 Workroom for a Campus Sustainability Report).

Following the launch of the new instructional location in Valencia, Spain, and Berklee's first graduate programs, goals relating to Pathways were achieved by adding an undergraduate study abroad program in 2012, followed by a first year abroad program in 2017. Enrollment increased substantially in both graduate and undergraduate programs, from 75 undergraduates in 2012–2013 to a high of 255 in 2019–2020 (before the pandemic impact and a pause on the undergraduate programs through to the fall of 2021), and from 74 graduate students in 2012–2013 to 164 in fall 2021. As described in Standard 8, these programs have had successful educational and career outcomes for students. Most recently, a new institutional agreement in July 2020 with the Valencian Regional Government guaranteed Berklee's presence in Valencia for 20 years with the option to renew for another 20. This new agreement includes a plan for expansion of the current facilities (expected to start in 2023 following Covid delays) with a 25% capacity increase. In return, Berklee will grant \$80,000 in scholarships every year to Valencians admitted to a master's program and will increase its yearly investment in musical and cultural activities up to \$30,000 while securing a \$10,000 yearly commitment in the development of community projects in the Valencian region.

Success in achieving strategic goals focusing on expanding and integrating online opportunities was evidenced by the introduction of online degree programs in 2014, beginning with the undergraduate Bachelor of Professional Studies (B.P.S.) majors and a trademarked name change from Berkleemusic to Berklee Online. These programs scaled rapidly in subsequent years, from an initial enrollment of 244 students to a total undergraduate enrollment of 1,532 in fall 2022. Graduate programs were added in 2018, growing to almost 300 students enrolling in fall 2022. Berklee Online courses

and faculty have repeatedly received awards from the University Professional and Continuing Education Association (UPCEA) in a variety of areas, including Excellence in Teaching Awards (in 2012, 2014, 2015, and 2019), New England region's Exemplary Teaching Awards (in 2016, 2018, and 2020), and the 2015 Strategic Innovation in Online Education Award, which recognizes an institution that has set and met innovative goals focused on online education, and has been strategic in planning, development, implementation, and sustainability.

This planning with respect to online education positioned Berklee well for the quick change to remote teaching and learning in March 2020. Berklee was able to leverage the experience of on-campus faculty who also taught Berklee Online courses and the availability of online course offerings for students. Sound financial planning also brought Berklee through the pandemic, as the institution entered the crisis from a position of financial strength and was able to successfully maintain that strength despite a 13% enrollment drop in Berklee's campus-based locations in fall 2020. Additionally, during the pandemic, Berklee was able to leverage the campus and faculty in Valencia, Spain, in order to offer classes in time zones beneficial for students located in Africa, Asia, and Europe. The classes, primarily offered between 9:00 a.m. and 3:00 p.m. CET (3:00 a.m. and 9:00 a.m. ET) served 107 full-time equivalency (FTE) undergraduate students (423 unique students) in fall 2020.

Effective planning during the merger process led to the following merger integrations over the next five years. The two liberal arts departments and music education departments were combined, which eliminated redundancies and improved management efficiencies. Facility-use efficiencies (such as library integration) were also executed. Post-merger technology improvements were implemented, including the introduction of Workday for a unified finance and human resources platform. Student services administrative functions, including admissions, student aid, enrollment management, and student services teams, were integrated and unified. Faculty integration has been completed, and equity gaps in compensation and rankings have been resolved. With the appointment of David Bogen as the executive vice president and provost of Berklee—which includes the College, the Conservatory, Berklee Valencia, Berklee NYC, and Berklee Online—and the subsequent appointment of an executive director for the College, a unified organizational structure was established for Berklee that recognizes the distinctiveness of the different educational sites and platforms while bringing them together under a common set of academic policies and processes. Among the current priorities for Academic Affairs under this new organizational structure are: 1) the development of an integrated student information system that will address current challenges around reporting, cross registration, and planning, and 2) the continued development of a comprehensive approach to the progress and assessment of academic programs that better aligns planning and operations for program changes and new programs with processes for capital budget, operations, and space planning.

In 2015, a data governance council was created with subcommittees of core data governance and student data governance to oversee data integrity across the institution. However, as noted above, the anticipated unification of student information systems that was planned for 2020 has not yet happened. While the finance and human resources modules of Workday were implemented on schedule, the complexity of academic programs led to delays, and the transition was ultimately put on hold during the pandemic. More details can be found in Standard 7. With the hiring of a new CIO in 2022, the division formerly known as Technology Resources became Information Technology Services (or simply IT Services) and incorporated Academic Technology (previously part of Academic Affairs) for a more universally recognizable name and increased efficiency regarding faculty support to receive assistance related to classrooms, labs, studios, LMS, and other information technology issues.

In 2020, input from student leaders and feedback from the Berklee community led to the development of a [Plan to Address Systemic Racism](#). The plan consists of 14 goals that fall within four broad categories: structural and representational diversity; culture and climate; education, (un)learning, and professional development; and the examination of Berklee's systems, structures, and practices. In support of the goal to increase campus spaces named after Black icons, luminaries, historical figures, and contributors, the board approved the establishment of Berklee's [Legacy Awards](#). This award recognizes the artistic achievement of Black artists who received a Berklee honorary doctorate and/or devoted their time, wisdom, and mentorship to members of the Berklee community. To date, four spaces have been named: the Duke Ellington Caf (dining hall/performance space), the Sarah Vaughan Classroom, the Joseph Douglass Lobby, and the Carmen de Lavallade Dance Studio. New leadership positions were created including a dean of the Africana Studies Division, an assistant dean of admissions for diversity and inclusion recruitment, and a senior vice

president for DEI, community, and campus culture and climate. The racial and ethnic diversity of chairs has increased as well. For example, those who identify as Hispanic or Latinx increased from 4% in 2019 to 9% in 2022, and chairs who identify as Asian American increased from 2% to 6% over that same three-year period. (Additional outcomes are discussed in Standard 9). A Campus Climate Council is being formed to provide institutional coordination to support greater accountability and progress in improving the campus climate including reviewing the Plan to Address Systemic Racism.

In 2021, following NYSED and NECHE approval, Berklee welcomed its first cohort of graduate students to Power Station at Berklee NYC, a new instructional location in New York City. Planning for the new location and master's degree program was a multi-year process that included research into student and employer demand, careful curricular and financial planning, and input from the Berklee Board of Trustees and the Berklee NYC Founder's Advisory Board (FAB). Seventy-seven Master of Arts in creative media and technology students graduated in July 2022. Enrollment increased to 81 incoming students for fall 2022.

Academic planning also led to the introduction of a new degree and new majors in 2022. The Bachelor of Arts degree was introduced on campus in fall 2022 with a B.A. in music industry leadership and innovation. Online, the B.P.S. degree was phased out and replaced with B.A. degrees. A new major for game and interactive media scoring (GAIMS) was introduced, building on the strong demand for the minor and growth in the field of video games and other media scoring. A new major in independent recording and production (IRP) was also created to respond to the growth in personal studio recording, which grew exponentially during the pandemic. A new minor in music and health has also been recently added. See Standard 4 for more details on academic program planning.

The capital planning process and financial resourcing are closely aligned with strategic planning. The capital budgeting process at Berklee includes both routine planned maintenance as well as new capital investments that are related to Berklee's strategic planning priorities. For example, the ongoing initiative to expand housing led to the recent purchase of an \$18 million building on Hemenway Street, which will add 107 beds. Because the next strategic plan is currently in development, a long-term financial plan base case has been constructed that assumes continuation of our current trajectory, with \$6 million budgeted for upcoming initiatives that will emerge from the new plan.

Sometimes unexpected developments can require adjustments to plans, or projects can require resources beyond what was expected or are available. When this happens, the plan is reconsidered and reviewed; initiatives may be put on hold, have the timeline adjusted, or be given additional resources. For example, an initiative to launch master's degree programs in Boston was delayed from fall 2013 to fall 2015 in order to ensure appropriate planning and resource allocation. Following the merger, the College's graduate music education programs, which had been approved by NEASC, were not implemented due to the Conservatory already having music education programs. Due to lower than expected enrollment, a low-residency Master of Music in music therapy program that was implemented in 2016 was put on hold in 2019 for further evaluation. As was mentioned earlier, implementation of a unified student information system, such as Workday, was delayed. Additionally, in planning for Berklee NYC, Berklee had received approval to also offer an undergraduate semester in New York; however, this program has not yet been implemented due to the strong demand in the graduate program and limited space.

With the arrival of the new president in 2021, a new vision and strategic plan is being crafted with the goal of completing this process in 2023. Due to the importance of successful strategic planning, resources were allocated to hire a consultant with expertise in design strategy to facilitate the process. Throughout early 2022, the President's Council engaged in workshops on design strategy and on ideation and iteration processes and methodologies related to Berklee's strategic planning. From these workshops, five committees were formed to examine the following five "pillars": curricular and programmatic innovation; affordability and the lifetime value of a Berklee degree; DEI, values, culture, and campus climate; global strategy, partners, and presence; and the higher education infrastructure of the future. Beginning in fall 2022, the president engaged B+A Design, an organizational design and planning agency based in London, with offices in New York and Portland, Oregon, to facilitate the next phase of the strategic planning process in concert with a strategic plan steering committee made up of members of the President's Cabinet. In January 2023, B+A Design started working with stakeholder groups from across Berklee on a range of engagements, including large-group surveys, meetings and

charrettes, as well as more co-creative, dialogue-based small group discussions, with the aim of refining Berklee's new mission and strategic plan in a form that can be brought back to the Berklee community through a series of public events and discussions that will take place in late spring 2023.

Evaluation: Description

Berklee's systems of evaluation are designed to provide relevant and reliable information to support institutional improvement. Special emphasis is given to regular review of the academic programs, student success, and the student experience. All academic programs at Berklee, regardless of location or modality, undertake a complete academic program review at regular intervals. Programs are evaluated based on internal and external perspectives: how well the program of learning serves the mission; aligns with the institution's diversity goals; aligns with the competencies that all undergraduates are expected to attain at Berklee; and aligns with industry, professional, and/or artistic standards. Detailed data packets and support for focus groups and surveys are provided to each program undergoing review for in-depth reflection and evaluation and to set measurable goals for the next five years. Details on academic program review can be found in Standard 4 and on the [Academic Program Review and Curriculum Changes](#) website.

Program reviews are also conducted for new programs such as the Study Abroad and First Year Abroad programs and the first year of Berklee NYC. This allows for early identification of issues in these new programs going forward. New initiatives such as the Black Scholars Initiative (BSI) and the [Thrive Scholars program](#) are also carefully tracked and assessed from time of rollout, with a focus on academic outcomes and achievement of program goals. Other examples and reports can be found on the [Program Reviews](#) page and details on success outcomes can be found in Standard 8.

Student Course Surveys (“Course Evaluations”)

Student feedback on the academic experience is gathered through [end-of-semester course surveys](#) that are administered to students each semester using the anonymous Watermark Course Evaluations and Surveys product. The main goal of student course surveys is to improve learning and teaching, and the surveys are used by faculty and administrators to plan and refine the curriculum and gauge the performance of instructors. Faculty are sent the results each semester together with an explanatory guide to fully support improved and effective teaching. Chairs and deans are also shared on the results with guides to interpret and use the results. Additional details are included in Standard 8.

Other Surveys and Assessment Reports

Along with end-of-semester student course surveys, feedback from students, staff/faculty, and alumni are also collected through both internally designed and externally sourced surveys administered on regular cycles and on an ad-hoc basis. Berklee has an institutional Qualtrics license for internal surveys. An overview is below and more details can be found at [Student, Faculty, and Staff Surveys](#) and in Standard 8.

Every four years, Berklee participates in the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI), which measures student priorities and student satisfaction in various areas of their student experience. Recent administrations of the SSI were in 2018 and 2022. The National Survey of Student Engagement (NSSE), administered in 2015 and 2019, assesses students' participation in programs and activities for their learning and development. The corresponding Faculty Survey of Student Engagement (FSSE) was also administered to faculty in the same years to measure faculty expectations and perceptions of student engagement. Berklee also regularly participates in the National College Health Assessment (NCHA) and administered the Skyfactor housing survey annually from 2017 to 2019.

The Office of Institutional Research and Assessment also creates and administers a series of internal surveys throughout the student lifecycle, beginning with the Incoming Student Survey of new students and ending with the Graduating Student Exit Survey when students complete their programs. The After Berklee Alumni Survey is administered at 3–4 year intervals to all Berklee alumni, and Berklee's International Career Center in Valencia conducts annual alumni surveys to complement the larger After Berklee Survey (see details in Standard 8 for more on these outcome-based surveys).

Ad hoc surveys are often created and administered for specific purposes and have proven to be particularly valuable as discussed in the appraisal section that follows. Throughout the first year of the pandemic, several vital short “pulse” surveys were designed and sent to students, faculty, and staff. These surveys gauged effectiveness of the transition to

remote learning, working, and teaching, as well as concerns in regard to health, safety, and other policies around reopening.

Two important surveys relating to equity and campus climate have been administered over the past five years, one internally designed, and the other a national survey. The first, in 2017, was a student-focused survey created by Berklee's Office of Institutional Research and Assessment in collaboration with Berklee's Title IX office and focused on discrimination, harassment, and assault. The second, the Higher Education Data Sharing Consortium (HEDS) Campus Climate Survey, was first planned for April of 2020, but was postponed for a year due to the pandemic, and was administered in spring 2021. The HEDS survey was administered to both faculty/staff and students at all campuses.

Evaluation: Appraisal

Through thoughtful assessment strategies, data collection and analysis, surveys, focus groups, peer research, and increasing focus on data integrity, Berklee has greatly expanded its evaluation at all levels and of all populations over the past decade and has greatly improved how information is shared and utilized. An illustrative example of this is the annual [Berklee Factbook](#)—an institutional resource for official statistics about Berklee's students, faculty, staff, academic programs, and more, which is widely used by the Berklee community. The Factbook in its current form was introduced in 2016–2017 and is updated and refined yearly.

The [Office of Institutional Research and Assessment](#) (OIRA), led by the dean of institutional research, assessment, and accreditation, currently has a full-time staff of four that includes an associate director, a data scientist for institutional effectiveness, and two analysts. The expanded capacity of this office has allowed Berklee to strengthen processes for data-driven decision-making and to increase collaborative assessment efforts throughout the institution. OIRA's mission, "to provide guidance and support for every area of Berklee to engage in continuous, culturally competent, comprehensive research and self-evaluation for data-informed decision-making, policy development, and strategic planning [and to use] data to identify opportunities to improve experiences and outcomes for students of all identities," reflects our institutional focus on evaluation and an increased emphasis on equity and inclusion throughout our assessment efforts.

The [OIRA website](#) posts useful and timely data for a wide range of stakeholders and includes many interactive dashboards. Survey results and outcomes reports are also emailed to administrators, are included in faculty/staff and student newsletters, and may be presented and discussed at departmental meetings. The results of the NSSE/FSSE surveys were the focus of a presentation at an Opening Day event, and course surveys and other survey results are often session topics at the Berklee Teachers on Teaching (BTOT) conference. (Of note, following faculty discussion at one of these BTOT sessions, the name of the process was changed from "course evaluations" to "course surveys.") Course survey questions and processes are regularly reviewed by a committee, and changes are made as needed. At the start of the pandemic, surveys were adapted to gather useful data on the remote course experience, with questions added such as "My instructor was able to effectively teach this course remotely" and "The quality of this course was maintained after the transition to remote teaching."

In an innovative use of the course survey results, the OIRA office implemented data mining of the student comments for particular attention to DEI issues. These results were then shared with deans, chairs, and the Diversity and Inclusion and Equity offices. These data served as a type of "early-alert" system and provided a lens into recurring themes that could be prioritized as areas of focus for DEI work. (This methodology was included in a presentation at the 2021 NEAIR conference.) The recent HEDS climate survey also provided a baseline to gauge progress resulting from our DEI work and guidance as to where to focus our resources.

In 2019, consultants from the Program Review and Evaluation Group (PERG) at Endicott College were hired to conduct a review of Berklee's Academic Program Review (APR) process. The PERG group conducted qualitative and quantitative research resulting in a [report](#) with a number of recommendations that are summarized in more detail in Standard 4. Following the PERG recommendations, a phased implementation of a revised process began in 2020 with a pilot group. The revised process included expanded consideration of diversity, equity, inclusion, and antiracism in the curriculum, a comprehensive [data packet](#) for every program, review by external evaluators, clearer curriculum maps to see alignment of courses with program outcomes, and a review every five years instead of every three. There was also

clarification added regarding how program review links to curriculum revision, so that the assessment loop comes full circle.

The assessment data from the pandemic “pulse” surveys provided a roadmap for improvement for the summer and fall remote semesters, including a need to streamline technology and create uniformity across course platforms and video conferencing tools and policies. Berklee applied for and received a significant grant, substantiated by this data, to support technology needs during this time. The pulse surveys also identified particular issues relating to needs for instruments and issues around time zones, which were addressed. These surveys guided communications and supported policy decisions around the reopening of campus as well.

Two other examples of Berklee’s commitment to using evaluation to improve student experience and success, and which support strategic initiatives, include the Black Scholars Initiative (BSI) and the Pathways to Graduation research. These data-informed programs, designed to address retention rates, graduation rates, and on-time graduation, are discussed in more detail in Standard 8.

The institution also engages in regular evaluation of the effectiveness of various operational and administrative activities. Most recently, President Muhl’s Student Experience Innovation Plan (SEIP) led to the operational reorganization and implementation of the [Berklee Bridge](#). Designed with the student at the center, the Berklee Bridge is a surrounding network of personalized student success services, supports, and resources providing an all-in-one, holistic approach to caring for students’ successful development throughout their time at Berklee and beyond. Offices that provide the resources that comprise the Berklee Bridge include Admissions, Registration, Financial Aid, Student Accounts, Advising, Care Support Services, Student Life, Student Success, Accessibility Resources, International Student Services, Career Services, and One Stop Student Services. One of the primary goals of this initiative was to eliminate the “Berklee Bounce,” which students often reported in surveys and other evaluations. The Berklee Bridge moved from a siloed model of specialized services that students accessed office-by-office to a comprehensive, coordinated support network that each student accesses in a highly personalized way. More details can be found in Standard 5 as well as examples from the student services departments that have undergone evaluations from external evaluators in recent years.

Within Information Technology Services (ITS), evaluation of the ticketing system led to a new system that allowed ITS to go from cut/paste of emails to those emails automatically creating a new ticket, saving many hours of work just to get the tickets into the system. In addition, it allowed for the inclusion of non-ITS staff on tickets to help with questions, approvals, etc.; for mobile device access so techs can use the system when they are away from the office; greater reporting functionality; and interaction with other systems such as Workday and our device management system (JAMF), so all new employees are added to the system automatically and techs can see what computers each user has in any ticket.

Projection

A new institutional mission, strategic plan, and strategic initiatives will be developed and communicated to the community in 2023. A system of evaluation of the new strategic plan will be integrated into the process.

Improvements are being made to support cross-institutional collaboration around enrollment planning, particularly projections for incoming student classes, to be able to address needs such as space requirements and faculty hiring in advance. A revised academic strategy is being led by the new provost with a focus on integrated enrollment planning. An admissions innovation planning group was formed in fall 2022 with representation from around the institution, with a goal of beginning to make changes as early as the next admissions cycle (more details can be found in Standard 5).

The integrated student information system project (either Workday Student or another SIS) will resume in 2023 with a revised timeline, which will complete the work of the planned merger of student information systems integration (more details can be found in Standard 7).

In 2021, President Muhl created the International Learning Environments Division (ILE), which has been tasked with drafting and implementing an international strategy for the institution. ILE will evaluate how to best leverage Berklee’s campus in Valencia and center in Abu Dhabi. In addition, ILE will be considering where else and how Berklee should

engage globally to support the strategic goals of the institution, and will explore the approvals needed for credit-bearing programs.

With the recent appointment of an SVP for DEI, community, and campus culture and climate, the Diversity and Inclusion area and the Equity and Title IX area are now under new joint leadership. The organizational functions of these respective areas will be undergoing evaluation in spring 2023 with a goal of streamlining efficiencies by fall 2023 to better respond to needs. One priority is to create a bias-response program such as was identified by the HEDS Campus Climate Survey. A plan for 2025 will include a review of the 2020 Plan to Address Systemic Racism and the DEI framework, assessing the status of the current goals, and creating new goals.

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

Immediately prior Strategic Plan
 Current Strategic Plan
 Next Strategic Plan

Year approved by governing board	Effective Dates	Website location
2017	2017-2020	Pathways Part 1 Berklee
2020	2020-2023	Thrive: Strategic Direction Berklee
	Anticipated Spring 2023	

Other institution-wide plans*

Master plan
 Academic plan
 Student Enrollment and Engagement Plan
 Space Utilization Plans
 Student Services Plans and Reports

Year completed	Effective Dates	Website location
2022	2022	Workroom, Std 2
2022	2022-2023	Workroom, Std 2
2022	2022-2023	Workroom, Std 2
2014, 2017, 2022	2014, 2017, 2022	Workroom, Std 2
annually	multiple	Workroom, Std 5

Plans for major units (e.g., departments, library)*

n/a

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated:

Program review schedule (e.g., every 5 years)

Sample program review reports (name of unit or program)*

APR Report - Composition
APR Report - Electronic Production and Design
APR Report - BM in Music Education
APR Report - MM in Music Education

Website location

Academic Program Review and Curriculum Changes Berklee College of Music
Academic Program Review Process and Timeline Berklee College of Music

Workroom, Std 4
Workroom, Std 4
Workroom, Std 4
Workroom, Std 4

System to review other functions and units

Program review schedule (every X years or website location of schedule)

Sample program review reports (name of unit or program)*

Study Abroad Program Review
Berklee First Year Abroad First Year Outcomes
Student Success Program Outcomes Assessments

Variable Schedule

Program Reviews Berklee
Program Reviews Berklee
Program Reviews Berklee

Other significant institutional studies (Name and web location)*

Women in the Music Industry Research
Ruffalo Noel Levitz Student Satisfaction Inventory Report
Graduate and Alumni Reports
Incoming Student Expectations Report
Time to Graduation Research
Peer Comparison Report

Date
2019
2022
Annually
2019
2019
2018

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

Standard 3: Organization and Governance

Berklee is a private, non-profit, non-sectarian, co-educational institution of higher education chartered under the laws of the Commonwealth of Massachusetts. The institution is governed by the Berklee Board of Trustees, consisting of 12–45 trustee members, and by the president of Berklee. Berklee’s organization and governance are focused on enabling the institution to accomplish the following objectives:

- Fulfill the mission and purpose.
- Create and sustain learning environments that encourage teaching, learning service, scholarship, research, innovation, and entrepreneurship.
- Strengthen the board’s oversight and support effective decision-making.

Governing Board: Description

The Berklee Board of Trustees is a group of individuals who are the primary fiduciaries of the institution and are familiar with Berklee’s mission, objectives, policies, and programs. The authority, duties, and responsibilities of the Board of Trustees, as well as its relationship with senior administration in setting and carrying out the mission and purposes of the institution, are made explicit in the Berklee College of Music bylaws. The primary functions of the board are the establishment of policy as well as the sound management of the institution’s resources. Additionally, the board is responsible to select the president, to annually review the president’s goals for the past year and for the upcoming year, and to set the president’s compensation. Each year, the board reviews the board meetings for the year past and discusses how to improve them for the coming year.

The board’s strong Conflict of Interest Disclosure Policy, as well as its Code of Ethics adopted in 2021, ensure that all members are free of personal or immediate familial or financial interest in the institution; understand, accept, and fulfill their responsibilities as fiduciaries of the institution; and act in good faith and in Berklee’s best interest. In 2020, the Commonwealth of Massachusetts enacted legislation, the Higher Education Financial Assessment and Risk Monitoring Law, which requires all trustees to undergo a trustee training session. By November, 2021, 11 members of the board had completed the training by participating in virtual training sessions offered by the Boston Consortium for Higher Education.

The board monitors the financial strength of the institution through its Finance and Budget, Audit and Risk, and Investments committees, and reviews and approves the annual financial statements submitted by Berklee’s external auditors. The full board meets four times a year, in the months of October, December, March, and May. The composition of the board (currently 38 members) is diversified by occupation, age, gender, race, ethnicity, education, geography, length of service, and relationship with the institution. Members of the board serve voluntarily, without compensation. All members are listed on the Berklee website at berklee.edu/trustees. Every trustee serves three-year terms and may serve a total of three consecutive three-year terms. Trustees may return for additional terms, but only after being off the board for one full calendar year. There are two trustee seats reserved for alumni, who serve a single three-year term. As a function of the merger with the Boston Conservatory in 2016, eight of the trustees are designated as Conservatory trustees. These trustees are vested with certain reserve powers for a period of time as specified in the merger agreement. These reserve powers include trustee succession, budget approval, real estate, and areas of autonomy versus areas of integration in the merged institutions. One of the functions of the board is to establish relationships with individuals who are able to advance Berklee’s mission and support ongoing programs. Board members are also asked to participate in philanthropy annually and to support Berklee’s capital campaigns. They are encouraged to attend events for the institution, such as concerts, commencement, and the Berklee City Music Encore Gala. A trustee can also fulfill expectations by sharing their musical expertise or in other non-pecuniary ways.

The Trustee Executive Committee, comprising 13 members including the president of the institution, meets between board meetings. Among other leadership tasks, the Executive Committee evaluates and sets compensation for the president on an annual basis. In addition, the board maintains the following 10 trustee committees: the Academic Affairs Committee, Audit and Risk Committee, Boston Conservatory at Berklee Committee, Campus Planning Committee, Finance and Budget Committee, International Learning Environments Committee, Institutional Advancement

Committee, Investment Committee, Student Enrollment and Engagement Committee, and the Trustee Committee on Membership. All trustee committees present their goals and objectives and report their progress against those goals annually to the Executive Committee. There are also two advisory committees, the Online Education Committee and the Berklee City Music Advisory Board, that are chaired by a trustee (and thus are represented on the Executive Committee) and whose duties and responsibilities are the same as the standing board committees listed above, but whose members are primarily non-trustees.

In addition to these committees, the chair may establish ad hoc committees to provide oversight and serve as a sounding board for the administration in specific situations. Two examples in recent years are 1) the 2015 ad hoc committee to consider the possible merger with Boston Conservatory, and 2) the 2017 ad hoc committee to support the administration's efforts to assure a safe and secure environment free of sexual harassment and free of discrimination.

Advisory Councils

Three advisory councils that do not hold responsibilities as fiduciaries of the institution also provide support for the executive leadership of the institution. The Presidential Advisory Council (PAC) is a distinguished group of individuals who, like the board, are familiar with Berklee's mission, objectives, policies, and programs, but do not hold responsibilities as fiduciaries of the institution. Meeting two times a year, PAC members advise the president on strategy and key initiatives, as well as establish relationships with individuals who can advance the mission of the institution and support its philanthropic priorities. Currently at 36 members, the group shares the priority of the board to maintain membership that reflects the diversity of the Berklee community.

The Executive Director's Advisory Council (EDAC) shares all aspects of the Presidential Advisory Council but is focused exclusively on Boston Conservatory at Berklee. Meeting two times a year, EDAC members advise the executive director of the Conservatory on strategy and key initiatives, as well as establish relationships with individuals who can advance the mission of the Conservatory and support its philanthropic priorities. Currently at 36 members, the group shares the priority of the board and of PAC to maintain membership that reflects the diversity of the Berklee community.

The Founder's Advisory Board (FAB) also shares these aspects but is focused exclusively on Berklee NYC, the New York City instructional location of Berklee. Currently at 21 members, this group meets two times a year and includes three present and two former members of Berklee's Board of Trustees. FAB shares the priority of the board to maintain membership that reflects the diversity of the Berklee community.

Governing Board: Appraisal

The Berklee board's effective management, dedication to the institution, and leadership have been especially demonstrated by the following examples over the past several years.

The Berklee board met in person on March 6, 2020, just prior to the pandemic being declared. As the gravity and scope of the situation unfolded in the following week, the board actively responded, holding ad hoc virtual meetings in April, May, June, August, and September of 2020. At these meetings, board members reviewed Berklee's response to the pandemic in detail. Meeting attendance throughout the pandemic was strong and trustee input was invaluable in helping then-President Roger Brown and the entire community to persevere. The board continued to meet remotely throughout the 2020–2021 academic year, resuming meeting in person in October 2021.

During 2020–2021, the board led a successful search for Berklee's fourth president. The robust and inclusive process began with establishing a Presidential Search Committee that included trustees, staff, faculty, students, and alumni. The institution hosted opportunities for input, and once the search began, the board chair regularly updated the board and the community on the process. Almost the entire search took place during the pandemic, posing unprecedented challenges to everyone involved—the search committee, search firm, and candidates alike. The board chair continued to schedule meetings, including going so far as to host summer 2020 interviews with finalists that involved backyards, tents, cameras, and microphones, social distancing all the while. In October 2020, the board announced the appointment of Erica Muhl, an accomplished pianist and composer whose deep experience in cross-disciplinary innovation in higher education, with artistry and technology at the core, coupled with her distinguished music career and lifelong dedication

to students, uniquely embodied all the qualities the search committee and the community sought, and aligned perfectly with Berklee's vision.

The commitment of the board to its own self-assessment and to continuous improvement is clear in the work of the Trustee Committee on Membership (TCoM). Prospective trustees are vetted extensively, including by legal counsel. Once a new member joins, TCoM oversees a robust onboarding process. In addition to reviewing the Berklee bylaws, the Berklee Trustee Code of Ethics, and the Conflict of Interest Disclosure, new trustees meet individually with the president and with all senior leadership, meetings which help determine trustees' service on board committees. TCoM members interview every trustee during their second, fifth, and eighth year of service. These years mark the middle of each of the trustee's three three-year terms, a good time to evaluate the past and plan for the future of one's board commitment. Topics discussed during these one-on-one interviews include board engagement, professional interests, professional goals, board meeting satisfaction, suggestions for improvement, candidate nominations, and other topics of the members' choosing. The personal interviews provide a space for board members to discuss their evaluations in a confidential environment with a member of TCoM. Data from these interviews are reviewed by the committee on membership, the board chair, the executive committee, and the president, with follow-up and improvements to the board processes as appropriate. The results of their review (their recommendations for renewals, not the content of the reviews, which are done every fall) go to the Executive Committee, which votes on TCoM's recommendations for term renewals (in January), which then go to the full board for a vote at the annual meeting in March. Currently, there are no external evaluations, although this is a topic that TCoM is currently discussing.

The board is strongly committed to increasing the diversity of its membership, particularly in regard to race and gender. Progress toward this goal is calibrated and reviewed at every TCoM meeting. Discussion of prospective trustees, whose candidacies are reviewed by TCoM, includes diversity on its list of desired qualifications; others are prestige, philanthropy, engagement, relevance, X factor, and reputation. Playwright [Velina Hasu Houston](#) and saxophonist and singer-songwriter [Grace Kelly](#) '12, the most recent additions to the board, are good examples of the success of the board's efforts to diversify its membership in the areas of age, gender, and race. This continues to be a focus as new members are added.

The Board of Trustees expanded to 40 in 2016 with the addition of eight legacy Conservatory trustees, but is gradually moving closer to its pre-merger size. This is due to the fact that in 2012 and 2013 there were a larger than usual number of new board members, and their terms are now coming to an end. The consensus among the board is that a smaller size is more conducive to their work.

Internal Governance: Description

The President

As specified in Berklee's bylaws, the president is the chief executive officer of the institution and oversees its day-to-day business. It is the president's responsibility to manage the institution through appropriate administrative structures that enable it to fulfill its purposes and objectives. Erica Muhl began as Berklee's fourth president on July 1, 2021, following 17 years of leadership by Roger H. Brown. Muhl came to Berklee from a distinguished 30-year career at the University of Southern California (USC), where she was dean of the Roski School of Art and Design, and most recently, founding dean of the Jimmy Iovine and Andre Young Academy for Arts, Technology and the Business of Innovation. An accomplished pianist, composer, and conductor, she is the first woman to serve as Berklee's president. Following in the tradition set by Brown, President Muhl regularly engages with the community. Though initially constrained by the pandemic to hosting only virtual faculty, staff, and student open houses, she has subsequently been able to engage with the community in person, hosting open houses, visiting divisions and departments, and meeting regularly with the Student Government Association. She also delivers remarks and participates in listening sessions at annual events such as convocation, Opening Day, and the Berklee Teachers on Teaching conference. The mid-winter State of Berklee presidential speech, which was streamed during the pandemic and is now offered in person and online, also includes a question and answer segment. In the 2022–2023 school year, President Muhl began hosting a series of lunches with small groups of students, faculty, and staff. She also visits classes on an ad hoc basis.

The Provost/Executive Vice President

David Bogen, provost and executive vice president, began his service on July 1, 2022, following the retirement of Lawrence Simpson, Berklee's long-serving provost and senior vice president of academic affairs. Bogen is a higher education executive with more than 25 years of national and international experience as a scholar and academic leader. He came to Berklee after serving as vice president for academic affairs and provost at the Maryland Institute College of Art (MICA) in Baltimore, Maryland, and before that as the vice president academic and provost at Emily Carr University of Art and Design in Vancouver, Canada. Bogen is the first person in the history of the institution to serve as an executive vice president, and is the first chief academic officer to oversee the learning environments of the entire institution. This role was created to help ensure that the Berklee educational experience is unified. Bogen oversees all of the institution's academic programs and facilities, has lead responsibility for academic governance and the administration of the faculty contract, and collaborates with the president and academic leadership to forge key partnerships and innovative programs across Berklee's many local and global communities.

Senior Leadership

The [President's Cabinet](#) currently serves as the primary advisory group of the institution. Led by the president, the group meets weekly and is composed of the senior members of the institution's leadership across all the learning and administrative environments. The responsibility of the cabinet is to develop and support strategic initiatives relevant to the operations, mission, and vision of the broader institution.

The President's Council includes all members of the cabinet, vice presidents of all levels, deans, and leadership within the Office of the President. The council meets monthly to develop, support, communicate, and operationalize the institutional vision and strategic initiatives throughout the institution's learning environments.

Academic Governance

As provost and executive vice president for academic affairs, David Bogen serves as Berklee's chief academic officer. In this role, he is responsible for all academic programs, facilities, and operations at Berklee. Bogen reports to the president and oversees a leadership team that consists of the executive directors from each learning environment, academic affairs vice presidents, associate vice presidents, deans, and associate deans. Academic deans in Valencia and at Berklee Online report organizationally within their unit and functionally to Bogen for appropriate academic oversight and integration into the policy-making and evaluation systems of the institution.

Bogen reviews all academic programs, gives final approval to changes approved by curriculum committees and the committee on academic policy, oversees the academic budget, and is involved in new programs from proposal to implementation. He approves faculty hires, reappointments, promotions, and conversions; approves department chair and senior academic administration appointments; and is responsible for managing the collective bargaining agreement with the faculty union, including resolving disputes with the faculty union and being the lead administrative representative of Berklee in collective bargaining.

The faculty are organized within departments (also called programs or specializations) that lie within divisions that are overseen by the academic deans. There are 27 departments at Berklee Boston—22 within the four College divisions and five within the three Conservatory divisions—each of which is led by a department chair and 18 of which are co-led by an assistant chair, for a total of 45 chairs at the Boston campus. Berklee Valencia's academic governance features four program directors, each of whom oversee an academic program. Their role is similar to that of a chair and they report to the Valencia dean. Similarly, each of the three specializations in Berklee NYC's program is managed by a program director, as is each of the master's programs at Berklee Online. The undergraduate programs at Berklee Online are overseen by the dean of pre-college, online, and professional programs. Each chair or program director, with final approval from their dean, is responsible for assigning faculty to the area's courses offered, conducting curriculum planning and review, acting as lead academic advisor for the area, and managing the area's operating budget. Chairs further the development of faculty members, conduct annual faculty performance evaluations, and lead recruitment and selection of new faculty members.

Faculty input on curricular decisions is welcomed and solicited by leadership. Faculty hold a formal role in the College Curriculum Committee and Graduate Studies Committee. 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 Berklee Faculty Union of the American Federation of Teachers, Local 4412, AFT-MA, AFL-CIO, the collective bargaining unit for faculty. The union is valued as a partner and advocate in representing faculty concerns and issues. Prior to the merger in 2016, Boston Conservatory faculty were not unionized or ranked. Following the merger, in the 2016–2017 academic year, Conservatory faculty went through a ranking process and voted to become part of the bargaining unit represented by the Berklee Faculty Union, effective on June 13, 2017. Teaching for Berklee Online and for Berklee Valencia is an engagement that falls outside of the collective bargaining agreement.

Throughout the academic year, the faculty union executive committee meets on a weekly basis. Berklee administration meets with the faculty union executive committee on the first Thursday of each month that classes are in session during the fall and spring semesters to discuss mutual concerns and issues. The faculty union executives work with the provost, as well as with academic vice presidents, deans, and other appropriate institutional leaders, to ensure the compliance by all parties with the current faculty contract agreement. The most recent collective bargaining process occurred in summer and fall of 2022 and resulted in a three-year contract.

Academic Affairs Standing Committees

Provost Council

Led by the executive vice president/provost, the Provost Council identifies issues of strategic importance to Academic Affairs, develops responses to those issues, and ensures that all divisions, departments, and programs function in accordance with the mission of the institution. The council meets bi-weekly with a membership consisting of the provost; the vice provost; the senior vice president for DEI, community, and campus culture and climate; the executive directors of the different learning environments; and the deans and associate deans of the divisions and academic support areas. The Provost Council is supported by the senior project manager for the Office of Academic Affairs.

Academic Leadership Council

Also led by the provost, the Academic Leadership Council (ALC) provides a vehicle for the department chairs and program directors, in collaboration with the senior leadership of Academic Affairs, to identify and address issues of importance and priority within the academic areas. The primary areas of focus for the ALC are academic policies, curriculum, links to enrollment and admissions, faculty, new programs, chair development, and the development of academic affairs priorities and strategies. Agendas for the ALC are developed by the ALC agenda planning committee, which is led by a chair and includes an academic dean and chair representation from the College (three) and Conservatory (two). The ALC is advisory to the provost.

College Curriculum Committee and Graduate Studies Committee

The mission of both the College Curriculum Committee and Graduate Studies Committee 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 academic program review. Both committees review and make recommendations to the provost regarding the curricular matters under their purview. Membership of the two committees includes administration and faculty as well as representatives from all instructional locations and modalities. Because graduate studies is relatively small compared to undergraduate studies, the Graduate Studies Committee also considers issues of policy affecting student admission, retention, and overall student learning. Both committees are chaired by the interim vice provost.

Committee for Academic Policies

The Committee for Academic Policies (CAP) considers the relevance and effectiveness of academic policies and processes, with the objective of supporting the experience of Berklee students. Led also by the interim vice provost, the committee includes academic senior leadership, chair representatives, and representatives from Student Enrollment and Engagement. The committee makes recommendations to the provost.

Division and Department Committees

The deans of each of the Boston campus's academic divisions—Professional Education, Professional Performance, Professional Writing and Music Technology, Africana Studies, and the Conservatory's Music, Musical Theater, and Dance divisions—lead regular leadership meetings of department chairs and assistant chairs in the division. The 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. Similar to the Boston campus, each programmatic area at Berklee Valencia and each program specialization at Berklee NYC hold regular leadership meetings of the directors of the programs on their campuses, as well as regular meetings with faculty of each programmatic area. Boston Conservatory at Berklee has a Faculty Advisory Council, which meets regularly with the interim education director.

Enrollment Governance

Enrollment governance is led by a standing Executive Enrollment Governance Group that guides Berklee's strategic enrollment management plans across all programs, with the exception of Berklee Online. This group includes executive leadership across the Academic Affairs, Enrollment, and Finance teams.

Student Governance

Berklee's [Student Government Association](#) (SGA) is made up of 21 paid student leader positions that represent both the College and the Conservatory. Students are elected to a one-year appointment to represent the executive board or their academic division. There are nine members of the executive board and 12 academic representatives, with six from the College and six from the Conservatory. In their roles, SGA members frequently meet with Berklee leadership to discuss concerns and provide feedback. Berklee Valencia has a Student Advisory Board (SAB) that consists of two students from each program, elected by their peers, along with two to five diversity and inclusion representatives. SAB representatives advise their program director and help communicate information from students. In addition, they advise various groups on campus including Academic Affairs, Student Affairs, Diversity and Inclusion, and the Valencia executive team.

Internal Governance: Appraisal

Flexible high-level governing bodies

Berklee's internal governance structures provide an effective framework for supporting the institution's mission and ongoing work. As the institution has grown in complexity, its systems of internal governance have also evolved and expanded considerably. Post-pandemic, and with a new president in place, the cabinet now functions as a carefully curated leadership body that combines all the learning environments into a single, cohesive team. The elevation of the provost role to the executive vice president level also responds to this need for a high-level, unifying authority. This new structure, crafted by President Muhl, is articulated in the organizational chart.

When he began at Berklee on July 1, 2022, the provost/executive vice president immediately initiated a series of discussions and facilitated working sessions aimed at establishing collaborative and engaged academic leadership. These led to the development of a set of priorities for Academic Affairs that reflect the broad concerns of the primary constituencies of students, faculty, and academic leadership at all levels. This set of priorities was presented to the Academic Leadership Council and ratified by that body as a shared work plan for AY 2022–2023 at the October 2022 meeting. This process is reflective of the long-term strategy for strengthening structures and practices of shared academic governance at Berklee and to empower more voices at the level of chairs and program leadership in critical discussions and decisions.

New positions/structures

From June 2020 to September 2020, the full President's Council participated in a powerful eight-meeting antiracism workshop based on Berklee's [Black Lives Matter Capsule](#), an innovative, interactive resource created in response to

national unrest and campus activism regarding race and racism. One outcome of this work was the creation of the inaugural vice president of diversity and inclusion leadership position in 2021, elevating the role from its previous AVP level. In fall 2022, this position was again restructured to include oversight and responsibility for the equity and Title IX functions, and the current incumbent was promoted to senior vice president for DEI, community, and campus culture and climate (a role that reports to the president). This has enabled pan-institutional work to be conceptualized and disseminated at the senior leadership level of the institution. More recently, due to many leadership changes across the institution, Berklee is revisiting the updated Black Lives Matter Capsule curriculum to ensure a foundational understanding of diversity, equity, inclusion, and antiracism concepts.

To foster the growth of innovative initiatives and programs beyond the Boston campus, President Muhl created the position of senior vice president of international learning environments. This new role enables the institution to rely on a senior leader working closely with the president to create an overarching vision for Berklee's international presence, rather than the compartmentalized approach of its earlier years.

Student involvement in governance has increased in recent years. In 2017, students were an integral part of [campus culture working groups](#), in which students worked side by side with leadership to review and improve campus culture regarding issues of sexual harassment and assault. The SGA, while active before Covid, elevated their level of involvement by participating via Zoom in large governance meetings such as President's Council and then also in person as the campus reopened. Students are invited to speak at New Faculty Orientation and at other key events like Opening Day and the Berklee Teachers on Teaching conference. Some recent changes resulting from student involvement include the SGA's successful advocacy for extending the course add/drop deadline in order to be more accommodating of student schedule needs, the addition of students to the Religious Observance Institutional Committee, and widespread campus sustainability initiatives. In 2021, the SGA began exploring an alternative food service provider outside of Aramark (a project that is still underway). The SGA also worked with the Berklee Faculty Union to advocate during contract renegotiations, and has been attempting to bring hybrid classes as a disability accommodation by meeting with administrative leaders.

Organization and Governance: Projection

Leadership structures will continue to be refined by the new president and provost and their teams with pan-institutional needs in mind. Following a review of institutional communications that was conducted by an external consulting group in the summer of 2022, recommendations for improving communications and the flow of information across the institution, including the redesign of the presidential communications team, are being implemented in 2022–2023. This includes the creation of a new position, senior vice president for communications and marketing, for which a search is underway and is scheduled to be completed in late winter 2023.

The president and provost continue to implement and monitor, on a monthly basis, the effectiveness of the Academic Affairs priorities task force committees and how they interface with the institutional strategic plans that are simultaneously being developed. Progress reports will be presented and evaluated through the Academic Leadership Council.

There are several plans to increase involvement of students in decision-making, such as inclusion of a student on the College Curriculum Committee to hear how curriculum proposals might impact the student body, and inclusion of students on Faculty Grant Review Committees (including a new Inclusive Teaching Grant). The Office of Faculty Development also plans to work with SGA for input on expanded involvement from students related to their programming.

Standard 3: Organization and Governance (Board and Internal Governance)

Please attach to this form:

- 1) A copy of the institution's organization chart(s). * Organizational Chart is appended to Institutional Characteristics Form
- 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. * See Workroom

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

Name of the sponsoring entity	N/A
Website location of documentation of relationship	N/A

Governing Board

By-laws	Workroom, Std 3
Board members' names and affiliations	Board of Trustees Berklee

Board committees

	Website location or document name for meeting minutes
? Executive Committee	OnBoard - available upon request
Academic Affairs Committee	OnBoard - available upon request
Audit and Risk Committee	OnBoard - available upon request
Boston Conservatory at Berklee Committee	OnBoard - available upon request
Campus Planning Committee	OnBoard - available upon request
Finance and Budget Committee	OnBoard - available upon request
International Learning Environments Committee	OnBoard - available upon request
Institutional Advancement Committee	OnBoard - available upon request
Investment Committee	OnBoard - available upon request
Student Enrollment and Engagement Committee	OnBoard - available upon request
Committee on Membership	OnBoard - available upon request

Major institutional faculty committees or governance

	Website location or document name for meeting minutes
Faculty Union Executive Committee	Committee — Berklee Faculty Union
College and Graduate Curriculum Committees	Curriculum Committees Berklee College of Music

Major institutional student committees or governance

	Website location or document name for meeting minutes
Student Government Association (SGA)	Student Government Association (SGA) Berklee
Student Advisory Board (Valencia)	Student Services Berklee Valencia

Other major institutional committees or governance groups

	Website location or document name for meeting minutes
Academic Leadership Council	Minutes are stored on Google drive- viewing permission upon request
Berklee Online Committee	Minutes are stored on Google drive- viewing permission upon request
City Music Advisory Committee	Minutes are stored on Google drive- viewing permission upon request
Executive Enrollment Governance Group	Minutes are stored on Google drive- viewing permission upon request
President's Cabinet	Minutes are stored on Google drive- viewing permission upon request
President's Council	Minutes are stored on Google drive- viewing permission upon request
Provost Council	Minutes are stored on Google drive- viewing permission upon request

Please enter any explanatory notes in the box below

Berklee Online and City Music Advisory are advisory committees and not standing board committees.

Standard 3: Organization and Governance (Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			(FY2020)	(FY 2021)	(FY 2022)
u Main campus	Boston, MA	1945	6,166	5,892	6,771
u Other principal campuses					
u Branch campuses (US)					
u Other instructional locations (US)	New York, NY	2021	--	--	79
u Branch campuses (overseas)	Valencia, Spain	2012	572	271	362
u Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			(FY2020)	(FY 2021)	(FY 2022)
Distance Learning Programs					
Programs 50-99% on-line					
Programs 100% on-line	16	2002	6,424	9,227	8,714
u Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs	1	1998	11	10	4
Contractual Arrangements					

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

Enrollment in 100% online programs (Berklee Online) includes both degree-seeking and non-degree-seeking students (for credit and not for credit). Three new Berklee Online degree programs will begin enrolling in Spring 23: BA in Piano Performance, BA in Voice Performance, and an MA in Interdisciplinary Music Studies. In the Valencia branch campus, there was no undergraduate enrollment for the 2020-2021 academic year due to the pandemic.

Standard 4: The Academic Program

The Academic Program: Description

Berklee's academic programs are closely aligned with the institution's mission to educate, train, and develop students in the performing and creative arts, and associated areas of business, entrepreneurship, and technology. The academic program is the realization of this mission, as Berklee's vision and purpose lie at the heart of our academic offerings. Berklee offers the following degrees at its campuses: Bachelor of Music, Bachelor of Arts, Bachelor of Fine Arts, Master of Arts, Master of Music, and Master of Fine Arts. Additionally, Berklee offers the following degrees fully online: Bachelor of Professional Studies, Bachelor of Arts, Master of Arts, and Master of Music.

The institution administers academic programs and confers degrees and other appropriate credentials through three principal learning environments: Berklee College of Music (BCM or "the College"), Boston Conservatory at Berklee (BCB or "the Conservatory"), and Berklee Online (BOL). Berklee maintains three physical campuses, in Boston, New York City, and in Valencia, Spain, along with Berklee Online's fully virtual campus. Berklee Valencia and Berklee NYC function as semi-autonomous campuses with regard to business operations, but are currently fundamentally part of the College in terms of academic structure and governance. Efforts are underway to create parity as regards levels of operational autonomy across all of Berklee's campuses, with the goal of better serving students as well as the communities and regions in which those campuses are located.

Berklee's 7,000-plus undergraduate students complete a Bachelor of Music, Bachelor of Arts, or Bachelor of Fine Arts degree in one of 38 undergraduate majors.² Undergraduate students on the Valencia campus comprise those completing their entire first year as part of the First Year Abroad (FYA) program and those completing a single semester of study abroad.

At Berklee College of Music, undergraduate students in the Bachelor of Music program choose from the following 14 majors: composition, contemporary writing and production, electronic production and design, film and media scoring, game and interactive media scoring, independent recording and production, jazz composition, music business/management, music education, music production and engineering, music therapy, performance, professional music, and songwriting. Students can also double major in most combinations. In 11 of these majors (excluding only music business/management, music education, and music therapy), the College also offers a four-year professional diploma program. This program provides focused specificity in a field; diploma students have the option to switch to the degree program if qualified. The College also offers one Bachelor of Arts degree, in music industry leadership and innovation.

At Boston Conservatory at Berklee, undergraduate students in the Bachelor of Music program choose from the following eight majors: brass performance, composition, harp performance, percussion performance, piano performance, string performance, voice performance, and woodwind performance. Conservatory undergraduates in the Bachelor of Fine Arts program can choose contemporary dance, commercial dance, contemporary theater, and musical theater.

At Berklee Online, Bachelor of Arts students choose among 10 majors: electronic music production and sound design; guitar; interdisciplinary music studies; music business; music composition for film, TV, and games; music production; songwriting; songwriting and producing music; voice performance; and piano performance. Berklee Online also offers an undeclared major for entering students with limited or no college experience; undeclared students can earn up to 45 credits that will transfer into a degree major.

Undergraduate students may also select from among 33 undergraduate [minors](#) that range from creative coding and instrument repair to English, philosophy, and drama. In addition, students in certain technology-heavy majors may choose to pursue one of five specializations—writing for television and new media, video game scoring, audio

² Students currently enrolled in one of Berklee Online's Bachelor of Professional Studies degrees—which have since been modified to Bachelor of Arts degrees—have the option of finishing the B.P.S. degree or switching to the B.A.

post-production, commercial record production, and sound design for video games—which add increased depth of study to a particular area of study within a field.

Berklee offers graduate programs to nearly 800 students, who complete a Master of Music, Master of Arts, Master of Fine Arts, Artist Diploma, Graduate Diploma, Performance Diploma, or Professional Studies Certificate. The College offers the Master of Music degree in global jazz and in music education in Boston. Four programs are offered in Valencia, Spain: the M.M. in contemporary performance; M.M. in music production, technology, and innovation; M.M. in scoring for film, television, and video games; and M.A. in global entertainment and music business. In New York, a Master of Arts is offered in creative media and technology with three specializations: live music production and design; songwriting and production; and writing and design for musical theater. The Conservatory offers the Master of Music degree, diplomas, and certificates in brass performance, choral conducting, composition, conducting (instrumental), collaborative piano, composition, piano, contemporary classical music performance, harp performance, marimba performance, multiple woodwind performance, opera performance, percussion performance, string performance, vocal pedagogy, voice performance, and woodwind performance, along with an M.F.A. in musical theater vocal pedagogy. Berklee Online offers graduate degrees in film scoring, interdisciplinary music studies, music business, music production, and songwriting.

Berklee also offers educational opportunities to both pre-college and continuing education students. Berklee's City Music program provides out-of-school education to pre-college students through a year-round program for underserved 4th–12th grade students. The newly created division of Pre-College, Online, and Professional Programs—the home division of Berklee Online—similarly aims to increase access to high-quality, affordable creative education for artists around the world. In addition to the postsecondary degree programs offered through Berklee Online, the division also offers learning experiences in the arts for middle school and high school students ages 12–18 through a broad array of 31 summer programs serving approximately 3,000 students (roughly 10% of which are City Music students). The Berklee Abu Dhabi Center offers non-credit music and dance programs for children and adults alike.

Connections Among Learning Environments

There are considerable opportunities for students to take advantage of learning environments other than the one in which they are formally enrolled. This is facilitated by a number of strategies:

- The Liberal Arts and Sciences Department is an integrated department that serves students at both the College and the Conservatory.
- Many Liberal Arts and Sciences requirements may be fulfilled through [equivalent Berklee Online courses](#), as may many additional College major requirements and electives.
- All minor courses of study are available to all College and Conservatory students.
- College and Conservatory students may enroll in the more than 250 courses that have been opened for [dual-listing and cross-registration](#).
- Conservatory students may participate in the almost 400 musical ensembles offered at the College each semester, or take an additional half-hour private lesson on a secondary instrument at the College.
- College students may study dance at the Conservatory.

Requested Update on Berklee NYC

The April 26, 2022, letter from NECHE confirming Berklee NYC's accreditation requested specific emphasis related to Standard 4.3, specifically regarding “the alignment between the core and specialization courses in the program.”

Through the initial year of the program, feedback on the structure and alignment of the core and specialization courses was gathered from a wide variety of sources: direct student feedback, course evaluations, and surveys administered throughout the year, as well as academic leadership meetings and curricular retreats. In addition, the program went through the one-year-out program review process that is the institutional norm and expectation for new programs. This included assembling additional data (e.g., the Ruffalo Noel Levitz Student Satisfaction Inventory, Berklee's own graduating student exit surveys, enrollment trends for AY 2022–2023, curriculum maps for each specialization, student learning and reflective artifacts from AY 2021–2022, and SAP and graduation rates), as well as a two-day self-study

retreat among Berklee NYC leadership and a team from the Boston campus. Thanks to this comprehensive process, Berklee NYC has identified clearer points of alignment between the core and specialization curriculum.

In addition to the curricular revisions in each specialization that one would expect after an initial year of instruction, a number of curricular revisions were put in place for AY 2022–2023 that specifically address the alignment of core and specialization (updated program grids are available in the Workroom):

- The program learning outcomes for each specialization have been reviewed and updated as needed.
- Students in each specialization will have dedicated sections for the core curriculum classes, ensuring that the teaching of the core curriculum aligns specifically and directly with each specialization.
- The titles and descriptions of two foundational courses have been adjusted to better reflect the content taught.
- A third foundational course has been moved from the fall to the spring semester and adjusted to provide more focused outcomes per specialization.
- Elective offerings have been adjusted and expanded in order to offer students more agency in creating a unique and relevant path through their specialization.

We anticipate that these changes now in place will significantly enhance the alignment of the courses through the program. This will be evaluated through continued feedback from students and faculty at both the course and program specialization level.

The Academic Program: Appraisal

For what the Carnegie classification would consider a medium-sized institution, Berklee is unusually complex in its structure. Since our 2013 self-study, the institution has grown significantly with the addition of an instructional location in New York City and the expansion of the Valencia, Spain, campus offerings; the merger with Boston Conservatory; and the rapid growth of Berklee Online in both its degree offerings and its ongoing and expanding integration with the College and Conservatory.

Many benefits have emerged from this growth, most notably the opportunities for students to take advantage of the offerings across these different learning environments. Work remains to be done in articulating a shared understanding of the philosophical and practical organization of these interrelated and interdependent ecosystems. As a legal entity, Berklee is known as Berklee College of Music; but in practice, the College is now one learning environment among others. Relatedly, Berklee Online started out as Berklee's school of continuing education (and indeed this appellation continues to appear on Berklee Online transcripts), but functionally it has taken on a dual role in offering both its own degree programs as well as individual courses that fulfill the requirements for College students. Berklee makes ongoing efforts to evaluate and adjust its organizational and governance structures in order to best sustain and grow this robust and innovative global institution, as well as to encourage and enable students to make the most of the rich offerings available to them. The creation of a mission statement for the entirety of Berklee will both guide and emerge from this work, the successful completion of which will be essential to the implementation of a single, pan-Berklee student information system (SIS) that will unify the separate ecosystems.

Berklee continues to consider, evaluate, and implement new academic programs that align with the institutional mission and offer new opportunities for students. For example, the recent rollout of two undergraduate majors, a Bachelor of Music in independent recording and production (IRP) and a Bachelor of Music in game and interactive media scoring (GAIMS), as well as the new B.A. in music industry leadership and innovation, were responses to changes in the industry as well as to student interest. The same is true at the Conservatory for the B.F.A. in dance: commercial dance and the M.F.A. in musical theater: musical theater vocal pedagogy; and at Berklee Online for the B.A. in guitar, the M.A. in interdisciplinary music studies, and the M.A. in songwriting. The recent creation of an Africana Studies Division similarly positions Berklee to continue and expand its reach within the context of its history and mission, and across all learning environments.

Of additional interest and ongoing development are pre-college programs that lead to Berklee either directly or indirectly (i.e., after one or two years at a community college). Students who complete the Aspire five-week summer program, for example, have [higher retention and graduation rates](#) than the Berklee average. Aspire participants who entered their undergraduate program from 2012 to 2020 had a 87% one-year retention rate, compared to a 82% retention rate of

students who did not participate in Aspire. Aspire participants who entered their undergraduate program from 2012 to 2014 graduated at a rate of 66%, three percentage points higher than students who did not participate in Aspire. Some of this is attributable to the higher motivation of students who would seek out the Aspire program, but also key to these students' success is the alignment of Aspire's curriculum with that of Berklee's Bachelor of Music curriculum.

Assuring Academic Quality: Description

Through its system of academic administration and faculty participation, Berklee demonstrates an effective system of academic oversight.

Academic Structure

As described in Standard 2, all divisions at the College and the Conservatory are led by deans. These divisions comprise 27 academic departments, each of which is led by a department chair who reports to their divisional dean. Each College graduate program is led by a program director who reports to the appropriate campus academic leader, with a dotted line to the dean of graduate studies. In addition, each campus and learning environment has its own leadership team made up of Academic Affairs leadership.

Berklee Online operates within a newly renamed division: Pre-College, Online, and Professional Programs. A senior vice president and a dean lead the strategy, development, and administration of educational programs for Berklee Online, pre-college summer programs, and professional programs. As at the College, each master's degree program has a program director. All bachelor's degree programs are under the supervision of the dean of pre-college, online and professional 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.

Academic Oversight

Oversight of Berklee's curriculum is administered in each of the three principal learning environments. In each environment, curriculum committees provide for peer review via faculty membership and institutional review via leadership and interdepartmental coordination. See Standard 3 for details on the curriculum committees. All proposals for new courses and programs—at both the undergraduate and graduate level—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 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 either approved, rejected, or returned with a request for revision. Approved proposals are forwarded, as recommendations, to the provost, who makes all final approval decisions for Academic Affairs. The College Curriculum Committee also receives findings from the Academic Program Review process (see below), and also considers and approves proposals for Berklee Online courses as equivalencies to existing College courses (i.e., as a form of "internal transfer credit").

The Conservatory's Steering Committee functions similarly. Its membership comprises all of the Conservatory deans and chairs and representatives from the Registrar; it is chaired by the Conservatory's director of academic planning and operations. The committee reviews and approves or denies curricular change proposals developed within the Conservatory's divisions, as well as oversees academic policies specific to the Conservatory and its academic divisions.

Berklee Online uses the same outcomes-based approach. Proposals for new courses emerge from course authors, which include faculty and content experts from within Berklee and without. Proposals are evaluated by the associate director of online curriculum, the dean of pre-college, online and professional programs, and the senior vice president of pre-college, online and professional programs; those that are approved are then forwarded to the senior director of online education where each course author is assigned a course developer to aid in designing and building the course.

Academic policy matters at the College and Conservatory are considered, reviewed, and implemented by the Committee for Academic Policies (CAP) as described in Standard 3. The policies, procedures, program learning outcomes, requirements, and changes that result from the work of these systems of governance and oversight are published and

shared with students via Berklee.edu (see Standard 9). Additionally, students learn about College requirements during orientations, in advising appointments, and through work with faculty, department chairs, and program directors.

Academic Program Review

Berklee's initial process for Academic Program Review was instituted in 2010. In 2019–2020, the Program Evaluation and Research Group (PERG) was enlisted as external consultants to help revise the process in order to be more transparent and useful while at the same time less onerous. The PERG consultants conducted focus group interviews with chairs and program directors from across the institution, along with the provost, deans, director of curriculum management, and dean of institutional research and assessment. Their [final report](#), delivered in March 2020, provided a number of suggestions for improvement and refinement, which have been implemented.

The new Academic Program Review process includes all credit-bearing academic programs across the institution: all undergraduate and graduate majors and minors across all campuses and learning environments, as well as other academic programs such as first year abroad, core music, and general education. This amounts to over 100 in total. Review occurs every five years (rather than every three years as before; the current schedule is posted [here](#)); necessarily includes faculty involvement (instead of being conducted entirely by the department chair or program director); can include data collected from current students, alumni, or other industry professionals; and includes the perspective of an external evaluator. Most importantly, instead of focusing largely on course enrollments and course changes, the new APR process requires programs to reflect on larger, more synthetic analysis around, for example, the demographics of faculty, staff, and students in the program, teaching and learning effectiveness, and curriculum design. Programs must complete a curriculum map that indicates the alignment of program learning outcomes with individual courses in the program curriculum. Finally, the new process is transparent: The completed reports are submitted to the College Curriculum Committee or Graduate Studies Committee as appropriate, where they are then reviewed for completeness and, once approved, forwarded to the provost. (See Workroom for supporting materials and sample reports.)

We have also implemented another of the PERG recommendations and have created a new full-time position to organize, implement, and oversee the program review process and the many curricular and other programmatic changes that emerge from the process itself.

In addition to Berklee's internal Academic Program Review, two of the master's degrees on the Valencia campus—global entertainment and music business and scoring for film, television, and video games—are accredited in Spain, in collaboration with the Universidad Politécnica de València (UPV). Annual program review reports are submitted to UPV, including information on enrollment and graduation and student success rates, along with any changes that have gone into effect.

New Program Approval Process

There is a clearly defined process for implementing new academic programs. Different kinds of programs necessitate different processes (a new degree, for example, is substantially more involved than a new undergraduate minor), but the principles remain the same throughout the process. At the most basic level, new programs are scrutinized with an eye to three elements: academic quality, enrollment potential, and resource requirements. Each new program is assessed by the relevant governance and administrative bodies commensurate with the relative magnitude of each element. A new minor that consists entirely of existing courses, for example, is evaluated solely by the appropriate curriculum committee and provost because enrollment implications and resource allocation concerns are largely negligible; but a new major or degree program, on the other hand, is scrutinized on all three elements, with input from a number of different sources across Academic Affairs and Enrollment. (See Workroom document for detail.)

Berklee Online's new program process is similar in principle with regard to academic quality and enrollment potential, with additional emphasis placed on market data and research conducted through surveys administered to current Berklee Online students. Informed by this data, decisions about new program development are then made by a committee of senior Berklee Online leadership.

Berklee has submitted several successful substantive change requests over the last decade:

- Offering Master of Arts and Master of Music programs on the Boston campus (2016)
- Merger of Berklee College of Music and Boston Conservatory (2016)
- Online master's degree programs (2017)
- Additional instructional location in New York City (2020)

In the two instances in which a degree program was discontinued—the Master of Arts in music therapy and the M.F.A. in musical theater—a teach-out plan ensured that all students enrolled in the program were able to complete.

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. Undergraduate programs—designed to give students a substantial and coherent introduction to the broad areas of human knowledge with a special focus on a field of music, dance, or theater—provide 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.

Berklee fosters the notion that college has at least two purposes. As a college, Berklee prepares students directly for careers in music and the performing arts—in alignment with its mission “to educate, train, and develop students to excel in music as a career”—and indirectly for the many other professions that students may pursue and lives they may lead. 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 and sciences program provides students the opportunity to explore a wide range of disciplines and areas of study. Students also have the opportunity to pursue minors in the liberal arts and sciences. Berklee understands that students have many interests in addition to those that brought them to Berklee. 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.

The Conservatory further manifests this philosophy and approach through the Boston Conservatory at Berklee Method. The [BCB Method](#), which is a structure both for curriculum and for pedagogy, is built around four modalities that marry the best outcomes of both a broad liberal arts and sciences education and a skills-focused conservatory education through four modalities—immersion, deconstruction, integration, and identity—as well as through curricular structures and pedagogical approaches built around these modalities.

Information Literacy

Information technology and literacy are featured components of Berklee's liberal arts and sciences curriculum. The required undergraduate English course, LENG-111 Writing and Communication, includes required library and information technology instruction. Students 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 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 robust holdings and subscription program. (See Standard 7 for more detail.)

All graduate students are provided the opportunity to complete the elective course GS-510 Principles of Music Research. This course explores the tools of music scholarship and research, with projects and assignments tailored to the individual needs of the student working towards their culminating experience or thesis project. Topics include 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. Additionally, all graduate students are offered workshops in research techniques, information literacy, conducting primary and secondary research, and documenting sources using different bibliographic styles.

English Language Proficiency

The language of instruction for all Berklee programs is English. All undergraduate College applicants who are non-native speakers of English are strongly recommended to submit a TOEFL score, though no minimum score is required; the Conservatory has minimum scores that are program-specific. These students then complete an English language placement test during orientation and are placed, if necessary, into one of three levels of ESL as appropriate. English tutors are available for all ESL students at any level. All applicants for graduate programs 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 their standardized test results with minimum score requirements.

The Music and English Intensive Program (MEIP) offers a six-week session in the summer and 15-week sessions in both the fall and spring semesters for students who are strong candidates for admission except for their English language skills. Students enrolled in MEIP are evaluated at the end of the session to determine if they demonstrate the necessary proficiency in the English language to enroll in a degree or diploma program for the following semester. If a student cannot matriculate within one academic year of their originally intended start term, their provisional acceptance expires, and they must reapply and reaudition for future terms.

Assuring Academic Quality: Appraisal

Decolonizing the Curriculum

As with our increased focus on inclusive teaching and learning (see Standard 6), Berklee's ongoing efforts towards diversity and inclusion include a renewed and more deliberate focus on the voices represented—and under- or un-represented—in the curriculum. A number of structural changes have been made in the past three years.

Both the revised process for Academic Program Review for all Berklee learning environments and the proposal template for new courses at the College were revised; both processes now require that the course or program specify ways in which they advance Berklee's commitment to diversity, equity, and inclusion, through one or more of the following lenses:

- incorporating the experiences, perspectives, and/or expertise from a diverse group of people/scholars/musicians/etc. (e.g., race, ethnicity, sex, gender identity, sexual orientation, religion, socioeconomic status, disability, etc.);
- exploring the topic's historical, political, economic, social, artistic, and/or cultural context(s); or
- examining the topic through perspectives or lenses that unpack received ways of knowing and thinking (e.g., power and privilege, inclusion/exclusion, access, discrimination, oppression, justice, intersectionality, etc.)

In addition, two new positions were recently created to better facilitate our work on these critical issues: an associate director for inclusive teaching and learning and an assistant director for program evaluation and equity.

In addition to this larger, institutional approach, critical work on canonicity, diversity of voices, and course and program content occurs at the department, division, campus, and learning environment level as well. Such work, designed and implemented on this “local” level, is crafted to the needs of each particular group. Berklee Online, for example, completed a comprehensive review in July 2021 and several practices were enacted. Existing content was reviewed and edited to ensure inclusion of diverse authentic representation in readings, examples, and interviews; monthly DEI discussions were scheduled for the content developer team; and an external consultant was hired to provide training and resources in DEI content development for educators. In addition, Berklee Online incorporated a DEI framework into each step of the course creation process. The Valencia Academic Affairs leadership team formed a faculty-chaired committee to evaluate curriculum and pedagogy as they relate to the larger diversity goals. Furthermore, led by the dean of the Professional Performance Division at the College, the chairs of that division engaged in weekly discussion of books on race and racism in the United States. The leadership team and faculty of Berklee NYC have engaged a racial equity consultant from Race Forward in Brooklyn to lead day-long workshops with academic leadership and with the larger community of faculty and teaching staff.

Berklee's curriculum is foundationally representative of many different artistic perspectives and is therefore set up to accommodate and grow a diverse curriculum. While Berklee has greatly expanded its offerings in recent years, there still

remain many traditions that are underrepresented or elided. In addition, Berklee is a complex institution with entrenched systems of pedagogy that evolved without a specific focus on diversity and inclusion. Pedagogical distillation of rich, complex cultural traditions can often gloss over culturally essential practices or even unintentionally desecrate sacred ones, and the vibrancy and significance of living performance practice are difficult to translate into the classroom. As an institution, our goal is not only to expand our curricular offerings but to do so in a way that honors the traditions and cultures they stem from.

Undergraduate Degree Programs: Description

The bachelor's degree at Berklee encompasses a minimum of 120 credits. In 12 of the 14 majors at the College, 120 credits are required, while the majors in music education and in music therapy require 131 and 127 credits, respectively, to accommodate additional requirements for state and professional licensure. The College's double majors go up to 165 credits and require additional time to complete. The Conservatory's undergraduate degrees require a minimum of 120 credits. Of the Conservatory's 12 majors, three of them require additional credits: voice performance requires 123 credits, contemporary dance requires 124 credits, and composition requires 126 credits. Berklee Online bachelor degrees require 120 credits. Requirements for every degree program across learning environments are readily accessible through Berklee's website.

Berklee also offers a diploma program for every major and double major combination at the College except music business/management, music therapy, and music education. The diploma allows students to focus primarily on the major and core music curricula, with fewer required credits in general education and general electives. Programs range from 96 to 126 credits (for double majors). These programs are primarily for students who already have a baccalaureate degree.

The undergraduate program is outcomes-based. All learning outcomes are intended to align at the institutional, program, and course level. 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 similar summative work to ensure that students have achieved the program outcomes. The Academic Program Review process described above identifies the points in each program's curriculum where summative assessment data is collected; this student learning data is then used to improve student success through curricular and pedagogical refinement.

Program descriptions and program learning outcomes are published on the public Berklee website. All learning environments publish course learning outcomes on course syllabi along with assessment requirements for each course.

The Bachelor of Music degree at Berklee consists of three integrated sections: a core (music) studies curriculum (these are different in detail but similar in scope and intent at the College and the Conservatory), the liberal arts and sciences program, and the major. With the exception of two majors (music therapy and music education), general electives are also included, as is a foundational technology curriculum at the Conservatory. The Bachelor of Arts degree comprises three integrated sections: the major, liberal arts and sciences, and general electives.

The Bachelor of Fine Arts programs at the Conservatory consist of three integrated sections: the foundational technology curriculum, the liberal arts and sciences program, and the major curriculum, which includes high-level special topics in academic courses. Additionally, the B.F.A. programs allow students to select general elective courses.

Bachelor of Arts degrees offered both on-campus (in one area: music industry leadership and innovation) and online (in 10 fields) similarly consist of three integrated sections, each one roughly one-third of the total degree requirements: the major, liberal arts and sciences, and general electives.

Across all campuses and modalities, Berklee has almost 1,300 unique course offerings at the undergraduate level.

Berklee undergraduate students have the ability to spend a semester or year at Berklee Valencia through two programs: Study Abroad and First Year Abroad. In order to ensure that students participating in these programs are able to continue on their path to graduation, a variety of core music, liberal arts and sciences, and performance classes are offered in Valencia. In addition, select major courses are offered to students. The director of study abroad and special programs on the Valencia campus, in coordination with the academic advising team, works closely with chairs on the Boston campus to help facilitate student transitions to and from the Valencia campus.

College Core Music Curriculum

At the College, all Bachelor of Music students, regardless of their major, are musicians with demonstrated ability on a principal instrument. They complete intensive study on their principal instrument, which includes eight broad instrumental families: bass, brass, guitar, percussion, piano, strings, woodwinds, and voice.

In addition, students complete a 41-credit core music curriculum that includes music theory, arranging, performance, and conducting. It consists of four courses of contemporary harmony; one course of contemporary arranging; two courses of tonal (traditional) harmony; one course of counterpoint; two courses of conducting; four semesters of private instruction; four semesters of ensemble participation; four semesters of ear training or solfège courses; and instrumental labs.

Through the core curriculum, students gain a strong understanding of their primary instrument and 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.

Conservatory Core Curricula

Dance

The core curriculum for the B.F.A. in dance includes intensive movement and performance training (48–56 credits), health and wellness (13–14 credits), dance academics (24–30 credits), and career preparation (3–14 credits). In some cases, the structure and specific courses that make up the core curriculum varies by major but the intended learning outcomes remain similar.

Music

Conservatory music students are required to complete the core music studies curriculum during the first two years of their program. The program helps students develop a critical understanding of music theory and history, which is fundamental to demonstrating a high level of musicianship and needed to achieve the learning outcomes of their chosen major. The 32-credit curriculum consists of six courses in music history; two courses in time and rhythm, four courses in harmony and counterpoint, four courses in ear training, and two courses in piano skills (waived for piano students).

Theater

The core curriculum of the B.F.A. in theater includes courses in acting, movement, voice, and music as well as ensemble and collaboration, practical applications, and literature and histories. Six credits taken in the first year provide students with the tools needed to prepare for success as they begin their academic journey and their artistic careers; the foundational technical aspects of theater; and a means to explore and contextualize the interpretation of diverse plays, playwrights, and narratives. Nine credits taken in subsequent semesters provide a deep dive into the history of theater, as well as in-depth analysis of significant contemporary plays and corresponding theories of drama.

Berklee Online Core Curriculum

All Berklee Online Bachelor of Arts students complete intensive study in their major (30–54 credits), with some degrees including demonstrated ability on a principal instrument through private lessons (18 credits). With the exception of the

B.A. in music business, students must also complete one to two courses in harmony and/or composition/arranging, one to two courses in ear training, one keyboard course, and nine semesters of private lessons.

Institutes

Berklee has [12 institutes](#) that offer a wide variety of additional opportunities for undergraduate and graduate students. The largest of these is the Berklee Global Jazz Institute, which offers undergraduate and graduate curriculum connecting jazz with social activism. Other notable institutes include the Effortless Mastery Institute, which offers several performance studies courses and a minor focused on teaching specific somatic and mindfulness techniques to students to help overcome performance anxiety; and the Berklee Institute for Accessible Arts Education, which both hosts community arts programming for people with disabilities and graduate curriculum in the M.M. and graduate certificate in music education (autism concentration) programs.

Undergraduate Degree Program: Appraisal

Although work remains to be done, Berklee has made great strides in the past couple of years in revising and clarifying program learning outcomes and ensuring their alignment with course learning outcomes. The new Academic Program Review process has proved helpful in furthering this process.

Enrollment in the diploma program has declined over 70% since fall 2014, suggesting that this credential no longer has the value it did a decade ago.

The vast majority of courses at both the College and Conservatory are one- or two-credit courses (87% of those offered at the College in spring 2022, for example). Undergraduate curricula at both are therefore designed in a way that obliges students to enroll in several courses each semester, often seven or more. There are sound pedagogical reasons underlying much of this design—one-credit instrumental labs, for example, focus on techniques, skills, and/or genres specific to an instrument, and typically meet for an hour per week—and the total number of credits taken per semester may be typical compared to other institutions, but the cumulative effect of this atomistic approach to assembling a semester schedule has a detrimental effect on student mental health. In a [student pulse survey](#) conducted in fall 2020, for instance, only 50% of respondents agreed that their workload was manageable. That survey was conducted amidst the Covid pandemic, when remote instruction was prevalent, but the post-Covid [2022 Ruffalo Noel Levitz survey](#) hinted at similar concerns by revealing that only 57% of students were satisfied with their ability to register for the classes they need with few conflicts. That number is down from 2018, when 67% of students were satisfied with the same. Over the next two years, therefore, Berklee will assemble a working group to examine this issue and explore ways in which curricular adjustments (such as, for example, opting for a smaller number of three- or four-credit courses instead of many one- and two-credit courses) might offer an equally robust education while better fostering student wellbeing.

Core Music Curriculum: Appraisal

The status of the College's core music program, a feature of the Berklee Bachelor of Music degree for decades, has been a subject of discussion for many years. With the music industry entering a period of rapid change, in 2015 the former provost charged a College Curriculum Committee subcommittee—composed of deans, chairs, and faculty—with the task of reviewing and assessing the appropriateness and relevance of core music for each major. The group was asked to consider whether the core, as constituted, still aligned with student needs and if the same core music courses should continue to be required for all students in all majors. The subcommittee recommended a new core music of 37 total credits (down from 41), adding a one-credit keyboard skills course and adjusting the credit hours of two courses (conducting and the introductory music theory and arranging course). Most importantly, the subcommittee recommended that several courses move out of core music and instead be integrated into the requirements of individual majors, as needed and determined by the respective majors. These courses were Harmony 4, Ear Training 4 or Solfege 2, Conducting 2, and Traditional Materials/Structure of Music 1 and 2.

In part because there is no centralized leadership of core music—as its constituent courses fall across divisions and departments—none of these recommendations were ultimately implemented, and core music remains unchanged. Since core music as a program falls under the new Academic Program Review process, Berklee will convene a broadly representative working group to reevaluate the core music requirements and make recommendations.

Because College students who choose double majors historically required an additional two semesters of study to complete their bachelor's degree, a review of double major enrollments was conducted in 2021. As a result of that study, 16 double major combinations were eliminated in fall 2021 due to under-enrollment; through the College Curriculum Committee, Academic Affairs subsequently initiated a review of all double majors. That review resulted in the revision of two existing double major grids, scaling them down by as much as 10 credits by surfacing duplicate requirements, reducing or eliminating the number of required general elective credits, and more thoughtfully combining majors in related fields. These revised double major combinations reduce student time to graduation by at least one semester. Applying these strategies to the remaining double major combinations is ongoing, and has already been applied by the Screen Scoring Department to the double major it offers in film and media scoring and game and interactive media scoring.

General Education: Description

All undergraduate students complete comprehensive general education requirements, labeled “liberal arts and sciences” in our major grids. Like Berklee's entire curriculum, the [liberal arts and sciences program is outcomes-based](#).

Berklee's liberal arts and sciences program is designed to empower students with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement. It focuses on the learning that students need to succeed in today's world, including writing and communication skills, critical thinking skills, and problem solving skills. Liberal arts and sciences courses provide a cultural context for the music, dance, and theater students study; relate the worlds of music, dance, and theater to other arts, to politics, to literature, and to science; encourage in students an appreciation for diversity; and prepare students to make the complex ethical choices they will face throughout their lives.

Liberal Arts Requirements

Undergraduate liberal arts and sciences requirements vary by degree and major, with a minimum of 39 required credits for degree students across learning environments, though many students take more than this through use of general electives. The baseline B.M. and B.A. requirements across all learning environments include college writing, literature, history, music and society, natural sciences/math, social science, visual studies, music history, and elective courses with choices in foreign languages, humanities, and philosophy. The College B.M. and B.A. requirements also include an entering student seminar. In addition to liberal arts and science classes, the Conservatory's undergraduate general education requirements also include literature and histories in dance, music, and theater, as well as an introductory course in iPad technology.

General Education: Appraisal

Berklee has invested in growing its Liberal Arts and Sciences Department (LAS) in order to better prepare students to be well-rounded individuals, even adding the phrase “and Sciences” to what had until a few years ago been simply “Liberal Arts.” As a result, there are now more opportunities than ever for students to explore other areas of study that can enhance their ability to become thoughtful, engaged artists. Some students, however, view these studies as separate from the rest of their education. And while many LAS faculty frame their courses in ways that are more obviously relevant to music, theater, and dance students, more can be done to continue to foster collaboration between LAS and other departments in order to help students grasp the importance and relevance of these subjects to their futures as creatives and as engaged citizens of the world. Since our 2013 reaccreditation, Berklee has made strides to increase the number of required general education credits, and curricular reassessment and revision occurring in the next several years will bring the number to 40.

The Major or Concentration: Description

Berklee majors leverage the learning outcomes of the liberal arts and sciences program, and in the case of B.M. degrees the core music program as well. The majors require significant and in-depth study in the discipline. Conservatory students are admitted directly into their selected major and begin it in their first semester, as do students in the College's Bachelor of Arts program. Bachelor of Music students at the College are required to declare a major no later than the third semester, which is also the semester in which students begin coursework in that major.

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 course learning outcome.
- The course provides an opportunity for practice/training/expansion of knowledge in the course learning outcome.
- The course provides an opportunity for students to demonstrate proficiency in the course learning outcome.

Majors contain a minimum of 30 credits of instruction and provide students the opportunity to study at very high levels. (Grids for all [Berklee College of Music majors](#) are available online. Grids for all [Boston Conservatory at Berklee programs](#) are available online.) In their final semesters, students are mastering advanced levels of knowledge in their fields. 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 and media scoring, contemporary writing and production, composition, electronic production and design, contemporary dance, contemporary theater, and musical theater require that students complete senior portfolios of professional projects. Many programs require an internship or practicum, in which students apply their learning. Performance majors are required to present high-level recitals in their final years of study. In Berklee Online's Bachelor of Arts majors, students also complete practical, professional projects and/or portfolios. Several majors including music production, music business, interdisciplinary music studies, electronic production and sound design, and songwriting require students to complete a major capstone project. In addition, the interdisciplinary music studies, electronic production and sound design, and songwriting majors require a professional-quality portfolio showcasing the synthesis of and demonstrated ability to apply what they have learned to real-world industry situations. In Berklee Online's graduate programs in film scoring, interdisciplinary music studies, music business, music production, and songwriting, students are required to complete two semesters of a culminating experience that is comprised of a creative project, practical project, directed study, research-based thesis project, or another project of a student's devising that represents the highest expression, synthesis, and demonstration of all that has been learned throughout the program.

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, Emerson College, the Massachusetts College of Art and Design, New England Conservatory, and the School of the Museum of Fine Arts, Boston. 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.

The Major or Concentration: Appraisal

The individual departments of the College are very invested in the quality and rigor of their disciplines, which results in prescriptive and reasoned curricula to ensure a solid education in the subject matter. What may be lost in this approach is flexibility for students and a greater number of pathways through the requirements. Students who change majors, add a second major, or transfer from another institution are likely to face extra challenges in completing their degree in a timely manner because of the way the prerequisites are scaffolded and the specificity of the major requirements; such students often need to return for an additional semester. [Over the past six years](#), first-time students who graduated from 120-credit eight-semester programs and did not change their major completed an average of 124 credits. Students who changed their major completed an average of 128 credits. Additionally, transfer students take on average 129 credits to graduate from 120-credit eight-semester programs; 42% of first-time students who graduated from a 120-credit program completed more than 123 credits; and 64% of transfer students who graduate from a 120-credit program completed more than 123 credits. Identifying opportunities for increased flexibility in curricula, such as allowing more course substitutions, would help students complete their degrees more efficiently.

Further, early declaration of major correlates with more efficient graduation: 48% of graduates who did not declare their graduating major in their first three semesters completed more than 123 credits to finish their degree. Only 35% of graduates who declared their graduating major within their first three semesters completed more than 123 credits. An Admissions Innovation Plan committee is currently exploring the implications of allowing students to matriculate into a major at the College.

Graduate Degree Programs: Description

Graduate study at Berklee has grown considerably in the last 10 years, with a variety of programs now being offered at the Boston, Valencia, and New York campuses and through Berklee Online. (A complete list of graduate programs is available in the Workroom.)

Students admitted to the graduate program are demonstrably qualified. Admission to all programs requires a CV or résumé; a letter of recommendation; official copies of transcripts from institutions previously attended that document an undergraduate degree awarded; an interview; and a statement of purpose that speaks to the applicant's educational and work-related experience, evidence that they are a highly dedicated person who can work in a demanding field, challenges overcome, industry or artistic experience, and/or an explanation of how the master's program helps them accomplish professional, artistic, and academic goals. Specific master's programs have additional admissions requirements: the Master of Music in scoring for film, television, and video games and the M.M. in music technology innovation require a portfolio, for example, while the M.M. in performance requires an audition.

Berklee graduate programs are designed to provide students mastery of a complex field of study or professional area. The graduate curriculum, like the undergraduate program, is outcomes-based and designed to align with Berklee's mission. These selective graduate programs promote diverse music traditions, apply leading-edge music technology, advance international music business models, and require students to make new, original contributions to the artistic, scholarly, and professional conversations into which they enter. 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 artistic and scholarly worlds.

Graduate programs at the College and at Berklee Online conclude with a culminating experience (CE). Through the CE, students define and/or solve a problem that exists within their profession, shaping the next steps in their careers by providing them with an opportunity to complete unique and original professional work. This contribution may take the form of a research project, a creative project, a practical project, and/or another project of the student's devising. Upon completion of their culminating experience, students will have produced a professional piece of academic and/or creative work that is analyzed and summarized; evaluated their experience, assessing the contribution made to the profession; and analyzed their own artistic, professional, and personal growth as a result of having completed the experience.

Students work on their culminating experience with the support of an academic advisor or a culminating experience course instructor, who assesses its feasibility, scope, and potential impact as well as its alignment with the learning outcomes of the program. Students work on their CEs from the approval of the proposal through to completion with input from their advisor, classmates, and other faculty. Students then submit their final CE and present it to a culminating experience committee composed of either (1) the program director, faculty, and an external evaluator (at the College) or (2) the culminating experience course instructor and student advisor (at Berklee Online).

At the Conservatory, depending on the program and major, graduate students will have either completed an oral comprehensive examination, recital or other performance project, and/or thesis. Upon completion of any combination of these, students will have: demonstrated their ability to integrate their performance training with research and analytical skills, conveying their sense of understanding, perspective and/or interpretation of repertoire chosen for their public recitals or other creative initiatives; produced a professional piece of academic and/or creative work, whether a research project, composition, recording or production, performance, practicum, or portfolio that is analyzed and summarized, or other; and analyzed their own artistic, professional, and personal growth as a result of having completed the experience.

In contrast to the undergraduate program, graduate study is designed for small cohorts of between 20 and 80 students in a program. With the exception of the M.M. in music education, 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 Online students have more flexibility, with the option of completing their graduate program in as little as one year of full-time study or electing to take up to six years of self-paced part-time study.

Faculty responsible for graduate education are qualified by credentials and experience in their field and have demonstrable success as educators. They are music business experts, attorneys, executives; composers, orchestrators, and conductors; performers; music technologists, educators, and professionals. (See Standard 6.)

Special Partnerships

In fall 2017, Berklee and Harvard launched the Berklee-Harvard Dual Degree program. This program is for exceptionally talented artists and scholars who gain admittance to both institutions. These students study full-time at Harvard and take additional courses at Berklee in order to prepare themselves for a Berklee M.A. or M.M. in their fifth year of study. Students take around six credits of courses per semester at Berklee and select from a performance, production, or music business track to prepare them for their master's degree of choice. There are currently 41 students enrolled in the undergraduate portion of the program, with three currently enrolled in a graduate program.

Taking advantage of the expertise and state-of-the-art equipment at Berklee, MIT, and Harvard, the course "Making VR Experiences (MP-216)" brings students from the three schools together to work in interdisciplinary teams to develop virtual reality and new media experiences. Over the course of the semester, students generate hands-on projects with mentorship from experts across related disciplines. Past course themes have included Making Music in the Metaverse and Virtual Reality, Sound, and Cinema.

Berklee also partners with Southern New Hampshire University in offering a fully online [Master of Business Administration](#) (MBA) in music business. Four of the 10 courses in the program (12 of 30 credits) are offered through Berklee Online, and graduates of this program receive a co-branded diploma from both SNHU and Berklee.

Graduate Degree Programs: Appraisal

Graduate programs at Berklee are in different phases in their growth and history: The Conservatory's graduate programs date back decades, while the College's graduate programs are less than 10 years old, and Berklee Online's are newer than that. Most of the College's graduate population has historically been at the campus in Valencia, Spain, and that physical distance, combined with the small proportion of the student population who study at the graduate level, has resulted in graduate study at the College acquiring a specialized status on the Boston campus. At the Conservatory, conversely, 22% of students study at the graduate level.

Berklee's graduate programs currently represent only 9% of total enrollment. The College's graduate programs (with the exception of music education) were developed and created independently of each other at different times spanning multiple administrations and locations, united only in their structure of being one-year programs with a culminating experience. While all program directors have a dotted line relationship with the dean of graduate studies, programs are managed directly by their program directors and individual campus leadership teams. Because of the disconnected nature of the campuses and leadership structure, it can be difficult to discern which processes require centralization. In the past year, much work has been done to align culminating experience rubrics, the "With Distinction" process, and culminating experience submission and archiving requirements.

Transfer Credit: Description

Berklee's transfer credit policy is designed to allow flexibility and encourage affordability to students as they navigate their careers over multiple institutions, while balancing this against preserving the quality and integrity of the curricula. Berklee allows the transfer of course credits from other accredited institutions offering college-level instruction. Transfer credit is primarily limited to liberal arts and general electives, with occasional exceptions made for major or general electives. Because Berklee approaches the teaching of music, dance, and theater differently from other institutions and is committed to ensuring all students graduate with the defined core competencies, transfer credit toward core music, dance, and theater requirements is not allowed. Additional details about transfer credit for College and Conservatory transfer credit can be found on the [Transfer Credit Services website](#).

In addition to allowing transfer credit for work completed at other institutions, Berklee has articulation agreements with 22 schools as part of Berklee [Global Academic Partners](#) program. These curriculum transfer agreements (CTAs) are unique in that they allow for the transfer of courses in the College's core music curriculum; such transfer credit is not

available for non-partner institutions. These schools (all but three of which are international) teach the Berklee curriculum and are in frequent direct contact with the institution, including core music department chairs and faculty.

At Berklee Online, undergraduate students have a 60-semester credit limit for external transfer credit (i.e., up to a full associate's degree if it aligns with the degree requirements). Additional transfer credits beyond the 60-credit cap are available through coursework completed at the College, Conservatory or Online. Full information about transfer credits can be found on Berklee Online's [Transfer Credit](#) website.

Berklee rarely allows transfer credit for master's students. At the College, transfer credit is not allowed for required courses nor for the culminating experience, and no more than nine credits will be accepted toward a master's degree. Berklee Online and the Conservatory both allow up to six transfer credits for graduate students.

Transfer Credit: Appraisal

Upon matriculation, all College Bachelor of Music students complete the Entering Student Proficiency Assessment (ESPA), which evaluates students for placement in appropriate levels of harmony, ear training, arranging, and music technology. Those students who place above the foundational level are granted credit for the core requirements they satisfy through testing. In addition, students may also elect to test out of many core music and major requirements through "CBX," or credit by exam. CBX guidelines can be found in the College's Academic Policy Handbook, located in the Standard 9 Workroom. Similarly, Conservatory students in music and theater may test out of music theory and piano proficiency requirements through placement exams. These dual proficiency testing processes ensure students meet Berklee's standards and mitigate the need to transfer in music course credits.

In 2019, the College rewrote its [transfer credit guide](#) to make it more usable to students. Beginning in fall 2020, the transfer policy for undergraduate students was changed in two ways to allow greater flexibility and affordability to students. Undergraduate students may now apply up to 24 transfer credits towards the liberal arts and sciences requirements of the bachelor's degree and no more than 12 credits of liberal arts and sciences for the professional diploma program. Students can satisfy all their general elective requirements with transferred courses, including non-liberal arts and sciences courses and in some cases music history courses. Second, the limit of credits allowed post-matriculation has been increased. Students can earn and transfer up to 15 credits (up from the former limit of nine) for course work completed at another institution after they have begun their Berklee program. The Bachelor of Arts program (launched in fall 2022) allows 18 credits of transfer for business and music business courses, in addition to the 24 credits allowed in liberal arts and sciences.

Berklee will be evaluating our existing transfer credit policies in order to encourage and open up opportunities for greater flexibility and affordability while maintaining the integrity of the Berklee degree program. Both the limits to transfer credits allowed and the way prerequisites within the majors are scaffolded may need to be considered; greater flexibility will result in fewer lost credits and greater yield of this population.

Integrity in the Award of Academic Credit: Description

Berklee's degrees are appropriately named and follow practices common to American institutions of higher education in terms of length, content, and level. Bachelor's degree single-major programs require 120 credits, with only a few exceptions: voice performance (123 credits), composition at the Conservatory (126 credits), contemporary dance (124 credits), music education (131 credits), and music therapy (127 credits); these final two majors accommodate additional professional certification requirements. Masters degree programs are 30–45 credits; the master of fine arts in musical theater is 60 credits, but this program is not currently admitting new students as its future is being reevaluated by the institution. Berklee does not offer competency-based programs.

Information about required and elective courses can be found online on each program's web page and program grid, and students can view course availability during the stated registration times for each semester with enough time to plan their programs and graduate on time. All students have the ability to check on their current degree progress by meeting with an academic advisor or by using either Self-Service (at the Conservatory) or my.berklee.edu (at the College and Berklee Online).

The institution demonstrates its clear and ongoing authority and administrative oversight for the academic elements of all courses for which it awards institutional credit or credentials through the aforementioned academic oversight process. All new credit-bearing programs require executive sponsorship and are reviewed by widely representative curriculum and operational committees. Clear standards for admission, faculty qualifications, and student assessment and evaluation are required in every new program proposal; these are assessed in existing programs through the Academic Program Review process. All programs, and all aspects of implementation, administration, and management are under the direct purview of the institution, with clearly delineated areas of responsibility and organizational hierarchies within and across learning environments.

Evaluation of student learning and the awarding of credit are based upon clearly stated criteria that reflect the Berklee's focus on student learning and the expressed learning outcomes for programs and courses, which are published on every program and course web page. Grading guidelines are published in the [Policy Handbook for Students](#) and course syllabi. 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 learning management system (LMS).

The awarding of credit in all Berklee learning environments 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 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. At the College, 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. At the Conservatory, most private instruction is delivered as a three-credit, one-hour per week course, or as a one-credit, 30-minute per week course. For all learning environments, private instruction requires significant weekly expectations regarding practice time and study outside of class. Berklee Online students receive three credits for each 12-week course, with the exception of private lessons, which receive two credits.

Credit for prior learning at the College and Conservatory is awarded on a limited basis at the undergraduate level and only with faculty and academic administrative oversight. As noted above, certain courses, particularly many core music courses, offer a test-out option. Depending on the course, the test-out may comprise an audition, an examination, projects, or a combination of these. In order for the student to receive credit, they 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. Berklee Online awards up to 30 credits for prior learning for students in its B.A. programs; this credit is awarded through the completion of a detailed portfolio that connects specific course learning outcomes to prior learning and requires strong supporting documentation and project examples.

Baccalaureate programs require a residency of at least 60 credits, half of their credit total. Graduate students are required to maintain full-time residency throughout their program (with the exception of the M.M. in music education).

Since 1998, Berklee has maintained a dual-enrollment agreement with Boston Arts Academy (BAA) indirectly through our membership in the [ProArts Consortium](#). Boston Arts Academy students who, along with their high school counselors and faculty, believe they are prepared for the challenge of college coursework and are considering attending one of the ProArts member schools, may enroll in select courses at select ProArts institutions. At Berklee, these are offered in the Liberal Arts and Sciences Department and typically focus on introductory writing courses, with other subjects offered occasionally as well. The ProArts Consortium manages and assesses the ongoing relationship with BAA.

All policies regarding continuation in, termination from, and readmission to programs are published in the Policy Handbook for Students, which outlines specific policies and procedures for a variety of situations; all student-facing offices use the same policies and apply them as written.

Each student follows the graduation requirements of the particular catalog year that is in effect at the semester of the student's matriculation. Requirements for a particular catalog year are public and updated annually. At the College and Berklee Online, degree audits are built in Ellucian Colleague and used to confirm that a student has completed all graduation requirements before a degree is conferred; the process is done manually at the Conservatory by cross-checking student academic records with published advising grids for each program.

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 Honesty in Academic Work policy is published in the Policy Handbook for Students for on campus students, and in Berklee Online's undergraduate and graduate policies. Suspected instances of fraud, plagiarism, or cheating are reported by faculty to the appropriate department chair, who then confers with the Office of Community Standards and Conflict Resolution to determine an appropriate sanction. Sanctions range from a reduced or failing grade on the assignment to, in cases of egregious or repeated infraction, expulsion from the institution.

Berklee Online courses are designed by experienced educators, many of whom teach at the College or Conservatory. The course proposal, design, and development process described above ensure that students acquire knowledge, understanding, and competencies equivalent to those offered on campus; in addition, College and Conservatory department chairs are consulted as subject matter experts in the design of online course and degree programs, when appropriate. All online programs are included in the five-year Academic Program Review cycle as well. It is for all these reasons that [online course equivalencies](#) have been established among learning environments.

Berklee Online academic policies are aligned with campus academic policies where appropriate. A full satisfactory academic progress (SAP) process is applied to online students.

Students studying online are offered a variety of resources to support their learning. All Berklee Online courses offer a minimum of one synchronous weekly live class that students may attend in real time, or view later via an automatically archived recording. The weekly live chat session affords students access to the course instructors to further explore, discuss, and define course content for the week's lesson, or to expand upon those concepts. Students also have access to the resources and catalog of the Berklee Library, as well as the option to join the Berklee Online [Mentor Collective](#), through which students have ongoing access to a network of mentors—including Berklee Online graduates and current students—trained to offer guidance and advice. Berklee Online course instructors have ready access to pedagogical and technological support, and can report concerns with students through an early-alert system. While Berklee offers more than 40 MOOCs through Coursera, edX, and Kadenze, Berklee Online courses are created, supported, taught, and hosted “in house,” using a customized version of the Canvas learning management system.

Berklee Online courses focus on project-based learning that scaffolds larger assignments and involves frequent formative assessment, so assignments make academic dishonesty difficult. That said, instructors are encouraged to check for possible plagiarism or other forms of academic dishonesty. Students are required to log in with a username and password to access their courses, and some systems require dual factor authentication. Plagiarism, concealing or misrepresenting one's identity, or impersonating another individual is a violation of Berklee Online's [policy](#) for honesty in academic work and scholarly and in professional practice, violations of which are subject to disciplinary action, up to and including expulsion from the program.

Berklee Online certificates have the same level of academic quality as its degree programs, as all [certificates](#) consist entirely of courses that constitute the degree programs.

Integrity in the Award of Academic Credit: Appraisal

Since the 2016 merger, Berklee has made great strides in harmonizing institutional approaches around the award of academic credit. The establishment of a single, uniform Academic Program Review process that encompasses all academic programs in all Berklee learning environments has contributed to a shared understanding of data collection, reflection, and assessment.

As Berklee grows and becomes more complex, more work will need to be done to ensure that all areas of responsibility, organizational hierarchy, and reporting structures are clearly delineated. Nearly all of the pan-Berklee administrative architecture (i.e., “central administration”) is the legacy of the pre-merger Berklee College of Music. Greater clarity around what is of Berklee writ large, and what is of the College (or the Conservatory or Berklee Online) alone, will strengthen our institutional understanding and ability to steward what is already in place while also expanding in ways that are practical, efficient, and effective.

The Academic Program: Projection

As is evident from the preceding pages, Berklee has experienced unparalleled growth and change in the past decade. With new locations, new learning environments, and new degrees, Berklee is poised to continue shaping and reshaping education in music, dance, theater, and the liberal arts and sciences. With the arrival in 2021 of Erica Muhl as Berklee’s new president and of David Bogen as Berklee’s new provost in 2022, fresh eyes and fresh ideas will present new opportunities for the institution to pursue in the coming years.

For an institution focused solely on music, dance, and theater, Berklee offers a vast range of credentials, programs, and curricula. Central to the future of the institution is a rigorous appraisal of those variegated curricula, as well as their development, implementation, and assessment mechanisms. In late fall 2022, Berklee’s provost created a working group on the future of teaching and learning at Berklee. Starting in 2023, this group will begin the process—which we expect will take 2–3 years to complete—of evaluating the curricula of Berklee’s programs. The group will consider, for example, whether the College’s current core music program requires revision, as well as devising strategies and frameworks for transforming the College’s student learning experience from one that comprises several one- and two-credit classes to one composed of fewer classes bearing more credits.

This long-term process begins with the work that President Muhl has already initiated, through the President’s Council, of crafting a strategic plan guided by a mission statement that reflects the full complement of artistic disciplines taught at Berklee (see Standard 1 and 2). Once complete, the new mission and strategic plan will provide a heuristic for assessing existing and potential future programs. (To cite just one example, the MEIP program, which currently applies only to music students, might well merit expansion to include dance and theater students.) Such evaluation will be further informed by a costing model analysis for academic programs, work that is currently underway through a consultant. These two pillars—a fresh mission/strategic plan and clear-eyed financial analysis—will provide a more rigorous and data-driven approach to resource allocation around academic planning, needs, and objectives.

Similarly, Berklee’s process for new program proposal and implementation is relatively new and not yet widely understood, and more work remains to ensure that a consideration of technological, space, and other needs lies at the heart of the decision-making process. This will necessitate new approaches that have not traditionally been part of an institution that has relied on a scrappy, entrepreneurial mindset around curriculum development. The provost is therefore conducting a review of the decision-making and governance processes for new program development and assessment in order to ensure the alignment of those processes that would benefit from consistency while still maintaining the unique features necessary to each learning environment. The Senior Leadership Enrollment Governance Group (SLEGG), for example, which was previously located entirely in Enrollment, has been reengineered to be a genuine collaboration between Academic Affairs and Enrollment; likewise, planning for capital budget, space, and technology will be moved into the Office of the Provost in order to ensure that academic program design and implementation is aligned with the planning necessary to such programs’ long-term success and sustainability.

Berklee faces the unique challenge of operating within a world of new and emerging technologies—requiring considerable resources to explore, implement, and sustain—but without the robust financial wherewithal typical of other (often STEM-focused) technology-heavy institutions. As part of a larger effort towards creating a Center for Teaching and Learning, Berklee will create a technological and pedagogical “sandbox” space for experimentation and prototyping. Leveraging the Library as an institutionally central and pedagogically neutral space—both literal and metaphorical—for such work, Academic Affairs and Information Technology Services will design deliberate partnerships and strategies to support faculty acquisition, exploration, and appraisal of the newest technologies. By designating select faculty as “Teaching and Learning Fellows” in such a space and empowering them to assess the utility of each piece of software or hardware within the context of a “prototype course,” we will be better positioned to make choices about adopting,

adapting, or jettisoning new technologies and pedagogies, mitigating the likelihood of redundancy and fostering an agile, cost-effective exploration of emerging areas of study.

Berklee's steadily broadening horizons will see an increasing need to tie current and new programs more directly to their locations. The campus in Valencia, Spain, for instance, has long been viewed as something of a European outpost of the Boston campus, with most of its programs largely indistinguishable on their face from those offered in Massachusetts. Revising existing programs and designing new ones to reflect the unique history, culture, and opportunities of the place in which they are taught will better reflect Berklee's status as a truly global institution.

Perhaps most central to Berklee's immediate future is developing a shared understanding of Berklee's academic structure: the ways in which each learning environment, for example, functions within the larger Berklee ecosystem. Clarity around such structural questions will not only help to inform strategic decisions around student access to learning opportunities across learning environments, it will also facilitate Berklee's transition to a single, unified student information system (SIS; see Standard 7). This, alongside our move to a single LMS, will facilitate improvements across a wide range of business processes, data collection and analysis, and pedagogy. For instance, the ready availability of a comprehensive syllabus for all classes and sections has historically been a challenge at Berklee; we anticipate that the move to a single unified LMS during the coming year, along with an automated syllabus creation and management software solution tied directly to that LMS, will greatly ameliorate this deficiency.

All of the work that remains to be done should not mask the fact that Berklee's academic programs are highly effective in preparing students for careers and lives in music, dance, and theater. That ultimate goal informs all that Berklee does and lies at the heart of the academic program.

**Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)**

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

Degree Level/Location & Modality	Associate's	Bachelor's	Master's	Clinical	Professional	M.D., J.D.,	Ph.D.	Total Degree-
Main Campus FT		5,409	188					5,597
Main Campus PT		309	18					327
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT			81					81
Other Locations PT			6					6
Overseas Locations FT		144	140					284
Overseas Locations PT		0	21					21
Distance education FT		382	146					528
Distance education PT		1,150	147					1,297
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	0	7,394	747	0	0	0	0	8,141
Total FTE		6,508	630					7,139
Enter FTE definition:	Part-time headcount multiplied by .392857 added to full-time headcount (i.e. the IPEDS formula)							
Degrees Awarded, Most Recent Year		1,397	370					1,767

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."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Fall 2022 enrollment data. Bachelor's count includes undergraduate diploma students. Degrees Awarded, Most Recent Year come from the IPEDS 2022-23 Completions Survey.

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

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

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	25	2		27	5,597	5,624
Main Campus PT	3	107		110	327	437
Other Principal Campus FT				0	0	0
Other Principal Campus PT				0	0	0
Branch campuses FT				0	0	0
Branch campuses PT				0	0	0
Other Locations FT				0	81	81
Other Locations PT				0	6	6
Overseas Locations FT		4		4	284	288
Overseas Locations PT		0		0	21	21
Distance education FT				0	528	528
Distance education PT		2,224		2,224	1,297	3,521
Correspondence FT				0	0	0
Correspondence PT				0	0	0
Low-Residency FT				0	0	0
Low-Residency PT				0	0	0
Unduplicated Headcount Total	28	2,337	0	2,365	8,141	10,506
Total FTE	26	922		948	7,139	8,087
Enter FTE definition:	Part-time headcount multiplied by .392857 added to full-time headcount (i.e. IPEDS formula)					
Certificates Awarded, Most Recent Year	11					

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."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Certificates Awarded, Most Recent Year come from the IPEDS 2022-23 Completions Survey.

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

	Number of credits*	3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)	Next Year Forward (goal) (Fall 2023)
For Fall Term, as of Census Date						
Certificate (add more rows as needed)						
Total	Total	0	0	0	0	0
Associate (add more rows as needed)						
Total	Total	0	0	0	0	0
Diploma (add more rows as needed)						
Composition	96	3	1	1	1	1
Contemporary Writing and Production	96	38	19	17	24	24
Electronic Production and Design	96	19	10	6	7	7
Film Scoring	96	17	15	11	9	9
Independent Recording and Production	96	-	-	-	3	3
Jazz Composition	96	25	12	5	4	4
Music Business/Management	96	-	1	1	-	-
Music Production and Engineering	96	26	18	14	11	11
Performance	96	80	50	35	44	44
Professional Music	96	30	12	13	11	11
Songwriting	97	24	17	15	14	14
Undeclared	96	122	72	80	60	60
Total	Total	384	227	198	188	188
Baccalaureate (add more rows as needed)						
BM, Composition	120	74	72	80	88	88
BM, Contemporary Writing and Production	120	418	396	441	508	508
BM, Electronic Production and Design	120	226	227	244	271	271
BM, Film and Media Scoring	120	241	222	262	284	284
BM, Game and Interactive Media Scoring	120	-	-	-	50	50
BM, Independent Recording and Production	120	-	-	-	184	184
BM, Jazz Composition	120	90	78	72	74	74
BM, Music Business/Management	120	312	310	345	373	373
BM, Music Education	131	63	63	69	65	65
BA, Music Industry Leadership and Innovation	120	-	-	-	25	25
BM, Music Production and Engineering	120	278	254	313	325	325
BM, Music Therapy	127	114	124	118	105	105
BM, Performance	120	531	461	501	625	625
BM, Professional Music	120	317	299	344	335	335
BM, Songwriting	120	310	309	341	417	417
BM, Brass Performance	120	10	13	18	14	14
BM, Composition	126	36	26	29	30	30
BM, Percussion/Marimba Performance	120	12	13	13	10	10
BM, Piano Performance	120	17	19	22	22	22
BM, Strings	120	50	42	47	52	52
BM, Voice Performance	123	60	52	58	45	45
BM, Opera Performance	131	1	3	3	7	7
BM, Woodwind Performance	120	19	20	23	33	33
BFA, Contemporary Dance	124	137	111	127	143	143
BFA, Commercial Dance	120	-	-	-	47	47
BFA, Contemporary Theater	120	44	35	44	38	38
BFA, Musical Theater	120	231	229	264	246	246

BA, Electronic Music Production and Sound Design (Online)	120	105	117	129	107	112
BA, Guitar Performance (Online)	120	84	131	141	143	150
BA, Interdisciplinary Music Studies (Online)	120	292	353	357	346	363
BA, Music Business/Management (Online)	120	214	245	243	224	235
BA, Music Composition for Film, TV, and Games (Online)	120	148	174	218	192	202
BA, Music Production (Online)	120	241	273	317	304	319
BA, Piano Performance (Online)	120	-	-	-	-	12
BA, Songwriting (Online)	120	72	72	85	61	64
BA, Songwriting and Producing Music (Online)	120	70	114	145	151	159
BA, Voice Performance (Online)	120	-	-	-	-	12
BA, Writing and Producing Music (Online)	120	4	2	2	1	1
Undeclared	120	1714	1,415	2,117	1,938	1,939
	Total	6,535	6,274	7,532	7,883	7,984
Total Undergraduate		6,919	6,501	7,730	8,071	8,172

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Students with double majors are listed once for each major category. New 2022-23 degree program offerings include: BA in Music Industry Leadership and Innovation, BM in Game and Interactive Media Scoring, BM in Independent Recording and Production, BFA in Commercial Dance, BA in Piano Performance (Online), and BA in Voice Performance (Online). Non-matriculated, post-bachelor's internship, and harvard/dual degree student enrollment not included in the major breakdowns.

**Standard 4: The Academic Program
(Headcount by GRADUATE Major)**

For Fall Term, as of Census Date

	Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(Fall 2019)	(Fall 2020)	(Fall 2021)	(Fall 2022)	(Fall 2023)
Master's (add more rows as needed)						
MM, Global Jazz	44-45	20	31	35	22	20
MM, Music Education/Music Education (Autism Concentration)	30	19	24	32	33	36
MM, Contemporary Performance (Production Concentration)	36-37	27	31	31	29	27
MM, Global Entertainment and Music Business	33-34	42	71	47	43	40
MM, Music Production, Technology, and Innovation	31-32	50	40	55	58	43
MM, Scoring for Film, Television, and Video Games	39-40	29	17	28	31	30
MM, Brass Performance	34	8	4	5	7	5
MM, Composition	34	17	9	5	13	6
MM, Conducting	32-34	8	6	6	6	7
MM, Contemporary Classical Music Performance	34	9	3	4	4	6
MM, Percussion/Marimba Performance	34	9	7	10	9	6
MM, Piano Performance/Collaborative Piano	34	20	19	18	12	18
MM, String Performance	34	34	27	22	29	16
MM, Vocal Pedagogy	35	13	13	7	5	6
MM, Voice/Opera Performance	33-36	29	24	37	33	19
MM, Woodwind/Multiple Woodwind Performance	34-35	13	10	11	13	8
MFA, Musical Theater	62	16	22	6	-	-
MFA, Musical Theater: Vocal Pedagogy	60	-	-	26	20	10
MA, Creative Media and Technology: Live Music Production and Design	30-31	-	-	18	15	20
MA, Creative Media and Technology: Songwriting and Production	30-31	-	-	41	56	60
MA, Creative Media and Technology: Writing and Design for Musical Theater	30-31	-	-	20	16	20
MM, Film Scoring (Online)	36	-	29	41	52	50
MA, Interdisciplinary Music Studies (Online)	36	-	-	-	-	10
MA, Music Business (Online)	36	61	120	120	107	103
MM, Music Production (Online)	36	52	72	95	76	73
MA, Songwriting (Online)	36	-	-	20	58	56
Total		476	579	740	747	695
Doctorate (add more rows as needed)						
Total		0	0	0	0	0
First Professional (add more rows as needed)						
Total		0	0	0	0	0
Other; specify (add more rows as needed)						
Artist Diploma	20	3	1	0	1	1
Certificate	15	4	0	4	1	1
Graduate Performance Diploma	24	18	9	12	21	21
Professional Studies Certificate	15	14	1	7	4	4
Total		39	11	23	27	27
Total Graduate		515	590	763	774	722

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

Post-master's internship and fellowship and post-graduate student enrollment not included in major breakdowns. New 2022-23 degree program offerings include: MA, Interdisciplinary Music Studies (Online). The MFA in Musical Theater did not accept applications for Fall 2022 enrollment.

(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(SU18,FA18,SP19)	(SU19,FA19,SP20)	(SU20,FA20,SP21)	(SU21,FA21,SP22)	(SU22,FA22,SP23)
	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Undergraduate (add more rows as needed)					
BCB-Theater	6,992	7,928	7,631	8,700	8,299
BCB-Dance	4,470	4,389	2,774	3,943	5,250
BCB-Music	6,498	5,303	4,755	6,655	6,424
BCM-Professional Education	48,437	50,864	49,525	54,922	54,427
BCM-Professional Performance	34,544	34,715	26,136	39,368	38,974
BCM-Professional Writing and Music Technology	53,344	55,572	48,883	63,896	66,814
BCM-Valencia	4,507	4,568	109	2,030	4,254
Berklee Online	30,747	31,567	39,960	40,597	42,019
BCM Internships not specific to major	223	228	181	184	262
Total	189,762	195,134	179,954	220,295	226,723

Graduate (add more rows as needed)					
BCB-Theater	625	520	490	358	159
BCB-Music	3,967	3,650	2,876	3,608	3,318
BCB-Liberal Arts	67	46	54	54	53
BCM	1,023	902	1,059	986	1,280
BCM-NYC	--	--	--	2,276	2,935
BCM-Valencia	6,011	6,037	6,373	5,713	5,055
Berklee Online	1,944	2,877	5,553	5,622	5,076
Total	13,637	14,032	16,405	18,617	17,876

Information Literacy Sessions

Main campus

Sessions embedded in a class	61	76	60	58	65
Free-standing sessions	4	6	5	1	5

Branch/other locations

Sessions embedded in a class	12	8	0	3	4
Free-standing sessions	0	0	0	0	0
Online sessions	0	6	13	13	13

URL of Information Literacy Reports:

None

Please enter any explanatory notes in the box below

Fiscal year data includes Summer, Fall, and Spring semester data. FY 2023 includes actual summer and fall data, with spring projections.
The Library does not create information literacy reports.

Standard 5: Students

Berklee 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 serves students in alignment with that mission and purpose throughout the various instructional locations and modalities. The fall 2022 enrollment snapshot includes over 8,200 students: 5,170 at Berklee College of Music, 1,825 at Berklee Online, 883 at Boston Conservatory at Berklee, 309 at Berklee Valencia, and 95 at Berklee NYC. Seventy-nine percent of students are full-time and 21% are part-time. Nine percent of students are studying at the graduate level. Forty-three percent of students identify as female, 56% identify as male, and 1% did not report gender. Thirty percent of students are international; 17% of domestic students identify as Hispanic or Latinx, 8% identify as Asian American, 8% identify as Black or African American, 57% as white, 7% as two or more races, and 3% chose not to report. Less than one percent identify as Indigenous American or Alaska Native or Native Hawaiian or Pacific Islander.

Admissions: Description

Berklee's admissions process is both comprehensive and holistic, assessing all aspects of the applicant's level of preparedness whether for undergraduate or graduate study. The assessment of applicants is strength-based, focusing on those unique attributes that each candidate can bring to the institution to add to its academic and artistic diversity. A standard rubric is applied across programs that measures academic preparedness, artistic preparedness, and level of suitability to the program for which they are applying. This metric is referred to as the PQR (Primary Quality Rating) and is the primary determinant for admission to the institution. This assessment model is under continuous review to ensure its design is responsive to market demand. Detailed information about admission processes and policies are publicly available on the website for each program area, for the [College](#), the [Conservatory](#), and [Berklee Online](#). From each of these pages, prospective students and families are easily directed to other information that they may be seeking, such as tuition, aid and scholarships, the audition process, transfer policies, international student services, student success, and more.

Three primary areas comprise the assessment for undergraduate students: academic review of transcripts; audition and assessment of musical potential (except for the B.A. degree); 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. For students for whom English is not their first language, scores on standardized English tests (such as TOEFL and IELTS) are submitted with the application. Both undergraduate and graduate applicants can also choose to include extracurriculars (such as arts, sports, professional, community service, clubs/leadership) and creative submissions. This comprehensive review ensures that each class is likely to succeed in their chosen field.

With one-year graduate programs, such as those offered in Valencia, there is a particular focus on the student's intended culminating experience project in their statement of purpose to ensure alignment with the program and to assess their level of readiness to begin this type of work. Berklee Online's admissions process incorporates many similar elements, such as academic review of transcripts and assessment of readiness via written or video essay, but also includes artistic portfolios showcasing applicants' artistic suitability for the specific discipline for which they are applying. Each element utilizes a standard rubric and admissions decisions are released weekly on a rolling basis.

In response to internal research pointing to financial factors as a barrier to student retention and graduation, Berklee partnered with EAB in 2016–2017 to identify gaps and develop a need-based financial aid strategy. After implementing a new awarding approach in 2018, Berklee engaged Maguire Associates in 2022 to perform an in-depth assessment to determine factors that promote or inhibit persistence to graduation. The study revealed that unmet financial need, pursuing a limited-access major, and either low academic ratings or low audition ratings irrespective of total applicant rating (i.e., the PQR Composite), place students at higher risk for attrition. In response, President Muhl directed the exploration of additional countermeasures via the Admissions Innovation Plan (AIP); details are provided below. Additionally, Berklee continues to expand and fine-tune need-based aid policies.

Admissions: Appraisal

Undergraduate Admission Trends

Berklee's global profile is strong and each year brings a heightened interest in the undergraduate program offerings. Given the strength of the Berklee brand, the institution is uniquely positioned to support our enrollment vision into the future. With the exception of fall 2020 (due to the Covid pandemic), the College exceeded its enrollment targets in fall 2021, having set an original goal of 1,275, and again in fall 2022 with a goal of 1,150. As shown in the Data First 5.1 form, there were 8,507 applications for fall 2022³, with an acceptance rate of 54% and a yield rate of 43%. For fall 2022, overall yield rates stayed consistently strong, counter to much of the national trends that have seen yields dropping. This is notable for international students, where yield increased nearly 7%. This may be attributed to a new applicant experience innovation called Berklee Unlocked that gives Berklee applicants free access to a series of four webinars in performance, production, songwriting, and music business. The positive yield results may also be influenced through increased media exposure to Berklee and Berklee's growing brand, especially since the Academy Award for Best Picture in 2022 was awarded to [CODA](#), a movie about a young girl from a Deaf family who aspires to go to Berklee, and moments like current student Kieran Rhodes's appearance on *America's Got Talent*, which was streamed over a million times.

Undergraduate Admissions by Learning Environment

	2018	2019	2020	2021	2022
Applications	8004	8090	9260	8532	8507
Berklee College of Music Boston/Valencia	5574	5534	5996	5563	5595
Boston Conservatory at Berklee	1883	1981	2474	2277	2221
Berklee Online	547	575	790	692	691
Admits	4119	4275	4860	4774	4632
Berklee College of Music Boston/Valencia	3126	3252	3532	3515	3347
Boston Conservatory at Berklee	608	617	723	711	746
Berklee Online	385	406	596	548	539
Enrollments	1684	1751	1627	2151	2008
Berklee College of Music Boston/Valencia	1222	1306	1023	1539	1392
Boston Conservatory at Berklee	172	172	172	211	219
Berklee Online	290	273	432	401	397

Graduate Admission Trends

While Covid initially negatively impacted graduate enrollment, particularly at the Conservatory, the launch of the new graduate program at Berklee NYC in fall 2021 has been very successful, exceeding projected targets for its first two years (by 98% for fall 2021 and 35% in fall 2022). The Valencia campus showed a small pandemic decline in entering student enrollment, from 147 graduate students the prior year to 118 graduate students in fall 2020, which then increased back to 140 in 2021 and 141 in fall 2022. The global jazz master's program in Boston is deliberately held at 20 seats per year, and entering students in the graduate programs at the Conservatory increased to 82 for fall 2022. Fall 2022 also saw a record enrollment in the Harvard/Berklee dual degree program with 17 enrollees.

Graduate Admissions by Learning Environment

	2018	2019	2020	2021	2022
Applications	1702	1551	1794	1854	1730
Berklee College of Music Boston/Valencia/NYC	736	683	731	974	979

³ Includes students who entered in summer 2022 and continued to fall, consistent with IPEDS and Common Data Set reporting

Boston Conservatory at Berklee	750	769	875	696	575
Berklee Online	216	99	188	184	176
Admits	707	616	735	869	791
Berklee College of Music Boston/Valencia/NYC	266	265	297	438	407
Boston Conservatory at Berklee	306	293	315	317	272
Berklee Online	135	58	123	114	112
Enrollments	369	317	323	392	405
Berklee College of Music Boston/Valencia/NYC	171	167	138	239	241
Boston Conservatory at Berklee	109	110	88	78	82
Berklee Online	89	40	97	75	82

Admissions Focus on Diversity and Inclusion

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. In admitting a new class, the College places particular emphasis on achieving an appropriate distribution of instrumentalists and vocalists, while honoring the commitment to diversify the student body. The fall 2022 College undergraduate entering class, as an example, is 39% international and 43% female, and of the domestic student population, 40% are people of color. While representation dipped slightly over prior years among some ALANA cohorts, we were pleased to maintain our overall diversity at this level and continue to support Berklee’s goal of fostering a more diverse, inclusive, and equitable community.

In 2021, Berklee established a new core team within the admissions recruitment organization to bring a focus on diversity and inclusion. This team is composed of an assistant dean and two assistant directors and is charged with initially focusing on improving the recruitment of Black and brown students to the institution. One such program is [B4: Black, Brown, and Bound for Berklee](#), an all-inclusive program that brings students in grades K–12 from historically underserved communities to Berklee’s campus to explore the school and its offerings, at no expense to the student. We expect that the establishment of this new team will bring even stronger results in time. Our initial focus on Black and brown students aspires to grow that population from 14% of our entering class to 25% by fall 2028. Admissions is also working collaboratively with the Office of Diversity and Inclusion to establish two training sessions per semester for the recruitment team, the first of which was held in August 2022 and focused on bias in the admissions application and assessment process.

Various efforts at the Valencia campus have shown an impact on increasing diversification of the entering classes. For example, the [Berklee Outstanding Female Scholarship](#) and mentorship have played a role in supporting diversity in programs that tend to have lower female representation, such as production and technology. The number of entering female graduate students has increased slightly from 41% in fall 2021 to 42% in fall 2022, and the fall 2022 entering class is the most diverse in terms of percentage of non-U.S. and Canada students, with 61% from other regions (29% from Europe, 19% from the Asia-Pacific region, 10% from Latin America, and 4% from the Middle East and Africa). Valencia graduate programs have seen a significant increase in scholarship needs due to the post-Covid financial implications and the political situation in Ukraine that has affected certain regions. As a result, the scholarship/discount rate has been increased to support students in need to 25% for 2022–2023 from 21% the prior year.

Berklee offers entering student programming that focuses on equity and inclusion, with the goal of improving student retention and graduation rates. The [Black Scholars Initiative](#) (BSI), further discussed in Standard 8, is a pre-orientation program for entering students who self-identify as Black and/or African American that reflects and affirms Berklee’s roots in African American musical traditions and fosters a strong sense of community, support, belonging, and cultural history on campus. Key elements of this program include a pre-orientation experience and ongoing programs, events, mentoring, and advising. Another program, the Music and English Intensive Program (MEIP), provides English language instruction to support otherwise qualified candidates to improve English proficiency prior to beginning

undergraduate studies. As detailed below, student services are tailored to identify student readiness early on and address any particular support or accommodations needed in order to retain students and ensure their success.

Student Services and Co-Curricular Experiences: Description

A variety of departments work together at Berklee to provide comprehensive resources, supports, and services to students across all phases of the student lifecycle. Led by the SVP for student enrollment and engagement (SEE), the organization encompasses four integrated enrollment and engagement areas: enrollment marketing and management; student affairs; student advising and success; and career services. Staff members within these four areas are qualified for their positions through training, education, and work experience that is relevant to their roles and responsibilities at the institution. Information on all of the key student services and co-curricular experiences is detailed below.

Academic Advising and Support

Berklee relies on both professional and faculty advisors to assist and guide students on their academic journey. The work of the recently expanded advising team is framed by a comprehensive student success advising model, the [Berklee Bridge](#), to provide an advising experience that is holistic, personalized, and proactive. The innovative model focuses on an ethic of care to drive success outcomes that meet the distinctive needs, interests, and goals of students. Moreover, the advising model has been built in order to drive student success outcomes that connect our students to specialized programs, services, and resources that support high-impact practices.

The student success advisor, along with the student, is at the core of Berklee's advising model. Each success advisor is assigned a caseload of 300 students, allowing the advisor to proactively guide students through each portion of the student lifecycle at Berklee. The student success advisor also works within a designated student success network in order to connect students to relevant resources and support. A student success network is a connected group of specialty advisors who work directly with the student success advisor to engage students in a coordinated and holistic way to address their unique advising needs, track key milestones, and monitor student success outcomes.

The on-campus hub for academic advising support is the [Center for Student Advising and Success](#), which is a multipurpose area that offers support services including Student Success Advising, International Student Services, Core Music Tutoring, Accessibility Resources, Student Success Programming, and the Black Scholars Initiative. All of the services that are offered by the Student Success Center are enhanced by student advising mentors (SAMs), highly trained peer advisors who have a variety of experiences in majors, student groups, internships, and more, and are passionate about helping their peers succeed at Berklee. SAMs provide support to the student success advisors in programming initiatives for entering and continuing students. They assist with registration questions, show students how to register, assist with major declaration questions and decisions, and provide peer support and academic advising support. The mentors are also stationed in first-year student residence halls. Student success is further supported by the Technology Learning Center, the Writing Center, and Libraries and Learning Resources, 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 all campuses. In Valencia and New York City, 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. In Valencia, students have access to English as a second language instruction, English language tutors, and other academic tutors, and the library also serves as the writing and tutoring center and as a location for comprehensive academic support services.

Since the introduction of the Berklee Bridge, which developed from the work of the Student Experience Innovation Plan (SEIP, details below in the appraisal section), a new student success advising model and specialized advisor network now serve all campus undergraduate students. The faculty/department chair advisors at the College and Conservatory are now part of the specialized advising network that works in partnership with the core student success advising team. At the graduate level, all students, regardless of campus or modality, are assigned a faculty advisor at matriculation who guides them through the program and who serves as the primary advisor for their thesis or culminating experience project. At Berklee Online, students also have access to advising and support services through the student success team, which is

staffed with 10 full-time advisors. Student success and retention initiatives include: early intervention procedures to improve overall success rates; non-participation tracking and student outreach; administrative withdrawals for non-attendance; satisfactory academic progress (SAP) evaluation; academic probation contracts; academic dismissal and reinstatement; a first-year orientation course; and at-risk interventions.

Berklee Online has partnered with Mentor Collective to provide entering online undergraduate students with one-to-one mentorship, pairing them with Berklee Online undergraduate alumni. This project was rolled out after piloting five years ago, which determined that the target group would be newly matriculated undergraduate students. Currently, there are 323 mentees matched with mentors, which represents 56% of eligible students. The pairs have logged 784 conversations, and exchanged 2,304 peer-to-peer text messages. Each mentorship program is supported for one year. These mentorships complement the typical academic advisor/student relationship by bringing a stronger sense of community to the student.

Health and Wellness Services

Led by an associate dean, [Health and Wellness](#) is the umbrella organization of three interrelated service areas that advance the student experience: Health Services Administration and Case Management Services, Counseling Services, and Student Wellness Promotion and Services. In addition, a behavioral intervention team (BIT) is chaired by the associate dean and is composed of service areas within and external to the Health and Wellness organization.

The Health Services Administration and Case Management area is responsible for compliance with state and federal regulations for health insurance and immunizations (including Covid), oversight of the student healthcare services at Tufts Medical Center, and oversight of a team of three case managers. Tufts runs the on-campus Covid testing center. Tufts Medical Center is the preferred medical center for Berklee students and offers services including same-day/next-day urgent care visits. Telehealth visits at Tufts Medical Center are also available for select services and providers.

The Counseling Services area consists of a team of nine professionally trained and licensed clinicians. Berklee offers free, confidential services to all students to address a variety of concerns that may be affecting a student's mental health and general wellbeing. Same-day appointments and goal-focused counseling are provided throughout the semester to support a variety of needs. Confidential survivor advocacy services are available to students impacted by sexual assault, domestic violence, dating violence, stalking, and/or sexual harassment. The survivor advocate may provide emotional support and assist students with safety planning, requesting accommodations, and understanding their rights around reporting their experiences. All students in Valencia, whether graduate or undergraduate, have access to counseling services with a licensed psychiatrist in addition to establishing a relationship with the SINEWS Multilingual Therapy Institute. A manager of care, health, and wellness position also provides support for students needing to connect with local services. Berklee NYC arranges for an in-person therapist within the student health insurance plan, distributes emergency crisis text and phone numbers, and makes available telehealth options to students with their own insurance. Berklee Online has partnered with UWill to provide degree-seeking students with mental health counseling, as well as a 24/7 crisis line.

The Student Wellness Promotions and Services team is primarily responsible for education, prevention programs and initiatives, early intervention for problematic alcohol and/or drug users, and complementary and allied health services, such as meditation/yoga classes and physical therapy/massage therapy, respectively. Social media plays a key role in the promotion of these services. Outreach and community programming reached 60% of our student population, and our social media presence has reached nearly 13,000 accounts in AY 2021–2022, the first year we began to collect this data. A key signature program continues to be Reach Out, a donor-funded initiative that includes Mental Health Awareness Week, with nearly 600 students participants in fall 2021, and artists-in-residence clinics, bringing celebrities to campus once each semester to discuss the interaction of the music industry, mental health, and substance use.

Campus and Residential Life

The Campus and Residential Life area comprises a variety of student-facing functions that contribute to a vibrant and engaging campus experience, including orientation and new student communication, student activities, clubs and organizations, and residential education. All Berklee students at the undergraduate and graduate levels participate in a required orientation during which they receive a comprehensive introduction to the institution. During this weeklong event, students learn about the institution's structure and all relevant resources and support services. In addition to

placement exams and auditions, the orientation is filled with opportunities to interact with faculty and connect with fellow entering students in order to build meaningful connections and community within the student body. Some elements of orientation are unified for all students, and some are unique to students depending on their program (Conservatory or College; graduate or undergraduate). Online students participate in a required virtual orientation. Lastly, the nature, extent, and availability of all student services and functions are also communicated to students through student handbooks and the institution's website.

Berklee also offers a variety of student leadership roles, including resident assistants, community connectors, Black Scholars Initiative mentors, SAMs, student government positions, and more. Community connectors also partner with the Center for Campus Life to provide events and activities for all students throughout the year. Some highlights of these events have included Midnight Madness, Fall Fest, and weekly caffeine breaks. Berklee also offers students the opportunity to participate in athletics through clubs. Although the number of recreation-focused clubs has decreased since the 2018 interim report due to Covid, they have started to increase again. Additionally, Berklee has sponsored student YMCA memberships to support participation in basketball and racquetball games.

Residence life is also a critical aspect of the student experience at Berklee, with 1,536 students living on campus. The residential experience is dedicated to fostering a community that promotes artistic and academic success as well as respect for oneself and others. The Conservatory has five historic brownstones on the immediate campus (24, 26, 32, 40, and 54 Fenway). The College maintains four residential facilities in Boston's Back Bay and Fenway neighborhoods. The College and Conservatory share a variety of dining facilities, and meal plans are available for both on- and off-campus students. Berklee's main dining hall (also known as the Berklee Caf), an all-you-care-to-eat dining facility, is a sweeping two-story, multipurpose facility that includes a stage for student-run after-hours "caf shows." The Caf is located in the newest residence hall, at 160 Massachusetts Avenue, which opened in 2014. In addition, there are two smaller café locations, at 939 Boylston Street and 24 Fenway, and mobile options. All on-campus students are required to purchase a meal plan (incoming first-year students living in the residence halls are required to purchase 265 meals per semester, with 10 guest passes). All off-campus students have the option to purchase a meal plan.

Neither Berklee Valencia nor Berklee NYC have their own residence halls. Valencia has a contract with Livensa Living, a private student residence located approximately 1.5 miles from the campus. Livensa Living has a 24/7 reception desk, on-call maintenance, and a student life team that plans various activities such as cooking classes. The facility includes study rooms, music rooms, a gym and a pool, a games room, and a cinema, among other amenities. Berklee NYC provides a variety of resources for graduate students to find suitable housing in the area.

There are adult resident directors for each hall, each of whom have completed or are near completion of an advanced degree in higher education or a related field. There are also student resident assistants, all of whom are hired through a competitive selection process and then comprehensively and rigorously trained. Programming in the residence halls is designed to engage residents in activities and experiences that pique their interests, stimulate their creativity, expose them to new ideas, and support their development as artists and global citizens. The department has partnered with various academic departments and campus offices to create [Living Learning Communities](#) (LLCs), academically linked residential environments that build connections between a student's experiences both within and beyond the classroom. In fall 2022, there were close to 200 students in the Core Music LLC; 100 in the LENS LLC (for students who take the same first-semester engaging seminar (LENS) as others on their floor); 36 in the Social Justice LLC; 17 in the First-Generation Student LLC; and 34 in the Substance-Free LLC.

Student Financial Services

The Office of Student Financial Services serves all students across all of Berklee's campuses. It manages all federal, state, local, and institutional financial assistance and provides a single point of contact for any aid-related issues and questions. Its structure is a result of a reorganization in 2019 that combined the Office of Scholarships and Student Employment and the Office of Financial Aid into one entity. Student Financial Services manages an institutional aid budget of approximately \$90 million for FY 23 and has processed \$50 million in federal and state aid during that time.

Student Financial Services has three areas, which all work together to complete aid packages in a timely manner while remaining compliant with institutional and federal regulations. Student Aid Services, the student-facing arm of Student Financial Services, was recently combined with three other areas (Student Accounts, the Office of the Registrar, and Admissions) into [One Stop Student Services](#), to help provide students with a more streamlined experience. Student Financial Services also includes Student Aid Awarding, which puts together financial aid packages for all Berklee campuses, and Student Aid Operations, which manages all processing, federal and state file exchange and reconciliation, preparing audits, and systems maintenance. All three areas report to the same person, and the leads work closely together.

All students have access to the Student Aid Services area through walk-ins and scheduled appointments. Students and families may also contact Student Financial Services via phone and email. During peak times, the office receives over 1,000 emails and 500 calls a week. Because the calendars for Berklee Online are different from on-campus calendars, Student Financial Services experiences multiple peak times during the year; however, students rarely wait longer than one business day for responses to their questions.

Career Strategy and Services

Recognizing the importance of high-quality career education services, Berklee has designed, developed, and implemented a unified career strategy that supports students and recent alumni with advising, programming, networking, and employer development. The mission of Berklee's Career Center is to advance student success by preparing students for sustainable careers through a robust Berklee network, coordinated career resources, and enriching experiential opportunities. The Career Center in Boston works in alignment with the International Career Center in Valencia, Spain, to provide services for all Berklee students, including those in online degree programs and, most recently, graduate students at the Berklee NYC campus.

Berklee's Career Center helps students assess their skills and interests, define their goals, and explore possible career paths, organized by [career communities](#), including design, education, health and wellness, performance, business, composition, and production. Career advisors specialize in the various communities and are assigned to students based on programs and industries of interest. All students have access to career advisors through daily walk-in hours, one-on-one counseling appointments, classroom visits, and Career Center-sponsored events and experiential opportunities, including career fairs and spring break trips to industry hubs.

In addition to offering students access to advisors to guide career development, curriculum and programming have been designed to offer students professional development and experiential opportunities that range from first-year seminars and credit-bearing internships to experiential design labs. A comprehensive business development strategy has been designed to engage employers to connect with Berklee's diverse student and alumni populations, aligning with best practices for recruitment and supporting Berklee's unique community of performers with customized approaches for scouting talent.

Berklee's on-campus student employment program is also used as a career readiness tool; leveraging it as a student-centered experiential learning program that provides students with résumé-building work, networking, and leadership experiences. Student employees develop skills that recruiters look for while offsetting some of their living and school-related expenses. Approximately 2,000 annual on-campus positions represent a variety of career industries, including artistic performance, technology and media, marketing, customer service, data analytics, production, live entertainment, higher education administration, tutoring and education, and community service.

Student Grievances and Non-Discrimination Compliance Title IX Compliance

Berklee strives to provide academic programs within an environment that enhances students' professional and personal development, preserves the rights of individuals and organized groups, and encourages individuality while affirming a commitment to the community dimensions of campus life. To support this mission, there are grievance procedures in place for students who have a complaint about the behavior of an individual, or believe they have been treated unfairly.

Berklee students assume an obligation to conduct themselves in a manner compatible with the school's function as an educational institution. As a result, reasonable policies, procedures, and regulations have been developed to guarantee

each student's freedom to learn and to protect the fundamental rights of others. These policies are developed and administered by two specific offices: The Office of Community Standards and Conflict Resolution, and the Equity and Title IX Office.

Berklee determines, publishes, and makes known its rules and regulations concerning the standards of conduct in the Student Code of Community Standards. These policies are available at berklee.edu/community-standards. Berklee takes appropriate disciplinary action for any conduct that violates the Student Code of Community Standards, whether such conduct occurs on campus, off campus, or online. Depending on the nature of the alleged policy violations, the consequence could range from a disciplinary warning up to and including suspension or dismissal from the institution. Educational sanctions are also implemented to provide students with the opportunity to reflect upon their experiences and take individual and community responsibility into consideration. Students' appeal rights and procedures are also published within the code. Community Standards and Conflict Resolution has also expanded its advertised services within the past five years, offering more conflict resolution support to students. Specifically, conflict coaching sessions and formal mediations are offered to help resolve disputes between students and community members.

The Berklee Equity Office oversees the institution's equity and Title IX policies and processes, which prohibits and addresses sexual misconduct, sexual assault, dating and domestic violence, stalking, and discrimination and/or harassment based on age, ancestry, color, disability, gender, gender expression/identity, genetic information, marital status, mental illness, military/veteran status, national and ethnic origin, pregnancy, race, religion, sex, sexual orientation, transgender status, or any other characteristic protected by law (collectively referred to as "protected characteristics"), whether that characteristic is actual or perceived. These policies are a fundamental part of a Berklee community where all can study, live, and work together in an environment of equal opportunity and inclusiveness. The complete and current policies and processes, as well as other important resources, are available at berklee.edu/equity. Berklee's equity and Title IX policies apply to all members of the Berklee community: students, faculty, staff, recognized groups, applicants for admission and/or employment, and third parties (e.g., visitors, independent contractors, vendors, and others who are neither students nor employees of Berklee) whose conduct is directed toward or otherwise affects Berklee community members. Berklee, as well as state and federal laws, prohibit retaliation against any person who, in good faith, reports, assists in reporting, or participates in an investigation of misconduct described in these policies. Any person who retaliates against such an individual is subject to the disciplinary procedures up to and including expulsion or termination of employment.

As a general rule for grievances not filed with the Office of Community Standards and Conflict Resolution and/or the Equity and Title IX Office, Berklee encourages students to address their concerns about a policy decision directly with the office responsible for administering the policy. Similarly, Berklee encourages students to attempt to resolve their complaints directly with the persons involved, where appropriate. In the event that a satisfactory resolution is not reached, students may bring their concerns to the next immediate level of authority. In cases where a student is uncomfortable discussing the problem with the party directly concerned or is uncertain whether to initiate a grievance, the student may seek the advice of the associate vice president and dean of student affairs, or appropriate designee, who, with the student's permission, will seek to resolve the problem through discussion with the involved parties.

Safe Keeping of Records

The Office of the Registrar is responsible for the maintenance and safekeeping of student academic records at Berklee's campuses in Boston, Valencia, and New York City; the online registrar is responsible for the same at Berklee Online. 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 institution. Berklee additionally subscribes to the recommendations of the American Association of Collegiate Registrars and Admissions Officers for the retention and disposal of student records.

Information about FERPA and how it is administered at Berklee is available both on the website at [Student Privacy Rights under FERPA](#) and in the Policy Handbook for Students. All Office of the Registrar staff members are thoroughly trained about privacy issues and all new chairs, faculty, and student-facing staff attend FERPA training as part of their

orientation. Other development programs provide reminders for all faculty, chairs, and staff about their compliance with privacy issues.

Student Services and Co-Curricular Experiences: Appraisal

The institution has taken a variety of steps since the 2018 interim report to improve upon all student services and co-curricular activities, culminating in the Student Experience Innovation Plan (SEIP), which was implemented as the Berklee Bridge in the fall of 2022. Identified as a key strategic priority, SEIP transformed the delivery of key student support services, moving from a siloed model of specialized services to one designed as a comprehensive, coordinated, and personalized network of services that students can access at each stage of their educational journey. While all students have historically been assigned an academic advisor, the advisor-to-student ratios have been above the industry standard, with some caseloads exceeding 900 students per advisor. In addition to ratio challenges, advising utilization had increased by approximately 52% since the 2018 report, resulting in additional strain on the legacy student advising model. These combined factors contributed to lower rates of effectiveness and student satisfaction with this key support service. These challenges were reflected in the institution's recent participation in the [Ruffalo Noel Levitz Student Satisfaction Inventory](#): 54% of students were satisfied that their academic advisor helped them set goals to work toward, and 63% of students were satisfied that their academic advisor was concerned about their success as an individual.

In response to these challenges, a new student advising model was implemented as a core element to SEIP. The advising team has grown from a team of eight to a team of 20, resulting in increased capacity to deliver a holistic, cohort-based approach with a maximum student-to-advisor ratio of 300 to 1. These staffing investments ensure a more personalized, proactive, and customized approach for each student throughout their educational journey. Students meet with their success advisor to learn about available resources customized to meet their distinctive needs, interests, and goals; create their academic plan; develop a course schedule and learn how to register for classes; better understand their options for majors and minors; and learn strategies for time management, academic planning, organization, and self-advocacy.

According to the results from Berklee's last administration of the National College Health Assessment (NCHA), approximately 84% of Berklee students experience moderate to high levels of stress. As such, a critical component of each success network is the partnership between academic advising and case management. Due to the increasing complexity of student behavioral needs, the institution quadrupled the number of case managers from one to four full-time employees. The case management team works within the student success advising model and provides wellness-related early intervention and behavior-based assessments to determine appropriate resources and referrals for students.

In addition to academic support and case management coordination, each student is also now supported by a student success network of specialized career, access, international, wellness, student affairs, major, and one stop advisors. Collectively, this entire network of support works directly with the student success advisor and case management team to be a bridge for students throughout their time at Berklee, proactively engaging them in a coordinated way to address their unique advising needs, track key milestones, and monitor student success outcomes.

A separate component of SEIP has been the development and implementation of a unified one stop student service operation, which was implemented at the beginning of the fall 2022 semester. [Research from Inside Higher Ed, College Pulse, and Kaplan](#) found that campuses with one stop offices have higher rates of satisfaction with student services than campuses without one stop offices. According to Berklee's SSI results, student satisfaction with financial aid counselors has hovered around 55%, and multiple focus groups have indicated that students experience the "Berklee bounce," being sent from one office/staff person to another, when trying to get key business functions completed. In response to this, [One Stop Student Services](#) now serves as a single point of contact and resolution for students for everything including check-in, course registration, tuition and billing, and scholarships and financial aid. The unified service team has multiple student-facing departments and is now positioned in a centrally located part of campus, with staff members cross-trained to provide comprehensive frontline support. Through this newly imagined approach to student services, One Stop Student Services is expected to deliver a greatly improved service experience for students to conduct their official business.

Preliminary data since the launch of the Berklee Bridge last fall shows that Student Success Advising appointments increased by 64% over the fall of 2021. The Student Success team met one on one with 3,540 unique students. The team met with 100% of the fall 2022 on-campus entering student population over Orientation Week, one-on-one and in group

meetings. Mandatory Academic Advising appointments have begun, with 80% of first-year students already set to see a student success advisor.

In addition to the work of SEIP, the institution has continued to enhance mental health resources on campus. Excluding the spring 2020 and fall 2020 semesters, during which counselors could not remotely see any students out of the country or in other states where there was no reciprocity, counseling services have consistently served between 7% and 17% of total enrolled undergraduate and graduate students per semester since the 2018–2019 academic year. In order to keep pace with increased enrollment, two additional full-time counseling employees and one survivor advocate specialist were added to the staffing model. Of the current nine clinicians, three serve as multicultural specialists and one serves as a rapid access specialist. Moreover, counseling services changed its service model in spring 2020 to increase access to same-day appointments at the beginning and end of each semester when demand is the highest. In spring 2020, the institution invested an additional \$80,000 to provide direct, 24/7/365 counseling services with an external vendor.

New health and wellness services and programs were made available to students in collaboration with Diversity, Equity, and Inclusion. The Diversity and Inclusion office offers financial and cross-promotional support for programmatic and educational initiatives created by Berklee's students, faculty, and staff. One such example is the addition of multicultural counseling, a service that includes virtual and in-person drop-in hours for students to meet with counselors of color. A confidential weekly survivors group was created for students who have experienced assault and/or relationship violence. Additionally, a student-led mental health club was formed to promote awareness about mental health and encourage peers to seek help when needed. The Health and Wellness Department promoted a series of wellness events focusing on reiki, meditation, and yoga, as well as events in partnership with the Professional Performance Division and with Diversity and Inclusion to raise awareness about mental health.

Several grant opportunities were added to support the creation of diversity and inclusion projects and programs, including one provided by Student Affairs and the Student Government Association to fund identity-based programs developed by students. Thus far, three identity-based grants have been approved, for a St. Patrick's Day Celebration, La Fuerza Hispana at Berklee Club, and LatinX Student Alliance (Latin Student Song Project).

Jabulani and Lavender celebrations at graduation were introduced in 2019 by students who wanted to celebrate their journey and accomplishments within the Berklee community. The Lavender Celebration is an informal gathering where LGBTQIA graduating students can connect with each other, celebrate their accomplishments, and receive a lavender cord that can be worn during Berklee's commencement ceremony. The Jabulani represents a rite of passage for Black/African diaspora graduating students, highlighting their artistry, stories, and experiences. The participants receive a kente cloth stole to wear during Berklee's commencement ceremony. The Jabulani and Lavender planning committees include members of Diversity and Inclusion, Africana Studies, Black Scholars Initiative, Campus Life, the Career Center, and Conference Services and Events.

Given the importance of students' names and identities, a coordinated effort was made to streamline and improve the process for students to update their names, gender identity, and pronouns. Training was completed for all users of student information system reporting that focused on the selection of correct data fields, discontinuing the use of static reports, and ensuring that all reports moving forward include and use preferred name fields. The campus card access system, Berklee Card, and building security systems have been updated to use and display preferred names. IT-managed systems and student information systems now contain preferred names to populate class rosters, mail merges, and outbound communications.

The institution has also made great strides to better support students as they prepare for their careers after graduation. Student engagement with the Career Center has seen increases year to year as the center's strategy continues to evolve. Individual advising appointments have seen the most dramatic increases, with the exception of 2020–2021, due to the pandemic. Most notable are the increases for first-year students after the implementation of a mandatory orientation presentation and staff participation in the LENS course. The most recent 2021–2022 academic year showed a 190% increase in first-year student advising appointments and an overall 60% increase in unique students scheduling advising appointments. Additionally, Alumni Affairs is bolstering its career-mentoring effort with current students through a new

platform that provides onboarding, training, events, messaging, data collection, and assessment options, as well as an algorithm to facilitate an alumni-student matching process. It is anticipated that this will greatly expand Berklee's mentoring network, benefiting more students and engaging more alumni.

Enrollment in the internship courses had been increasing slightly year to year before the pandemic (from 322 students in 2017–2018 to 332 students in 2018–2019) and in 2020 most were canceled or only offered remotely. Enrollment in these courses rebounded to 292 students in 2021–2022. In fall 2022, there were over 90 students, the most of any fall semester in recent history. Every year, there are also students who do internships that are not credit-bearing and therefore not reported as part of the annual assessment. While the modest increases year to year are encouraging, this is an area for improvement as a larger percentage of enrolled students should take advantage of internship courses, which are subsidized over the summer semester if students are not enrolled in other coursework. Although there are no campus-wide initiatives to increase enrollment, there is an effort being made through advising, promoting internships on social media, and working internships into classroom presentations with the support of faculty.

Regarding student employment, students who participated in student employment and answered the Graduating Student Exit Survey over the past three years expressed between 86%–93% satisfaction rates with the experience. Additional surveys administered by the student employment office had students identify the top skills they gained from student employment, their motivation for participation, desired learning outcomes, and the overall impact of the program on their career outcomes and professional development. As an example, top skills recorded in feedback from graduating student employees were: professionalism, collaboration, adaptability, verbal communication, work ethic, time management, attention to detail, public speaking, administrative skills, and musical technology skills.

The institution continues to work towards supporting students through effective onboarding and arrival programs. According to an annual survey administered to Berklee Boston undergraduates following orientation, 72% of students indicated that they felt prepared to succeed at Berklee after orientation week. The most recent Ruffalo Noel Levitz Student Satisfaction Inventory results show that 73% of students were satisfied that new student orientation services help students adjust to college. Additionally, students indicated that the institution's orientation program app, Cadence, implemented in 2021, was the most effective tool to share Berklee resources.

The institution has also taken steps to increase access and visibility of student activities and services since the 2018 interim report. The Center for Campus Life was launched in 2019 as part of a broader Campus and Residential Life reorganization that was focused on increasing vibrancy and engagement on campus. The Center for Campus Life has provided students with a centralized location for engaging in clubs, organizations, student governance, and commuter resources. This has resulted in higher rates of engagement and activity with key student engagement opportunities, including a 30% increase in club and organization participation between spring 2021 and spring 2022. The Campus and Residential Life reorganization also resulted in greater resources dedicated to off-campus housing support, with an expansion of staff resources to focus on this critical work. Between 2019 and 2022, independent sessions on the institution's off-campus housing website increased 1,113% and new user accounts increased by 271%.

The Campus and Residential Life reorganization of 2019 also resulted in the creation of a new campus programs and traditions role, which is responsible for working directly with students in developing and implementing programs, presentations, and events that positively contribute to student engagement and campus pride. A key priority for the campus programs and traditions role has been the implementation of campus voter registration efforts, programs, and events that encourage civic engagement and participation. According to Berklee's participation in the National Study of Voting, Learning, and Engagement, Berklee students participate in elections at a 6.4% lower rate than the national average. As such, a variety of steps have been taken in order to increase student participation, including voter registration drives, increased web resources, and institutional participation in the [ALL IN Campus Democracy Challenge](#), a non-partisan voter registration campaign that provides tools to help students understand how to register and make a voting plan. While Berklee has worked to increase civic engagement vis-à-vis voter participation, it has simultaneously improved upon its support for student activism. Year-to-year increases in student activism and protests on campus have resulted in the creation of a student demonstration policy that fully leverages the resources of the Center for Campus

Life, in addition to adding increased conflict resolution, mediation, and training support resources through the Office of Community Standards and Conflict Resolution.

Students: Projection

Berklee has seen stronger-than-expected results in its recruitment efforts in spite of barriers such as the pandemic. These results are a reflection of the institution's ability to adapt quickly, innovate, and overcome such obstacles. Much was learned as we converted from a traditional model of in-person recruitment to a virtual recruitment platform. Going forward, admissions strategy will adopt a blended approach to our recruitment efforts, with targeted in-person events supported by virtual webinars and info sessions. We expect that this new blended model will continue to have a positive impact on our yield of admitted students and our retention of those students in their program.

Student recruitment goals will be even more carefully crafted in tandem with continuing student re-enrollment projections. Firm recruitment limits will be required to prevent oversaturated enrollment. Starting with fall 2023 targets, the enrollment management units have already codified admit, deposit, new headcount, and continuing headcount with much more granularity. Goals can be parsed by primary learning modality, campus location, academic level, and entering status. In the case of the College, goals have an added dimension of achieving optimal distribution of the students' primary instrument. For the Conservatory, goals are further refined to the academic department level. By way of example, the fall 2023 enrollment goal for the College new/entering undergraduates whose primary instrument is percussion is between 177 and 189. The related deposit goal for that subgroup is 192 and the admit goal is 400. The goals documentation codifies approximately 25 separate goals each semester.

Berklee intends to continue to increase scholarships and grants to incoming students in the future, including increasing need-based aid to incoming students. The discount rate has risen steadily from 21.9% in 2017 to 30.3% for Berklee College of Music and from 40.3% to 42.3% for Boston Conservatory at Berklee. Over the next five years, our goal is to be able to meet student need, up to tuition. Berklee also plans to introduce more robust financial planning and outreach to both incoming and current students, to ensure that Berklee is both an academic and financial fit.

The institution is currently in the beginning phases of a strategic planning process that is being directed by the new president. This process will define the strategic priorities of the institution and will guide all student service and co-curricular developments moving forward. However, a variety of existing plans and developments will also be critical to defining future priorities, most notably the assessment and evaluation of the Student Experience Innovation Plan's effectiveness. The Student Experience Innovation Plan (SEIP) will build upon the existing Thrive strategy with key focus on driving retention, on-time completion, graduation rates, major declaration, and consistent academic planning. Utilizing data that is collected in Salesforce, major milestones that support academic success at Berklee will be monitored. Operational metrics will be developed for the three key components of SEIP: One Stop Student Services, Student Success Advising, and Case Management Services.

Over the next year, the enrollment analytics team is updating the institution's cohort retention model. This model is used to predict re-enrollment and persistence rates for planning and evaluation purposes. The current process uses a three-year average of re-enrollment rates from Nth term of enrollment to N+1th term of enrollment to extrapolate returning student headcount. The new model will incorporate academic and student finance factors to better predict—and triage accordingly—how student subpopulations are progressing toward graduation.

The president charged the provost and SVP for Student Enrollment and Engagement (SEE) with convening an Admissions Innovation Plan (AIP) collaborative working group, with the goal of better aligning admissions processes with academic program and student success priorities. The working group has begun investigating the following six areas: the fall admissions cycle, application materials, audition pre-screen, recruitment optimization, audition assessment, admittance to major, and technology and analytics. Changes proposed by this group will enable a more holistic and in-depth review of applicants, including the expansion of input from chairs and faculty on instrumental and specialized skills areas. In January 2023, the AIP working group will finalize key elements of the plan to inform feasibility assessment, implementation planning, phasing considerations, and resource requirements. The plan includes expanding admissions materials; robust training on audition, instrumental, and specialized skills assessments; and standard assessment rubrics. Additionally, Berklee plans to implement SlideRoom, a new application-tracking and management

tool that will be used by admissions staff, faculty, and chairs by July 2023. AIP requires significant input and buy-in from academic leadership, given its focus on deepening and expanding the applicant assessment process and aligning admissions to academic majors. It also requires careful calibration of how best to phase in admissions changes given the need to mitigate risks and achieve sustained, predictable enrollment outcomes.

The institution's recent 18-month partnership with the JED Foundation will contribute to future planning efforts associated with mental health and wellness on campus. Launched during the summer of 2022, this extended initiative is being led by the associate dean for health and wellness, and will be co-chaired by a member of the Academic Affairs Division. As part of the JED Foundation initiative, the [Healthy Minds Study Survey](#) was administered in fall 2022 and the results will be used to inform and prioritize next steps associated with the partnership. This will be supplemented by the institution's participation in the National College Health Assessment during the fall 2023 semester. The institution also plans to expand medical resources on campus during the 2023– 2024 academic year with expanded on-site medical services once approvals are granted by City of Boston health officials for appropriate space and zoning compliance.

The National Survey of Student Engagement (NSSE) and corresponding Faculty Survey of Student Engagement (FSSE) will be administered to all students and faculty in spring 2023. This survey, and particularly the academic advising module, will provide valuable insights into the initial impact of the Berklee Bridge implementation. Additional metrics that will be tracked to assess the impact include student persistence rates, completion data, and major declaration data, as well as student satisfaction surveys such as the SSI, which will be readministered in 2025.

Additionally, together with the Student Affairs Diversity and Inclusion Committee on the Valencia campus, a new Berklee Valencia Diversity Scholarship is projected for fall 2023; eligible students would include underrepresented minorities (Black or African American, Hispanic or Latino, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander), students with disabilities, and members of the LGBTQ+ community.

**Standard 5: Students
(Admissions, Fall Term)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)	Goal (specify year) (Fall 2023)
Freshmen - Undergraduate					
Completed Applications	6,763	7,860	7,266	7,284	7,302
Applications Accepted	3,479	4,056	4,009	3,949	3,963
Applicants Enrolled	1,311	1,248	1,707	1,627	1,632
% Accepted of Applied	51.4%	51.6%	55.2%	54.2%	54.3%
% Enrolled of Accepted	37.7%	30.8%	42.6%	41.2%	41.2%
Percent Change Year over Year					
Completed Applications	na	16.2%	-7.6%	0.2%	0.3%
Applications Accepted	na	16.6%	-1.2%	-1.5%	0.4%
Applicants Enrolled	na	-4.8%	36.8%	-4.7%	0.3%
Average of statistical indicator of aptitude of enrollees: (define below)					
Each learning environment uses its own statistical indicator of aptitude based on programmatic goals.	see note	see note	see note	see note	see note
Transfers - Undergraduate					
Completed Applications	1,327	1,400	1,266	1,223	1,236
Applications Accepted	796	804	765	683	693
Applications Enrolled	440	379	444	381	387
% Accepted of Applied	60.0%	57.4%	60.4%	55.8%	56.0%
% Enrolled of Accepted	55.3%	47.1%	58.0%	55.8%	55.8%
Master's Degree					
Completed Applications	1,551	1,794	1,854	1,730	1,707
Applications Accepted	616	735	869	790	774
Applications Enrolled	317	323	392	405	481
% Accepted of Applied	39.7%	41.0%	46.9%	45.7%	45.3%
% Enrolled of Accepted	51.5%	43.9%	45.1%	51.3%	62.1%
First Professional Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

**Standard 5: Students
(Enrollment, Fall Term)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)	Goal (specify year) (Fall 2023)
UNDERGRADUATE						
First Year	Full-Time Headcount	1,566	1,332	1,987	1,822	1,827
	Part-Time Headcount	191	290	292	245	257
	Total Headcount	1,757	1,622	2,279	2,067	2,083
	Total FTE	1,641	1,446	2,102	1,918	1,928
Second Year	Full-Time Headcount	1,277	1,105	1,381	1,677	1,683
	Part-Time Headcount	333	429	395	368	385
	Total Headcount	1,610	1,534	1,776	2,045	2,068
	Total FTE	1,408	1,274	1,536	1,822	1,834
Third Year	Full-Time Headcount	1,190	916	1,187	1,300	1,305
	Part-Time Headcount	289	356	318	307	321
	Total Headcount	1,479	1,272	1,505	1,607	1,627
	Total FTE	1,304	1,056	1,312	1,421	1,432
Fourth Year	Full-Time Headcount	1,005	871	938	1,136	1,139
	Part-Time Headcount	487	652	628	540	555
	Total Headcount	1,492	1,523	1,566	1,676	1,694
	Total FTE	1,196	1,127	1,185	1,348	1,357
Unclassified	Full-Time Headcount	3	0	1	4	4
	Part-Time Headcount	98	53	50	100	100
	Total Headcount	101	53	51	104	104
	Total FTE	41	21	21	43	43
Total Undergraduate Students						
	Full-Time Headcount	5,041	4,224	5,494	5,939	5,958
	Part-Time Headcount	1,398	1,780	1,683	1,560	1,618
	Total Headcount	6,439	6,004	7,177	7,499	7,576
	Total FTE	5,590	4,923	6,155	6,552	6,594
	% Change FTE Undergraduate	na	-11.9%	25.0%	6.4%	0.6%
GRADUATE						
	Full-Time Headcount	476	571	639	582	541
	Part-Time Headcount	84	56	127	201	190
	Total Headcount	560	627	766	783	731
	Total FTE	509	593	689	661	616
	% Change FTE Graduate	na	16.5%	16.2%	-4.1%	-6.9%
GRAND TOTAL						
	Grand Total Headcount	6,999	6,631	7,943	8,282	8,307
	Grand Total FTE	6,099	5,516	6,844	7,213	7,209
	% Change Grand Total FTE	na	-9.6%	24.1%	5.4%	-0.1%

Please enter any explanatory notes in the box below

FTE = part-time (less than 12 credits/semester) headcount multiplied by .392857 added to full-time headcount (i.e. the IPEDS formula)

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Where does the institution describe the students it seeks to serve?
[Mission and Philosophy | Berkeley](#)

	(FY 2017)	(FY 2018)	(FY 2019)
Three-year Cohort Default Rate	6.9%	4.4%	2.0%
Three-year Loan repayment rate (from College Scorecard)	65%	n/a	n/a

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)

Student Financial Aid

Total Federal Aid	\$60,508,233	\$47,222,457	\$65,258,605	\$49,417,235	\$55,372,671
Grants	\$6,338,961	\$6,616,051	\$8,293,069	\$7,680,464	\$7,232,136
Loans	\$53,590,501	\$40,396,161	\$56,838,705	\$41,736,771	\$48,140,535
Work Study	\$578,771	\$210,245	\$126,831	\$293,945	\$500,000
Total State Aid	\$153,196	\$148,785	\$176,460	\$19,100	\$124,385
Total Institutional Aid	\$107,391,332	\$110,938,454	\$126,908,562	\$111,231,440	\$114,117,447
Grants	\$107,391,332	\$110,938,454	\$126,908,562	\$111,231,440	\$114,117,447
Loans	n/a	n/a	n/a	n/a	n/a
Total Private Aid	\$23,433,045	\$16,332,095	\$22,778,703	\$9,188,639	\$17,933,121
Grants	\$3,211,461	\$2,335,453	\$2,867,077	\$430,408	\$2,211,100
Loans	\$20,221,584	\$13,996,642	\$19,911,626	\$9,188,639	\$15,829,623

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	20%	30%	55%	34%	35%
Graduates	28%	40%	41%	25%	36%
First professional students	n/a	n/a	n/a	n/a	n/a

For students with debt:

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

Undergraduates	\$61,490	\$53,917	\$52,097	\$43,310	\$55,835
Graduates	\$39,911	\$36,339	\$55,156	\$25,939	\$43,802
First professional students	n/a	n/a	n/a	n/a	n/a

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

Undergraduates	\$31,360	\$32,639	\$46,509	\$44,331	\$38,710
Graduate Students	\$15,236	\$25,336	\$28,123	\$45,965	\$28,665
First professional students	n/a	n/a	n/a	n/a	n/a

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language	n/a	n/a	n/a	n/a	n/a
English (reading, writing, communication skills)	n/a	n/a	n/a	n/a	n/a
Math	n/a	n/a	n/a	n/a	n/a
Other	n/a	n/a	n/a	n/a	n/a

Please enter any explanatory notes in the box below

Increase in graduate loan borrowing in 2021-22 related to new online graduate program.

**Standard 5: Students
(Student Diversity)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed					
Female	4,315	2,165	894		
Male	4,191	2,466	1,114		
Unknown/Unreported Sex	1	1	0		
International	2,283	1,293	635		
Asian American	457	262	106		
Black or African American	580	303	112		
Hispanic or Latinx	1,220	596	234		
Indigenous American or Alaska Native	11	2	2		
Native Hawaiian or Pacific Islander	10	5	2		
Two or more races	410	207	86		
White	3,406	1,893	802		
Ethnicity/Race Unreported	130	71	29		
Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed					
Female	856	391	195		
Male	873	400	210		
Unknown/Unreported Sex	1	0	0		
International	889	343	181		
Asian American	79	36	20		
Black or African American	81	35	18		
Hispanic or Latinx	129	57	36		
Indigenous American or Alaska Native	2	1	1		
Native Hawaiian or Pacific Islander	0	0	0		
Two or more races	49	31	8		
White	469	268	131		
Ethnicity/Race Unreported	32	20	10		
Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (Fall 2023)
Category of Students (e.g., male/female); add more rows as needed					
Female	2,683	517	3,200	2,886	See note below.
Male	3,248	1,006	4,254	3,643	
Unknown/Unreported Sex	8	37	45	23	
International	1,941	238	2,179	2,034	
Asian American	356	69	425	383	
Black or African American	306	137	443	360	
Hispanic or Latinx	658	233	891	750	
Indigenous American or Alaska Native	6	6	12	8	
Native Hawaiian or Pacific Islander	11	1	12	11	
Two or more races	280	94	374	317	

White	2,315	704	3,019	2,592	
Ethnicity/Race Unreported	66	78	144	97	
Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (Fall 2023)

Category of Students (e.g., male/female); add more rows as needed

Female	288	77	365	318	See note below.
Male	293	124	417	342	
Unknown/Unreported Sex	1		1	1	
International	242	47	289	260	
Asian American	25	4	29	27	
Black or African American	30	18	48	37	
Hispanic or Latinx	55	23	78	64	
Indigenous American or Alaska Native	1	0	1	1	
Native Hawaiian or Pacific Islander	1	0	1	1	
Two or more races	15	6	21	17	
White	205	91	296	241	
Ethnicity/Race Unreported	8	12	20	13	

Please enter any explanatory notes in the box below

Fall 2022 enrollment data. FTE definition: Part-time headcount multiplied by .392857 added to full-time headcount (i.e. the IPEDS formula). While the institution has an overarching Diversity Engagement plan, we don't set specific numeric goals.

Standard 6: Teaching, Learning, and Scholarship

Faculty and Academic Staff: Description

Faculty Qualifications and Statistics

Berklee has a distinguished faculty dedicated to our mission of educating, training, and developing students to excel in the performing arts 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 performing arts industry—as performers, composers, producers, engineers, film scorers, sound designers, electronic musicians, educators, therapists, and music business professionals.

Faculty qualifications, numbers, and performance are sufficient to accomplish the institution’s mission and purposes. Berklee faculty are experienced professionals in their field and bring this expertise to the classroom, inspiring students to amplify their talents and expand their thinking. In fall 2021, the undergraduate student-to-faculty ratio was 9 to 1, and the average class size is about 11. These ratios ensure that Berklee students receive focused and individualized attention.

Faculty ensure the integrity of Berklee’s comprehensive curriculum and learning environments in the performing arts and liberal arts and sciences, a curriculum that explores interdisciplinary approaches to music, dance, theater, film scoring, business, entrepreneurship, education, technology, and more. Faculty embrace their responsibility in delivering this curriculum, maintaining its relevance and distinctiveness across our many campuses and modalities.

Faculty and academic staff participate in ongoing curriculum review and revision through participation in Academic Program Review (APR), the College Curriculum Committee (CCC), the Graduate Studies Committee (GSC), and the Conservatory’s curriculum steering committee. As discussed in Standard 3 and 4, these committees approve course and program additions, revisions, and deletions, as well as oversee the academic program review process.

Berklee’s faculty in Boston comprises 1,010 members, 349 (35%) of whom are full-time and 661 (65%) of whom are part-time. In Berklee’s campus in Valencia, Spain, there are 49 faculty, 11 (22%) of whom are full-time and 38 (78%) of whom are part-time. In Berklee’s campus in New York, there are 22 faculty, three of whom are full-time (14%) and 19 of whom are part-time (86%). Berklee Online includes 249 instructors, 54 (22%) of whom are full-time faculty, 68 (27%) of whom are part-time faculty, and 127 course instructors (51%) who are not faculty on the Boston campus; of these instructors, 20 (16%) are Berklee staff or administrators.

Currently, 39% of all faculty identify as female and 60% identify as male. Less than 1% of faculty declined to identify. Berklee Online instructors are 30% female and 68% male, with 2% whose gender is not reported. Faculty also represent different races, ethnicities, and nationalities. Three percent of faculty are citizens of countries outside the United States, and domestic diversity is shown in the chart below. Note that Valencia faculty do not report race or ethnicity due to the EU General Data Protection Regulation (GDPR). Berklee Online instructors are similarly diverse. One percent are citizens of countries outside the United States. Of the domestic instructors, 2% identify as Asian American, 8% as Black or African American, 3% as Hispanic or Latinx, 1% as two or more races, 76% as white, and 9% declined to identify. Less than 1% identify as Indigenous American or Alaska Native, Native Hawaiian or Pacific Islander.

Percent of Race/Ethnicity of Domestic Faculty

	Berklee College of Music–Boston	Boston Conservatory at Berklee	Berklee Valencia	Berklee NYC	Total
Asian American	5%	6%	0%	9%	5%
Black or African American	13%	9%	0%	5%	11%
Hispanic or Latinx	6%	4%	0%	9%	6%
Indigenous American or Alaska Native	<1%	0%	0%	0%	<1%
Native Hawaiian or Pacific Islander	<1%	<1%	0%	0%	<1%
Two or more races	<1%	1%	0%	0%	<1%

White	69%	75%	0%	55%	67%
Ethnicity unreported	6%	5%	100%	23%	10%

Note: Valencia faculty do not report race or ethnicity due to the EU General Data Protection Regulation (GDPR).

Source: Berklee Factbook

As shown in 6.1, Berklee’s academic staff has grown from 49 in fall 2019 to 58 in fall 2022. The number of librarians has nearly doubled over this period, and the advising staff has been expanded by 41% due to the new advising model. Staff in advising roles are diverse: two percent are international, and 13% of domestic staff identify as Asian American, 8% as Black or African American, 5% as Hispanic or Latinx, 63% as white, and 13% declined to identify.

Faculty Contract

All faculty and academic staff categories are clearly defined by the institution, including the role of each category of faculty and academic staff in fulfilling the institution’s mission and purposes. The institution has detailed policies in place governing the role of full-time and part-time faculty, through the Collective Bargaining Agreement (CBA) and the role of academic staff (through the Chair Job Description document), both which can be found in the Workroom.

The Boston-based faculty are members of the American Federation of Teachers, Local 4412, AFT-MA, AFL-CIO, the collective bargaining unit for faculty. Boston Conservatory at Berklee was integrated into the existing faculty union following collective bargaining in summer 2017. Thus, all of Berklee’s on-campus Boston faculty—graduate and undergraduate, College and Conservatory—are members of the faculty union. The CBA delineates faculty compensation, working conditions, and reappointment and promotion processes for faculty on the Boston campus. Additionally, the contract specifies requirements for rank (instructor to professor), policies governing the role of full-time and part-time faculty, policies on resolving grievances, sabbaticals, and other benefits. Faculty at Berklee Valencia and Berklee NYC, as well as course instructors at Berklee Online, are currently not part of the collective bargaining unit.

Faculty assignments and workloads are consistent with the institution’s mission and purposes and are equitably determined. Faculty workload is also specified in the CBA and is negotiated between Berklee and the faculty union on a regular basis. Covid-specific protocols were negotiated as additions to the contract in 2021 (furloughs, testing requirements, etc.), and the most recent collective bargaining process occurred in summer and fall 2022.

The part-time faculty in Boston are also 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. 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 at Berklee are fully integrated into the life of the institution. 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. Many are compensated at their hourly rate for these activities. The recent faculty contract now aligns Conservatory faculty to College faculty as it relates to payment for department meetings.

Recruitment

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, program directors, and managers. In order to leverage the broadest perspectives possible, Berklee convenes search committees for full-time faculty and most part-time faculty. Search committees consist of the hiring department chair, a select diverse group of employees from across the institution, and typically include other department chairs, faculty members, and HR representation. Every effort is made to solicit and encourage applicants that represent top talent in their respective field on both a national and international level, with a heightened focus on women and people of color. The inclusive and interactive interview process includes in-person interviews, teaching demonstrations, and community presentations, enabling Berklee to employ faculty who are well regarded in their respective fields and highly sought-after by our student body.

Berklee has always recruited faculty who are leaders in their discipline, from performing artists and composers to engineers, producers, educators, and music therapists; this includes faculty in liberal arts and sciences. 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 necessary condition for employment, at least as compared to other institutions 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. The preparation and qualifications of all faculty are appropriate to the field and level of their assignments. (Please see the Appraisal section for additional information on faculty degrees.) Faculty qualifications at Berklee are measured in several ways: advanced degrees, evidence of scholarship, teaching abilities, professional experience, and creative work.

Evaluation

Berklee has broad-based procedures in place to evaluate both full- and part-time faculty for retention and promotion. Historically, the Conservatory lacked a data-driven metric for faculty evaluation and for student evaluation of courses. As of September 2017, all faculty at the merged institution participate in the same evaluation process.

In accordance with the CBA, the criteria for promotion and reappointment include evaluation of a faculty member's professional education, teaching, and advising role; other required duties (such as holding office hours); service to the institution (if appropriate); service to the profession (if appropriate); and professional development.

At Berklee, there are three methods of evaluation for faculty: self-evaluation, the faculty performance review, and end-of-semester student course surveys. Through self-evaluation, faculty members examine their work as teachers, scholars, and creative artists, and also examine how they meet the responsibilities delineated in the faculty contract agreement. When applicable, they additionally examine their service to the institution 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. Faculty performance reviews are conducted on a yearly basis and may also consist of a classroom observation and student end-of-semester course survey results. The classroom observation is conducted by the faculty member's immediate supervisor—a department chair or program director. It aims to ensure that high-quality educational programs, consistent with Berklee's mission and purpose, are maintained. The results of the end-of-semester student course surveys contribute both to curriculum and faculty evaluation. During the performance review, the supervisor and faculty member will review these, as well as discuss the classroom observation if applicable. This ensures that academic and professional standards and expectations are met. It also allows concerns to be addressed accordingly, and goals to be set for the future. Similarly, faculty evaluations in Valencia and at Berklee NYC are built on student course surveys, feedback from student representatives to the program director, and an annual faculty performance review with the dean.

Berklee Online employs a data-driven approach for course instructor feedback, assessments, and evaluations. There are key data points that are monitored regularly by the senior director of online education. Throughout the semester, the timeliness of instructor feedback is monitored closely, as this tends to be a key indicator of student satisfaction with faculty. Other data points that are continually monitored throughout the semester are the number of live classes held by the course instructors and promptness of key communication, such as welcome announcements and late grading policies. In addition, Berklee Online has a robust academic advising team that receives regular feedback directly from students throughout the semester and relays this information to the senior director of online learning to ensure optimal student experience and to improve teaching and learning outcomes.

Diversity, Equity, and Inclusion

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, and to act responsibly and ethically. At Berklee, there are several offices and initiatives that support the diversity, equity, and inclusion efforts of faculty both directly, such as the [Center for Diversity, Equity, and Inclusion](#) and [ETUDE Faculty Scholars](#) program, or indirectly, such as the Health and Wellness office, Accessibility Resources for Students, Valencia Student Affairs, Berklee NYC Student Affairs, and Berklee Online. While

student-facing, these areas also hold workshops, consultations, and more for faculty on topics ranging from the Berklee Early Alert System and classroom accommodations to programs around healthy/disordered eating. A more comprehensive list can be found in the Appraisal section.

Faculty and Academic Staff: Appraisal

Berklee has always relied on the most accomplished artists and scholars to serve as the foundation of the faculty. Berklee faculty remain among the world's top artists in music, dance, and theater. The qualifications of each faculty member for the position they hold are sometimes well beyond the articulated standards. Salaries and benefits are set at a level that ensures Berklee's continued ability to attract and retain outstanding faculty and academic staff.

Berklee faculty are an integral part of our community and are as active in the classroom as they are out of the classroom. They participate in departmental and divisional committees, search committees, competitive scholarship committees, and committees for accepting students into particular majors and/or master's programs. Many faculty members audition and interview potential new students for the undergraduate and graduate programs. Our faculty are at the heart of our institution and are committed to building a dynamic, sustainable, diverse, and collaborative global arts community both at Berklee and beyond.

Faculty Qualification

Berklee faculty have always been a heterogeneous group, representing a considerable variety of academic and artistic fields and levels of preparation. The addition of the Berklee NYC campus, along with substantial growth at the Boston and Valencia campuses, expands the number of faculty and also introduces faculty who are in fields brand new to Berklee, for both graduate and undergraduate programs.

Our faculty are supported through many different channels, including development and funding opportunities through the Office of Faculty Development (see below for more information) and institutional support. Since 2018, Berklee has promoted 148 faculty, granted 67 sabbaticals to full-time faculty, and converted 60 faculty from part-time to full-time positions on the Boston campus. These efforts not only reward academic community members but also retain talented faculty, so we are able to provide a seamless educational experience for all students, across all campuses and modalities of instruction.

Faculty are committed to their growth and development. In 2022, just under 60% of Berklee's faculty possessed a master's degree or doctorate, a 10% increase since 2012. Most of the growth has involved faculty with master's degrees. Over the last four years, there has been an 18% increase in the number of faculty with master's degrees, from 393 in fall 2019 to 465 in fall 2022. The percentage of faculty with doctorates has stayed consistent at about 15%, but is becoming more concentrated at the associate professor level. Master's degrees became more concentrated at the associate professor and especially assistant professor levels. Overall, in the last four years, the percentage of all faculty whose top degree is a master's degree increased slightly, from 42% in 2019 to 43% in 2022. There has been a corresponding decrease (as a percentage, not absolute number) in the percentage of faculty who have less than a master's degree, from 34% in 2019 to 33% in 2022.

Faculty Workload

Faculty assignments and workloads are consistent with the institution's mission and purposes and are equitably determined. As noted previously, the workload for Berklee Boston faculty is specified in the Collective Bargaining Agreement (CBA) and is negotiated between Berklee and the faculty union. It is designed to ensure that faculty members have adequate time to teach, advise, and evaluate students, and contribute to Berklee and professional service, which is required of full-time faculty at both the College and Conservatory. At Berklee, a one-contact-hour lecture class (typically 50 minutes in practice) counts as 1.25 teaching units; one contact hour of conducting, performance studies, or ear training teaching counts as 1.18 teaching units; and time spent in ensemble, laboratory, or one-on-one instruction is one-to-one, as are other faculty duties. If part-time faculty members are asked to take on additional duties, they are compensated separately for that work. The average course load for College faculty was 15.63 units for full-time faculty and 12.12 units for part-time faculty in 2021–2022; the average course load for Conservatory faculty was 15.82 for full-time faculty and 8.23 for part-time faculty. However, the course load for some full-time faculty can be quite heavy at a maximum of 18 teaching units per semester, above teaching loads at comparable institutions and guidelines

recommended by other accreditation bodies. For example, the National Association of Schools of Music (NASM) indicates that an upper limit of 12 clock hours for lecture/seminar (and 18 for private studio instruction) is typical⁴. This would translate to 15 Berklee teaching units of lecture teaching (although equivalent to the studio recommendation). The American Association of University Professors (AAUP) recommends 12 contact hours for undergraduate teaching, and nine for graduate.⁵ Faculty workloads are reconsidered periodically, typically as part of the collective bargaining. Faculty workload is a continuing focus of the union, particularly reducing teaching hours to better facilitate the continued expectation for scholarly and creative work, as well as other institutional duties. The most recent collective bargaining process occurred in summer 2022.

While the Valencia and New York campuses are not covered by the CBA, the workload negotiated in the contract can informally influence expectations for faculty outside of the union. Teaching loads for faculty who teach for Berklee Online are also not informed by the CBA and reflect a wide range of hours.

Diversity, Equity, and Inclusion

Berklee approaches diversity as a philosophy and as an objective. Berklee is committed to attracting the widest array of artists, educators, scholars, and innovators into the Berklee community and providing an environment that supports their creative and academic processes. Faculty and academic staff are committed to fostering a more diverse, inclusive, and equitable community through institutional engagement, education, resources, and programming. Berklee faculty also seek to integrate these values into teaching and decision-making, as students are influenced through leadership and activism as much as through curriculum.

Berklee recognizes the importance of students being able to see their diversity reflected in the faculty body. Berklee has worked diligently over the last five years in particular to hire talented faculty from a range of backgrounds, identities, and life experiences; diverse and unique perspectives, approaches, disciplines, and learning and musical styles are essential to fostering inclusion, equity, and a sense of belonging. Since 2017–2018, the overall percentage of female-identifying faculty grew 4%, from approximately 35% to 39%. This growth in proportion of female-identifying faculty is particularly notable given the generally low turnover rate among faculty: 43% of newly hired faculty from November 2017 to November 2022 identified as female (213 of 498).

Reflecting Berklee’s commitment to the 2020 [Plan for Addressing Systemic Racism](#), the faculty have also become more racially and ethnically diverse. As previously noted, faculty in Valencia do not report race/ethnicity, so the following analysis reflects the Boston and New York campuses. Of the 457 faculty hired since November 2017, 27 (6%) were international. Of the 430 domestic faculty hired, 251 (58%) were white, with another 49 (11%) declining to report their race or ethnicity. The remaining 130 (30%) identified as people of color (see table below). From 2017–2018 to 2021–2022, the proportion of Boston and New York faculty who identify as white fell from 77% to 73%. While the proportion of all other racial and ethnic identities grew, the largest growth was among Black or African American faculty (77 to 101, 9% to 10%). The percentage of Asian American faculty also increased (35 to 50, 4% to 5%), as did Hispanic or Latinx faculty (43 to 54, 5% to 6%). There also was a notable increase in international faculty (6 to 18, 1% to 2%). While Berklee’s recruitment and hiring efforts have led to greater diversity, we acknowledge that this is a continuing process and will require an effective retention and engagement strategy.

Race/Ethnicity of Domestic Faculty Hired in Boston and New York City

11/2/17– 11/1/2022

Asian American	5%
Black or African American	16%
Hispanic or Latinx	7%
Indigenous American or Alaska Native	<1%
Native Hawaiian or Pacific Islander	<1%

⁴ National Association of Schools of Music Handbook (2021–2022), 67

⁵ American Association of University Professors, “Statement on Faculty Workload with Interpretive Comments.” portfolio.du.edu/download/EditorItem/109973 (accessed July 2020), 1

Two or more races	1%
White	58%
Ethnicity unreported	11%

Note: Valencia faculty do not report race or ethnicity due to the EU General Data Protection Regulation (GDPR).
Source: Berklee Factbook, Berklee HR

Faculty Development Support

Berklee provides ongoing support for faculty professional development through grant opportunities, learning communities, tuition assistance, and pedagogy workshops. The Office of Faculty Development awards nearly \$250,000 annually in grants, funding, and residency opportunities to faculty members pursuing projects that develop their academic and artistic careers and enhance Berklee's participation in the world of education and performing arts. Part-time and full-time faculty members on all campuses are eligible for these opportunities. Funded faculty projects have included new learning opportunities and pioneering approaches to course development and teaching (such as decolonizing the curriculum/de-gendering dance), development or training in creative multimedia technology (such as using accessible technologies and universal design), and advancement of music, music performance, and/or music industry.

Over the past few years, over 90% of faculty members in Boston participate in at least one professional development program a year, and roughly half participate in two or more. These numbers demonstrate both institutional and faculty commitment to lifelong learning and development. Programs include workshops, development conferences, technology training, diversity workshops, learning communities, and visiting artist series. Berklee also provides continued professional training in the area of technology. Additional faculty development programs include a robust two-day new hire orientation, weekly foreign language and arts pedagogy discussion groups, a summer technology series called Reboot, and the ETUDE Faculty Scholars program, a faculty-led initiative that offers structured opportunities for colleagues to learn more about pedagogical strategies, course content, and campus resources that foster an inclusive community and work to eliminate discrimination and harassment. Furthermore, the Office of Faculty Development and the Training and Instructional Technology team collaborate throughout the year on resources and workshops to help faculty integrate technology into their teaching and classroom curriculum.

One of the largest of the programs dedicated to improving instructional effectiveness is the annual faculty development conference Berklee Teachers on Teaching (BTOT). For over 30 years, this conference has supported Berklee's goal to position the institution as a leader in advancing discussions at the intersection of pedagogy and the performing arts. Each January, nearly 600 Berklee faculty, staff, and administrators come together for two days to discuss and reflect on topics ranging from teaching strategies and health and wellness to live performance, showcase new works and pedagogical ideas, and engage socially. Past keynote speakers have included Ornette Coleman, Gloria Estefan, Al Jarreau, Diane Paulus, Ray Kurzweil, and Ravi Shankar. In 2021 and 2022, BTOT took place remotely, allowing members of our community in Valencia and New York to participate. BTOT 2023 was held in person, but the keynote plenary was streamed live (and recorded for archival purposes) with faculty from Valencia and Berklee NYC.

Additionally, course instructors in Berklee Online complete a training session on their responsibilities as instructors, navigating the learning management system (LMS) and the Live Class tool (which supports audio, video, and file sharing). They also receive a reference manual to use for ongoing reference. A course for the instructors, Teaching a Berklee Online Course, was recently added and is open for the entire academic year. All instructors are enrolled in this course and are free to participate in ongoing discussions surrounding topics such as improving live class attendance and raising cultural awareness for the purposes of better addressing a multicultural group of students. There are also four synchronous live training sessions, of which instructors are required to attend two, that occur throughout the academic year, once per semester. These live training sessions are also recorded and archived within the course for instructors to be able to view and review on their own time.

Teaching and Learning: Description

Instruction

Faculty members encourage, emphasize, and assess the highest levels of learning and scholarly and creative achievement of students—synthesis, application, and creativity. While creative achievement encompasses the bulk of student work ,

student creative and scholarly work is also facilitated in lecture/discussion courses. Most courses provide students an opportunity for independent or small group work in which they are able to apply, analyze, and synthesize knowledge.

Berklee maintains small class sizes at all levels, even for core music and liberal arts and sciences classes. In Fall 2022, 43% of our undergraduate classes had between two to nine students. Additionally, 47% of our undergraduate classes had between 10 to 19 students. Students are taught by a variety of faculty to ensure that they experience different methods of instruction and different viewpoints. It also allows faculty to meet common learning outcomes while providing space for creativity. This is true at all levels of instruction—instrumental/vocal, core music, performance, liberal arts and sciences, and technology—at the undergraduate level and for 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. In the instrumental areas, Berklee has a large selection of faculty teaching one-on-one lessons. Students have multiple private instructors from which to choose for virtually every instrument.

In addition to qualified faculty, Berklee invites industry-specific guest artists and scholars to be in conversation, to lecture and to critique creative work, broadening the experience of the students while creating community and nurturing professional connections. One example of this is the Ambassador of Artistry in Education program, which brings the highest-caliber musicians and artists from around the world to work with students and faculty directly. Creating interdisciplinary projects that result in new works, ambassadors model the musician/artist as a multitalented, multigenre professional. Ambassadors also serve as a liaison between Berklee and the larger art and musical worlds, connecting students and faculty with artists beyond Berklee's borders. Current and past ambassadors include Nona Hendryx, Patrice Rushen, and Bobby McFerrin.

Teaching with Technology

Instructional technology and delivery systems serve to further Berklee's mission, vision, and learning goals. Berklee continues to adopt technologies that enable more interactivity and hybrid models of online and in-person activities. All full-time faculty and most part-time faculty at the College (including Berklee NYC and Berklee Valencia), and many faculty at the Conservatory, are assigned a MacBook Pro or MacBook Air for their instructional use. Boston-based students also have access to the Creative Technology Center (CTC) and the Immersive Technology Lab (ITL), both divisions of the Berklee Library. The CTC provides a space for experimentation and collaboration, workstations, a catalog of hardware available for circulation, and staff to assist with technical questions. The ITL introduces visitors to emerging technologies such as virtual reality (VR), augmented reality (AR), mixed reality (MR), 360-degree video, and other immersive media. Nearly all standard Berklee classrooms are also equipped with appropriate instructional technology. Details about Berklee's [academic technology facilities](#) are available online. Face-to-face courses are often supplemented with online learning management systems that provide additional information and opportunities for interaction among students and between students and faculty.

The Training and Instructional Technology team, in collaboration with the Office of Faculty Development, provides a wide variety of technology training for all Berklee faculty throughout the year. Topics include creating instructional materials, effective course site design, and desktop music production. At the start of the pandemic, these teams worked together to develop new resources for faculty to aid in the transition to remote teaching. These resources included an interactive series of training and exercises (Remote Teaching Academy) and a self-paced online course called Teaching in the Virtual Classroom.

Technology is also an integral part of Berklee's curriculum. At the undergraduate level, the Electronic Production and Design Department and the Dance Division use technology—particularly VR/AR—as a collaboration tool to create innovative performance opportunities. Berklee's pioneering [assistive music technology program](#) was created to help visually impaired students get the most out of their Berklee experience and provide them with the same opportunities and career potential as their sighted peers. The program offers a course on assistive music technology, a lab fully equipped with music workstations, and staff that support students in their classes. The Master of Arts in creative media and technology (Berklee NYC) and the Master of Music in music production, technology, and innovation (Berklee Valencia)

offer advanced learning opportunities, preparing graduate students for technology-focused careers in the music industry. The Berklee NYC facility includes a 20-foot LED wall for image or video display and professional theatrical, cinematic, and FX lighting, as well as a VR lab.

Additionally, Berklee Online works to create an innovative learning environment to support online students. Berklee Online's custom-built learning management system, Bocce (Berklee's online Canvas course environment), is built on the open-source platform Canvas and allows for a single, unified LMS for all of our online students and faculty. This online tool enables instructors and students to interact, including sharing course materials, grading, assignments, and communication. 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 a suite of in-house learning interactions. Online course instructors also have several communication tools available to them: conversations, announcements, Zoom, and direct messaging. Instructors interact in real time with students on the weekly course content to deepen learning and engagement. Instructors are also required to hold a weekly live class in order to create a safe space for students to ask questions and interactively engage with classmates and the course content. These classes are recorded and posted in the course for students who are unable to attend in real time. The video feed is especially important, as it creates a connection with students and mimics the classroom environment. Online course authors (who may or may not also serve as instructors for the course) are paired with a course developer and are asked to review and revise their courses on an ongoing basis.

Student Advising

Faculty and academic staff are also engaged in student advising, including advising undergraduate and graduate students in their major program of study, the core music and instrumental areas, and the liberal arts and sciences. Standard 5 provides an overview of student advising, with details on the newly implemented SEIP initiative. This standard focuses on the specific role that faculty and academic staff play in advising our students.

Undergraduate students at the College are also advised by the chairs and assigned faculty members in core music departments and in the Liberal Arts and Sciences 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 appropriately and successfully through the curriculum in core music, liberal arts and sciences, and their major. Graduate students at the College 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.

At the Conservatory, students are assigned one faculty academic advisor who is responsible for offering guidance through the registration process and helping students track their degree completion via a series of advising grids for each program. These 35 advisors are assigned approximately 25 students each and typically meet with the students a week prior to a registration period and then authorize the students' registration. In addition to traditional academic advising, faculty advisors also help point students toward a variety of resources, including Student Accounts and the Registrar's office, and they receive copies of midterm warnings when submitted by faculty through the Berklee Early Alert System. Many faculty also advise graduate students on their recitals and theses.

At Berklee Valencia, faculty advise undergraduate and graduate students on a regular basis. Several mechanisms are in place to ensure the academic success of the students, including regular office hours, assignment advising, and bi-weekly culminating experience advising for the graduate students.

At Berklee NYC, program directors advise students according to their specialization, providing regular office hours and access to individual meetings, while full-time and part-time faculty advise on specific assignments as needed for student success. In addition, each student meets weekly with an appointed culminating experience advisor.

At Berklee Online, advising is handled by a robust team of advisors and a student success team, all of which consist of Berklee Online staff members. Advisors help with registration, problem solving with instructors or technical issues, and escalation of any problems by bringing those issues to the appropriate parties. Advisors make sure students understand all relevant policies including the add/drop period and satisfactory academic progress, as

well as logistically making sure that students can access their registration portal. If students under a degree advisor haven't posted a homework assignment within nine days, an advisor reaches out and checks on the student. In addition, course instructors have the option to manually mark a student at risk if they are concerned, which automatically triggers a task to that student's assigned advisor to reach out and check in with them. Additionally, instructors often serve as culminating experience advisors for the graduate students. Students get a phone call every semester regarding re-registration and course selection.

Institution-wide surveys such as the Student Satisfaction Survey are used to evaluate student satisfaction with advising at all instructional locations. Results are reported in aggregate and are also broken down by learning environment.

Scholarship, Research, Creative Activity

Berklee encourages its faculty to engage in research, scholarship, and creative activities. Berklee's mission recognizes music and the performing arts as "powerful catalysts for personal growth." The institution regularly welcomes new scholarship, research, and creative activity by faculty as well as students in furtherance of its overall goals. As the mission states, students are exposed to "a course of scholarly and practical learning experiences."

Berklee faculty members are among the most distinguished arts practitioners, educators, and scholars in the world, and they continually engage in artistically creative work. This is evidenced by the regular recognition they receive for their achievements and their contributions to the field. Berklee's commitment to arts education is reflected in the work of its students, faculty, and alumni—hundreds of whom have been recognized with Grammy, Latin Grammy, Emmy, Tony, and Academy awards. Other distinguished honors recently awarded to faculty include the NEA Jazz Masters Fellowship (2018, 2021) and the Doris Duke Artist in Jazz Award (2019, 2021). Many faculty members have been recipients of prestigious research and artist fellowships, including four U.S. Fulbright Scholars between 2014 and 2020, and American Academy of Arts and Letters inductees. Additionally, faculty members have been widely recognized by other national institutions, such as an appointment as Jazz Scholar at the Library of Congress (2021).

Supported by eleven full-time Master in Library Science librarians, faculty continuously publish by contributing to refereed journals, presenting at leading conferences in their fields, and publishing scholarly books and textbooks. They participate in academic and industry conferences, such as the International Association of Women in Music (IAWM) Conference held at Berklee in 2019, Jazz Education Network Conference (JEN), the National Association of Music Merchants (NAMM), and South by Southwest (SXSW), to name a few. This is in addition to the myriad creative works of musical productions, published compositions and recordings, and live performances which have attained international reputations for excellence. Publications such as Berklee's *Music Business Journal* and *FUSION* literary magazine attract contributions from professors, graduate students, and creative writers from other academic institutions across the nation and around the world. Faculty publications also make new and groundbreaking contributions to the field, such as Terri Lyne Carrington's new work, *New Standards: 100 Lead Sheets by Women Composers*, which combines scholarship with practical and timely applications that are advancing progress toward making America's musical canon more inclusive and diverse.

At the same time, Berklee's archives and primary sources remain foundational to new research and scholarship. Faculty work intensely with Berklee-created primary sources in the Berklee Archives and with archival-supported resources, such as REMIX (Research Media and Information Exchange), a first-of-its-kind, open-access clearinghouse of research, scholarly works, and related resources from faculty and members of the Berklee community. New searchable databases established at Berklee include: the ABLE Arts Resource Center, a comprehensive clearinghouse of resources for artists and others who work in the field of accessible arts education; and the Berklee Music and Health Research Collection, which receives nearly 500 visits per month, and is the first-ever searchable research database focused on music, medicine, and health that aims to improve access to relevant research by collecting it and storing it in one location.

Faculty continue to collaborate in courses and scholarship with other academic institutions. For example, leading-edge technologies such as AR (augmented reality) and VR (virtual reality) were taught in collaborative courses through the Institute for Creative Entrepreneurship in 2018. More recently, innovative technologies such as blockchain have been utilized in the two-semester course ICE315: Building a Music and Blockchain Startup. The course uses RAIDAR, a

music licensing platform co-developed by Berklee and MIT as a pedagogical tool to demonstrate experientially how intellectual property is distributed and commercialized across the music value chain. This helps students understand the complexities in building a business in today's music industry and allows them to be involved in the creation of a real-world start-up. Berklee faculty leads had co-authored and published a related white paper (2019) with a MIT Faculty lead in this field. All of these activities made important contributions to help advance research and inform new scholarship.

Teaching and Learning: Appraisal

Faculty Development Support

Faculty development has been a longstanding priority for Berklee and has grown substantially in the last decade. The mission of the Office of Faculty Development is to deepen learning and engagement by supporting and enhancing the teaching effectiveness and professional development of Berklee educators. The team fosters and sustains a dynamic culture that recognizes, values, and rewards excellent teaching, and promotes opportunities for Berklee's academic community to undertake projects that enrich them as educators, scholars, and artists.

At the time of the last self-study, the Office of Faculty Development included a director and three full-time staff members. Today, the team is led by the interim vice provost and the associate dean for faculty development and comprises four full-time staff positions, including a new associate director for inclusive teaching role. This elevation in leadership significantly increased visibility for the work that Faculty Development does and demonstrates Berklee's commitment to supporting and enhancing the teaching effectiveness and professional development of Berklee educators.

Berklee allocates close to \$400,000 annually in direct support to faculty development programming, nearly double since 2013. In recent years, the Office of Faculty Development has worked collaboratively with the Office of Institutional Advancement to secure external grants and donor funding to support projects related to augmented performance (\$250,000) and teaching with technology (\$1.1 million). Since the last self-study report, the Office of Faculty Development has created and continues to support three new faculty residency programs: an artist residency in Sonoma County, California; a recording residency in Guilford, Vermont; and a dance residency at Jacob's Pillow in the Berkshires region of Massachusetts. The faculty/chair private lessons program—which sponsors faculty and chairs in engaging in private study with another Berklee colleague—was created in collaboration with the Professional Performance Division.

The Office of Faculty Development plays a pivotal role at Berklee, engaging in and supporting innovations in teaching and learning, and often leading critical conversations within and among Berklee's academic community. One such example of this is the Pedagogy Arts Collective (PAC). Facilitated by faculty member Enrique Gonzalez Müller (Music Production and Engineering) and featuring a collective of rotating visiting experts, the mission of the PAC is to foster and maximize holistic excellence in the science and art of education through the pragmatic exploration of pedagogy, educational psychology, technology, student/educator demographics, and self-evaluation. Launched in the fall of 2021, over 60 faculty and academic staff from the College, Conservatory, and Valencia campus participated in the PAC's inaugural year online. Twenty participants also serve as instructors or staff at Berklee Online.

Creative activity remains core to the experience of faculty and students at Berklee as we continue to mature as an institution in support of research and scholarship. Many projects seeded by faculty development grants have developed into new centers, institutes, and programs that facilitate research and academic partnerships with institutions such as Tufts University and Harvard University and attract external funding from major foundations, including the Barr Foundation and the Andrew W. Mellon Foundation. The Office of Faculty Development also supports the development of new programs in areas such as music education; global jazz; music production, technology, and innovation; Africana studies; creative media and technology; music business; and screen scoring, thereby creating an ecosystem that leads to deeper levels of research and emphasizes the importance of scholarship at Berklee.

Student Satisfaction

The Ruffalo Noel Levitz Student Satisfaction Inventory, [conducted in spring 2022](#), asked students about their experiences with academics, campus life, and administration. Over 1,500 Berklee students across all learning environments responded to the 2022 survey. Within the top 15 student satisfaction items, five include faculty, instruction, intellectual growth, and satisfaction with library staff. In particular, students expressed a 90% satisfaction

with the statement that nearly all of the faculty are knowledgeable in their field and an 87% satisfaction with the statement that faculty are usually available after class and during office hours. They also expressed an 85% satisfaction with the statement that they are able to experience intellectual growth at Berklee and an 82% satisfaction with the statement that the instruction in their major field is excellent. Additionally, students expressed an 88% satisfaction with the statement that library staff are helpful and approachable.

The Pandemic and Teaching with Technology

Berklee faculty and academic staff responded with impressive dedication and success in the emergency transition to remote teaching during the second half of the spring 2020 semester. As [Educause](#) notes, rescue pedagogy is “a temporary shift of instructional delivery due to crisis circumstances... The primary objective in these circumstances is not to re-create a robust educational ecosystem but rather to provide temporary access to instruction and instructional support in a manner that is quick to set up and is reliably available during an emergency or crisis.” At Berklee, this transition was conducted with the full recognition that a more thoughtful, deliberate, and coordinated approach could be developed in order to promote student learning, engagement, and persistence. As such, the rescue pedagogy experiment provided an opportunity for reflection and assessment to plan for AY 2020–2021 and beyond.

Three weeks into the transition, assessments of the strengths and weaknesses and the impact on teaching and learning were implemented through two surveys that were designed and administered to students and to faculty. Both these surveys yielded strong response rates and provided insight into actionable areas of improvement for the summer 2020. Please see the Student and Faculty Survey Results infographic in the Workroom for an overview of results, which are discussed below.

Faculty Survey

Based on the [Faculty Transition to Remote Teaching Survey](#) in April of 2020 (631 respondents), 84% felt supported by Berklee in efforts to adapt to remote teaching and 77% agreed that Berklee’s expectations for remote teaching were clear to them. Faculty also made significant changes to their content and outcomes. The data revealed that 90% changed course content for remote instruction and 87% adjusted course learning outcomes.

Faculty survey results also presented the need for additional support and development for faculty online teaching. Faculty reported using 40 different technologies, supporting the student survey results regarding the need for more uniformity in this area. Faculty also reported a need for and interest in additional training in remote teaching. The Office of Faculty Development, in collaboration with Training and Instructional Technology, worked swiftly to build out programs and resources to meet these needs following the initial transition to remote teaching (see below for more information) that continue to benefit our students and faculty with on-campus and hybrid teaching.

End-of-Semester Course Evaluations

In addition to these formative assessments, the traditional end-of-semester course surveys (with some adjustments to the usual question set) showed encouraging results. An overall comparison from spring 2019 to spring 2020 of each of the seven questions showed no decrease in students’ evaluations of their courses and instructors. In fact, there was a 1% to 3% positive increase for most of the questions. Two new questions were added to the question set: “My instructor was able to effectively teach this course remotely” and “The quality of this course was maintained after the transition to remote teaching.” The percent of students who agreed with these statements were 87% and 77% respectively. Students responded especially positively to instructors’ ability to effectively conduct remote private lessons (of which Berklee offers many each semester), with 95% agreement across all types of private lessons.

Improvements to Teaching with Technology

While the foundational principles of effective teaching are largely the same across environments, online and hybrid teaching comes with its own distinct pedagogical best practices. A skilled teacher familiar with face-to-face instruction who moves to online will often need time to gradually develop these skills over the course of several semesters. Our assessment data show that Berklee faculty, through dedication, hard work, and focused institutional support, were able to quickly ascend the learning curve to more effective remote and hybrid teaching in fall 2020. The feedback also provided a

roadmap for improvement in teaching with technology, which was integrated by the Office of Faculty Development for the following academic years.

Regarding faculty development for remote teaching, there has been prodigious and continued support provided to faculty and academic staff, both technologically and pedagogically, since the start of the pandemic in March 2020. Berklee applied for (and received) a significant grant (\$1.1 million) to support technology needs during the time of Covid-19, particularly to improve transitioning to online delivery of curriculum including enhanced feature development, instructional design, and upgraded music delivery, all of which would have long-lasting benefits post-pandemic. Berklee allocated \$250,000 of the grant to the Tech to Teach Program, which purchased resources for remote teaching including webcams, microphones, speakers, document cameras, and flooring sections such as Marley or hardwood with foam pad (Dance and Theater faculty). This program supported 213 faculty members and several key areas (Screen Scoring, Ensemble, Core Music) with technology packages and training to enhance online and hybrid teaching. Berklee directed approximately \$30,000 to outfit a small space to make it possible to create recordings in the style of the NPR Tiny Desk Concerts, which will make it significantly easier for students to gain access to performances (by guest artists, for example) during periods of remote or hybrid instruction.

The Office of Faculty Development continues to provide ongoing support to ensure academic continuity. The following are some examples of programs created during the past three years to support the transition to remote and hybrid reaching, as well as teaching with technology in general. These opportunities allowed faculty to enhance their teaching and courses based on how students learn, and build learning materials, activities, assessments, and projects that are interactive, engaging, effective, and, most importantly, inclusive. While the programs primarily focused on how to design an online or hybrid course, much of what was shared also applied to the work that faculty do in the classroom, including how they think about materials for their companion course site on the LMS. Some examples are the online course Teaching in the Virtual Classroom (700 faculty have participated in to date), the Remote Teaching Academy, and Reboot Workshops on Teaching with Technology. The Office of Faculty Development collaborates with IT to sponsor annual summer technology institutes, workshops, and online training where participants define and realize personal projects or enhance their teaching through technology.

DEI in the Classroom

Faculty and academic staff play a large role in creating a welcoming, supportive, multicultural campus climate where diversity is celebrated and valued. While the SSI results detailed above show very strong overall student satisfaction with teaching and learning, these results also highlight areas for growth regarding DEI in the classroom. Students expressed 74% satisfaction regarding “faculty care about me as an individual,” 66% satisfaction that faculty are fair and unbiased in their treatment of individual students, and 64% satisfaction that faculty take into consideration student differences as they teach a course.

The following new initiatives and collaborations across campus are designed to provide faculty with DEI training and support, which should be reflected in an improvement in these survey data when SSI is next administered. For example, the Center for Diversity, Equity, and Inclusion (CDEI) provides educational opportunities to faculty, including the online Black Lives Matter Capsule and the We Will Rise Summit event in 2021, while the Equity office offers resources, support, and reporting options to address harassment, discrimination, or sexual misconduct. Accessibility Resources assists faculty in understanding issues of accessibility in the classroom through offerings at faculty professional development days, orientations, and faculty learning communities. Valencia’s Student Affairs team has invited staff and faculty into their D&I sessions, including their antiracism curriculum, while Berklee Online offers DEI instructional coaching through the Course Authoring class, DEI-focused editing processes for long-running courses, and DEI content review for courses in production. Berklee Online has also added a new DEI review for all courses. Additionally, the [ProArts Consortium](#) assembled a series of faculty development events during spring 2022 on the theme of “Expanding the Canon,” encouraging faculty members to reflect upon the reality of classroom engagement while diversifying and drawing on (but not reproducing) the canons of our own education. In September 2022, Berklee NYC brought in a consultant from Race Forward, a Brooklyn-based social justice organization, for a day-long diversity and inclusion workshop. Additional faculty development support on inclusive teaching and learning is planned for the coming academic year that will be followed by workshops for the entire faculty later in the school year.

Additionally, the Office of Faculty Development sponsors or co-sponsors several DEI initiatives for faculty:

- The ETUDE (Enhancing Teaching Through an Understanding of Diversity and Equity) Scholars commit to working in and out of the classroom to foster an inclusive community and eliminate racism, discrimination, and harassment. Led by a faculty director, the group of 10 to 15 faculty are selected by application to serve a three-year term. ETUDE Scholars facilitate and create workshops focused on pedagogy and diversity, as well as lead the ETUDE Reading and Film Circle.
- The Equity Partners program is open to staff and faculty on all campuses who are committed to fostering equity and inclusion for all members of the Berklee community. Partners participate in a two-hour foundations session (led by an ETUDE Scholar) and commit to ongoing engagement with DEI experiences over the course of the year. To date, over 100 Equity Partners have committed to this program.
- Diversity and Inclusion and Human Resources partnered with Faculty Development to host six community conversations to help the community reflect on and respond to local and global movements since the killing of George Floyd.
- The Get Inclusive online diversity, equity, and inclusion training platform was piloted in fall 2022 and rolled out in January 2023 in partnership with Diversity and Inclusion. The platform covers foundational diversity, equity, and inclusion concepts; unconscious bias; microaggressions; calling in versus calling out; and inclusive and equitable hiring.

Teaching, Learning, and Scholarship: Projection

Berklee will continue to not only recruit and hire more faculty who identify as female or non-binary and who are racially and ethnically diverse, but also build the infrastructure and processes to retain and engage all of our faculty. This will help ensure that this diversity of hiring is fully reflected in the long-term diversity of the institution.

By fall 2023, Berklee will create a center for offering support, development, and mentorship opportunities for Berklee faculty under the leadership of the vice provost in the Office of Academic Affairs. The center will coordinate resources and partner with offices from across the institution, such as Accessibility Services; Diversity, Equity, and Inclusion; and Information Technology. Situated within the existing Office of Faculty Development, the center will build our capacity to recruit and retain talented faculty and foster a more diverse, inclusive, and equitable community that optimizes students' learning and success.

The Office of Faculty Development will collaborate with Training and Instructional Technology to support faculty training on the new Canvas LMS during the 2022–2023 academic year. We will continue to offer development workshops for our faculty on leveraging the possibilities of the new LMS.

The latest faculty contract includes language requiring faculty to have three hours per year of diversity, equity, and inclusion training; part-time faculty will be paid for their time. All faculty will be required to complete a Berklee-specific online professional development course designed by Get Inclusive, which will provide a broad foundational knowledge of key concepts in diversity and inclusion. We will then build on that baseline through targeted programming on specific topics (e.g., teaching blind students) or for specific audiences (e.g., faculty who teach entirely online).

Berklee plans to create health and wellness services and processes that support the academic mission by engaging faculty and academic staff in leading healthier lives and building supportive and sustainable environments, and thereby expanding the capacity to learn and work. Over the next 5–6 years, the offices of Faculty Development and Human Resources will collaborate to expand health and wellness offerings to our community such as regular yoga and meditation sessions throughout the semester. As we diversify our curricular offerings, we will examine the weighting of faculty course loads, considerations for course releases, and additional strategies and approaches to allow our faculty the time and space to pursue creative and professional endeavors, in support of their mental health and wellness.

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)
Berklee Boston/Berklee NYC/Berklee Valencia

3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)
Fall 2019	Fall 2020	Fall 2021	Fall 2022

? **Number of Faculty by category**

Full-time	357	334	348	363
Part-time	577	549	671	718
Adjunct				
Clinical				
Research				
Visiting				
Other; specify below:				
Total	934	883	1,019	1,081

Percentage of Courses taught by full-time faculty

44.86%	42.46%	39.60%	37.25%
--------	--------	--------	--------

? **Number of Faculty by rank, if applicable**

Professor	302	296	307	293
Associate	257	245	284	316
Assistant	281	268	360	412
Instructor	91	72	65	59
Other; specify below:				
professor/chair emeritus/a	3	2	2	
interim chair representative			1	
program director				1
Total	934	883	1,019	1,081

? **Number of Academic Staff by category**

Librarians	6	5	7	10
Advisors	29	31	31	41
Instructional Designers	14	8	8	7
Other; specify below:				
Total	49	44	46	58

Please enter any explanatory notes in the box below

Departmental chairs are listed as staff, rather than full-time faculty. They are not included in the calculation of courses taught by full-time faculty. On the Valencia campus, in addition to the ranked faculty listed here, courses are taught by program directors and qualified full-time Berklee staff. In Valencia, advising is done by faculty, rather than by advising staff.

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)
Berklee Online

3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)
Fall 2019	Fall 2020	Fall 2021	Fall 2022

? **Number of Faculty by category**

Full-time	56	58	60	54
Part-time	54	56	61	68
Adjunct				
Clinical				
Research				
Visiting				
Other; specify below:				
instructor (part-time, no faculty rank)	99	111	114	127
Total	209	225	235	249

Percentage of Courses taught by full-time faculty

24.12%	24.03%	23.32%	22.36%
--------	--------	--------	--------

? **Number of Faculty by rank, if applicable**

Professor	50	50	52	50
Associate	37	40	37	41
Assistant	21	22	29	30
Instructor	99	111	115	128
Other; specify below:				
professor/chair emeritus/a	2	2	2	0
Total	209	225	235	249

? **Number of Academic Staff by category**

Librarians	included in BCM/BCB data			
Advisors	included in BCM/BCB data			
Instructional Designers	included in BCM/BCB data			
Other; specify below:				
Total	0	0	0	0

Please enter any explanatory notes in the box below

Instructors include full-time Berklee staff at all levels, including chairs, directors, etc., in addition to part-time staff hired specifically to facilitate online courses. Instructors are given contracts to teach an individual course only, and so do not have appointments and departures. Ranked faculty, both full- and part-time, are part of the regular Berklee faculty. Their appointments and departures are included there. This data only includes people assigned to teach in the fall semester. Berklee Online runs four intensive semesters per academic year, and instructors may teach in any or all semesters each year. Librarians, advisors, and instructional designers are included in the Berklee totals tab.

**Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)
Berklee Boston/Berklee NYC/Berklee Valencia**



		3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)
Highest Degree Earned: Doctorate		Fall 2019	Fall 2020	Fall 2021	Fall 2022
Faculty	Professor	57	56	65	61
	Associate	36	37	50	58
	Assistant	47	40	42	44
	Instructor	6	3	3	3
	No rank				
	Other	1	1	2	
	Total	147	137	162	166
Academic Staff	Librarians	1	1	1	1
	Advisors	2		1	1
	Inst. Designers				
	Other; specify*				
Highest Degree Earned: Master's					
Faculty	Professor	124	121	120	113
	Associate	115	113	134	145
	Assistant	115	112	163	186
	Instructor	38	33	29	21
	No rank				
	Other	1	1	1	
	Total	393	380	447	465
Academic Staff	Librarians	4	3	5	7
	Advisors	14	13	16	22
	Inst. Designers	6	4	4	3
	Other; specify*				
Highest Degree Earned: Bachelor's					
Faculty	Professor	78	74	78	77
	Associate	75	69	72	77
	Assistant	80	81	107	125
	Instructor	32	24	22	24
	No rank				
	Other	1			
	Total	266	248	279	303
Academic Staff	Librarians	1	1	1	1
	Advisors	10	10	11	15
	Inst. Designers	4	2	2	2
	Other; specify*				
Highest Degree Earned: Diploma/Certificate					
Faculty	Professor	14	16	15	14
	Associate	16	14	13	15
	Assistant	14	14	18	17
	Instructor	5	3	2	2
	No rank				
	Other				1
	Total	49	47	48	49
Academic Staff	Librarians				
	Advisors		1	1	1

	Inst. Designers				
Other; specify*					

Highest Degree Earned: Professional License

Faculty	Professor				
	Associate				
	Assistant				
	Instructor				
	No rank				
	Other				
	Total	0	0	0	0

Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					

* Please insert additional rows as needed

**Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)
Berklee Online**



3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)

Highest Degree Earned: Doctorate

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
Faculty	Professor	4	4	4	4
	Associate	4	4	4	4
	Assistant	1			1
	Instructor	18	21	17	21
	No rank				
	Other				
	Total	27	29	25	30

Academic Staff	Librarians	included in BCM/BCB data			
	Advisors	included in BCM/BCB data			
	Inst. Designers	included in BCM/BCB data			
Other; specify*					

Highest Degree Earned: Master's

Faculty	Professor	24	23	22	22
	Associate	15	17	15	18
	Assistant	6	8	12	10
	Instructor	34	39	43	43
	No rank				
	Other				
	Total	79	87	92	93

Academic Staff	Librarians	included in BCM/BCB data			
	Advisors	included in BCM/BCB data			
	Inst. Designers	included in BCM/BCB data			
Other; specify*					

Highest Degree Earned: Bachelor's

Faculty	Professor	18	19	22	20
	Associate	15	15	13	13
	Assistant	11	10	14	16
	Instructor	34	37	40	45
	No rank				
	Other				
	Total	78	81	89	94

Academic Staff	Librarians	included in BCM/BCB data			
	Advisors	included in BCM/BCB data			
	Inst. Designers	included in BCM/BCB data			
Other; specify*					

Highest Degree Earned: Diploma/Certificate

Faculty	Professor	2	2	2	2
	Associate	1	1	2	2
	Assistant	1	1	1	1
	Instructor		1		
	No rank				
	Other				
	Total	4	5	5	5

Academic Staff	Librarians	included in BCM/BCB data			
	Advisors	included in BCM/BCB data			

Other; specify*	Inst. Designers	included in BCM/BCB data			

Highest Degree Earned: Professional License

Faculty	Professor				
	Associate				
	Assistant				
	Instructor				
	No rank				
	Other				
	Total		0	0	0

Academic Staff	Librarians	included in BCM/BCB data			
	Advisors	included in BCM/BCB data			
	Inst. Designers	included in BCM/BCB data			
Other; specify*					

* Please insert additional rows as needed

Standard 6: Teaching, Learning, and Scholarship

(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
	(FY 2020)		(FY 2021)		(FY 2022)		(FY 2023)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty Appointed	Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Professor	0	4	1	2	1	11	2	3
Associate	3	11	0	12	4	55	12	15
Assistant	3	29	2	25	5	116	7	50
Instructor	0	10	0	1	0	12	0	5
No rank	0	12	0	11	0	10	0	3
Other	2	0	2	0	5	0	3	0
Total	8	66	5	51	15	204	24	76

Number of Faculty in Tenured Positions	FT	PT	FT	PT	FT	PT	FT	PT
Professor								
Associate								
Assistant								
Instructor								
No rank								
Other								
Total	0	0	0	0	0	0	0	0

Number of Faculty Departing	FT	PT	FT	PT	FT	PT	FT	PT
Professor	3	5	3	2	0	4	0	4
Associate	3	6	2	3	2	12	2	5
Assistant	3	19	1	5	3	21	1	14
Instructor	0	7	0	4	0	5	1	7
No rank	0	12	0	4	0	19	0	0
Other	1	0	1	0	3	0	3	0
Total	10	49	7	18	8	61	7	30

Number of Faculty Retiring	FT	PT	FT	PT	FT	PT	FT	PT
Professor	1	5	8	0	9	10	0	1
Associate	3	2	1	6	2	3	0	1
Assistant	1	0	1	5	0	1	0	0
Instructor	0	0	0	0	0	0	0	0
No rank	0	1	0	0	0	0	0	0
Other	0	0	2	0	0	0	0	0
Total	5	8	12	11	11	14	0	2

Fall Teaching Load, in credit hours

Rank	Measure	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Professor	Maximum	38.00	34.00	37.00	32.00	36.00	34.00
	Median	12.50	12.00	12.00	9.00	12.00	11.00
Associate	Maximum	36.00	34.00	36.00	34.00	38.00	36.00
	Median	12.00	10.00	12.00	9.00	12.00	10.00
Assistant	Maximum	35.00	35.00	34.00	32.00	36.00	36.00
	Median	12.00	9.00	12.00	8.00	12.00	9.50
Instructor	Maximum	--	32.00	--	31.00	--	34.00
	Median	--	4.00	--	6.00	--	5.00
No rank	Maximum	--	--	--	--	--	--
	Median	--	--	--	--	--	--
Other	Maximum	--	21.50	--	14.00	--	17.00
	Median	--	3.00	--	3.00	--	4.00

Explanation of teaching load if not measured in credit hours

Appointments, Departures, and Retirements in FY 2020 - FY 2022 include numbers for the complete fiscal year. FY 2023 represents a partial fiscal year (Fall only). Teaching load is summarized in credit hours, but faculty teaching units vary depending on type of course taught. One credit (contact) hour equals 1.25 teaching units of lecture teaching; or 1.18 teaching units of conducting, performance studies, or ear training teaching; or 1.00 teaching unit of ensemble, laboratory or private lesson teaching.

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2020)		(FY 2021)		(FY 2022)		(FY 2023)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty by Department (or comparable academic unit); insert additional rows as needed

	Fall 2019		Fall 2020		Fall 2021		Fall 2022	
BCB-Theater	27	43	26	44	26	54	34	47
BCB-Dance	12	19	10	17	12	20	13	23
BCB-Music	45	69	43	66	46	71	44	75
BCM-Professional Education	58	79	53	71	55	97	48	92
BCM-Professional Performance	112	221	102	209	110	255	133	309
BCM-Professional Writing and Music Technology	94	106	90	100	90	125	76	115
BCM-Africana Studies	n/a	n/a	n/a	n/a	n/a	n/a	1	0
BCM-NYC	n/a	n/a	n/a	n/a	0	11	3	19
BCM-Valencia	9	40	10	42	9	38	11	38
Berklee Online	56	153	58	167	60	175	54	195
Total	413	730	392	716	408	846	417	913

Please enter any explanatory notes in the box below

**Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)
Berklee Boston/Berklee NYC/Berklee Valencia**

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (Fall 2023)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Female	123	300	423	See note below.
Male	239	414	653	
Unreported Sex	1	4	5	
International	1	30	31	
Asian American	16	34	50	
Black or African American	43	75	118	
Hispanic or Latinx	20	38	58	
Indigenous American or Alaska Native	1	2	3	
Native Hawaiian or Pacific Islander	0	2	2	
Two or more races	1	4	5	
White	260	444	704	
Unreported Race/Ethnicity	21	89	110	
Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (Fall 2023)
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Female	35	0	35	See note below.
Male	22	0	22	
Unknown/Unreported Sex	1	0	1	
International	1	0	1	
Asian American	5	0	5	
Black or African American	3	0	3	
Hispanic/Latinx	6	0	6	
Native American	0	0	0	
Native Hawaiian or Other Pacific Islander	0	0	0	
Two or More	0	0	0	
White	35	0	35	
Unknown/Unreported Race/Ethnicity	8	0	8	

Please enter any explanatory notes in the box below

Fall 2022 data. While the institution has an overarching Diversity Engagement plan, we don't set specific numeric goals.

**Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)
Berklee Online**

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
? Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Female	21	53	74	See note below.
Male	53	117	170	
Unreported Sex	0	5	5	
International	1	2	3	
Asian American	1	5	6	
Black or African American	7	12	19	
Hispanic or Latinx	5	2	7	
Indigenous American or Alaska Native	0	1	1	
Native Hawaiian or Pacific Islander	0	0	0	
Two or more races	1	1	2	
White	57	131	188	
Unreported Race/Ethnicity	2	21	23	
Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
? Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
<i>Included in BCM/BCB data</i>			0	
			0	
			0	
			0	
			0	
			0	
			0	

Please enter any explanatory notes in the box below

Fall 2022 data. While the institution has an overarching Diversity Engagement plan, we don't set specific numeric goals.

Standard 7: Institutional Resources

Human Resources: Description

The Office of Human Resources at Berklee, led by the vice president of human resources, is responsible for human resource planning, effectiveness, and leadership, including organizational design and development, talent management, and employee relations, benefits and compensation analysis, rewards and recognition, and human resource information systems. The office is responsible for all of Berklee's instructional locations. Berklee is committed to creating employment conditions, compensation, and benefit programs that will attract and retain talented individuals and will ensure that every employee receives equal consideration and is given maximum opportunity to achieve high levels of performance. Berklee recognizes that competitive compensation is the cornerstone for recruiting, retaining, and motivating the type of employees needed to fulfill Berklee's educational mission to be the world's leading institute of contemporary music and the performing arts.

Faculty and staff who are hired are compensated appropriately, considering both internal and external factors, and consistent with federal, state, collective bargaining, and employment guidelines. In order to recruit and retain the highest caliber of staff, Berklee delivers a staff compensation package that is fair and equitable according to comparable markets. A comprehensive and competitive compensation program has been established to ensure the recruitment and retention of qualified employees. The Human Resources Department works diligently to maintain the compensation system, to conduct comparable market studies, and to develop new practices to continuously improve the program. Job descriptions for each position are carefully reviewed by hiring managers and human resources to ensure that the terms of employment are clear.

Berklee also offers a competitive benefits package. Key benefits include: health, dental, and life insurance; flexible spending accounts; short and long-term disability; 403(b) plan; subsidized pre-tax commuting plan; dependent tuition waivers and discounts; and generous paid time off and holiday calendar. Employees are onboarded electronically, attend a comprehensive new hire orientation session, and are required to complete the Preventing Harassment and Discrimination with Title IX/Cleary module and information security awareness training online.

As shown in form 7.1, Berklee employed a diverse workforce of 1,932 full-time and part-time employees on U.S.-based campuses, including 1,032 faculty and 900 staff, in Fall 2022. This has increased 62% over the past 10 years. The growth has been commensurate with increased enrollment and the merger of the Boston Conservatory and Berklee College of Music in 2016. Specifically, the number of faculty has grown by 80%, which tracks closely with the 81% increase in enrollment. The number of staff has increased by 45% over the same 10-year period. Additionally, the Valencia campus has grown to 104 employees, 49 faculty and 55 staff.

Berklee's commitment to diversity, equity, and inclusion, both in its recruiting and retention efforts as well as campus-wide, has been punctuated by the creation of the Center for Diversity, Equity, and Inclusion in 2017. The Diversity and Inclusion team works in collaboration with units and individuals across Berklee to foster a more diverse, inclusive, and equitable community through institutional engagement, education, resources, and programming. A core mission of their work is to deepen awareness, knowledge, skills, and practices across our community in order to effectively engage across the rich tapestry of differences in backgrounds and identities in our school and world.

Berklee's efforts in recruiting a diverse population are integrated into the entire hiring process rather than being a separate program. The Human Resources Department assists hiring managers in assessing the needs of vacant positions and identifying various approaches that will result in a diverse candidate pool, including posting open positions on multicultural advertising sites. Job postings are designed specifically to encourage applicants from underrepresented groups to apply and all search committee members are trained to approach each search with an openness and eye on ensuring a diverse skilled candidate pool for each vacancy. Additional detail regarding faculty recruitment is available in Standard 6.

Berklee's commitment to employee success and development is reflected through the annual performance appraisal process. All regular full- and part-time staff (which includes department chairs) receive an annual performance appraisal each year. Effective performance management aligns the efforts of managers and employees with department and institutional objectives, promotes consistency in performance assessments, and motivates employees to perform at their best. Berklee also acknowledges excellence in employee performance: Vice presidents are assigned a designated bonus pool for recognizing employees that have made exceptional contributions.

Human Resources additionally offers a number of continuing learning opportunities and training to ensure that our faculty and staff stay at the top of their fields. In AY 2021–2022, there were 54 [professional and personal development sessions](#) offered. See Standard 6 for more details on the additional faculty development opportunities offered by the Office of Faculty Development.

All Berklee community members are provided clear policies on expectations for professional and ethical behavior, as articulated in the [Human Resources Policy Manual](#), the [equity and Title IX policies](#), and the [Faculty CBA](#). The Human Resources Department at Berklee develops and communicates policies and procedures to assist employees in carrying out their responsibilities and to ensure a culture that supports Berklee's mission, vision, and values. Human Resources policies are designed to promote a climate that rewards the contributions of each employee. The grievance processes articulated in the Faculty CBA, equity and Title IX policies, and HR manual address issues and conflicts that may arise. Depending on the nature of a complaint, it may be investigated through either the Human Resources Department or the Equity and Title IX Office, each of which maintains its neutrality and contains staff who are trained annually in conducting fair, impartial investigations.

Berklee Police and Public Safety

The Berklee Police and Public Safety Department employs fully sworn police officers and contracted corporate security professionals to monitor and patrol the entire campus, which is nestled in the Back Bay and Fenway neighborhoods of Boston. Department personnel conduct several proactive patrols of the campus property throughout the three dedicated shifts, which provide for 24/7/365 coverage regardless of whether the institution is in session or on break. This translates to one or two marked police vehicles on patrol in the neighborhood and any number of police officers and/or security officers on foot patrol or mountain bike patrol in warmer weather. The department takes pride in Berklee's community and addresses concerns of the community that may be of a lesser concern to the Boston Police Department, such as vandalism and tagging. The department investigates these matters and, in some instances, works in partnership with the Physical Plant team to address these types of concerns. With many of Berklee's students residing in the immediate area, the department responds to calls for service, ongoing and active emergencies, and varying types of crises. Department personnel are trained to the same level as a Boston police officer, and have access to the same kinds of resources and services to assist the Berklee community and its neighbors.

Human Resources: Appraisal

Berklee's Human Resources Department continues to promote Berklee's vision for a diverse and inclusive workforce through recruitment and retention efforts, including competitive, fair, and equitable pay practices. Berklee's increasing student enrollment has been met step for step with increased hiring in key areas, including faculty and student affairs. As Berklee reacts to the volatile employment market and the effect of turnover, efforts have been concentrated on improving efficiency and enhancing the candidate experience in order to differentiate ourselves from the competition.

To that end, technology has been leveraged to gain more efficiency in the recruitment process. This has allowed Berklee to engage with candidates that are quickly moving on to and off of the market in a timely manner. After a thorough internal evaluation of current processes, start dates and bi-weekly payroll dates were aligned to create a smoother onboarding process, establish new hire cohorts, and improve the retention of new staff. The Human Resources Department additionally hired a full-time talent acquisition manager, talent acquisitions partner, and a temporary resource to accommodate growing recruitment needs. New recruitment materials have been designed to give hiring managers the tools and resources they need to be successful, including an interview guide with standardized questions that are tied to Berklee's core competencies to allow for managers to reflect on diversity as they consider candidates.

Berklee's HR, equity, and Title IX policies are reviewed annually and are in compliance with relevant state and federal laws. Berklee frequently seeks to educate the community of options available to them under the policy in order to maintain a culture that supports Berklee's mission, vision, and values. Professional development opportunities exist for staff who seek to deepen their learning in diversity and inclusion concepts as well.

Human resources are one of Berklee's most important assets, but also represent its highest cost. Major advances in human resource management have taken place over the past 10 years (recruiting, retention, development, etc.), but, like other institutions, Berklee has recently seen turnover increase, especially among staff ("The Great Resignation") while recruiting new employees has grown more challenging—high competition for talent has also placed upward pressure on compensation costs. Importantly, key members of Berklee's senior leadership have recently retired or otherwise left the institution, which places additional pressure on human resource management. Berklee has recently instituted retention programs and regularly conducts compensation equity reviews. Nevertheless, recruiting and retaining high-caliber talent may remain an ongoing challenge for the institution going forward.

Financial Resources: Description

Berklee is a financially stable institution with adequate institutional resources to sustain the quality of its educational programs. The institution has strong application/enrollment statistics; qualified, professional human resources; tailored, but highly utilized, physical resources; 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 institution's endowment, at over \$400 million as of the most recent audited financial statements, provides growing support to the institution's operating budget.

Governance of Financial Resources

Overall responsibility for the effective administration of Berklee's institutional resources rests with the Board of Trustees under the institution's charter and bylaws. The board and its finance and budget, audit and risk, investment, and campus planning committees are responsible for the oversight of institutional financial resources, and are supported through Berklee's chief financial officer (CFO) and chief investment officer (CIO). (See Standard 3 for more information about the Board of Trustees.)

The board's finance and budget committee holds responsibility for reviewing the operating and capital budgets, and recommends the adoption of these budgets to the Board of Trustees and its executive committee. The finance and budget committee is also responsible for reviewing longer-term, multi-year financial projections with specific targets and goals, and their associated upside-, base-, and downside-case 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 institution, including the terms and conditions of any debt issued by the institution. Over the past five years, including the pandemic year, the institution's expense has been managed well and within budget, which has allowed investment in strategic projects without the need of additional financing or bond issuance. A joint meeting of the finance and budget committee and the investment committee reviewed the most recent comprehensive, multi-year financial forecast in November 2022. The annual operating and capital budget process for fiscal year 2024 (June 1, 2023–May 31, 2024) for the combined institution is now underway and currently on schedule for Board of Trustees review and approval in May 2023.

The audit and risk committee oversees the accounting, tax, and both financial and other areas of risk management practices of the institution and has direct responsibility for the engagement of Berklee's external auditor, KPMG. The committee is charged with receiving and reviewing reports on enterprise risks (financial and otherwise) and evaluating the risk-mitigation activities the institution undertakes. The audit and risk committee approves the scope of both internal and external audits. KPMG performs an annual audit of Berklee's financial statements and reviews the institution's federally sponsored research and financial aid programs, as required under the Office of Management and Budget (OMB) Uniform Guidance (2014); a separate firm, Caron & Bletzer, PLLC, performs an annual audit of the financial statements of the institution's defined-benefit pension plan. The committee (in joint session with the finance and budget committee) formally reviews the institution's annual audited financial statements and tax returns. Any recommendations made by the institution's internal or external auditors must be responded to by institution

administrators. Progress reports with respect to any resulting action plans are reviewed by the committee. On September 22, 2022, the committee reviewed and accepted the audited financial statements as of May 31, 2022, for Berklee College of Music, Inc. The full Board of Trustees subsequently accepted the financial statements in October 2022 (see Appendix).

The investment committee of the board develops investment policies (including performance objectives) for the institution's endowment and defined-benefit pension plan for approval by the full board. The committee is responsible for the selection and oversight of the institution'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 multi-year financial forecasts for the institution and its defined-benefit pension plan.

The campus planning committee leads the institution's efforts to provide appropriate facilities for teaching, learning, living, and working. The committee oversees the development of a campus master plan for approval by the full board that identifies space requirements to support achievement of the institution's mission, and reviews multi-year plans to address those needs within the context of the institution's resources and city planning guidelines.

The office of the chief financial officer (CFO) provides extensive support to these committees in the fulfillment of their responsibilities. With responsibility for the institution's business operations (finance and accounting, real estate and facilities, investments, and general business operations), this office ensures that the committees have the necessary information and other support to fulfill their fiduciary responsibilities with respect to the institutional resources of the institution.

Management of Financial Resources

Berklee manages and allocates its financial resources in accordance with the institution's vision and strategic plan. The institution's multi-year financial planning process is directly derived from the strategic priorities of the institution. The institution 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 institution's existing financial model relies heavily on tuition revenues and expense controls to achieve its educational mission. Berklee's strength in both online and on-campus programs supports growing revenue diversification both geographically and through reaching a much broader demographic than other institutions that reach only the 18–21-year-old market. Prudent endowment management is also a key tenet of maintaining and enhancing financial resources at Berklee. Capital campaigns are a successful addition to the model and are expected to continue to play an 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.

The finance area of the institution has broad oversight for institutional resources, including financial resources and physical resources. The Information Technology Services Department has direct oversight of all technology resources. Finance, Information Technology, and Human Resources all report directly to Berklee's president.

The institution's top financial leaders are seasoned professionals with decades of experience in higher education and public accounting, in both nonprofit and for-profit organizations. Professional designations include certified public accountant and chartered financial analyst. The vice president of finance has an M.B.A. and over 20 years' experience in higher education finance at private institutions. The senior director of budgeting has a C.P.A. and extensive accounting and strategic financial planning experience. Berklee's former CFO retired from that role in August 2022, but continues to serve Berklee as chief investment officer. The interim CFO and senior adviser to the president has a J.D. and an M.B.A. and is a highly experienced financial professional with over 30 years of experience as a CFO in higher education institutions; he has leadership responsibility for the finance office and the facilities area until a permanent successor is identified. Leaders from the remaining areas of Administration and Finance report directly to the president.

Operating Budget Process

As mentioned, the operating and capital budgeting processes for the institution are closely aligned with the institution's strategic plan. In addition, the institution 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 institution's fiscal year runs from June 1 to May 31. The \$300 million (approximate) annual operating budget planning process typically begins in the fall semester. Utilizing the institution'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 institution's competitive positioning, a tuition and fee recommendation is developed and presented to the finance and budget committee of the board as well as the entire board for approval. After finalizing and analyzing the actual results for the prior year, as well as the budgets for the coming 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.

The budget team partners with Berklee leadership to provide financial information and analysis that help guide decision-making. Departments throughout Berklee are each assigned a primary point of contact on the budget team. This relationship supports department leaders throughout the annual budget process and regular forecast updates. Additionally, it provides members of the budget team with a deep understanding of the financial operations of functional areas throughout the school. 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 CFO and the president. Once approved by the president and CFO, the proposed budget is then reviewed with the finance and budget 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 CFO and the president. Ongoing analyses and assessments are also presented to the finance and budget committee of the board at each meeting. Each of the president's direct reports receives regular budget reports, indicating the budget status of all areas under their management.

Based on the long-term financial forecast and strategic priorities, the institution generally targets a surplus of 2% to 4% of income in its annual budgets (or approximately \$6–12 million). This is necessary for the institution to maintain a healthy reserve as well as to fund ongoing maintenance and capital and strategic projects. The institution has consistently generated strong operating results, with the exception of a minor deficit in 2021 as a result of the pandemic. However, achieving the targeted level of surplus has at times necessitated budget cuts; when this has occurred, these have been achieved with broad cooperation.

Capital Budgeting Process

Like the operating budget process, the capital planning process is closely aligned with the strategic plan. The process is inclusive. The budget office convenes representatives of the areas most responsible for capital planning in a series of meetings that identify major needs and priorities that align with the institution's strategic priorities. In addition, the facilities office reviews the priorities from the planned maintenance projection to ensure 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, digital music equipment, and acoustic pianos. The planned maintenance schedule encompasses every building on campus and is used for long-range planning of infrastructure maintenance. This maintenance plan typically covers three to five years and is updated annually as necessary. Based on this information, the finance office formulates a capital budget for the institution, which is subject to the same review and approval process as the operating budget. The current total capital budget for FY 2023 is \$12.3 million. The institution's focus on planned maintenance has been strong; in the last five years, the institution has spent nearly \$30 million in this area. At the same time, the institution 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 CFO, 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 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 finance and budget committee. Similarly, the institution’s 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.

Endowment

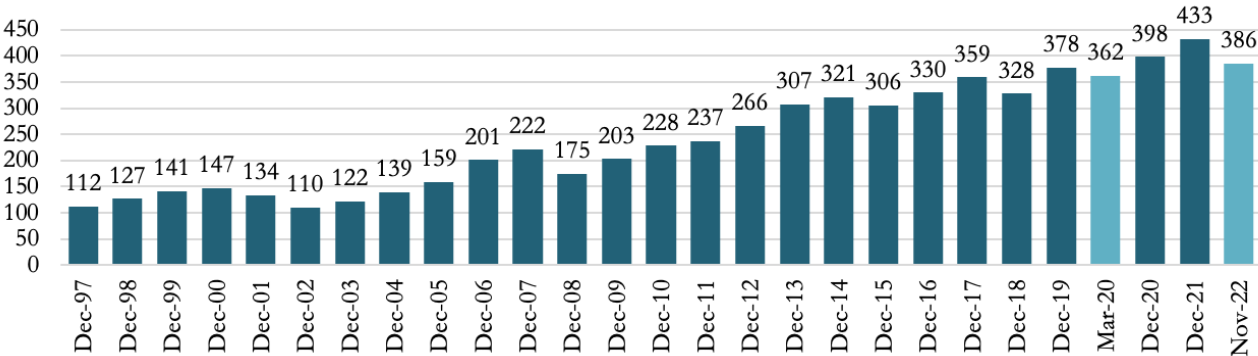
The institution’s endowment consists of approximately 170 individual funds established for a variety of purposes, including both donor-restricted funds and funds designated by the Board of Trustees to function as endowments. Net assets associated with endowment funds, including funds designated by the Board of Trustees to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions. The institution 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 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 institution’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 institution’s current endowment spending policy, which is within the guidelines specified under state law, 4.5% 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 \$15.7 million in 2021 and \$15.7 million in 2022. In establishing this policy, the institution considered the expected return on its endowment. Accordingly, the institution 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 Berklee’s chief investment officer and Prime Buchholz, an external consultant, brings an active, disciplined, and professional approach to the management of the endowment. Investment policies emphasize long-term investment objectives tied to the institution’s spending rate and to inflation expectations, and are regularly updated for board approval. Investment performance is regularly updated and reviewed. A review of investment results and positioning is provided to the board at least annually. The endowment performance since 1997 is shown below.

Berklee Endowment Performance

Market Value (\$ millions)



The Berklee 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.

Institutional Advancement

While the majority of the institution’s revenue comes from tuition, the institution engages in a consistent program of fundraising in order to finance programs and initiatives that are strategic for the institution. The senior vice president for institutional advancement leads this effort. The advancement office also has a team of a dozen frontline fundraisers who meet individually with donors, securing significant support for Berklee’s priorities. The institution’s largest annual fundraising event is the Encore Gala, featuring over 150 student and alumni musicians and celebrity guests. The most recent Encore Gala, held in person in October 2022, hosted nearly 400 guests and raised \$1.4 million for the Berklee City Music program. City Music is Berklee’s strategic initiative to engage underserved public school students in a yearlong, tuition-free music education program and also reaches thousands of students in collaboration with 47 partner sites throughout the U.S. Annual total fundraising is typically within the range of \$12–18 million.

The institution employs seven staff members who are dedicated to alumni affairs. Their mission is to strengthen relationships among alumni and between alumni. The office fosters alumni engagement in three key areas: mentorship initiatives for new graduates and current students, supporting regional networks and programming in the U.S. and around the world, and collaborating with campus partners to provide alumni volunteer opportunities. Annually, Berklee engages over 1,000 volunteers; over 3,000 event attendees, through a variety of in-person and virtual events; and over 500 mentors and mentees in a summer Mentor Network program.

Building relationships with corporations and foundations is vital to the growth of the institution. Throughout Berklee’s history, corporations have made contributions to the institution through sponsorships of major events such as the annual Encore Gala. In recent years, the breadth of corporate support has greatly expanded to include substantial contributions to support scholarships, outreach efforts, study abroad programs, the Career Center, technology and capacity initiatives, entrepreneurship programs, and institutes, such as the Berklee Music and Health Institute, among other initiatives. Berklee also receives significant grants from many notable philanthropic foundations and government agencies, including the National Endowment for the Arts, the Mass Cultural Council, MassDevelopment, the Annenberg Foundation, the Barr Foundation, the Davis Educational Foundation, the Herb Alpert Foundation, the Hilton Foundation, and the Hearst Foundations, among others. These grants have helped support programs and initiatives such as Berklee City Music, Berklee NYC, academic advising and planning systems, capital planning and projects, assistive technology for blind students, the Berklee Music and Health Institute, and more. The institution recently received a \$1.1 million grant from a Boston-based foundation to support academic technology needs during the pandemic; a \$1.5 million grant from a foundation in New York to support need-based scholarships for students in partnering pre-college programs across the United States to attend Berklee; and other substantial grants.

In 2020, Berklee launched the Family Giving Circle, which brings together families of Berklee College of Music and Boston Conservatory at Berklee students who are interested in engaging more closely with the institution through philanthropy and volunteerism. Families become members by making an annual contribution of \$1,000 or more. Additionally, families may choose to join the more exclusive Family Leadership Committee by making an annual contribution of \$5,000 or more. More than 90 families joined the Family Giving Circle within its first two years, including 33 families who stepped up to the Leadership Committee level. In addition to attending virtual and in-person events, members of the Family Giving Circle assist in fundraising efforts focused on increasing parent engagement across Berklee.

Soundbreaking: The Campaign for Berklee, the institution’s second capital campaign, ran from June 1, 2011, to May 31, 2019. Donors included alumni, parents, friends, corporations, foundations, board members, and volunteer leaders. The total amount raised was \$160.3 million, far exceeding the original campaign goal of \$100 million. The funds were committed to a variety of strategic initiatives, including to unrestricted annual fund gifts, which provide relief to the institution’s areas of greatest need; to much-needed student scholarships; to launching institutes such as the Berklee Popular Music Institute, the Music and Health Institute, and the Institute for Creative Entrepreneurship; and to paid

fellowship opportunities where students gain valuable real-world experience working in their field and developing meaningful industry relationships through networking. At the Conservatory, while offering significant ongoing scholarship support, donors generously brought to fruition two significant capital projects, including a new theater at 31 Hemenway Street and the Richard Ortner Studio Building at 132 Ipswich Street.

Financial Resources: Appraisal

With a strong endowment, a record of surplus generation, and consistent demand for its programs, Berklee 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, are directly aligned with the academic mission and strategic priorities of the institution. In support of its academic mission, the institution has undertaken a significant investment program over the past 10 years, including a comprehensive review of its curriculum; dramatic increases in scholarship support; substantial investment in human resources, technology, and new and existing facilities; and the opening of new instructional locations in New York City and Valencia, Spain. The merger with the Boston Conservatory elevated Berklee into the top echelon of performing arts educational institutions. All of 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 institution has issued over \$250 million of debt over time 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 \$219 million, which is high relative to other A-rated institutions. Nevertheless, the institution maintains an A2 stable rating from Moody's and an A stable rating from Standard and Poors in recognition of overall institutional strength and the fact that Berklee has refinanced all of its debt at historically low interest rates (weighted TIC = 3.1%) over the long term. This also reflects Berklee's leadership position with strong applications and yield rates, an experienced management team, a history of operating surpluses, and a strong balance sheet with ample liquidity reserves. The institution remains focused on maintaining or improving its overall financial positioning by carefully managing liquidity reserves, cash flows, operating dynamics, and through managing its debt levels; this focus reflects the priority for careful and responsible financial stewardship.

The institution 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. Overall enrollment growth has been 19% from fall 2018 to fall 2022. Nevertheless, like many other schools, Berklee is concerned about the financial burden assumed by its students and their families in order to attend the institution. Therefore, over the past 10 years, Berklee has dramatically increased scholarship support for its students and has simultaneously focused on limiting the amount of tuition and fee increases, especially in its online programs, which provide an excellent and affordable option for students. As a tuition-dependent institution, these developments further underscore the need for careful financial stewardship now and in the future. Looking ahead, Berklee intends to increase the overall scholarship funding as a percentage of gross tuition by several dozen basis points each year, to increase access, increase admit talent, and reduce the burden on students with greatest financial need.

As with the rest of higher education, Berklee faces short- and long-term challenges. As noted, tuition and fees from the undergraduate program remain the major revenue source of the institution. Some revenue diversity has been attained through the development of Berklee that appeals to a global demographic and also extends well beyond the traditional 18–21-year-old market; a substantial summer program; a growing donor base; and a growing endowment. Our strategic investments during the pandemic, including in Berklee Online, saw 67% growth in a single year from \$30 million to \$50 million in revenues. Nevertheless, given the tuition dependency, enrollment is critical, therefore the institution conducts ongoing focused enrollment reviews during the year, particularly in collaboration with the president, the finance office, and the finance and budget committee of the board. The enrollment team is well resourced, with a strong team that is supported by a substantial operating and marketing budget and a long-term outside consultant (EAB). The institution has recently strengthened its enrollment predictive analytics capabilities, resulting in more precise enrollment projections, which in turn has improved our capacity for planning in critical areas of academic planning such as faculty and facilities. Recent turnover in the enrollment area has presented some challenges, and there is a need to build better coordination between the enrollment function and academic planning function, but this potential for a holistic approach to strategic enrollment management is now very much within reach.

Turning to resource deployment, all or substantially all of the institution's resources are devoted to the support of its education and student service programs. Berklee allocates about 58% of the annual operating budget to the support of academic programs, as can be seen in the audited consolidated financial statements. Berklee classifies expenses as instruction, academic support, and student enrollment and services. The improved revenue planning process noted above, as well as strong financial discipline, has helped Berklee to build and preserve financial resources sufficient to support its mission. It manages its financial resources and allocates them in a way that reflects its mission and purposes. This capability is currently being enhanced with the development of a resource allocation model. The well-developed planning, forecasting, and governance models have ensured that resources are deployed in support of Berklee's educational mission. Some of the most important examples of the success of this approach include:

- facilities expansions and improvement such as the new building at 160 Massachusetts Avenue; the development of a new campus and recent agreement for expansion in Valencia, Spain; the renovation and launch of a new facility in New York City; the renovation of the large multipurpose facility at 150 Massachusetts Avenue; and the acquisition of the property located at 12 Hemenway;
- investments in technology, such as the implementation of a new cloud-based enterprise resource planning system for Workday Finance and HCM) and the recent development of a new resource allocation model to enhance resource planning capabilities;
- ongoing investment in human resources, both in size (especially expansion of faculty numbers) and quality (especially in the professionalism of staff), both during the annual budgeting process and through the addition of a strategic hiring committee to address human resource needs outside of the budget process; and
- the merger with the Boston Conservatory and the addition of new degree programs, such as the Master of Arts at Berklee NYC and the Bachelor of Arts in Boston.

Berklee's focus on financial discipline and contingency planning has resulted in many consecutive years of on-target financial results, which have greatly strengthened the institution even as it invested in the most important strategic priorities. Strong financial management also resulted in steadily improving liquidity; liquidity reached an all-time high just prior to the onset of Covid, which served Berklee very well during the pandemic. Similarly, Berklee completed the refinancing of all of its long-term debt at historically low interest rates just prior to the onset of the pandemic. The long-term forecast process, with upside and downside scenarios, also helped Berklee to successfully manage through the pandemic, as did the positioning of the endowment's investments. (Berklee's endowment performed much better than the markets in the severe market correction that occurred in March 2020.) While Berklee's enrollment and tuition dependency were evident in the revenue impact from the pandemic, our financial discipline and governance structures enabled Berklee to successfully manage costs without irreparably harming the institution. In fact, our financial management enabled us to continue to make strategic investments during the pandemic, including in Berklee Online, which grew from \$30 million to \$50 million in revenues in a single year. Likewise, our financial strength enabled us to purchase the property at 12 Hemenway in December of 2021.

The inclusive budgeting process, as well as the strong discipline and cooperation of Berklee leadership regarding budgeting, enables the institution to establish contingency reserves. It also makes it possible for the institution to direct additional resources to emerging priorities as needed. For instance, as the institution managed through the pandemic, it was determined that additional financial and other resources were necessary to support Berklee's students. Accordingly, Berklee significantly increased financial and emergency relief aid to students in FY 2021 and FY 2022. In FY 2022, under the direction of Berklee's new president, a Student Experience Innovation Plan was developed and executed, bringing additional counseling support to students as part of a streamlined "one stop" approach to serving student needs. This increase in support for students was strongly embraced by the board, institution leadership, staff, faculty, and 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.

Despite these very positive developments, Berklee faces a number of challenges from a resource standpoint. Irrespective of the large investments in facilities over the past decade, capacity utilization is very high in all locations. Berklee Valencia's current capacity is approximately 350 students, and the campus expects to return to that level of enrollment in 2023. In addition, a new capital construction project is underway to expand capacity in Valencia to potentially add

undergraduate programs and increase enrollment by 70% to over 500. The new agreement with the City of Arts and Sciences in Valencia will expand the facility by about 40%, which will increase capacity closer to 500 students. Enrollment at the Berklee NYC facility is over 90 students, and the operation has supplemented the newly renovated space with short-term space nearby. A longer-term solution is under consideration. Most importantly, Berklee's Boston campus, which is the main campus, is operating at capacity. While the institution has invested steadily in the Boston campus, enrollment growth and student needs have outpaced the expansion of facilities. The recent acquisition of 12 Hemenway is a good step toward addressing student housing needs, as is the capacity optimization associated with remote working. Nevertheless, at current enrollment levels, the institution will need to consider additional expansion in the coming years. Two major opportunities exist—new construction on the vacant lot on Ipswich Street and the renovation and reconstruction of the buildings at 169–171 Massachusetts Avenue—though each would require significant funding from donors or new debt issuance. Given existing financial resources, it is unlikely that both projects could be pursued simultaneously. Berklee continues to identify new suitable leased spaces within easy distance of the primary facilities on Massachusetts Avenue, with several options currently under review for implementation in fall 2023. As mentioned in the strategic plan section, growth in additional geographies, both within the U.S. and globally, would require significant funding. These projects would be funded through a combination of debt issuance, refinance savings when possible, operational surplus, and strategic tuition increases net of financial aid.

Information, Physical, and Technological Resources: Description

Berklee's information resources consist of the Stan Getz Library at the College and the Albert Alphin Library at the Conservatory, which were organizationally merged in 2016; the [Creative Technology Center \(CTC\)](#); the library in Valencia; and the [Berklee Archive](#). These resources provide Berklee with a unique and robust performing arts collection and reference and instructional services and training. The CTC was formerly known as the Learning Center and was reconceptualized in 2020 to provide Berklee students with access to emerging and established technologies in the creative fields as well as support in using those tools. The CTC offers computer workstations, equipment circulation, technology training, and events programming. Bringing these services together aligned the combined Berklee library more closely with the learning-commons model that many libraries have embraced. This alignment also better positioned Berklee to provide combined information and digital literacy, a strategic direction that is increasingly recognized as critical for the development of lifelong learners. The Berklee Archives serves as the primary repository for materials documenting institutional history, activities, and contributions including academic and administrative departments, faculty, students, and alumni. This includes both an open-access repository ([REMIX](#)) and a preservation [repository](#) for master's theses.

The Boston library staff also supports the Berklee NYC campus and Berklee Online. The library in Valencia, Spain, has two full-time employees. Libraries offer reference service and research assistance including workshops, are responsible for selling Berklee workbooks for core music classes, and provide study spaces for students. The study area of the Stan Getz Library is used as a classroom and for events. During these times, students can take advantage of other study spaces on campus. Library staff provide one-on-one research support, lead and design instructional sessions, and create online tools that support research and learning. Students and faculty are offered reference and instruction services in person, by walk-up or appointment, and live online. Staff engages with the Berklee community through outreach by participating in campus events and serving on committees in order to continually enhance library collections and services. Both Boston and Valencia's holdings can be searched through the library [website](#).

Berklee's physical resources are currently composed of over one million gross square feet in Boston across 25 owned buildings and 11 leased properties, with an additional 20,000 square feet in New York City and 38,750 square feet in Valencia, Spain. These facilities include:

- 170 classrooms, 28 ensemble rehearsal rooms, 13 dance studios, and 373 practice rooms on the Boston campus;
- 10 performance halls hosting thousands of concerts and events each year;
- 34 dedicated music technology facilities, as well as four facilities at Berklee NYC;
- two libraries with technology learning resources and study/collaborative learning spaces in Boston and one in Valencia;
- 1,412 student residential beds; and
- four classrooms, six recording studios, five teaching studios, eight practice rooms, two technology labs, one media applied lab, and one DJ lab at the Berklee Valencia campus.

With record-setting enrollment in 2021 and 2022, as well as evolving work modalities for staff, several department offices were realigned to create new teaching spaces, as well as to reimagine over 12,000 square feet of administrative, student support, and office relocations to better support student-facing advising, wellness, and academic support services. In 2021, Berklee concluded a lease of approximately 20,000 gross square feet, resulting in the compression and shift of front-line information technology services staff to providing online/remote support. In 2022, an additional 2,900± square feet of underutilized or vacant space was converted to create additional classrooms.

Berklee currently houses approximately 25% of its undergraduate population on the Boston campus with over 1,400 beds. In an effort to increase the number of Berklee students in on-campus housing, the institution purchased a former hostel and apartment house at 12 Hemenway Street with plans to renovate and open as a residence hall in 2023 with an additional 107 beds.

The institution currently has above 90% classroom utilization and has added additional instruction time to scheduled evening and Saturday classes. The music technology facilities are open 8:00 a.m. to midnight, with 16 facilities open for 22 hours daily when the institution is in session. The institution's comprehensive capital-needs assessment is an important tool that has informed the development of a comprehensive, multiyear repair and replacement plan in the capital and operating budget planning process. As the institution moves from a two-year institutional master plan into preparing for a 10-year plan in 2024, adequately supporting growing academic needs for expanded or new majors, minors, and institutes is critical.

The institution has 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, or significant modernization efforts. At the operational level, the space planning committee (a subset of the President's Cabinet), focuses on optimizing the current building inventory as individual programs and organization units evolve. As the institution's spaces and needs have increased, the planning process employed by the space planning committee has been elevated to a formal discussion and decision-making process on space allocations and long-term space needs and goals.

The mission of Berklee's Information Technology Services (ITS) Division is to provide innovative, strategic, state-of-the-art technologies, tools, services, and environments for teaching, learning, and administration of the educational enterprise. The division seeks to maintain a robust technology infrastructure that embraces and supports data-informed decision-making. Approximately 140 ITS staff work in six departments: Enterprise Technology Services, Constituent Relationship Management, Systems and Network Services, Technology Training and Support, Project Management, and Academic Technology. ITS also leads two committees designed to support and enhance strategic planning, operations, and academic data: the Faculty Technology Advisory Committee, which advises the CIO and ITS leadership on all faculty-related technology issues (e.g., classroom technology standards) and helps determine the best way to allocate and prioritize limited resources to best serve teaching and learning; and the CORE committee, which focuses on data maintained on the CORE module in Colleague (the College's student information system). Members are those individuals who manage or rely on CORE data to make decisions, and the group initiates projects in support of college data integrity, oversees annual college-wide data integrity audits, drafts data standards policies for approval, and oversees the institution's data integrity planning.

Almost all classrooms are equipped with pianos, and ITS has an in-house maintenance staff who service over 500 acoustic pianos across the Boston campus. ITS staff also diagnose and repair electronic musical equipment, including amplifiers, electronic keyboards, PA systems (mixers, speakers, and accessories), and various smaller audio peripherals such as high-quality headphones. Service agreements with independent vendors are in place for specific systems and equipment.

In addition, ITS also supports 87 academic technology rooms (a variety of labs, suites, recording studios, rehearsal spaces, etc.) with 194 computers that provide students with hands-on learning in creating and editing music. Several dozen staff with expertise in industry-leading tools assist students, helping them to gain real-world experience and to apply the concepts from their classes in a learning-by-doing setting. At the time of our last full accreditation, in 2013, Berklee

supported approximately 1,100 laptops and PCs. In 2022, after the merger and institutional growth, ITS is supporting almost three times as many (2,961) computers. An ITS budget priority in 2022 has been to upgrade 1,000 of the oldest laptops in our fleet. In addition, in spring 2022, laptops were provided to around 100 Conservatory faculty who did not have them so they could begin leveraging technology for teaching and learning. Faculty in technology-intensive disciplines (e.g., screen scoring) are being issued high-end laptops as a way to begin helping them become facile with more modern, laptop-oriented tools now used in the music industry, and to help them move their curriculum away from legacy technology still found in some campus labs.

A laptop loaded with music software is integral to most student studies at Berklee. While Berklee used to maintain a student laptop program, over the past decade more students preferred to bring their own laptop to Berklee. Since 2019, more than 70% of students have done so, which led to the decision to end the student laptop program. Students at the College (but not the Conservatory) are now required to have a Macbook Pro, with the appropriate music software for their core studies and their selected major. All students are required to have MakeMusic Finale, Apple Logic Pro, and Avid ProTools. Depending on their major, students are also required to have additional software tools. As of fall 2022, Berklee began using its buying power to pass along institutionally negotiated bulk pricing to students as a way to help lower the cost of attendance.

Berklee's Technology Training and Support staff provide a wide range of assistance for all aspects of personal computing, technology training, and computer repair services. The department serves as a single point of contact for all technology services. While we recently began issuing Windows laptops for the finance department and a handful of other use cases, as the vast majority of our laptops and desktop computers are Macs, we are an Apple-authorized service provider and use in-house Apple-certified Macintosh technicians to diagnose and perform repairs.

Berklee's wired and wireless networks were last upgraded between 2015 and 2017. The firewalls were also upgraded in 2017 to ensure adequate protection and systems redundancy. The network architecture and infrastructure for the Boston, Valencia, and New York campuses have all been aligned to create one contiguous global infrastructure managed and supported from Boston. Network bandwidth has been upgraded to ensure that it is never a constraint. In 2022, we started upgrading our wired and wireless networks globally.

ITS oversees a network operations center (NOC) in Boston. The core focus of this function was initially on the campus infrastructure, supporting network and server power. These systems were reconfigured and replaced as needed. The outcome was a 100-fold reduction in unplanned outages. The NOC supports the Boston, Valencia, and New York campuses and has real-time data on the health of all significant Berklee systems and server rooms.

Berklee is a member of Internet2, a nonprofit consortium that offers cost-effective, ultra high-speed networking to enable real-time educational interactions with superior audio and video between Boston and Berklee's campus in Valencia, Spain. Like Boston, the Berklee Valencia campus is also 100% wireless and, through our virtual private network (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 extension. Our legacy phone system is currently being upgraded to Zoom physical and softphones (which enable Berklee calls and voicemail to be accessed on faculty and staff cellphones), and we have begun exploring the installation of additional Zoom room-conferencing technology to better enable hybrid work.

ITS contracted for a penetration test in 2022 and is remediating identified vulnerabilities, including the internet of things (IOT) device infrastructure that supports Public Safety. It will also include identifying and securing any personally identifying information (PII) stored on ITS systems, as well as an audit of critical authentication and access management systems such as active directory, single sign on (SSO), and multi-factor authentication (MFA) infrastructure. As of November 2022, more than half the noted vulnerabilities have been addressed, with steady progress being made on those remaining.

Berklee Online has its own specialized, dedicated technology team to support the online students and school. This team supports development of course materials through a customized version of the Canvas LMS, the Berklee Online website, and financial and registrar systems. Berklee Online does not use a full-fledged commercial SIS, but is currently working

on replacing its registrar functions with a standalone, custom-built application that reflects the unique way it registers online students and manages class enrollments. It is scheduled to be in production by June 2023.

Information, Physical and Technological Resources: Appraisal

In order to further the work of merging the two libraries after the merger, a new position, the associate director of user experience and operations, was created to unify and collate circulation and user-access services. In 2019, an electronic resources librarian was hired to manage all of the online subscriptions. LibChat, a live online reference service, and LibAnswers, an asynchronous reference service, which operates throughout the year, are new services that have been offered and have been successful communication tools. The Berklee library has spent more on digital resources and has seen a continued increase in the use of those resources stemming from the closure of physical spaces on campuses during the pandemic. An ongoing focus has also been on diversifying the library's materials to further support and promote [diversity, equity, and inclusion](#) with collaborative efforts from various departments on campus.

Berklee students are effectively serviced by the Creative Technology Center, in which the available equipment and access to technology training allow students to explore, collaborate, and learn in a welcoming, supportive environment. From September 2021 to May 2022, over 1,000 students visited the CTC and nearly 800 peer training sessions took place. Berklee Archives has expanded significantly since 2016, having added special collections and scholarly communications tracks, as well as a processing archivist in 2016 and a digital repositories librarian in 2022. Likewise, the archives collections have increased in scope and complexity.

Because its Boston campus is landlocked by the historic Back Bay on the north and south, the Emerald Necklace and Fenway Park to the west, and the Prudential Center complex to the east, Berklee is generally limited to meeting space needs by acquiring adjacent properties that are typically 100-plus years old, with deferred maintenance or extensive hidden conditions that are costly to remediate. The institution continues to maintain a current capital-needs assessment to support existing properties and to plan for new acquisitions.

Ongoing renewal efforts and more stringent code requirements by the City of Boston have resulted in significant consumption reduction and increased efficiency of building systems. Berklee also takes advantage of energy contracts to drive rate savings. Campus sustainability has been an increasing area of focus at Berklee as explained in the sustainability report in the Workroom. With all these initiatives, Berklee has saved over 100,000 MBTU's from 2017 to 2019.

The institution continues to invest in facility improvements, addressing deferred maintenance and capital improvements, all of which enhance facilities that support teaching, learning, working, and living, including at Berklee. Some of these projects include the following:

- 270 Commonwealth Avenue facade repair and restoration
- 1140 Boylston Street roof
- 8 Fenway accessibility improvements, roof repair, and facade repair
- 150 Massachusetts Avenue renovation, ADA improvements, cornice replacement, and facade repair
- 855 Boylston Street office renovation and video production facility
- 12 Hemenway residence hall ADA improvements, mechanical system replacement, and interior renovation

The campus in Valencia, Spain, recently completed an agreement to expand under a new long-term agreement with the City of Arts and Sciences. This will add 922.65 square meters, a 25% increase, providing additional instructional and ensemble/recording areas as well as study space, faculty office space, a lactation room, and an event/performance space.

Berklee also offers benefits to the surrounding community, such as the collaboration with the Neighborhood Improvement Committee (NIC), in which specific concerns are addressed with community stakeholders and discussions are held on how to best deliver police services to make the most lasting and positive impact. The Berklee Police Department's collaboration with the NIC is instrumental in helping the department address neighborhood concerns as well as helping to ensure that those in the community are linked to available resources. The department has been successful in obtaining court orders for individuals suffering from addiction, has provided transportation services to area shelters for those in need, has rendered aid for medical emergencies, and has partnered with Boston EMS. The NIC has

been a huge benefit to the Berklee Police Department by keeping them aware of community concerns and providing ideas and suggestions so that Berklee may direct patrol services to those areas that need it the most.

Berklee is entering a new phase of investments in technology infrastructure. A decision was made in 2017 to move to Workday, a cloud-based, state-of-the-art ERP environment. While the move to any new ERP platform is a challenging process, and Workday has its shortcomings, it is generally regarded as the best-in-class ERP platform in higher education today. Workday Human Capital Management (HCM) has been widely embraced across Berklee since its launch in January 2019; however, Workday Financial Management (FM), which was implemented in June 2019, has been less well-received. This seems to be primarily due to the inexperience of the IBM implementation team in working with a higher education institution such as Berklee when implementing financial management. The platform was not properly configured and optimized for Berklee, further compounded by insufficient change management from the implementation partner. While Berklee's finance and ITS teams have made continual incremental improvements to the platform, spreadsheets are still widely used across campus to manage and track budgets, and relied on for basic reporting.

Regarding the planned implementation of Workday Student that has been put on hold, it would not be strategic or efficient to layer on another platform that integrates with Workday Financial Management before ensuring that FM is optimized and being fully utilized. In addition, Berklee uncovered a significant amount of curricular streamlining and simplification issues that needed to be addressed, such as the need to align academic and curricular policies between the College and Conservatory before codifying existing academic policies and practices into a new student information system that will likely be in use for several decades. These issues surfaced during Berklee's initial implementation work, which began on schedule in 2018. There were also some issues with Workday Student being a relatively new product, although around 30 colleges and universities have implemented it now and features continue to be added. The effort involved in reconciling these differences—along with other complexities—wasn't fully understood when creating the original timeline. Implementation had reached around 40% completion in spring 2020, but had to be paused with the need to focus resources to other priorities due to the outbreak of the pandemic.

While these SIS replacement and consolidation efforts are in the planning stages now that Berklee has a new CIO and provost, ITS has continued to make significant progress at improving the student experience in partnership with the SEIP program (see Standard 5) by enhancing our available system. We have created new advising capabilities in our Salesforce platform, and have built a new Salesforce environment and begun migrating our data from the old legacy system to it. New advising offices and conference rooms have been outfitted with the latest hybrid technology to empower staff to meet with students irrespective of location. The existing SIS platforms (Ellucian's Colleague and PowerCampus at the College and Conservatory, respectively) are currently being upgraded to enable the latest features they offer.

In May 2020, Berklee combined the information security function with the systems and network team. This has enabled a great deal of synergy that has improved both domains. In 2022, dedicated information security staffing was expanded to include a security architect, an identity access management analyst, and a cybersecurity analyst. This team is complemented by a cloud security team in the Berklee Online group. Over the past four years, ITS has significantly strengthened client endpoint and server protection from malware. Email security and the network perimeter have also been significantly strengthened. We have also invested in the ability to synthesize real-time threat information and proactively take action on identified issues. ITS is working with Berklee's general counsel to review and update security policies and incident management procedures. ITS is also working to create a better governance model for both information security and identity access management.

Berklee's business continuity preparations enabled us to successfully continue business operations fully online and in hybrid fashion throughout the pandemic. In this fiscal year, we are investing in the flexibility and resilience of our backup systems, especially as it relates to information security-driven events, testing the existing systems for recovery capabilities, sequentially prioritizing our business systems recovery efforts, and reviewing our hosted platform recovery procedures and needs. This work is scheduled to be completed by May 31, 2023.

In the summer/fall 2022, a multi-year upgrade of classroom technology was launched with 53 classrooms (including six new ones) updated with the latest network-controlled AV systems that allow for proactive remote monitoring and support. Based on QSC's Q-SYS Reflect system, they are being designed to allow for future implementation of hybrid learning, as the platform can be upgraded to hybrid functionality at any time (when there is both demand and budget) with the addition of cameras, microphones, and confidence monitors.

The campus telecommunications infrastructure is currently being upgraded to a cloud-hosted, voice-over-internet protocol (VoIP) platform that frees the institution from legacy hardware. Contact Center services are being improved via this process, better enabling Berklee faculty and staff to work in a hybrid staffing model. Physical Zoom phones have replaced legacy phones in key and busy locations, while most faculty and staff are being moved to Zoom softphones. These allow employees to make and receive work calls to and from their work phone number by using the Zoom app on their cell phone. This is both more convenient for faculty and staff than having a second phone to answer and check for voicemail, and obviates the need for Berklee to continue purchasing and maintaining landline phones that are rarely used. Voicemail is received via an employee's email inbox. We expect further Contact Center investments in areas that have a direct bearing on revenue and service.

Berklee Online will continue to use its own version of Canvas (Bocce) as its LMS, which is customized for the needs of online learners and is critical to the success of online offerings. Bocce integrates back-end data from other Berklee systems (such as Salesforce) and has been expanded to offer online placement tests for both the online school and the campus students, significantly easing the process of testing and placement. A new feature allows sheet music to be synced with video and audio of the piece being played, allows students to examine notes played at variable speeds, flips the video for left-handed players, and more.

Berklee Online strives to ensure its course offerings are as accessible as possible to a wide population of students, including those who are visually impaired, do not have access to desktop computing, or lack high-speed internet. All content-creating staff are trained on important accessibility guidelines. The LMS undergoes regular screen-reader testing and review with blind and visually impaired students and faculty. Captions are available on all videos. Berklee Online has implemented regular testing procedures and video size throttling to ensure that all pages work on mobile and low-bandwidth devices. Berklee Online has also recently upgraded its shopping cart to a commercial platform, allowing it to remain competitive without the challenges inherent in developing and maintaining proprietary shopping cart software.

Institutional Resources: Projection

With a new president in place and a new strategic plan expected by late spring of 2023, Berklee's strong financial and resource positioning will be critical in the implementation of the new plan. While specific elements of the plan are yet to be finalized, it is clear that the curriculum, the student experience, and space optimization will be important priorities. While existing resources are adequate to support existing operations, additional resources will be needed for large new investments, such as a residence hall on Ipswich Street or the renovation/reconstruction of 169–171 Massachusetts Avenue. At the same time, the institution plans to increase tuition only modestly, with a goal of staying competitive and accessible to students. The fiscal 2023 budget non-personnel expense includes a placeholder of \$1.6 million for a student information system or related technology initiatives.

On the human resources side, Berklee continues to move away from reactive recruitment towards a proactive, consultative approach and will continue to invest more resources, time, and training to recruit and retain employees. Berklee will continue to evolve its recruitment process and especially its reporting capabilities so that more data-driven decisions can be made in the future. There are also plans to soon launch both a manager survey and a new hire survey to receive feedback and adjust the hiring program as needed. As federal and state laws continue to change, Berklee will continue to update its policies and procedures to reflect the state of the law and best practices and processes as determined by the industry.

As more resources become available online, the Berklee Library will be shifting further from print to electronic as funding allows. In support of that endeavor, the library is working to identify a unified ILS system and to put together a project plan, which will be submitted in the upcoming capital budget process. Due to increasing demand, the library will

also be expanding support and training on video production gear and workflows. The library is also working on a 10-year renovation plan to address physical space issues, in particular to improve sound isolation between event space and workstations, and for collections storage.

In NECHE's confirmation of approval letter of April 26, 2022, the commission asked that the spring 2023 self-study provide an update on Berklee NYC with emphasis on continuing to achieve enrollment and financial goals for the site. As part of the assessment of all new programs, Berklee conducted a comprehensive review of Berklee NYC in the summer and early fall of 2022. This review included an evaluation of the academic programs, faculty, staffing, facilities, and finances. The initial start-up year of the operation posted a deficit that was slightly higher than anticipated due to Covid and other issues. The FY 2022 deficit was approximately \$2 million, which included amortization of costs related to renovations and equipment. Ongoing planning was updated in January 2023 with plans for increasing enrollment in the graduate program, developing undergraduate program options, and enhancing revenue from the commercial studios with the aim of making Berklee NYC revenue positive by FY 2025.

Facilities projects anticipated to appear in the 2024 institutional master plan include: 134 Ipswich Street mixed-use facility with approximately 6,000 square feet of academic program space and 448 dormitory beds; 161–171 Massachusetts Avenue mixed-use facility of roughly 83,000 square feet of academic space, practice facilities, and student-service offices; 130–136 Massachusetts Avenue mixed-use performing arts facility with a dormitory mid-rise above with approximately 500 dormitory beds.

Over the next few years, ITS will continue to upgrade key resources and services available to the campus community. The next 12–24 months will include a focus on the optimization of the Workday Financial Management platform to leverage it to its highest potential to reduce the amount of time spent reconciling budget data between the platform and spreadsheets, improve reporting and transparency, and prepare for the implementation of a new student information system (Workday Student or other). Berklee continues to work on the academic side of devising efficient, consistent, and student-oriented curricular policies, which will pave the way for the successful implementation of Workday Student or another SIS.

Another project underway that will improve the student experience is our implementation of a new and unified learning management system (LMS). While College faculty have had access to Moodle (and feedback has found that many do not find it particularly useful or easy to use), Conservatory faculty have either used nothing or a free version of Google Classroom. The latter is almost exclusively designed for and used by K–12 teachers and lacks many features of a modern LMS. To significantly improve this critical component of the student learning experience, ITS launched an Instructure Canvas pilot in the summer and fall of 2022. Following positive feedback from faculty and students participating in the pilots, Berklee signed a full contract with Instructure, as well as with K16, a firm that specializes in migrating course content into Canvas from other learning management systems. Academic Affairs and Information Technology Services designed a schedule and phased plan through which to migrate all content and train all faculty on Canvas during 2023. While Moodle will be retained for a short time as a backup, all faculty will be teaching exclusively in Canvas as of January 2024. The move to Canvas will also help to facilitate teaching and learning through its ability to integrate seamlessly with other key products: teachers will be able to use Flat.io, for example, a collaborative music notation platform that lives entirely in the LMS and enables students to complete music assignments directly in Canvas. Berklee has signed a contract with Flat.io, and it will be made available in Canvas beginning in spring 2023.

Recent classroom upgrades have included A/V systems designed to be upgraded easily to support hybrid learning and the inclusion of virtual guest speakers, musicians, performers, and more. These upcoming technology systems upgrades will focus on the remaining 28 general classrooms to provide a consistent, state-of-the-art educational experience. ITS plans to institute replacement budget cycles that ensure no faculty or staff laptops are older than four years, classroom technology will be upgraded every five to seven years, and our academic technology facilities will be upgraded on schedules consistent with providing our students hands-on access to tools currently used in their respective majors. As our last network was replaced from 2015–2017, we will be starting a network refresh within the next year.

In addition to launching its new registration platform in summer 2023, Berklee Online will be pursuing its own student success enablement project. It will be using data analytics and machine learning on our many years of captured data to find new leading indicators of student success or failure, and to better predict and influence student outcomes such as retention and graduation. We expect actionable findings by late 2023 that will help ensure online course completion and program persistence, as well as potentially inform our on-campus student success efforts.

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 2020/Fall 2019)			(FY 2021/Fall 2020)			(FY 2022/Fall 2021)			(FY 2023/Fall 2022)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	349	539	888	324	507	831	339	632	971	352	680	1,032
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	5	0	5	4	0	4	6	0	6	8	0	8
Library Technicians	4	0	4	1	0	1	3	0	3	2	0	2
Archivists, Curators,	0	0	0	0	0	0	0	0	0	0	0	0
Student and Academic	20	66	86	19	144	163	20	156	176	20	140	160
Management Occupations	216	1	217	210	0	210	237	0	237	255	1	256
Business and Financial	62	2	64	55	1	56	54	2	56	59	0	59
Computer, Engineering and Science	84	0	84	71	0	71	78	0	78	77	0	77
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	171	1	172	118	1	119	156	1	157	163	2	165
Healthcare Practitioners and	2	0	2	0	0	0	2	0	2	2	0	2
Service Occupations	22	6	28	14	0	14	16	5	21	13	4	17
Sales and Related	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative	141	11	152	95	7	102	137	10	147	139	10	149
Natural Resources,	7	0	7	6	0	6	7	0	7	5	0	5
Production, Transportation,	0	0	0	0	0	0	0	0	0	0	0	0
Total	1,083	626	1,709	917	660	1,577	1,055	806	1,861	1,095	837	1,932

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (05/ 31)	2 Years Prior (FY 20)	1 Year Prior (FY 21)	Most Recent Year	Percent Change 2 yrs-1 yr prior	1 yr-most recent	
ASSETS (in 000s)						
?	Cash and Short Term Investments	\$117,812	\$101,886	\$111,576	-13.5%	9.5%
?	Cash held by State Treasurer				-	-
?	Deposits held by State Treasurer				-	-
?	Accounts Receivable, Net	\$812	\$746	\$453	-8.1%	-39.3%
?	Contributions Receivable, Net	\$9,257	\$8,640	\$8,442	-6.7%	-2.3%
?	Inventory and Prepaid Expenses				-	-
?	Long-Term Investments	\$327,571	\$446,633	\$406,592	36.3%	-9.0%
?	Loans to Students	\$1,531	\$1,136	\$933	-25.8%	-17.9%
?	Funds held under bond agreement	\$4,469	\$39	\$36	-99.1%	-7.7%
?	Property, plants, and equipment, net	\$289,741	\$285,699	\$293,931	-1.4%	2.9%
?	Other Assets	\$10,426	\$47,289	\$32,977	353.6%	-30.3%
	Total Assets	\$761,619	\$892,068	\$854,940	17.1%	-4.2%
LIABILITIES (in 000s)						
?	Accounts payable and accrued liabilities	\$31,916	\$37,953	\$39,113	18.9%	3.1%
?	Deferred revenue & refundable advances	\$30,732	\$33,607	\$41,559	9.4%	23.7%
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations	\$91,757	\$61,531	\$39,252	-32.9%	-36.2%
?	Amounts held on behalf of others				-	-
?	Long-term investments	\$256,594	\$274,869	\$265,805	7.1%	-3.3%
?	Refundable government advances	\$3,625	\$3,718	\$3,764	2.6%	1.2%
?	Other long-term liabilities				-	-
	Total Liabilities	\$414,624	\$411,678	\$389,493	-0.7%	-5.4%
NET ASSETS (in 000s)						
	Unrestricted net assets					
	Institutional	\$233,924	\$322,317	\$328,840	37.8%	2.0%
?	Foundation				-	-
	Total	\$233,924	\$322,317	\$328,840	37.8%	2.0%
	Temporarily restricted net assets					
	Institutional	\$50,286	\$87,931	\$60,986	74.9%	-30.6%
?	Foundation				-	-
	Total	\$50,286	\$87,931	\$60,986	74.9%	-30.6%
	Permanently restricted net assets					
	Institutional	\$62,784	\$70,143	\$75,621	11.7%	7.8%
?	Foundation				-	-
	Total	\$62,784	\$70,143	\$75,621	11.7%	7.8%
	Total Net Assets	\$346,994	\$480,391	\$465,447	38.4%	-3.1%
	TOTAL LIABILITIES and NET ASSETS	\$761,618	\$892,069	\$854,940	17.1%	-4.2%

Please enter any explanatory notes in the box below

**Standard 7: Institutional Resources
(Statement of Revenues and Expenses)**

Fiscal Year ends - month& day: (05/ 31)	3 Years Prior (FY 19)	2 Years Prior (FY 20)	Most Recently Completed Year (FY 21)	Current Year (FY 22)	Next Year Forward (FY 23)	
OPERATING REVENUES (in 000s)						
?	Tuition and fees	\$289,761	\$303,966	\$269,907	\$331,965	\$350,713
?	Room and board	\$29,243	\$25,860	\$6,050	\$31,247	\$30,708
?	Less: Financial aid	-\$69,284	-\$75,785	-\$82,161	-\$90,501	-\$95,860
	Net student fees	\$249,720	\$254,041	\$193,796	\$272,711	\$285,561
?	Government grants and contracts	\$1,298	\$2,310	\$9,611	\$4,943	\$6,031
?	Private gifts, grants and contracts	\$20,756	\$15,505	\$15,319	\$9,019	\$18,090
?	Other auxiliary enterprises	\$6,435	\$6,952	\$4,350	\$6,452	\$5,218
	Endowment income used in operations	\$15,795	\$15,809	\$16,198	\$15,731	\$16,954
?	Other revenue (specify):	\$4,999	\$7,807	\$4,733	\$3,573	\$4,792
	Other revenue (specify):					
	Net assets released from restrictions					
	Total Operating Revenues	\$299,003	\$302,424	\$244,007	\$312,429	\$336,646
OPERATING EXPENSES (in 000s)						
?	Instruction	\$113,115	\$116,588	\$111,893	\$126,933	\$137,336
?	Research					
?	Public Service					
?	Academic Support	\$18,813	\$18,548	\$11,098	\$17,126	\$18,031
?	Student Services	\$22,665	\$25,072	\$18,094	\$27,758	\$25,229
?	Institutional Support	\$53,572	\$56,219	\$53,126	\$64,348	\$83,096
	Fundraising and alumni relations	\$4,311	\$4,181	\$2,915	\$3,516	\$8,166
?	Operation, maintenance of plant (if not allocated)	\$32,944	\$32,418	\$25,067	\$29,178	\$20,404
?	Scholarships and fellowships (cash refunded by public institution)					
?	Auxiliary enterprises	\$14,750	\$11,282	\$4,905	\$11,710	\$11,471
?	Depreciation (if not allocated)	\$15,886	\$16,148	\$15,490	\$15,869	\$16,222
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	\$276,056	\$280,456	\$242,588	\$296,438	\$319,955
	Change in net assets from operations	\$22,947	\$21,968	\$1,419	\$15,991	\$16,691
NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)					
?	Investment return	-\$14,786	-\$33,173	\$98,431	-\$56,824	-\$14,921
?	Interest expense (public institutions)					
	Gifts, bequests and contributions not used in operations	\$4,812	\$5,800	\$9,047	\$5,930	\$6,000
?	Other (specify): Net periodic cost other than service for pension	-\$7,242	-\$47,698	\$28,564	\$21,957	\$0
	Other (specify): Other adjustment for bond refinance		\$2,612	-\$4,065		
	Other (specify): Loss on disposal of fixed assets	\$2,551			-\$1,997	\$0
	Net non-operating revenues	-\$14,665	-\$72,459	\$131,977	-\$30,934	-\$8,921
	Income before other revenues, expenses, gains, or losses	\$8,282	-\$50,491	\$133,396	-\$14,943	\$7,770
?	Capital appropriations (public institutions)					
?	Other (specify):					
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$8,282	-\$50,491	\$133,396	-\$14,943	\$7,770

**Standard 7: Institutional Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (05 / 31)		3 Years Prior (FY 19)	2 Years Prior (FY 20)	Most Recently Completed Year (FY 21)	Current Year (FY 22)	Next Year Forward (FY 23)
	Long-term Debt					
	Beginning balance	\$274,629	\$269,774	\$257,949	\$253,319	\$246,249
	Additions		\$79,630			
P	Reductions	(\$4,855)	(\$91,455)	(\$4,630)	(\$7,070)	(\$7,235)
	Ending balance	\$269,774	\$257,949	\$253,319	\$246,249	\$239,014
	Interest paid during fiscal year	\$11,936	\$10,716	\$9,395	\$9,158	\$8,892
	Current Portion	\$3,690	\$3,520	\$5,960	\$6,125	\$6,365
	Bond Rating (S&P Global, Moody's)	A/stable, A2 stable	A/stable, A2 stable	A/stable, A2 stable	A/stable, A2 stable	A/stable, A2 stable
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	19.13	21.24	15.89	20.44	22.06
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets	0.68	0.74	0.53	0.53	0.50
	Debt to Assets Ratio Long-term Debt / Total Assets	0.35	0.34	0.28	0.29	0.28

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

The institution carries 2 series of bonds with interest ranging from 2% to 5.25% and a true interest cost of 3.07%. The institution has met all debt covenants. The institution has 2 payments due throughout the year paying principal and interest per the directed amortization schedules set at the beginning of the bond issuance.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

The institution has a revolving line credit facility with JPMorgan Chase of \$25,000,000 and during fiscal year 2022, the institution extended the termination date to April 11, 2023. There were no outstanding borrowings under this facility at May 31, 2022 or 2021, and there are no plans to utilize it in 2023.

Future borrowing plans (please describe) .

There are currently no immediate future plans of additional borrowing.

**Standard 7: Institutional Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (05 / 31)		3 Years Prior (FY 19)	2 Years Prior (FY 20)	Most Recently Completed Year (FY 21)	Current Year (FY 22)	Next Year Forward (FY 23)
NET ASSETS						
	Net assets beginning of year	\$389,203	\$397,485	\$346,994	\$480,390	\$465,447
	Total increase/decrease in net assets	\$8,282	(\$50,491)	\$133,396	(\$14,943)	\$10,327
	Net assets end of year	\$397,485	\$346,994	\$480,390	\$465,447	\$475,774
FINANCIAL AID						
	Source of funds					
	Unrestricted institutional	\$63,834	\$68,931	\$74,724	\$81,498	\$82,498
	Federal, state and private grants	\$5,449	\$7,014	\$7,498	\$10,864	\$10,997
	Restricted funds	\$5,508	\$5,644	\$6,650	\$7,977	\$8,075
	Total	\$74,791	\$81,589	\$88,872	\$100,339	\$101,570
	% Discount of tuition and fees	21.7%	24.9%	30.1%	n/a	n/a
?	% Unrestricted discount	20.0%	20.9%	27.1%	22.4%	21.6%
	Net Tuition Revenue per FTE					
?	FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE	2.6	2.1	3.0	2.5	
Please indicate your institution's endowment spending policy:						
Spend 4.5% of a moving average of the endowment's market value over 3 years.						
Please enter any explanatory notes in the box below.						

**Standard 7: Institutional Resources
(Liquidity)**

FISCAL YEAR ENDS month & day (05 / 31)	3 Years Prior (FY 19)	2 Years Prior (FY 20)	Most Recently Completed Year (FY 21)	Current Year (FY 22)	Next Year Forward (FY 23)
CASH FLOW					
Cash and Cash Equivalents beginning of year	\$45,748	\$37,188	\$18,173	\$21,276	\$18,298
Cash Flow from Operating Activities	\$25,627	\$21,552	(\$9,424)	\$32,582	\$25,753
Cash Flow from Investing Activities	(\$35,564)	(\$38,412)	\$8,050	(\$37,663)	(\$30,810)
Cash Flow from Financing Activities	\$1,377	(\$2,155)	\$4,477	\$2,103	(\$6,125)
Cash and Cash Equivalents end of year	\$37,188	\$18,173	\$21,276	\$18,298	\$7,115
LIQUIDITY RATIOS					
Current Assets	\$130,841	\$138,618	\$122,200	\$133,544	\$126,739
Current Liabilities	\$65,211	\$62,648	\$71,560	\$80,672	\$79,855
Current Ratio	2.01	2.21	1.71	1.66	1.59
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses - Depreciation and other noncash expenses]) x 365)	183.56	191.43	196.40	173.73	152.30

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the stat's authority.

No, we have not needed to access any restricted or reserve funds outside of normal business use of endowment releases.

Please enter any explanatory notes in the box below.

**Standard 7: Institutional Resources
(Information Resources)**

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)

Total Expenditures

Materials	\$305,077	\$309,996	\$379,837	\$368,371	\$370,000
Salaries & wages (permanent staff)	\$1,906,455	\$1,806,627	\$1,426,518	\$1,799,837	\$2,006,242
Salaries & wages (student employees)	\$575,845	\$623,953	\$125,373	\$440,811	\$592,237
Other operating expenses	\$97,647	\$97,984	\$95,025	\$83,350	\$85,000

Expenditures/FTE student

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Materials	\$50	\$51	\$69	\$54	\$51
Salaries & wages (permanent staff)	\$315	\$296	\$259	\$263	\$278
Salaries & wages (student employees)	\$95	\$102	\$23	\$64	\$82
Other operating expenses	\$16	\$16	\$17	\$12	\$12

Collections

Percent available physically	17%	19%	10%	10%	10%
Percent available electronically	83%	81%	90%	90%	90%
Number of digital repositories	11	14	15	17	22

Personnel (FTE)

Librarians - main campus	8	8	8	7	9
Librarians - branch /other locations	1	1	1	1	1
Other library personnel - main campus	15	15	14	14	14
Other library personnel - branch/other locations	1	0	0	0	1

Availability/attendance

Hours of operation/week main campus	96	0	44	85	85
Hours of operation/week branch/other locations	50	12	23	27	48

Consortia/Partnerships

FLO (Fenway Library Organization)
WALDO (Westchester Academic Library Directors Organization)
LYRASIS Consortium
Pro Arts Consortium

URL of most recent library annual report:

n/a

Please enter any explanatory notes in the box below

We do not produce an annual report for the library, however the annual IPEDS academic libraries report is posted here: [Berklee | IPEDS](#)

**Standard 7: Institutional Resources
(Technological Resources)**

				?
3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)

Course management system

Moodle, Google Classroom, Customized Canvas (Berklee Online), Canvas

Number of classes using the system

	(SU18, FA18, SP19)	(SU19, FA19, SP20)	(SU20, FA20, SP21)	(SU21, FA21, SP22)	(SU22, FA22, SP23)
Moodle	15,434	15,229	12,725	16,438	17,300
Google Classroom	Unknown	Unknown	Unknown	Unknown	Unknown
Customized Canvas (Berklee Online)	1,527	1,597	2,140	2,111	2,200
Canvas	--	--	--	--	175

Bandwidth

On-campus network	1GIG	1GIG	1GIG	1GIG	1GIG
Off-campus access					
commodity internet (Mbps)	10GIG	2.5GIG	2.5GIG	2.5GIG	3.5GIG
high-performance networks (Mbps)	10G, 25G, 100G	10G, 25G, 100G	10G, 25G, 100G	10G, 25G, 100G	10G, 25G, 100G
Wireless protocol(s)	802.11N, 802.11AC	802.11N, 802.11AC	802.11N, 802.11AC	802.11N, 802.11AC	802.11N,802.11 AC, 802.11AX

Typical classroom technology

Main campus	Control Systems with presentation/projection, high quality audio playback
Branch/other locations	Same

Software systems and versions

Students	Pro Tools, Logic Pro, Finale
Finances	Workday
Human Resources	Workday
Advancement	Blackbaud NXT
Library	Koha v7.02.21, Evergreen 3.7.3, Drupal 9, Ezproxy 7.x, Coral v3
Website Management	Acquia is the hosting provider, Drupal is the CMS, Rails for custom applications
Portfolio Management	Smartsheet
Interactive Video Conferencing	WebEx (retired 2021), Zoom 5.10
Digital Object Management	Google Drive, B-Share, CrashPlan, WebDAM, Islabdora, Drupal, Digital Commons

Website locations of technology policies/plans

Integrity and security of data	Berklee Information Security Policy, 11.1.3
Privacy of individuals	Berklee Information Security Policy, 11.1.4
Appropriate use	Technology, Records, and Personal Information Policy for Separating Employees Berklee
Disaster and recovery plan	Acceptable Use Policy Berklee
Technology replacement	Workday Payroll Disaster and Recovery Plan
	Faculty and staff laptops are replaced as required and as funding is available. We anticipate moving to a 4 year replacement cycle.

Please enter any explanatory notes in the box below

DR plan is for Workday Payroll. Number of classes using the system include summer, fall, and spring semester data. FY 2023 includes actual summer and fall data, with spring projections. In FY 2023, the College and Conservatory have begun a phased transition from Moodle to Canvas.

Standard 7: Institutional Resources
(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet
	Main campus	36
Other U.S. locations	2	6,418
International locations	1	17,322

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
Revenue					
Capital appropriations (public institutions)	n/a	n/a	n/a	n/a	n/a
Operating budget	\$1,653,410	\$1,884,965	\$1,505,533	\$1,514,980	\$1,566,605
Gifts and grants	\$3,292,484	\$1,676,645	\$6,589,674	\$450,607	\$0
Debt	\$257,948,809	\$269,773,248	\$253,318,735	\$246,248,661	\$239,013,588
Total	\$262,894,703	\$273,334,858	\$261,413,942	\$248,214,248	\$240,580,193
Expenditures					
New Construction	\$0	\$0	\$0	\$0	\$0
Renovations, maintenance and equipment	\$2,190,000	\$4,400,000	\$3,107,126	\$2,850,000	\$7,730,177
Technology	\$382,575	\$140,255	\$26,663	\$1,901,473	\$1,405,717
Total	\$2,572,575	\$4,540,255	\$3,133,789	\$4,751,473	\$9,135,894

Assignable square feet	Main campus	Off-campus	Total
	Classroom	118,165	10,040
Laboratory	0	0	0
Office	124,799	3,542	128,341
Study	27,813	948	28,761
Special	18,887	7,725	26,612
General	29,731	0	29,731
Support	84,494	0	84,494
Residential	165,392	0	165,392
Other	136,481	4,758	141,239

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

Building name	Purpose(s)	Assignable Square Feet	Cost	Year
160 Massachusetts Avenue	residential, classroom	155,000.00	\$96,000,000	2014
855 Boylston Street	lease for future use	8,000.00	lease	2018
1120 Boylston Street	lease for future use	6,287.00	lease	2019
Valencia, Spain	lease for future use	17,322.00	lease	2020

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

Building name	Purpose(s)	Assignable Square Feet	Cost	Year
134 Ipswich	residential, classroom	115,000.00	\$85,000,000	2024

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

The list below includes renovations costing 1,000,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost	Year
150 Massachusetts Avenue (Roof)	renewal/replacement	28,470.00	\$1,800,000	2012
155 Massachusetts Avenue	renovation, ADA upgrades	20,043.00	\$2,100,000	2012
130-136-150 Massachusetts Avenue	renewal/replacement	165,849.00	\$1,500,000	2013
1108 Boylston Street (Classrooms)	renovation, ADA upgrades	6,343.00	\$3,400,000	2014
150 Massachusetts Avenue (Phase 1)	renovation, ADA upgrades	5,631.00	\$4,300,000	2014
150 Massachusetts Avenue (Phase 2)	renovation, ADA upgrades	53,000.00	\$19,500,000	2017
1140 Boylston Street (Roof)	renewal/replacement	10,000.00	\$1,005,000	2017
8 Fenway	renovation, ADA upgrades	2,767.00	\$2,400,000	2018
855 Boylston Street (Online)	renovation	8,378.00	\$2,502,000	2018
270 Commonwealth Avenue (Phase 1)	repair/restoration	35,301.00	\$2,190,000	2019
169 Massachusetts Avenue	renovation	8,781.00	\$1,400,000	2020
270 Commonwealth Avenue (Phase 2)	repair/restoration	35,301.00	\$3,000,000	2020

1120 Boylston Street (Rehearsal)	renovation	6,287.00	\$3,107,126	2021
270 Commonwealth Avenue (AC)	renovation	n/a	\$2,850,000	2022
NYC Campus	renovation	10,338.67	\$1,470,142	2019
NYC Campus	renovation	10,338.67	\$11,603,980	2020
NYC Campus	renovation	10,338.67	\$5,246,508	2021

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing or more

Building name	Purpose(s)	Assignable Square Feet	Cost	Year
Facade Improvements Campuswide	renewal/replacement	n/a	\$2,300,000	2023
12 Hemenway (Dormitory)	renovation	24,000.00	\$14,000,000	2023
161–171 Massachusetts Avenue	renovation/rebuild	83,000.00	\$73,500,000	2025
Valencia Campus	renovation	9935.00	\$3,406,611	2023
Valencia Campus	renovation	9935.00	\$2,593,389	2024

Please enter any explanatory notes in the box below

NYC Campus square footage is the same for all 3 lines since it represents the total Powerstation square footage as this was a multi-year project to renovate the Powerstation building. The Valencia Campus square footage of 9935 only pertains to the new space.

Standard 8: Educational Effectiveness

Description

Berklee is continually engaged in comprehensive evaluation to ensure educational effectiveness for students across the institution, whether they are undergraduate or graduate; in-person or online; in Boston, New York, or Valencia, Spain. By assessing student learning and administering a comprehensive program of institutional evaluation, Berklee strives to understand what students have gained as a result of their education and potential barriers to student success. The results of assessments and evaluations are used for planning and improvement, especially for revising academic and cocurricular programs and for developing future initiatives. Assessment takes place at every level, from academic program review to alumni attitudinal surveying, at regular intervals with guidance from centralized institutional teams. This collaborative, data-informed approach has led to several ongoing interventions, such as the [Black Scholars Initiative](#), the [degree completion program](#), and [One Stop Student Services](#).

Berklee provides clear public statements about what students are expected to gain from their education, both academically and along other dimensions, that align with the institution's mission and values. Every academic department publishes program learning outcomes (PLOs) on each program's web page (including those for both majors and minors) that clearly define what a student is expected to be able to know, do, and value upon successful completion of the program. Individual courses include course learning outcomes, with courses required for a particular program intended to provide a direct path for a student in that program to achieving published PLOs. Similarly, co-curricular activities (such as non-credit course sections that run in tandem with credit-bearing sections, institutes focusing on musical style or key aspects of the music industry, internships, as well as trips and events that give students time to interact with renowned artists and leaders in the industry) state their goals and vision on their web pages ([example](#)).

The institution routinely reviews outcomes at the program, course, and student level. All academic programs conduct regular reviews through the [Academic Program Review](#) (APR) process, which includes all programs of study—master's programs, undergraduate majors and minors, core music classes, and liberal arts requirements—at all locations. These programs conduct a thorough evaluation of program design, including description, program and course learning outcomes and assessments, and course offerings. At the student level, work is evaluated and graded in each course. Students must demonstrate their instrumental or discipline-specific performance proficiency at defined intervals, with the ability to progress to higher-level instruction (or graduation) dependent on acceptable outcomes. Finally, students complete senior portfolio or master's degree culminating experience projects to prove they have gained the stated skills.

As presented in Standard 2, the [Office of Institutional Research and Assessment](#) (OIRA) provides guidance and support for every area of Berklee to engage in continuous, comprehensive research and self-evaluation to improve student learning and success. The office supports location of data for analysis, research on institutional issues, design and execution of surveys and focus groups, advanced analysis and interpretation of data, benchmarking of Berklee with peer institutions, and other support of institutional and departmental research and assessment needs. The office focuses on making data accessible and usable for all institutional stakeholders. Recurring data projects include the [Berklee Factbook](#), [Common Data Set](#), [IPEDS reporting](#), and a portfolio of internal and externally administered surveys. The office also compiles [departmental data sets](#) in support of the program review process.

Additionally, as discussed in prior standards, Berklee's [Office of Faculty Development](#) provides support and training opportunities to faculty, as well as academic leadership, that include training on student and self-evaluation. Furthermore, the [Student Success Division](#) provides a wide range of student-focused support for students, including targeted interventions based on analysis of student needs. The team works closely with key personnel across the institution to identify students with academic and other needs, and to connect students with appropriate campus resources.

Guided by OIRA, Berklee uses a wide range of quantitative and qualitative methods to understand educational effectiveness, both inside and outside of the classroom. These include curricular and cocurricular assessments such as course surveys, DFW rates, and proficiency exams; surveys of students at different points in their Berklee experience; and

outcomes such as retention and graduation rates, loan repayment rates, and average indebtedness. Assessments are used to design, implement, revise, and assess curricular programming to support student success and degree completion. These include career preparation programming aligned to alumni survey data and the implementation of the Berklee's 2020–2023 strategic direction, called Thrive, which focuses on three goals with associated [KPIs](#):

1. Enable students to graduate at higher rates with less debt, assessed through graduation rates, retention rates, and average debt at graduation.
2. Support students to have a high-quality, engaging experience, assessed through student satisfaction ratings.
3. Prepare students for purposeful, successful, sustainable careers, assessed through engagement, participation, and satisfaction with the Career Center.

Appraisal

Assessment of educational effectiveness takes several forms. Evaluation is ongoing at all levels, on all campuses, with a particular focus on curricular effectiveness, the student experience, graduation rates, and alumni outcomes.

Course and Program Effectiveness

Academic programs (majors, minors, focus areas) across the institution undergo a comprehensive academic program review every five years, with departments designating a committee that includes faculty to prepare and draft the report (see Standard 4 for details and for sample reports in the Workroom). This includes programs at the College, Conservatory, Online, and on the Valencia and Berklee NYC campuses. At the start of this process, the Office of Institutional Research and Assessment prepares a [data packet](#) for each review team that includes summarized historical data for each course, such as course population and grade distribution, with special focus on the grades of D, F, and W. These data enable academic departments to assess the effectiveness of individual courses in the context of the program and allow informed decision-making about course and program revision.

Students also have the opportunity to provide direct, anonymous feedback on each of their classes and instructors by completing [course surveys](#) each semester (as was described in Standard 2 and in Standard 6). These are administered through the Watermark system to students in both in-person and online courses and include multiple-choice rating questions and open-ended comment questions. In on-campus courses, results are distributed to the course instructor(s), the department chair, and division dean for review. The results are used to guide in planning and refining the curriculum, gauging the performance of instructors, and ensuring that students are getting the best education possible. Summarized [course survey results](#) for the College and the Conservatory are also shared with the campus community. This allows instructors to benchmark against their division and for divisions to benchmark against the other areas of the institution. It also highlights areas of institutional strength, such as a respectful learning environment (93% agreed or strongly agreed in spring 2022), as well as areas of variance across campuses, such as instructor explanation of expectations and grading. In Berklee Online courses, the results are available to the instructor directly in the LMS (Canvas), as well as to faculty authors. Course survey results have been consistently strong for Berklee Online courses. For example, in 2021–2022, 97% of respondents rated the overall course experience as "good," "very good," or "excellent," and 93% said they felt prepared for their course. However, despite frequent reminders sent to students through the platform, course survey response rates for Berklee Online course surveys have been dropping from a 40% response rate in 2017–2018 to just 16% in 2021–2022.

Student Experience

Assessment of the student experience begins when undergraduate students first arrive at Berklee, with the administration of an incoming student survey for all on-campus students. Introduced in 2014 as an anonymous survey to gain a general understanding of student academic goals and co-curricular interests for planning purposes, the survey is now administered by email to all incoming on-campus and online undergraduate students through an identifiable link and has been expanded to learn more about students' decision to attend Berklee, educational goals and timelines, interest in a broad range of programs and activities, and semester-specific questions (e.g., effects of Covid). The results of this survey are used throughout the institution, both for planning and for providing context for outcomes. For example, the charts below show incoming students' interest in two high-impact activities over time (internship and study abroad), as well as an area of research interest to the institution: double majoring, a popular option at the College that data show can impact time to graduation. As shown below, interest in internships dipped during the height of Covid, then quickly rebounded, while interest in study abroad and double majoring remained fairly steady.

Berklee students are interested in high-impact activities while enrolled at Berklee

Percent of respondents agreeing with the following statements

	2018	2019	2020	2021	2022
I hope to complete an internship as part of my enrollment at Berklee.	45%	74%	45%	61%	66%
I am interested in completing a double major.	39%	34%	34%	36%	38%
I am interested in studying at Berklee's campus in Valencia, Spain.	40%	42%	38%	39%	32%

Source: Berklee Incoming Student Survey, 2022

Analysis of the [incoming student survey data](#) has been especially helpful as a tool to compare against outcomes. While students' plans are expected to evolve throughout their college experience, this tool provides a baseline to determine whether students' outcomes align with expectations. For example, for many years, anecdotal evidence held that some students entered Berklee intending to leave without earning a degree, possibly explaining why some students do not persist to graduation. While the data below shows this might be the case for some entering students, over 90% of entering students say they want to complete their program. Students also expect to complete their program within four years (eight semesters), yet several of our programs are designed to be completed in more than four years, such as double majors.

Over 90% of incoming students have the goal to graduate, with almost all expecting to graduate within eight semesters

Percent of respondents indicating the following

	2018	2019	2020	2021	2022
<i>What is your current educational goal?</i>					
I want to complete my program and earn a diploma or bachelor's degree.	93%	91%	95%	91%	91%
I want to increase knowledge and skills without completing my program.	7%	9%	5%	9%	9%
<i>How many semesters do you believe it will take you to achieve your educational goal?</i>					
1–8 semesters (4 years)	95%	96%	95%	96%	90%
9 or more semesters (4+ years)	5%	4%	5%	4%	9%

Source: Berklee Incoming Student Survey, 2022

Berklee students in all programs participate in national surveys, which provide additional perspective on the student experience. For example, the Ruffalo Noel Levitz Student Satisfaction Inventory survey has been administered twice over the last 10 years, in 2018 and 2022, which allows the institution to understand students' satisfaction with different areas of their experience and the relative importance they place on those areas. Repeated surveying allows for insight into Berklee students' experiences over time, as well as comparison to pre-set institutional groupings. [The 2022 survey results](#) showed academics, courses, and faculty as institutional strengths, defined as areas that students consider important and that they are satisfied with. For example, 90% of respondents were satisfied that nearly all faculty were knowledgeable in their field. Top challenges (high importance, but low satisfaction) were focused around financial concerns and treatment of students as individuals.

Instruction and faculty were also highlighted as institutional strengths in [2018](#), with the top five strengths showing student satisfaction with course content, instruction, faculty knowledge, quality of instruction, and intellectual growth. As in 2022, challenges focused on cost, scheduling, equity, and climate. Perceptions of residence hall living conditions, cafeteria food, campus safety, and health services staff saw the greatest increases in student satisfaction from 2018 to 2022, while scheduling conflicts and treatment of students as individuals saw the largest decreases.

While the 2022 results are currently being shared throughout the institution, Berklee is aware of the challenges regarding classroom space, financial issues, and student concerns about treatment of students as individuals. As noted in previous sections, Berklee is committed to improving campus climate and has expanded DEI training and capacity throughout the institution, as well as increasing counseling and advising capacity.

Berklee also participates in the National Survey of Student Engagement (NSSE)/Faculty Survey of Student Engagement (FSSE), most recently in 2015 and 2019, which focuses on the academic engagement of first-year and senior-level students. The survey allows for comparison to a selected group of peer institutions, as well as comparison to faculty experiences and Berklee students' experiences over time. The 2019 survey showed stronger than average response rates for both first-year students (39% compared to 28% for peer institutions) and seniors (25% compared to 22% for peers). Berklee students' responses to the academic challenge questions were similar for first-year and senior students for most topics. While Berklee students' 2019 responses were similar to peer schools' in most categories, some trailed 2015 responses slightly, particularly for seniors. For example, first-year Berklee students scored a 39.4 (of 60) on the higher order learning questions, while seniors scored 38.8. First-year peer school students scored a 39, while seniors scored 39.1. In 2015, Berklee first-year students scored a similar 39.3, while seniors were nearly four points ahead at 42.7. The similar responses to peer schools and relatively small changes from 2015 point to a consistent academic experience in line with that of peer schools. A further review of the senior transitions component supports this: Berklee seniors across both years reported nearly identical confidence in their key academic and professional skills. Berklee will be repeating NSSE in 2023.

Seniors report high levels of confidence in creative thinking and problem solving

Average responses to the prompt below on a scale of 1 ("very little") to 4 ("very much")

	2015	2019
<i>How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?</i>		
Creative thinking and problem solving	3.6	3.7
Leadership skills	3.3	3.3
Technological skills	3.3	3.2
Networking and relationship building	3.1	3.1
Entrepreneurial skills	2.8	2.8
Financial and business management skills	2.8	2.5

Source: National Survey of Student Engagement, 2019

NSSE and Ruffalo Noel Levitz SSI survey results have proven to be especially valuable for the Student Enrollment and Engagement team, as detailed in Standard 5's discussion of the implementation of the Berklee Bridge.

Co-curriculars

Berklee offers a wide range of co-curricular activities, from student clubs to formal performances to internships. The 2019 NSSE survey shows that about half of students spend time participating in co-curricular activities each week, with slightly more first-year students (54%) than "seniors" (49%) engaged in co-curriculars. This self-reported number has decreased slightly from the 2015 survey in which 70% of first-year students and 71% of seniors reported participating in co-curricular activities. It should be noted that the NSSE survey defines co-curricular activities in a way that better fits the activities of non-artistic institutions, specifically naming sports and fraternities/sororities as co-curriculars, and the wording of the survey may contribute to varied interpretations of participation in co-curricular activities. When asked about specific activities, Berklee students reported spending more time than their peers attending "an art exhibit, play, or other arts performance (dance, music, etc.)," with 95% of Berklee seniors reporting attendance at art events compared with 71% of their peers at other institutions. Berklee students also reported spending time working with faculty outside of coursework, with 62% of seniors reporting that they "Worked with a faculty member on activities other than coursework (committees, student groups, etc.)."

In the Graduating Student Survey administered to all graduating students (grad/undergrad, in-person/online, all locations), a majority of students express satisfaction with activities and events, although the percentage dropped from a high of 71% in 2020 to 62% in 2021, possibly related to pandemic restrictions on events. This number has increased slightly to 65% in 2022. Given the range of co-curricular activities offered, direct evaluation methods vary and reside within individual departments. Student work in internships and non-credit bearing courses are evaluated with grades and student evaluations of these courses are included in the course assessment surveys. The events and activities of the

institutes, as well as guest artist events, student trips, and career center events, are evaluated through decentralized surveying.

Graduation and Retention

One-year undergraduate retention continues to be strong, although the data clearly show a dip at the College and Conservatory between fall 2019 and fall 2020, which was a fully online semester due to Covid, followed by a return to pre-pandemic rates. The Berklee Online programs show a retention spike for fall 2020, presumably also due to the pandemic. The fall 2020 to fall 2021 Berklee Online retention drop is potentially concerning, although there is some improvement for fall 2021 to fall 2022. The student success project discussed in Standard 7 expects to uncover factors that influence online student retention and propose targeted interventions.

Retention | First Fall to Second Fall

First-time, full-time undergraduate students by entering year

	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22*
Berklee (overall)	84%	85%	86%	75%	82%	84%
Berklee College of Music	84%	85%	86%	74%	83%	85%
Boston Conservatory at Berklee	82%	88%	87%	82%	91%	88%
Berklee Online	63%	61%	64%	77%	55%	58%

* Preliminary data as of October 2022

Special Attention: Graduation Rate, Demographics, and Interventions

Following Berklee’s 2018 interim report, NECHE noted: *[W]hile the institution reports that its six-year graduation rates for undergraduate students have been increasing since 2004 at the College and the Conservatory, it also acknowledges that further improvement is needed, particularly given that variances exist based on demographics including gender, race, and ethnicity...the spring self-study will provide an opportunity for the institution to report on the effectiveness of these and other intervention initiatives implemented to improve the College’s retention and graduation rates.* Overall, Berklee continues to see progress toward retention and graduation rates that are in better alignment with our peer group and institutional reputation. Berklee continues to pay particular attention to retention and graduation rate, with improved disaggregated and interactive reporting available on [the OIRA website](#) (including breakouts for instructional location, race and ethnicity, sex, and financial aid status), as well as targeted interventions and ongoing assessment as described below.

Graduation rates continue to improve incrementally. The 2018 report showed the overall institutional six-year graduation rate for first-time, full-time undergraduates had improved from 55% for 2004 entering students to 61% for 2010 entering students. Berklee College of Music improved from 54% for the entering 2004 cohort to 60% for 2010, while the Conservatory improved from 62% to 72% in that same period. (Berklee Online had not yet begun to enroll undergraduate degree students.) As shown in the charts below, the most recent overall institutional graduation rate has improved to 67%, while the College has improved to 67% and the Conservatory has improved to 77%.

Berklee Online shows a lower graduation rate for the first two years of the undergraduate degree programs, at 45% for students entering in 2014 and 24% for those entering in 2015. As the online programs are self-paced, students are able to adjust to full-time or part-time status each semester—and even pause their enrollment for consecutive semesters—without petitioning for a change of status. It’s expected that students will take longer than the traditional six years to graduate, and the institution will be looking at eight-year graduation rates to better gauge time to graduation. Berklee Online is also launching a project to use student data to predict and influence student success.

Six-year Graduation Rate

First-time, full-time undergraduate students by entering fall cohort

	2011	2012	2013	2014	2015
Berklee (overall)	64%	64%	65%	65%	67%
Berklee College of Music	64%	62%	64%	65%	67%

Boston Conservatory at Berklee	66%	74%	74%	72%	77%
Berklee Online	-	-	-	45%	24%

Note: Berklee Online’s first entering undergraduate degree-seeking class was in 2014.

Berklee continues to see variance in graduation rates for undergraduate students based on demographics—sex, race, and ethnicity—as well as Pell Grant and Stafford recipient status. While both female and male students’ graduation rates have improved since the 2018 interim report, the female rate has improved strongly (from 62% for 2010 to 74% for 2015), while the male rate has improved modestly over the same period, from 59% to 62%. International students continue to have high rates of graduation, while students who identify as Hispanic or Latinx or Black or African American have lower rates of graduation in most years. Economic considerations are also a factor in graduation rates, with Pell recipients consistently showing lower rates of graduation, while students who don’t receive Pell grants or Stafford loans show the highest rates. This aligns with the 2022 alumni survey results, which found that a plurality (41%) of non-graduate respondents left Berklee for financial reasons.

Six-year Graduation Rate | Demographic Groups

First-time, full-time undergraduate students by entering fall cohort

	2011	2012	2013	2014	2015
Berklee (overall)	64%	64%	65%	65%	67%
Female	69%	69%	68%	69%	74%
Male	61%	60%	64%	63%	62%
Asian	45%	67%	63%	71%	73%
Black or African American	44%	56%	40%	59%	53%
Hispanic or Latinx	55%	53%	56%	49%	53%
Indigenous American or Alaska Native	100%	-	50%	50%	0%
International	74%	73%	74%	75%	73%
Native Hawaiian or Other Pacific Islander	0%	100%	100%	0%	100%
Two or More Races	60%	61%	63%	56%	58%
White	64%	63%	65%	63%	69%
Pell	54%	52%	55%	49%	55%
Stafford, No Pell	60%	60%	62%	62%	69%
No Pell, No Stafford	68%	68%	70%	70%	69%

In 2018–2019, Berklee analyzed the common characteristics, pathways, and obstacles that influence a student’s ability to graduate in eight semesters in the [Pathways to Graduation at Berklee](#) study. The study showed that only 48% of first-time, four-year graduating degree students at Berklee complete their requirements in eight semesters or less. Key factors contributing to extended graduation times included late declaration of major (57% declared their graduating major after their third semester) and changing of majors (37% of students changed their major). The study also highlighted the financial consequences of additional semesters of enrollment. In response to these findings, Berklee launched the [Thrive Strategic Direction](#), discussed in the description above. Central to the Thrive strategy is the Student Experience Innovation Plan (see Workroom), which significantly increases student success advising and programming resources, with a student-to-advisor ratio of no greater than 300 to 1. These increased advising resources are intentionally designed to support students throughout key milestones of their undergraduate education (declaration of major, program changes, and on-time degree completion), with the intention of improving both retention and graduation rates. Additionally, [online](#) resources for student success provide academic, financial, and social support and advising, such as [graduation planning](#) and [student advising mentors](#). While these efforts are focused on the in-person student population, Berklee Online’s Student Success Enablement project expects to find drivers for online student success. These changes are expected to contribute to increased retention and graduation rates.

Berklee’s graduate programs have had high completion rates from their inception, and this continues to be the case. The in-person, one-year College graduate programs in Boston and in Valencia show especially strong completion rates from 94%–100% for the past several years (see data first forms for annual rates). The two-year Conservatory programs have also been consistently strong, with over 90% of students graduating in recent years, with a dip in the M.M. program during Covid that is expected to rebound. While the Berklee Online graduate programs were initially designed to be completed in one full year (12 months) of full-time study, in practice students are taking advantage of the ability to self-pace. Graduation rates are lower than for in-person programs, but it also appears that students are taking longer to complete their program, and it may be too early to reliably report graduation rates for these programs.

Interventions for At-Risk Students and Non-Completers

The Black Scholars Initiative (BSI) was piloted in August 2017 to improve outcomes for incoming Black or African American students through early academic, social, and cultural interventions. The hypothesis was that an enhanced sense of belonging, a deeper understanding of Berklee’s music traditions, and an expanded introduction to Berklee’s curriculum and support networks would improve graduation rates, which were lower for students who identified as Black or African American. The program begins with a weeklong pre-orientation for incoming students and continues with a mentorship program that pairs students with faculty and staff. Additional BSI events are scheduled throughout the academic year, and a BSI ambassador program prepares returning BSI students to lead study groups and meetings.

Preliminary BSI program assessments were completed in February and August 2018, with a four-year program assessment in [June 2022](#). These preliminary reports showed stronger projected one-year retention (90%) compared to a control group of Black or African American students who chose not to participate (86%) as well as entering students who did not identify as Black or African American (86%). This trend continues in the four-year analysis, with 88% of all BSI students enrolled the following fall, compared to 79% of the control group and 86% of other students. Interestingly, outcomes for both credit completion rate (90%) and DFW rates in key music core courses (46%) are similar to students in the control group, yet the four-year BSI graduation rate outperforms the control 55% to 51%. These early results are promising, and Berklee continues to track the effectiveness of the program.

Black Scholars Initiative | Academic Outcomes and Retention

	First BSI cohort (2017–18)			All students since 2017–18		
	BSI	Control	All Other Students	BSI	Control	All Other Students
Number of students	62	85	1,485	445	311	7,013
One-semester retention	98%	93%	93%	96%	89%	92%
One-year retention	92%	86%	86%	88%	79%	86%
Credit completion percentage	91%	90%	95%	90%	90%	95%
Students with 1+ DFW in Harmony or Ear Training	47%	53%	24%	46%	47%	23%
Graduated	55%	51%	60%	-	-	-
Still enrolled	8%	5%	5%	-	-	-
Not graduated nor enrolled	37%	45%	35%	-	-	-

In fall 2015, Berklee created Smart Start, a program that provides additional core music tutoring to students identified as at-risk by low placement scores. Since its inception, over 1,000 students have participated in the program during their first year at Berklee. A [2022 analysis](#) shows that Smart Start students have higher one-semester (89%) and one-year retention (81%) rates than a control group of students with similar placement scores who did not participate in Smart Start (85% and 79%).

Berklee also created two fundamentals-level core music courses targeted to students who have low placement scores in a specific core music subject area. Music Fundamentals (PW-110) was introduced in fall 2016 to improve outcomes for students at risk of failing Music Application and Theory (PW-111). A 2019 review of the program shows that 52% of the first cohort of PW-110 students passed through the harmony core on time, higher than a control group of students who

had similar placement scores, but entered Berklee before the program's inception (31%). Fundamentals of Ear Training (ET-110) was introduced in fall 2017 to improve outcomes for students at risk of failing Ear Training 1 (ET-111). A 2022 review of the program shows that while ET-110 students had slightly higher one-year retention (81%) and graduation (51%) rates than a control group of students (70% and 45%), ET-110 students did not have stronger course outcomes in core ear training courses. During the assessment process of these two programs, chairs and faculty from both programs reported challenges beyond the course content. These challenges included possible unaddressed student learning disabilities, mental health, and physical health challenges that may not be remedied by these programs. These course subjects are being considered for changes to better target the needs of students who enter Berklee with lower knowledge of ear training and musical analysis concepts.

Degree Completion

Berklee continues to expand its degree completion program, which targets students who leave the College's on-campus undergraduate programs without earning a degree. Launched in 2014 for students who had withdrawn with 90 credits or more, the program facilitates degree completion by working with students and department chairs to determine required course equivalents through Berklee Online, campus-led classes offered remotely, approved transfer credit, and credit by exam or project, enabling students to earn their B.M. in their original program of study (or equivalent). The program also offers a second track to students who left Berklee with fewer than 90 credits. These returning Berklee students are able to transfer their campus credits to Berklee Online and earn a B.A. (formerly a B.P.S.). These flexible tracks enable students who have stopped out to complete their studies in ways that work for them, while maintaining the integrity of the curriculum. As of 2022, 475 students have graduated through this program: 311 with a B.M. and 164 with a B.P.S. or B.A. from Berklee Online.

The degree completion program continuously gathers data to identify the most commonly needed courses and to ensure remote fulfillment options. Because the pandemic campus closure required switching virtually every campus course to a temporary remote modality, the degree completion program was able to take advantage of newly approved online equivalencies, newly developed remote campus-based courses, and other methods of credit fulfillment (such as remote senior recitals). Due to these new course options, the degree completion program was able to work with each instrument chair in the Performance Division to determine a remote pathway for completion. As this is one of the oldest College majors, there is a large pool of potentially eligible students, and Berklee can now confidently reach out to them to offer new flexible pathways.

While the program may or may not affect Berklee's six- or eight-year graduation rate, it enables students who leave for financial, professional, or personal reasons to earn their degree. The program's continued growth speaks to the success of the program. Additionally, the program collects students' individual accounts of the program's impact to understand points of success and needs for improvement. A sample program report, featuring student stories, is included in the Workroom.

Alumni Outcomes

The perspectives of alumni are a particularly important metric for Berklee, and the institution seeks to understand their satisfaction with their career and their Berklee experience. In spring 2016, the institution began administering an exit survey (recently renamed to Graduating Student Survey) to graduates of the undergraduate and graduate programs at the College. In spring 2017, these exit surveys were expanded to include Berklee Online and Conservatory students. The survey focuses on two main areas: student satisfaction and post-Berklee plans. Results are available through an [interactive dashboard](#) that allows users to see overall data or specific data sets for review.

The [2022 survey](#), completed by almost half of all graduating students (undergrad and master's), showed that 82% of graduates would recommend Berklee to others, and that 86% of graduates are satisfied with their overall Berklee experience. As shown below, overall satisfaction has been relatively steady over the last five years, even with Covid. Satisfaction with sense of belonging and community was introduced in spring of 2020 and showed 67% satisfaction rate for the first two years, both of which were partially remote due to Covid. Satisfaction increased to 71% in 2022, potentially due to the full year of on-campus classes. Another new metric, satisfaction with service from faculty and staff,

showed a 5% dip from 2020 to 2021, then a 1% increase for 2022. Berklee expects to see continued improvement here, given the improvements in academic advising and the addition of one stop student services.

Graduates rate their satisfaction with experiences at Berklee

Percent of respondents who were “satisfied” or “very satisfied” with the following at Berklee

	2018	2019	2020	2021	2022
Professors	86%	86%	92%	91%	89%
Program of study	83%	87%	91%	88%	88%
Overall experience	82%	84%	85%	85%	86%
Service from faculty and staff	-	-	85%	80%	81%
Sense of belonging and community	-	-	67%	67%	71%
Activities and events	70%	67%	71%	62%	65%
Preparation for plans after graduation	-	77%	60%	63%	63%
Likelihood to recommend Berklee to others	79%	81%	82%	80%	82%

Note: Satisfaction with “preparation for plans after graduation” was first asked in 2019. Satisfaction with “service from faculty and staff” and “sense of belonging and community” were first asked in 2020.

Source: Berklee Graduating Student Survey, 2022

Graduates reported that Covid affected their careers, with 52% of 2021 graduates saying that it impacted their plans after Berklee, down from 83% in 2020. In 2019, live music was the most common area of employment, while 2020 saw graduates pivot to working in education, a remote-friendly field, moving it to the top field of employment. By 2021, live music had rebounded to the top field of employment. In addition to underscoring the effect of the pandemic on the performing arts, this highlights the resilience of alumni, as well as the transferability of their skills. Overall, the percentage of students employed, self-employed, or in an internship related to the entertainment industry continues to rise, from 80% in 2020 to 87% in 2022.

Career plans after Berklee

Respondents can select all that apply.

	2022
Self-employed and/or freelancer	46%
Seeking employment	36%
Employed full-time	25%
I am unsure of my future plans	19%
Internship	18%
Employed part-time	17%
Continuing education	11%
Still finishing program at Berklee	7%

Source: Berklee Graduating Student Survey, 2022

After leaving Berklee, alumni (including formerly enrolled undergraduates who attended but did not graduate) are surveyed every two to three years, with [detailed analysis](#) and an [interactive dashboard](#) available on the OIRA website. The 2021–2022 alumni survey revealed that 78% of respondents reported being satisfied with their Berklee experience, and alumni said Berklee prepared them moderately, very, or extremely well for the following aspects of their careers:

- Connect with people from varying backgrounds (83%)
- Technical skills relevant to my field (82%)
- Preparation for my career in general (72%)
- Ability to develop a professional network (67%)
- Ability to run my own business or manage my career (53%)

Not surprisingly, alumni are more likely to be satisfied with their career and their Berklee experience the longer they have been out of school and if they graduated. Similarly, alumni report higher career satisfaction at higher income levels, regardless of whether they work in a field related to their Berklee studies. Interestingly, career satisfaction is higher at every income level for those working in their field of study. Most dramatically, even at the lowest income level (under \$40k) over 70% of alumni working in their field of study are satisfied with their career compared to just 30% who are not, a finding that suggests that the value of a Berklee education encompasses more than earning capacity.

Field of work impacts career satisfaction

Percent of respondents who are “satisfied” or “very satisfied” with their career

2021 Personal Income	Career Satisfaction	
	Work in a field related to studies at Berklee	Do not work in a field related to studies at Berklee
\$100,000+	95%	82%
\$80,000–\$99,999	91%	67%
\$60,000–\$79,999	86%	63%
\$40,000–\$59,999	82%	53%
Under \$40,000	70%	30%

Source: Berklee Alumni Survey, 2022

Career preparation questions are also used to guide development and measure effectiveness of curriculum and career preparation programming. For example, the Career Center recently introduced career-centered programming in the entering student seminar (LENS). In the summary of career preparation data, only around half of alumni who last attended Berklee in previous decades felt prepared to run their own business or manage their own career. For alumni who last attended in the 2020s, that number has risen to 67%, and these alumni show the highest levels of preparation across the range of professional preparation questions.

Additionally, 82% of alumni are working in music or performing arts-related fields after graduation, with 92% of Valencia graduate program alumni working in the entertainment industry. Thirty-three percent of respondents earned advanced degrees after Berklee, and more than 40% are self-employed as performers, composers, engineers, and more.

While the graduating student surveys and alumni surveys provide essential and meaningful information, we recognized that knowledge rates for recently graduating students could be improved. Over the past year, a new data collection process was piloted to include targeted outreach, social media, and internet research. This new initiative has improved Berklee’s knowledge rate of recent graduates, capturing [early career outcomes of 83% of students](#) who graduated in 2020–2021. This is a large increase from a 33% knowledge rate of students collected through the graduating student survey alone in 2019–2020. Among students who graduated in 2020–2021 and have known career outcomes, 90% are employed, self-employed, or in an internship within 18 months after graduation. Among those employed, self-employed, or in an internship, 87% are in a role related to what they studied at Berklee. Berklee will continue this process annually, collecting early career outcomes information on students nine to 18 months after graduation.

Projection

Berklee continues to engage in ongoing assessment of educational effectiveness. New and updated initiatives include the following:

The BSI program will have a six-year graduation rate assessment update in 2023, which will allow for comparisons based on the standard time-to-graduation metric. Additional research will be conducted on further understanding which successful aspects of this small program can be scaled up to benefit larger populations of Berklee students.

To date, the degree completion program has grown through word of mouth and visibility in Berklee media. Now that the performance major is available through degree completion, the team plans to grow the program by adding specific outreach to non-completers.

The Student Experience Innovation Plan, launched in fall 2022 by the Student Enrollment and Engagement Division, will be assessed against key goals: increased percentage of undergraduate students who declare majors in their first year of enrollment, make satisfactory progress in their program, and graduate within the anticipated eight semesters of enrollment.

In collaboration with SEE and the Office of Diversity and Inclusion, the Student Government Association has developed a series of [identity-based student clubs](#) that support inclusive practice, social gathering, and advocacy around the educational needs of students.

With support from the Office of the Provost, the Academic Leadership Council (ALC) has initiated a working group aimed at developing curriculum reforms that will help streamline the path to degree completion and provide students with greater flexibility and choice in their progression plans.

Increasing our knowledge rates of recently graduating students has provided a more robust profile of career and continuing education paths, which in turn provides data to support ongoing curricular and career planning.

**Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)**

Student Success Measures/ Prior Performance and Goals		3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Next Year Forward (goal) (FY 2023)
IPEDS Retention Data						
Associate degree students						
Bachelors degree students		85%	86%	75%	82%	84%
IPEDS Graduation Data (150% of time)						
Associate degree students						
Bachelors degree students		64%	65%	65%	67%	69%
IPEDS Outcomes Measures Data						
First-time, full time students						
Awarded a degree within six years		61%	63%	62%	63%	64%
Awarded a degree within eight years		62%	65%	64%	65%	66%
Not awarded within eight years but still enrolled		0%	1%	1%	1%	0%
First-time, part-time students						
Awarded a degree within six years		67%	33%	0%	0%	29%
Awarded a degree within eight years		67%	33%	17%	0%	32%
Not awarded within eight years but still enrolled		0%	0%	0%	0%	5%
Non-first-time, full-time students						
Awarded a degree within six years		60%	57%	66%	69%	65%
Awarded a degree within eight years		61%	59%	67%	70%	67%
Not awarded within eight years but still enrolled		1%	1%	1%	1%	1%
Non-first-time, part-time students						
Awarded a degree within six years		0%	80%	0%	100%	45%
Awarded a degree within eight years		0%	80%	0%	100%	49%
Not awarded within eight years but still enrolled		0%	0%	0%	0%	3%
Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)						
1						
2						
3						
4						
5						
Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)						
1	Additional breakdowns can be found at: Berklee Graduation Rates					
2						
3						
4						
5						
Definition and Methodology Explanations						
1	Graduation rates include the overall (bachelor's + diploma students) graduation rate.					
2	Additional breakdowns include graduation rates and trends among learning environments, race and ethnicity, sex, financial aid status, and academic credentials.					

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students	Fall 2015	Fall 2017		
Degree from original institution	69%	51%		
Not graduated, still enrolled at original institution	2%	22%		
Degree from a different institution	3%	1%		
Transferred to a different institution	8%	7%		
Not graduated, never transferred, no longer enrolled	18%	19%		
First-time, Part-time Students				
Degree from original institution	15%	6%		
Not graduated, still enrolled at original institution	12%	37%		
Degree from a different institution	7%	2%		
Transferred to a different institution	15%	11%		
Not graduated, never transferred, no longer enrolled	51%	44%		
Non-first-time, Full-time Students				
Degree from original institution	70%	55%		
Not graduated, still enrolled at original institution	2%	14%		
Degree from a different institution	2%	4%		
Transferred to a different institution	6%	11%		
Not graduated, never transferred, no longer enrolled	20%	16%		
Non-first-time, Part-time Students				
Degree from original institution	41%	15%		
Not graduated, still enrolled at original institution	8%	23%		
Degree from a different institution	4%	4%		
Transferred to a different institution	13%	15%		
Not graduated, never transferred, no longer enrolled	34%	43%		

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years	2 Years	1 Year	Current Year	Next Year
Students who graduated in:	(AY 2017-2018)	(AY 2018-2019)	(AY 2019-2020)	(AY 2020-2021)	(AY 2021-2022)

Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)

1	Percent of recent graduates pursuing an advanced degree or additional education	7%	8%	8%	6%	11%
2						
3						
4						

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

1	Percent of those employed, self-employed, or in an internship	57%	62%	77%	90%	70%
2	Percent of all graduates whose employment or internship is related to the entertainment industry, including performing arts.	80%	87%	86%	87%	87%
3	Percent of all graduates who report being very satisfied or satisfied with how well Berklee prepared them for their plans after graduation.	n/a	77%	60%	63%	63%

Definition and Methodology Explanations

1 Data from AY 2017-2018 to AY 2019-2020 and AY 2021-2022 is from Berkeley's graduating student survey distributed to graduates at the time of graduation. Data from AY-2020-2021 is from Berkeley's improved process to collect early career outcomes which include outreach, social media, and internet research. Data from AY 2021-2022 is not yet reflective of the additional research which will occur in summer 2023.

2 Most employment data from AY 2017-2018 to AY 2019-2020 is from Berkeley's graduating student survey distributed to graduates at the time of graduation. An improved employment outcomes collection process has been created to increase Berkeley's knowledge of early career outcomes. This process has been piloted with students who graduated in AY 2020-2021 and includes additional outreach, social media, and internet research. This new initiative has improved Berkeley's knowledge rate, capturing outcomes of 83% of students who graduated in AY 2020-2021, an increase from a 33% knowledge rate of students who graduated in AY 2019-2020 collected through the graduating student survey. Data from AY 2021-2022 is not yet reflective of the additional research which will occur in summer 2023.

**Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)**

	3-Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)

State Licensure Examination Passage Rates								
Name of exam	# who took	# who passed	# who took	# who passed	# who took	# who passed	# who took	# who passed
1 Massachusetts Test for Educational Licensure (MTEL) exams	88	52	63	42	90	54	71	46
2								
3								
4								
5								

National Licensure Passage Rates								
Name of exam	# who took	# who passed	# who took	# who passed	# who took	# who passed	# who took	# who passed
1 Certification Board for Music Therapy (CBMT): first-time test takers	62	37	36	19	11	7	19	11
2 CBMT: repeat test takers	53	19	32	8	21	3	39	7
3 CBMT: total		56		27		10		18
4								
5								

Job Placement Rates									
Major/time period	*	# of grads	# with	# of grads	# with	# of grads	# with	# of grads	# with
1 N/A									
2									
3									
4									
5									

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

Completion Rates					
1	N/A				
2					
3					
4					
5					

Placement Rates					
1	N/A				
2					
3					
4					
5					

Please enter any explanatory notes in the box below

Music education students must pass the two subtests (reading and writing) that make up the Communication and Literacy Skills exam to earn their degree.

**Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)**

Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
? Master's Programs (Add definitions/methodology in #1 below)		17FA ENT	18FA ENT	19FA ENT	20FA ENT	21FA ENT
M.M. One-Year	Retention rates first-to-second year	n/a	n/a	n/a	n/a	n/a
	Graduation rates @ 200% time*	100%	95%	100%	100%	95%
	Average time to degree	10 months	12 months	16 months	15 months	11 months
	Other measures, specify:					
		16FA ENT	17FA ENT	18FA ENT	19FA ENT	20FA ENT
M.M. Two-Year	Retention rates first-to-second year	93%	94%	97%	79%	91%
	Graduation rates @ 150% time	93%	95%	95%	84%	90%
	Average time to degree	21 months	21 months	21 months	22 months	21 months
	Other measures, specify:					
		16FA ENT	17FA ENT	18FA ENT	19FA ENT	20FA ENT
M.F.A. Two-Year	Retention rates first-to-second year	92%	86%	100%	67%	94%
	Graduation rates @ 150% time	85%	93%	100%	100%	88%
	Average time to degree	21 months	21 months	22 months	27 months	21 months
	Other measures, specify:					
		16FA ENT	17FA ENT	18FA ENT	19FA ENT	20FA ENT
M.A. Two-Year	Retention rates first-to-second year	89%	88%	n/a	n/a	n/a
	Graduation rates @ 150% time	89%	88%	n/a	n/a	n/a
	Average time to degree	24 months	20 months	n/a	n/a	n/a
	Other measures, specify:					
? Doctoral Programs (Add definitions/methodology in #2 below)						
	Retention rates first-to-second year					
	Graduation rates @ 150% time					
	Average time to degree					
	Other measures, specify:					
? First Professional Programs (Add definitions/methodology in #3 below)						
	Retention rates first-to-second year					
	Graduation rates @ 150% time					
	Average time to degree					
	Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)		17-18 ENT	18-19 ENT	19-20 ENT	20-21 ENT	21-22 ENT
	Course completion rates					
	Retention rates	n/a	n/a	n/a	n/a	n/a
	Graduation rates*	--	78%	70%	60%	80%

Other measures, specify:

Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)

		17FA ENT	18FA ENT	19FA ENT	20FA ENT	21FA ENT
Berklee	Course completion rates					
Valencia	Retention rates	n/a	n/a	n/a	n/a	n/a
M.M. and M.A.	Graduation rates*	98%	99%	95%	94%	96%
One-Year	Other measures, specify:					

Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)

						21FA ENT
Berklee NYC	Course completion rates					
M.A.	Retention rates	--	--	--	--	n/a
One-Year	Graduation rates*	--	--	--	--	97%
	Other measures, specify:					

Definition and Methodology Explanations

1	200% graduation rates are reported for one-year master's programs. Retention rates for two-year master's programs are for entering fall students to second fall.
2	Retention rates are not reported for distance (online) programs, since students may not be enrolled in traditional fall to fall. 200% graduation rates for distance (online) programs are for those who began as full-time only, as part-time students are likely to still be enrolled.

Standard 9: Integrity, Transparency, and Public Disclosure

Integrity: Description

Berklee subscribes to high ethical standards in all of its work with students, prospective students, faculty, staff, the Board of Trustees, other stakeholders, and the general public, and encourages open and interactive dialogue in its community and beyond. Institutional efforts are devoted on an ongoing basis to developing, reviewing, and updating administrative policies and initiatives designed to support and elucidate Berklee's commitment to promoting integrity and ethics across the institution, whether on campus or online. Berklee's mission is understood by stakeholders through such efforts and is easily available to the public on Berklee.edu.

Students, faculty, staff, parents, administrators, trustees, and vendors all expect a high level of trust in their relationships with Berklee. Students trust their instructors to provide education and assess their skills and knowledge. Parents expect the institution 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 promote student success and safety. Berklee administrators and trustees are required to lead without self-interest and with a focus on student learning and career preparation.

To promote fair, honest, and ethical conduct across the institution and set expectations, Berklee has clear policies and procedures in place, including but not limited to the following:

Acceptable Use and Intellectual Property

Berklee policies around [acceptable use](#) and [intellectual property](#) are published on Berklee.edu and in the [student policy handbooks](#). 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. The intellectual property policy was designed to support the IP ownership rights of students in the works they create, while balancing the interests of collaborators and other educational goals. Faculty rights are addressed in the Faculty Contract Agreement.

Conflicts-of-Interest Policy

Berklee's Board of Trustees and others with significant responsibilities for the institution have a fiduciary duty of care and loyalty to Berklee. The board's strong conflicts-of-interest policy requires that fiduciaries take care to ensure that no conflicts exist between the institution's interests and any personal interests that the individual or members of their family may have. To further these efforts, all members of the Board of Trustees, non-trustee committee members, executive officers, and key employees are required to annually sign and submit a statement representing that no conflicts exist or disclosing any relationship that may constitute or appear to constitute a conflict. A summary statement of these statements is then presented to the board's audit and risk committee.

Privacy Rights

Berklee's ethics guidelines require faculty and staff to respect the right to privacy of students and colleagues, and to share confidential information only in accordance with institutional policies. 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](#). The privacy and protection of student records are strongly prioritized throughout the institution 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). Berklee also subscribes to the recommendations of the American Association of Collegiate Registrars and Admissions Officers for the retention and disposal of student records. Information about FERPA and how it's administered at Berklee is published both [online](#) and in the Policy Handbook for Students.

Free Pursuit and Dissemination of Knowledge

Berklee is committed to the free pursuit and dissemination of knowledge. Part of [Berklee's mission and philosophy](#)—“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”—emphasizes the commitment to be creative, innovative, and push Berklee in new directions. To achieve this, Berklee assures faculty and students the freedom to teach and study, examine all pertinent data, and question assumptions.

Berklee's [Institutional Review Board \(IRB\)](#) reviews all research projects that engage with Berklee community members as human subjects. The IRB ensures that human subjects research is conducted in an ethical manner, protects those involved, and abides by federal research standards. Membership of the IRB includes academic deans, chairs, faculty, staff, and an external member. The board also assists in developing research-based education for the Berklee community.

Degree-Granting Authorization

Berklee (including Berklee College of Music, Boston Conservatory at Berklee, Berklee Online, Berklee NYC, and Berklee Valencia) is authorized by the Massachusetts Department of Higher Education to offer undergraduate and graduate degree programs, as well as graduate diplomas and certificates.

Operating Authority

Berklee College of Music is authorized to do business as a not-for-profit educational institution in the Commonwealth of Massachusetts. Berklee NYC is authorized by the New York State Education Department (NYSED) to operate in New York City. Berklee Valencia (Berklee College of Music, Delegación de la Fundación en España) is registered in the Foundation Registry of the Ministry of Justice as the campus's delegation in Spain. This registration recognizes the general interest of Berklee's foundational goals. Two of Berklee Valencia's programs also have Spanish accreditation approval from Universitat Politècnica de València (UPV).

Diversity and Nondiscrimination

Cultural diversity is integral to Berklee's mission, as it is integral to the performing arts. 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 Berklee 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.

Berklee's Equity and Title IX Policies prohibit discrimination on the basis of age, ancestry, color, disability, gender, gender expression/identity, genetic information, marital status, mental illness, military/veteran status, national and ethnic origin, pregnancy, race, religion, sex, sexual orientation, transgender status, or any other characteristic protected by law (collectively referred to as “protected characteristics”).

The institution adheres to all federal and state civil rights laws barring discrimination, including, but not limited to, Title IX and Title VI of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, the Rehabilitation Act, and the Massachusetts Equal Rights Law. Berklee is committed not only to compliance with these mandates, but to promoting a culture that is in line with the values these civil rights laws envision.

Taking the institution's framing documents into account, Berklee's [mission](#) and [values](#) statements are centered on fostering a safe, supportive, and welcoming environment where students can develop their artistry, cultural awareness, and respect for the uniqueness of each individual. Berklee's [diversity values statement](#) characterizes the institution and has been incorporated into student leadership trainings as well as faculty and staff orientation programs.

In 2020, in response to the murder of George Floyd and other incidents of police brutality, Berklee created a [Plan to Address Systemic Racism](#). In spring 2021, Berklee administered the Higher Education Data Sharing Consortium (HEDS) [Diversity and Equity Campus Climate Survey](#) to faculty, staff, and students. The survey results and next steps were widely shared with the Berklee community. A campus climate summit was later convened that brought together student, administrative, and academic leadership to discuss the state of the campus climate, focusing on opportunities,

challenges, and next steps. A position of SVP of DEI, community, campus culture, and climate was recently created and the VP of diversity and inclusion was promoted to fill the position reflecting Berklee's commitment to place these issues at the forefront of our practices.

Organizational Alignment

Berklee applies high ethical standards to all operations that carry its name, requiring that all activities it sponsors are in sync with its mission and conducted within its organizational framework. These activities now extend far beyond Berklee's home base in Boston. The new instructional location in New York City, Berklee NYC, is the result of a public-private-nonprofit partnership between Berklee, the City of New York, and private investors. The Berklee NYC executive director reports directly to Berklee's provost, ensuring academic integrity and mission compatibility.

In NECHE's confirmation of approval letter of April 26, 2022, the commission asked that the spring 2023 self-study provide an update on Berklee NYC with emphasis on the institution's success in continuing to implement this public-private-nonprofit partnership. After the November 2021 substantive change evaluation visit, as Covid regulations were lifted, Berklee NYC resumed serving area students through partnerships with the New York Department of Education and after-school programs in Hell's Kitchen, the Bronx, and Harlem. Berklee NYC has continued to operate the only recording studio of its caliber in the city, hosting sessions for Pixar, Disney, HBO, Netflix, Apple TV, and Spotify, to name a few. In 2022, Berklee NYC created 12 episodes of *Inside Power Station at Berklee NYC*, a music-focused television series produced in conjunction with New York Media and the Mayor's Office for Media and Entertainment and hosted by the executive director of Berklee NYC. The series began airing in November 2022 on NYC Media's flagship television channel, NYC Life, and takes viewers inside the legendary recording studio where Bruce Springsteen, Lady Gaga, Bruno Mars, the cast of Hamilton, and many others recorded iconic albums. The episodes showcase a variety of musicians, songwriters, and producers who have recorded at the Power Station, while also spotlighting new and upcoming performers. This series has been widely advertised throughout 100 bus stops, subway trains, and in taxis throughout the five boroughs, with advertising funded by the mayor's office.

The Berklee Abu Dhabi Center, which opened in 2020, is the result of a partnership with the Abu Dhabi Department of Culture and Tourism (DCT) to create Berklee's first educational programs in the Arab world. The center is led by two Berklee alumni who report to the senior vice president for international learning environments and executive director of Berklee Valencia. The center does not offer credit-bearing programs.

In addition to college-aged students, Berklee offers instruction to younger musicians through Berklee City Music, an out-of-school program serving Boston-based students in grades 4–12 with programming and scholarships, and the City Music Network, a consortium of over 40 community organizations across the U.S. and Canada. Led by Berklee's vice president for education outreach and social entrepreneurship, City Music promotes Berklee's fundamental belief that an education in the arts deepens cultural awareness, enhances confidence and growth, and develops the openness and curiosity essential to creativity.

Policies for Institutional Integrity

Berklee has clear policies in place to ensure institutional integrity, including the following:

- The [Equity Policy and Process](#) furthers Berklee's goal of inclusion, respect, and equity for all community members and affirms Berklee's commitment to promote fairness and equity in all aspects of the institution. It is intended to broadly address and resolve complaints involving any legally protected characteristic. While some sections of this policy focus on sex- and gender-based harassment, the Equity Policy applies equally to all forms of discrimination and harassment based on a protected characteristic.
- The institution determines, publishes, and makes known its rules and regulations concerning student and student organization conduct in the [Student Code of Community Standards](#).
- The [Human Resources Policy Manual](#) includes detailed policies on equity, retaliation, ethical practices and conduct (including communication on behalf of the institution), disability accommodations, prevention of violence, relationships, and fairness to pregnant workers, among other subjects.
- The [Policy Handbook for Students](#), updated annually, provides key information to Berklee College of Music and Boston Conservatory at Berklee students regarding enrollment, student policies and procedures (including

grading, academic honesty, and discipline), and financial information. Berklee Online publishes separate handbooks for [undergraduate](#) and [graduate](#) students.

- The [Faculty Contract Agreement](#) provides detailed information on a range of policies and includes a section (article 11) outlining Berklee’s grievance procedures for faculty.
- Berklee Online’s [grievance and appeals policy](#) provides students with clear instructions on how to issue a complaint regarding the behavior or performance of a staff member, options for next steps if those complaints are unresolved, and a policy appeals form for students who seek to request an exception to a school policy or policy decision.
- The Health and Wellness Department offers a [grievance procedure](#) for students who wish to issue a complaint about services received at Berklee’s Counseling and Advising Center.
- Berklee’s [satisfactory academic progress \(SAP\) policy](#) serves as an accurate and honest measure of student success, assessing the completion of course work toward degree or diploma attainment while providing early identification of students requiring additional academic support.
- [Exceptions to academic policy](#) (e.g., missed deadlines, dean’s list, incomplete grade extensions) are adjudicated by the Committee on Registrar Standards and Policy.

Compliance with the Commission

Berklee values its relationship with NECHE and has been steadfast not only in its commitment to meeting the commission’s standards and policies but also in notifying NECHE should adverse circumstances arise. This is reflected in several substantive change requests that NECHE approved in recent years, including the merger between Berklee College of Music and Boston Conservatory, the establishment of Berklee Online’s undergraduate and graduate degrees, and the launch of Berklee NYC’s Master of Arts in creative media and technology program.

Berklee has been continuously accredited since 1973 and has passed NECHE’s financial screening every year since the survey was introduced. In fact, Richard Hisey, a former senior vice president at Berklee and its current chief investment officer, was one of the 17 CFOs involved in the creation of this new screening tool and has presented at the annual NECHE meeting about it.

In March and June of 2020, Berklee provided NECHE with updates on changes it had implemented in response to the pandemic. The March update, praised by NECHE President Barbara Brittingham as “the best institutional update yet,” focused on Berklee’s Covid-19 communications strategy and the shift to remote teaching and learning, while the June update offered an assessment of the spring semester as well as an outline of summer semester planning and outcomes.

Integrity: Appraisal

IP Policy

Berklee’s current intellectual property policy was last revised in 2016 in response to student feedback. A new IP committee was formed in 2017 to further refine the policy based on three principles: 1) each student owns the copyright to any work they create at Berklee; 2) faculty members own the copyright to their independent work and to personal elements of the courses they teach; and 3) students, faculty, and teaching staff own patent rights to inventions they develop at Berklee. This new policy had been in development through 2019, but progress was paused in 2020 due to the pandemic.

Diversity, Equity, and Inclusion

Berklee continually reviews and adjusts policies and processes related to diversity, equity, and inclusion. For example, the equity team developed a [timeline](#) (2014–2019) to foster a culture promoting respect, equity, and creativity at the institution. It outlined a number of major changes, including the formation of a [working group](#) to develop a shared understanding of the foundational issues surrounding harassment, discrimination, and sexual misconduct, as well as the implementation of an [updated relationships policy](#).

The office of Community Standards and Conflict Resolution administers an online survey to students who have gone through the disciplinary hearing process asking about their experience. Feedback collected has been used to review disciplinary procedures and train conduct officers.

In 2020, Berklee's Center for Diversity, Equity, and Inclusion produced a [Black Lives Matter Capsule](#), a self-guided platform to actively honor Black lives. Employees from across the institution were engaged in study groups to use this tool to better understand systemic racism and Berklee's antiracism efforts.

In 2022, Berklee received the Higher Education Excellence in Diversity (HEED) Award from *INSIGHT Into Diversity*, the oldest and largest diversity-focused publication in higher education. As a recipient of the [HEED Award](#), a national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion, Berklee was featured, along with 102 other recipients, in the magazine's November issue.

Transparency: Description

Berklee presents itself to current students, prospective students, and other members of the interested public with complete, accurate, timely, accessible, and clear information.

[Berklee.edu](#) is the institution's main site that houses important Berklee-wide information pertaining to all Berklee community members and serves as an entry point to access Berklee's learning environment subsites: [bostonconservatory.berklee.edu](#) for Boston Conservatory at Berklee, [college.berklee.edu](#) for Berklee College of Music, [valencia.berklee.edu](#) for Berklee's campus in Valencia, Spain, [nyc.berklee.edu](#) for Berklee's campus in New York City, and [online.berklee.edu](#) for Berklee Online.

In addition to public-facing information, detailed information for current students, faculty, and staff is also available through the school's internal site, which is accessed by logging into the site with personalized credentials issued by Berklee upon matriculation or employment. On the internal site, students may view information about academic departments, faculty office hours, exclusive student events, ways to get involved in the community, and more. Similarly, faculty and staff can use the internal site to access helpful resources and information pertaining to policies, benefits, institutional news, and more.

All students, faculty, staff, and alumni have access to the Berklee Hub, which is a communication platform that delivers personalized notifications about events; announcements; course updates; and jobs, gigs, and internships. Each community member can subscribe to feeds for departments and topics that interest them. In addition, the Hub has a student and alumni directory called Berklee Connect, where students and alumni can find potential collaborators and build connections.

The information available via Berklee's websites to both internal community members and the general public is updated regularly and allows individuals to make informed decisions about their education or engagement with Berklee.

Public Policies and Processes

- The [Equity and Title IX](#) site section is public and outlines the full equity and Title IX policy, process, and resources for all community members.
- The [Office of the Registrar](#) site section is public and outlines all relevant academic policies (including those detailed in the Policy Handbook for Students), processes, deadlines, and appeals processes.
- The [Community Standards and Conflict Resolution](#) section is public and outlines the Student Code of Community Standards, the community standards process, and the process for appeal requests.
- The [Retention and Student Success](#) section is public and outlines the satisfactory academic progress process/policy and the appeals process, as well as support and resources for students
- Critical [Human Resources](#) information, including the HR policy manual, is public-facing for prospective employees. The policy manual includes information about hiring practices, corrective action, the provisional period, and more.

Institutional and Financial Information

Berklee makes publicly available detailed information about its community makeup and finances.

Through the [Office of Institutional Research and Assessment](#) and the [Integrated Postsecondary Education Data System](#) (IPEDS) section of Berklee.edu, the public can access information on the financial condition of the institution. Data

collected includes: revenue by source; expenses by function; assets and liabilities; and scholarships and fellowships. Additionally, the most recent three years of Berklee's consolidated financial statements, accompanied by an explanatory letter from the chief financial officer, are made available in the Resources and Information section of the [Administration and Finance](#) web page.

Through the [Office of Institutional Research and Assessment](#) and the [Facts and Stats](#) section of Berklee.edu, the public can access information on enrollment, the endowment, and available scholarship funds. Berklee's annual [Factbook](#), for example, is a resource for official statistics about Berklee's students, faculty, staff, programming, and more, containing insightful data on student demographics as well as application, acceptance, retention, and graduation rates. The information found in the Factbook is organized by learning environment (Berklee College of Music, Boston Conservatory at Berklee, Berklee Valencia, Berklee NYC, Berklee Online) for a clear account of each entity's demographics and trends.

If more information is desired, there are several ways that the public can connect with Berklee with an inquiry. Each of Berklee's website properties has a general contact form, as well as enrollment-specific forms to request more information related to academic programs and the admissions process. In addition, each office/department has public-facing contact information listed on the website, through which any member of the public can seek additional information. Inquiries are answered accordingly as they are received, or routed to more appropriate representatives.

Course and Program Catalogs

All Berklee College of Music program and course information is kept current on college.berklee.edu/courses. This course catalog (inclusive of New York and Valencia) is updated twice a year. All program pages (majors, minors, master's programs) are reviewed once per year. The Berklee Online course and program catalog is updated every semester as needed. Boston Conservatory program pages are kept up to date and current courses are maintained in the Self-Service portal (and accessed via public links). Archival program requirements and course information is available upon request from all learning environments.

Notices and Disclosures

Berklee has a public [Notices and Disclosures](#) page accessible from the footer of Berklee.edu. This page, which aligns with guidelines set forth in the Higher Education Opportunity Act (HEOA), provides quick access to general institutional information, academic programs, faculty, financial aid, health and safety, and campus life.

Research and Assessment

The [Office of Institutional Research and Assessment](#) publishes research and survey findings publicly on its website, which includes assessments of academic progress, student satisfaction surveys, and graduation and career outcomes.

Faculty and Alumni Achievements

Each faculty member has a [dedicated page](#) that lists their educational credentials, awards, and career highlights. The [Awards and Achievements](#) page provides a catalog of all alumni and faculty who have won major industry awards, from Grammy Awards and Latin Grammys to Oscars, Emmys, Tonys, and more.

Systematic Review of Information

Berklee conducts regular reviews of each section on the website throughout the year to ensure that content is clear, up to date, accurate, and compliant with accessibility standards. Depending on the results of the review process, the section might get a full overhaul with new navigation/architecture and content, or it might receive basic content updates.

The [Policy Handbook for Students](#) is reviewed and updated annually to ensure that the publication reflects current policies. Annual reviews are conducted for key recruitment publications, including Berklee's Viewbook, Student Financial Services Award Guide, the Insider's Guide to Auditioning and Interviewing, and the Insider's Guide to Summer Programs, among others. All programs listed in the [Find Your Program tool](#) are regularly vetted by the offices of Academic Affairs, External Affairs, and Enrollment Marketing.

Transparency: Appraisal

Website Reorganization

Berklee reorganized its websites in 2021 to reflect the institution's expanded learning environments and to improve the user experience of finding information specific to the school, program, or geographical location of their interest. While each of the Berklee learning environment sites has a distinct URL, they each share the Berklee domain (berklee.edu) and common design elements and functionality:

- Each site offers consistently organized information about admissions processes, degree offerings and learning outcomes, performances and events, giving opportunities, ways to engage, and more.
- The site search now searches the main domain and the subdomains, making it easier for users to search in one place and find the right content on any of Berklee's sites.
- The events feed now aggregates events at the Berklee College of Music (Boston), Boston Conservatory, and combined Berklee level, making it easier for people to see one centralized calendar.
- The internal site was previously only for Berklee College of Music's Boston community, but now is available for Boston Conservatory and Berklee NYC as well.
- In addition, the Find Your Program tool has made it easier for people to select an instrument, interest, or location and see all of the different pathways/options at Berklee, rather than having to explore each sub-brand separately.

Factbook Redesign

The [Berklee Factbook](#) was restructured in 2016–2017 to provide more consistent, accurate, and accessible data across the institution. It now includes official data for Berklee as a whole, for each learning environment, and shows trends over time. The Factbook is now used across the institution as a source of official data for analysis, internal and external reporting, and public transparency.

Student Handbooks

After the merger, Berklee College of Music and Boston Conservatory at Berklee created a shared student handbook that included both student policy and academic policy. While all matriculated students are subject to the same Berklee student policies, academic policies differ between the College and the Conservatory. Therefore, it was determined in summer 2022 that separating the Berklee student policy from the academic information would help provide students with a clearer understanding of which policies are applicable to them, based on their program. This work has resulted in three separate handbooks for fall 2022 which are available in the Workroom:

- Berklee Policy Handbook for Students: policies for all matriculated students across the larger Berklee institution
- Berklee College of Music Academic Policy Handbook: academic policies for students enrolled at Berklee College of Music
- Boston Conservatory at Berklee Academic Policy Handbook: academic policies for students enrolled at Boston Conservatory at Berklee

In this more tailored format, it is much clearer for students to navigate the academic policies pertaining to them.

Antiracism Initiatives

In 2020–2021, Berklee announced its institutional [Plan for Addressing Systemic Racism](#). The plan was published on Berklee's internal site and communicated out to all members of the community with 14 actionable goals focused on increasing structural diversity, expanding access and support, facilitating deeper learning and engagement, examining racism within our policies and practices, and facilitating greater transparency and accountability. Since developing this plan, Berklee has reported to the community annually on its progress towards these goals.

Public Disclosure: Description

The content that Berklee produces is crafted to be clear, informative, and in alignment with Berklee's overarching mission and values. This content is delivered to specific audiences (prospective students, current students, alumni, parents, donors, faculty, and staff) as well as to the general public in an intentional and deliberate manner, through both digital and print mediums—websites, viewbooks, brochures, handbooks, social media channels, etc.

Berklee's website is the primary source of information about the institution's mission and values, academics, and policies. Its mission, objectives, outcomes, independent nonprofit status, and all policies and procedures related to admissions, transfer credit, articulation agreements, student conduct policies, fees, etc., are all available on its website, which is designed to the latest standards to be easily accessible for all audiences. Specific links are available in this standard's data sheet.

Faculty Directories

Berklee has faculty directories (organized by learning environment) that include not only department, program affiliation, and academic credentials but also a personal statement with information about experience and teaching philosophy. Berklee also maintains a centralized list of [administrative officers](#) and [Board of Trustees members](#) with professional affiliations on its website.

Course Availability

At Berklee College of Music, the publicly available course catalog (college.berklee.edu/courses) shows all courses and is not tied to when a course was last offered; it is not dynamically connected to Colleague to show current course availability. The catalog shows the following disclaimer on each course: "Courses may not be offered at the listed locations or taught by the listed faculty for every semester. Consult my.berklee.edu to find course information for a specific semester." This internal registration system shows students only sections that are available for registration in a given semester. Boston Conservatory's course catalog is available directly from its registration system, Self-Service, and is updated in real time to show course availability. Berklee Online updates their public course catalog frequently and only current courses are published. Some published courses are "coming soon" and those are clearly indicated as such.

Cost and Affordability

To better inform students and prospective students about paying for a Berklee education, the institution provides detailed information on total cost, net price, financial aid, and more. This information is supplied on the [Common Data Set](#) (CDS), [Shopping Sheet for Veterans](#), and [Financial Aid Policies and Procedures](#) pages, and is organized on Berklee.edu for all instructional locations: Berklee College of Music ([Cost of Attendance](#), [Net Price Calculator](#), [Student Financial Services Award Guide](#)), Boston Conservatory at Berklee ([Cost of Attendance](#), [Net Price Calculator](#), [Determining Financial Need](#)), Berklee NYC ([Tuition, Aid, and Scholarships](#)), Berklee Valencia ([Tuition, Aid, and Payment](#)), and Berklee Online ([Tuition and Financial Aid](#)).

Accreditation Status

Berklee has a designated website that explicitly states and regularly updates our [accreditation status](#) as needed, including NECHE, the Massachusetts DHE, and additional special accreditations (e.g., AMTA/NASM for music therapy) and links to Spanish accreditation. Recent and past reports are all publicly available for download, and the website is carefully maintained by the Office of Institutional Research and Assessment. The Accreditation website section is also linked at the bottom of every page on berklee.edu, inclusive of all learning environments.

Public Disclosure: Appraisal

As Berklee has grown, it has become increasingly robust. It now comprises physical campuses in Boston (Berklee College of Music and Boston Conservatory at Berklee), New York City (Berklee NYC), and Valencia, Spain (Berklee Valencia), as well as a virtual campus (Berklee Online). Depending on a student's career goals and specific area of interest, they can attend one of these schools to obtain their undergraduate degree in dance, music, or theater, or a graduate degree, certificate, or diploma in music. Supporting the concept that all entities under the Berklee umbrella provide distinct offerings in alignment with Berklee's guiding vision and values, Berklee's website properties were redesigned in 2021 to introduce consistent content organization and language conventions for all of Berklee's individual website properties: college.berklee.edu, bostonconservatory.berklee.edu, online.berklee.edu, and nyc.berklee.edu. (The website for Berklee's Valencia campus, valencia.berklee.edu, will be integrated into this content organization approach in 2023 to improve consistency and access across Berklee's web properties.)

As part of this effort, the overarching institutional site, [Berklee.edu](https://berklee.edu), was revamped to better represent Berklee's extensive offerings and house important information pertaining to Berklee as a whole, in addition to serving as an entry point through which users could easily access all of Berklee's learning environment subsites. This has not only made it easier to

identify and access information, but it has facilitated Berklee's ability to articulate policies and practices and disseminate this information in a more consistent and deliberate fashion.

Student Success Metrics

In recent years, Berklee has prioritized making institutional metrics more available to the public. Current and historical retention and graduation statistics are available on Berklee's public [Key Performance Indicators](#) page. This page also includes other key institutional metrics, such as student debt, student satisfaction, and career preparation. Detailed graduation rates by learning environment and demographics are publicly available on the [Graduation Rates page](#). Information on [licensure examination requirements](#) including recent passage rates are publicly available as well.

Berklee subscribes to and advocates high ethical standards. There are clear policies regarding integrity as it applies to the practices of students, faculty, staff, and board members. Likewise, student learning and ensuring the value of the student experience are at the forefront of all Berklee does. Specific policies regarding academic honesty, academic freedom, and equity are all publicly available and easy to find on the website, and are assessed and reviewed regularly.

Berklee reviews its print and online publications regularly 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. These improvements are particularly pronounced as the institution transitions more toward dynamic online content and away from print publications that quickly become dated.

Currently, there is no unified online course catalog across learning environments. This is directly related to Berklee moving toward a unified student information system (SIS), which is discussed in Standard 7. Once all academic information is in one system, course information will be sourced from one place and the online course catalog will be created with the express goal of making sure every student in every learning environment can easily view their courses.

Integrity, Transparency, and Public Disclosure: Projection

In accordance with its values of integrity and transparency, Berklee has committed to several projects that aim to improve the accuracy and disclosure of information, both to its internal community members and the general public. Pending unforeseen changes, these efforts are projected to be completed and operational within the next five years:

The website will be continually updated to ensure accurate and complete information pertaining to enrollment, events, policies, health and safety, news and announcements, and more. As noted previously, [berklee.valencia.edu](#) will be updated to the new organizational standard in 2023. As detailed in Standards 1 and 2, Berklee is developing a new strategic plan that will include an updated institutional mission and strategic initiatives. Once finalized, this information will be communicated to the whole Berklee community.

To ensure that all active Berklee faculty members are listed on the school's public website with a dedicated bio page, the Office of Institutional Research and Assessment is partnering with Human Resources and ITS to build a bio submission requirement into Workday for all new faculty hires.

As referenced in the Transparency section of this standard (under "Student Success Metrics"), the unified course catalog project aims to create a comprehensive online library of all course offerings throughout Berklee. The timeline is dependent upon Berklee's unified student information system initiative.

**Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)**

? Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	2017	Student Policy Handbooks: 2022-2023 Berkeley	Academic Affairs
Intellectual property rights	2017	Student Policy Handbooks: 2022-2023 Berkeley	Academic Affairs
Conflict of interest	2017	1.05 Standards of Conduct Berkeley	Human Resources
Privacy rights	2017 and 2022	Student Privacy Rights under FERPA Berkeley or Student Policy Handbooks: 22-23 Berkeley	Academic Affairs, Student Affairs
Fairness for students	2022 and 2017	Student Policy Handbooks: 22-23 Berkeley or Equity Policy and Process Berkeley	Academic Affairs, Student Affairs, Diversity and Inclusion
Fairness for faculty	2017	Human Resources Berkeley or Equity Policy and Process Berkeley	Human Resources, Diversity and Inclusion
Fairness for staff	2017	Human Resources Berkeley or Equity Policy and Process Berkeley	Human Resources, Diversity and Inclusion
Academic freedom	2021	Equity and Title IX Policies and Processes Berkeley	Diversity and Inclusion
Research	2017	Institutional Review Board (IRB) Berkeley	Institutional Review Board
Title IX	2021	Equity and Title IX Policies and Processes Berkeley	Diversity and Inclusion
Other; specify			

Non-discrimination policies

Recruitment and admissions	2017	Equity Policy and Process Berkeley	Diversity and Inclusion
Employment	2017	Human Resources Berkeley or Equity Policy and Process Berkeley	Human Resources, Diversity and Inclusion
Evaluation	2017	Annual Performance Appraisal Berkeley or Equity Policy and Process Berkeley	Human Resources, Diversity and Inclusion
Disciplinary action	2017	Equity Policy and Process Berkeley	Diversity and Inclusion
Advancement	2017	Equity Policy and Process Berkeley	Diversity and Inclusion
Other; specify			

Resolution of grievances

Students	2022	Student Policy Handbooks: 2022-2023 Berkeley	Student Affairs
Faculty	2022	Faculty Contract Agreement 2022-2025	Academic Affairs
Staff	2017	Employee Relations Berkeley	Human Resources
Other; specify			

? Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	Contact Berklee
Notice of availability of publications and of audited financial statement or fair summary	Berklee Consolidated Financial Statements: May 31, 2021, and 2020
Processes for admissions	Admissions Berklee
Processes for employment	Human Resources Berklee
Processes for grading	Student Policy Handbooks: 2022-2023 Berklee
Processes for assessment	Proficiency Assessment and Exams Berklee or Final Performance Exam Requirements and Documents Berklee (available for each instrument family)
Processes for student discipline	22-23 Student Code of Community Standards Berklee
Processes for consideration of complaints and appeals	22-23 Student Code of Community Standards Berklee

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

Statement/Promise	Website location and/or publication where valid documentation can be found
Facts and Statistics	Facts and Statistics Berklee
Alumni Grammy Winners	Alumni Grammy Winners Berklee
Assessment and Research Findings	Reports and Research Berklee
Graduation Rates	Berklee Graduation Rates
Graduating Student Survey and Alumni Survey Results	Graduate and Alumni Surveys Berklee
Key Performance Indicators	Thrive Key Performance Indicators Berklee

Date of last review of:	
Print publications	2022
Digital publications	2022

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure (Public Disclosure)

Information	Website location
Institutional catalog	Courses Berklee College of Music
Obligations and responsibilities of students and the institution	Student Policy Handbooks: 2022-2023 Berklee
Information on admission and attendance	Admissions Berklee
Institutional mission and objectives	Mission and Philosophy Berklee
Expected educational outcomes	Bachelor of Music: Majors Berklee College of Music Academics Boston Conservatory Graduate Programs Berklee Valencia Master of Arts Creative Media Technology Berklee NYC Degrees Berklee Online
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	About Berklee
Requirements, procedures and policies re: admissions	How to Apply Berklee College of Music
Requirements, procedures and policies re: transfer credit	Transfer Credit Berklee College of Music
A list of institutions with which the institution has an articulation agreement	Academic Partners
Student fees, charges and refund policies	Cost of Attendance for 2022–2023 Berklee
Rules and regulations for student conduct	Student Policy Handbooks: 2022-2023 Berklee
Procedures for student appeals and complaints	Student Policy Handbooks: 2022-2023 Berklee
Other information re: attending or withdrawing from the institution	Student Policy Handbooks: 2022-2023 Berklee
Academic programs	Programs Berklee
Courses currently offered	Courses Berklee College of Music
Other available educational opportunities	About Berklee Summer Programs and Study Abroad Berklee
Other academic policies and procedures	Student Policy Handbooks: 2022-2023 Berklee
Requirements for degrees and other forms of academic recognition	Bachelor of Music: Majors Berklee College of Music Academics Boston Conservatory Graduate Programs Berklee Valencia Master of Arts Creative Media Technology Berklee NYC Degrees Berklee Online
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	Berklee Faculty Boston Conservatory Faculty Berklee Valencia Faculty Berklee NYC Faculty
Names and positions of administrative officers	Senior Leadership Berklee
Names, principal affiliations of governing board members	Board of Trustees Berklee
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	Graduate Programs Berklee Valencia Master of Arts Creative Media Technology Berklee NYC Degrees Berklee Online
Programs, courses, services, and personnel not available in any given academic year.	n/a
Size and characteristics of the student body	Factbook Berklee
Description of the campus setting	Boston Campus Berklee College of Music
Availability of academic and other support services	Student Services and Support Berklee
Range of co-curricular and non-academic opportunities available to students	Campus Life Berklee
Institutional learning and physical resources from which a student can reasonably be expected to benefit	Berklee Library Practice and Rehearsal Facilities Berklee Conservatory Facilities Valencia Campus Facilities Facilities Berklee NYC
Institutional goals for students' education	Institutional Competencies Berklee College of Music
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	Thrive Key Performance Indicators Berklee Berklee Graduation Rates Professional Licensure Disclosures
Total cost of education and net price, including availability of financial aid and typical length of study	Cost of Attendance for 2022–2023 Berklee Cost of Attendance for 2022-2023 Boston Conservatory Berklee NYC Tuition Berklee Valencia Tuition and Related Costs Berklee Online Undergraduate Tuition and Financial Aid Berklee Online Graduate Tuition and Financial Aid
Expected amount of student debt upon graduation and loan payment rates	Berklee College of Music College Scorecard
Statement about accreditation	Accreditation Berklee

Appendices

Appendix A: 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 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. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URI	College and Conservatory: Transfer Credit Services Berklee Berklee Online: Online Undergraduate Degree Transfer Credits
Print Publications	College and Conservatory: Transfer Credit Services Guide
Self-study/Fifth-year Report Page Reference	Pages 32–33

2. 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* 5.18, 9.8, and 9.18.)

URL	Community Standards and Conflict Resolution Berklee
Print Publications	2022–2023 Student Code of Community Standards
Self-study/Fifth-year Report Page Reference	Pages 44–45 and 95-96

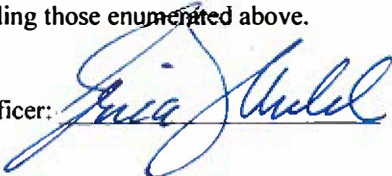
3. Distance and Correspondence Education: Verification of Student Identity: If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same 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. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Students are required to log in with a username and password to access their courses, and some systems require dual factor authentication.
Self-study/Fifth-year Report Page Reference	Page 35

4. 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. (NECHE Policy 77.)

URL	Accreditation Berklee
Print Publications	Online publications only
Self-study Page Reference	Introduction, page xii

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: 2/21/23

Appendix B: Student Achievement and Success: Making Assessment More Explicit (E Series Forms)

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:	Learning outcomes are presented at the program level.	Capstone courses, final portfolios, senior recitals, certifications, licensure examination, other performances	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Former institutional competencies were decommissioned as they did not apply to all programs post-merger; these will be redeveloped in concert with the new mission and vision of Berklee. 	2021–22; additional revision planned for 2023–24
For general education if an undergraduate institution:	https://college.berklee.edu/liberal-arts/liberal-arts-requirements https://college.berklee.edu/core-music-curriculum	<p>Liberal Arts and Sciences: electronic portfolio, written communication, oral communication, critiques, problem solving, exams, group work</p> <p>Arranging: transcription projects, site reading projects, exams, exercises</p> <p>Conducting: in-class conducting with instructor and peer review, midterm/final exams, score analysis, exercises</p> <p>Ear Training: sight-singing, music dictation, pattern analysis</p> <p>Harmony: music analysis projects, creative composition projects, midterm/final exams, class participation, group projects</p> <p>Music Technology: in-class projects, group work, midterm/final exams, creative projects</p>	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Major grids for BCM Bachelor of Music/Professional Diploma degrees redesigned to clarify subsections of the performance core (performance, non-performance) "Liberal arts" renamed "liberal arts and sciences" for more clarity on subjects within the department Liberal arts and sciences core standardized across majors and major-specific LAS requirements clarified 	2021–22

List each degree program:

1. Bachelor of Music, Composition	https://college.berklee.edu/composition/bachelor-of-music-in-composition	Compositions, analytical papers, live performances of original compositions, full orchestra scores, capstone portfolio	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> • Deemphasize lecture-based courses in favor of hands-on experiences • Greater opportunities for performances/readings of compositions for large ensembles • Earlier introduction of contemporary composition techniques and directed study • Course and faculty additions, especially with regard to diversity 	2021–2022
2. Bachelor of Music, Contemporary Writing and Production	https://college.berklee.edu/wp/bachelor-of-music-in-contemporary-writing-and-production	Arranging and composition projects; music preparation proficiency exam; participation in annual student concert; creation of professional website; evaluation of portfolio	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> • Updated learning outcomes and added Arranging 2 to the list of required courses for the major. 	2017–2018
3. Bachelor of Music, Electronic Production and Design	https://college.berklee.edu/electronic-production-and-design/bachelor-of-music-in-electronic-production-and-design	Projects, reflective papers, a capstone course with a large final project, internships	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> • Students will spend more time listening, mixing, applying sound synthesis and sampling, recording, working to picture, becoming code literate, developing DJ and performance skills, and collaborating • Introduction to Max moved earlier in curriculum • Allowed for more flexibility in course selection to ensure student completion on-time • Allow non-majors to take early courses to test out and audition for the major 	2021–2022
4. Bachelor of Music, Film and Media Scoring	https://college.berklee.edu/film-scoring/bachelor-of-music-in-film-scoring	Film and media scoring competitions; capstone portfolio; session evaluations; faculty critique; written exams; essays and oral reports; internships; temporary music score	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> • Major name changed to "film and media scoring" from "film scoring"; department name change from "Film Scoring" to "Screen Scoring" • Allowed for more flexibility in course selection to ensure student completion on-time • Allow non-majors to take early courses to test out and audition for the major 	Partial review 2021–22
5. Bachelor of Music, Game and Interactive Media Scoring	https://college.berklee.edu/film-scoring/bachelor-of-music-in-game-and-interactive-media-scoring	Completion of projects; portfolio requirement; visiting artist critiques; faculty and peer critique	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed		New program for fall 2022
6. Bachelor of Music, Independent Recording and Production	https://college.berklee.edu/mpe/bachelor-of-music-in-independent-recording-and-production	Exams, collaborative production projects, faculty-designed assignments, culminating experience	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed		New program for fall 2022
7. Bachelor of Music, Jazz Composition	https://college.berklee.edu/jazz-composition/bachelor-of-music-in-jazz-composition	Short and long-form compositions, transcription and analysis exercises, proficiency exams, recorded performances of compositions, senior portfolio	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> • Added a course to major elective selections, and removed any major electives (formerly approved specified electives) that no longer run 	2018–2019

8. Bachelor of Music, Music Business/Management	https://college.berklee.edu/music-business-management/bachelor-of-music-in-music-business-management	Business plans; exams, projects, presentations; mock contract negotiations, case study analysis; marketing plans; business statement and financial documentation analysis; internships and practica	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> ● Updated the learning outcomes for several courses in major core. Special emphasis was put on incorporating elements of diversity, equity, and inclusion, as well as new and emerging trends and technologies. ● Drafted a tentative list of new and updated program learning outcomes (to be finalized once the remainder of the music business/management courses are reviewed and updated). ● Created a departmental syllabus template to improve consistency and curricular coherence. ● Drafted a plan to incorporate more professional development and DEI training in departmental meetings with faculty and staff. ● Identified new courses to be developed to address gaps in the curriculum. ● Drafted a set of guidelines for the program and department to better support Berklee's commitment to diversity, equity, inclusion, and/or antiracism. ● Created a department curriculum review committee to make this work a continual process. ● Planned meetings and created resource list for faculty members who wanted extra support in creating assessments, rubrics, and other course content. ● Re-evaluated hiring and recruitment practices to increase diversity of faculty. 	2021–2022
9. Bachelor of Music, Music Education	https://college.berklee.edu/music-education/bachelor-of-music-in-music-education	Exams, research papers, lesson plans and syllabi, in-class performances, teaching demonstrations, evaluation from the Massachusetts Department of Elementary and Secondary Education standards	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> ● Plan to engage in new and expanded outreach activities to increase enrollment in the program. ● Plan to increase the diversity of faculty ● Created the advisory board for feedback from public school partners. ● Used data from students' performance on the Massachusetts Test for Educator Licensure (pass/fail) to make appropriate changes to courses. ● Created a field placement coordinator to assist with student teaching placements. ● Made use of the Massachusetts Candidate Assessment Protocol to indicate each student's level of readiness of each to teach and their proficiency on various skills. ● Continued on-campus and off-campus experiences with public school learners for our students (i.e., KidsJam, peer teaching, observations, field trips, etc.). ● Continued to revise materials as per MA-DESE requirements and changes within the 	2021–2022

				Commonwealth.	
10. Bachelor of Music, Music Production and Engineering	https://college.berklee.edu/undergraduate/music-production-and-engineering-bachelors-degree	Recording studio tests; written exams; projects; recordings of live ensembles and electronically produced sources; mixing, overdubbing, and editing live and electronic sources; leading creative projects	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	In progress	2022–2023 (ongoing)
11. Bachelor of Music, Music Therapy	https://college.berklee.edu/music-therapy/bachelor-of-music-in-music-therapy	Clinical competency reviews, self-evaluations, IEPs, clinical site evaluations; exams, presentations, final projects; clinical internships	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Reviewed course evaluations/feedback from previous three years for every course offered within the department. Requested a report from the Certification Board of Music Therapy of Berklee graduates' success rate, broken down by content area, for passing the exam on the first try. Ongoing monthly “Fireside Chats with the Chair” that all undergraduate students are invited to participate in; routine communication to Berklee music therapy alumni throughout the world. Facilitated individual and group meetings with faculty members to solicit curriculum concerns and suggestions, areas of expertise, course formats and learning objectives. Prepared and completed comprehensive application and self-study, National Association Schools of Music, Alternative Review Process. 	2021–2022
12. Bachelor of Music, Performance	https://college.berklee.edu/undergraduate/bachelor-of-music-in-performance	Instrumental proficiency evaluations; ensemble performance; peer and instructor feedback; senior recital	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum, new minor programs proposed 	2016–2017, 2017–2018 (bass)
13. Bachelor of Music, Professional Music	https://college.berklee.edu/professional-music/bachelor-of-music-in-professional-music	Discussions with advisor; written exams; compositions; performances; internships; capstone project	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	In progress	2022–2023 (ongoing)
14. Bachelor of Music, Songwriting	https://college.berklee.edu/songwriting/bachelor-of-music-in-songwriting	In-class performances; written exams; recordings; research projects; seminar portfolios; songwriting contests	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Revised technology stream to allow students to specialize in a greater variety of DAWs. Added and revised numerous courses. Updated learning outcomes and assessment evidence. 	2015–2016
15. Bachelor of Arts, Music Industry Leadership and Innovation	https://college.berklee.edu/music-business-management/bachelor-of-arts-in-music-innovation	Exams, projects, presentations, assignments; capstone project; group work; mock contract negotiations and case studies; internships	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed		New program 2022–2023

16. Bachelor of Music, Brass Performance	https://bostonconservatory.berklee.edu/brass/bm-brass-performance	exams, final projects, private instruction feedback on instrumental proficiency, ensemble participation, performances, recitals	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Updated program learning outcomes 	Partial review 2021–2022
17. Bachelor of Music, Composition	https://bostonconservatory.berklee.edu/composition/bm-composition	exams, final projects, private instruction feedback on instrumental proficiency, ensemble participation, performances, compositions	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Updated program learning outcomes 	Partial review 2021–2022
18. Bachelor of Music, Harp Performance	https://bostonconservatory.berklee.edu/harp/bm-harp-performance	exams, final projects, private instruction feedback on instrumental proficiency, ensemble participation, performances, recitals	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Updated program learning outcomes 	Partial review 2021–2022
19. Bachelor of Music, Percussion Performance	https://bostonconservatory.berklee.edu/percussion-mbam/bm-percussion-performance	exams, final projects, private instruction feedback on instrumental proficiency, ensemble participation, performances, recitals	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Updated program learning outcomes 	Partial review 2021–2022
20. Bachelor of Music, Piano Performance	https://bostonconservatory.berklee.edu/piano/bm-piano-performance	exams, final projects, private instruction feedback on instrumental proficiency, ensemble participation, performances, recitals	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Updated program learning outcomes 	Partial review 2021–2022
21. Bachelor of Music, String Performance	https://bostonconservatory.berklee.edu/strings/bm-string-performance	exams, final projects, private instruction feedback on instrumental proficiency, ensemble participation, performances, recitals	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Updated program learning outcomes 	Partial review 2021–2022
22. Bachelor of Music, Voice Performance	https://bostonconservatory.berklee.edu/voice-and-opera/bm-voice-performance	exams, final projects, private instruction feedback on instrumental proficiency, ensemble participation, performances, recitals	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Updated program learning outcomes 	Partial review 2021–2022
23. Bachelor of Music, Woodwind Performance	https://bostonconservatory.berklee.edu/woodwinds/bm-woodwind-performance	exams, final projects, private instruction feedback on instrumental proficiency, ensemble participation, performances, recitals	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Updated program learning outcomes 	Partial review 2021–2022
24. Bachelor of Fine Arts, Dance: Commercial Dance	https://bostonconservatory.berklee.edu/commercial-dance/bfa-commercial-dance	midterm/final exams, projects, instructor feedback, performances	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Updated program learning outcomes 	New program for fall 2022

25. Bachelor of Fine Arts, Dance: Contemporary Dance	https://bostonconservatory.berklee.edu/contemporary-dance/bfa-contemporary-dance-performance	midterm/final exams, projects, instructor feedback, performances	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Ballet Technique: Men's Class was renamed Constructed Gender Identities in Classical Ballet: Ballet Technique: Men's Class, addressing concerns around diversity and inclusion and the mixed cohort benefitting from the experience; updated program learning outcomes 	2017–2018; partial review 2021–2022
26. Bachelor of Fine Arts, Contemporary Theater	https://bostonconservatory.berklee.edu/contemporary-theater/bfa-contemporary-theater	midterm/final exams, projects, instructor feedback, performances	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Updated program learning outcomes 	2017–2018; partial review 2021–2022
27. Bachelor of Fine Arts, Musical Theater	https://bostonconservatory.berklee.edu/musical-theater/bfa-musical-theater	midterm/final exams, projects, instructor feedback, performances	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Voice and Speech 6 (a requirement) was replaced with Voice and Speech Elective, giving students more flexibility in their schedules. 	2017–2018; partial review 2021–2022
28. Bachelor of Arts, Electronic Music Production and Sound Design	https://online.berklee.edu/music-degrees/undergraduate/electronic-music-production-and-sound-design	projects, portfolio completion, midterm/final exams	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum 	2017–2018
29. Bachelor of Arts, Guitar Performance	https://online.berklee.edu/music-degrees/undergraduate/guitar-performance	instructor feedback, performance skills, midterm/final exams, private instruction proficiency completion	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum 	2017–2018
30. Bachelor of Arts, Interdisciplinary Music Studies	https://online.berklee.edu/music-degrees/undergraduate/interdisciplinary-music-studies-create-your-own-major	capstone completion, midterm/final exams, projects	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum 	2017–2018
31. Bachelor of Arts, Music Business	https://online.berklee.edu/music-degrees/undergraduate/music-business	capstone completion, midterm/final exams, projects	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	In progress	2022–2023 (ongoing)
32. Bachelor of Arts, Music Composition for Film, TV, and Games	https://online.berklee.edu/music-degrees/undergraduate/music-composition-for-film-tv-and-games	portfolio/capstone completion, midterm/final exams, projects	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum 	2017–2018
33. Bachelor of Arts, Music Production	https://online.berklee.edu/music-degrees/undergraduate/music-production	capstone completion, midterm/final exams, projects	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	In progress	2022–2023 (ongoing)
34. Bachelor of Arts, Piano Performance	https://online.berklee.edu/music-degrees/undergraduate/piano-performance	midterm/final exams, performances, private instructor feedback	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed		New program Spring 2023
35. Bachelor of Arts, Songwriting	https://online.berklee.edu/music-degrees/undergraduate/	portfolio/capstone completion, midterm/final exams, projects	5-year cycle through program review by	<ul style="list-style-type: none"> Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated 	2017–2018

	songwriting		faculty/chairs; ad hoc course changes as needed	courses revised or removed from curriculum	
36. Bachelor of Arts, Songwriting and Producing Music	https://online.berklee.edu/music-degrees/undergraduate/songwriting-and-producing-music	portfolio/capstone completion, midterm/final exams, projects	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Revisions to particular courses, course prerequisites, course sequence, new courses added, outdated courses revised or removed from curriculum 	2017–2018
37. Bachelor of Arts, Voice Performance	https://online.berklee.edu/music-degrees/undergraduate/voice-performance	midterm/final exams, performances, private instructor feedback	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed		New program Winter 2023
38. Master of Music, Global Jazz	https://college.berklee.edu/graduate/global-jazz	class/ensemble participation, performance, culminating experience, creative projects	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Added two new required courses: Music Performance and Social Activism 1 and 2. 	2017–2018
39. Master of Music, Music Education	https://college.berklee.edu/music-education/mm-music-education-non-licensure	Student assignments; class participation; final projects; directed study projects; culminating experience or master's thesis; course evaluations; teaching evaluations	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Plan to improve student recruitment and budgetary support (should improve following migration of degree from Boston Conservatory to Berklee College of Music). Curriculum changes <ul style="list-style-type: none"> increase the number of elective course offerings with Special Topics courses replace the elective course, Music Education Research, with a required course in Research Methodologies and Procedures change the name of the Culminating Experience Project to Research/Teaching Project Divide and rename the Culminating Experience/Music Education Thesis course into two courses: (a) Music Education Thesis, and (b) Research/Teaching Project Add coursework in music, consistent with Master of Music degrees, to the program requirements 	2021–2022
40. Master of Music, Music Education (Autism Concentration)	https://college.berklee.edu/music-education/mm-music-education-autism-concentration	midterm/final exams, research projects, culminating experience completion, teaching supervision completion	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	<ul style="list-style-type: none"> Plan to improve student recruitment and budgetary support (should improve following migration of degree from Boston Conservatory to Berklee College of Music). Curriculum changes <ul style="list-style-type: none"> replace the elective course, Music Education Research, with a required course in Research Methodologies and Procedures change the name of the Culminating Experience Project to Research/Teaching Project Divide and rename the Culminating Experience/Music Education Thesis course into two courses: (a) Music Education Thesis, and 	2021–2022

				(b) Research/Teaching Project ○ Add coursework in music, consistent with Master of Music degrees, to the program requirements.	
41. Master of Music, Contemporary Performance (Production Concentration)	https://college.berklee.edu/graduate/master-music-contemporary-performance-production-concentration	class/ensemble participation, performance, production projects, culminating experience, creative projects	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	The following elective courses have been added: ● GS-627 The Performing Composer ● PS-635 Cross Cultural Rhythm Studies for Musicians The following elective courses have been removed: ● MB-615 Digital Marketing and Social Media Management Music ● MTI-511 Music Technology for the Writer	2016–2017
42. Master of Music, Music Production, Technology, and Innovation	https://college.berklee.edu/graduate/master-music-production-technology-and-innovation	class participation, research projects, technology projects, group work, internship,	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	The following required courses have been retitled: ● MTI-526 Advanced Hybrid Recording Methods and Strategies ● MTI-542 Live Video Music Production The following elective courses have been retitled: ● MTI-612 Advanced DJ Lab The following elective courses have been removed: ● MTI-613 Electronic Dance Music Composition	2016–2017
43. Master of Music, Scoring for Film, Television, and Video Games	https://college.berklee.edu/graduate/master-music-scoring-film-television-and-video-games	class participation, research projects, scoring and composition projects, group work, internship, culminating experience	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	The following elective courses have been moved to required courses: ● FS-617 Dramatic Electronic Composition ● FS-533 Conducting for Scoring ● FS-632 Recording, Editing and Mixing Techniques for Film Composer 2	2016–2017
44. Master of Arts, Global Entertainment and Music Business	https://college.berklee.edu/graduate/master-arts-global-entertainment-and-music-business	class participation, research projects, group work, exams, internship, culminating experience	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	Added a performance track with additional private instruction options.	2017–2018
45. Master of Arts, Creative Media and Technology (Specializations in Songwriting and Production, Live Music Production and Design, and Writing and Design for Musical Theater)	https://nyc.berklee.edu/songwriting-and-production https://nyc.berklee.edu/live-music-production-design https://nyc.berklee.edu/writing-and-design-for-musical-theater	Feedback from faculty and visiting artists, final projects, Culminating Experience	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	● Learning outcomes and Culminating Experience requirements for each specialization revised. ● Core classes redesigned to address more specific topics for each specialization. ● Communications for incoming students improved.	2021–2022
46. Master of Music, Brass Performance	https://bostonconservatory.berklee.edu/brass/mm-brass-performance	midterm/final exams, performances, private instructor feedback	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	In progress	2022–2023 (ongoing)

47. Master of Music, Choral Conducting	https://bostonconservatory.berklee.edu/choral-conducting/mm-choral-conducting	midterm/final exams, performances, performer/instructor feedback	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	In progress	2022–2023 (ongoing)
48. Master of Music, Collaborative Piano	https://bostonconservatory.berklee.edu/collaborative-piano/mm-collaborative-piano	midterm/final exams, performances, private instructor feedback	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	In progress	2022–2023 (ongoing)
49. Master of Music, Composition	https://bostonconservatory.berklee.edu/composition/mm-composition	midterm/final exams, portfolio completion	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	In progress	2022–2023 (ongoing)
50. Master of Music, Contemporary Classical Music Performance	https://bostonconservatory.berklee.edu/contemporary-music/mm-contemporary-classical-music-performance	midterm/final exams, performances, private instructor feedback	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	In progress	2022–2023 (ongoing)
51. Master of Music, Harp Performance	https://bostonconservatory.berklee.edu/harp/mm-harp-performance	midterm/final exams, performances, private instructor feedback	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	In progress	2022–2023 (ongoing)
52. Master of Music, Marimba Performance	https://bostonconservatory.berklee.edu/percussion-marimba/mm-marimba-performance	midterm/final exams, performances, private instructor feedback	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	In progress	2022–2023 (ongoing)
53. Master of Music, Conducting	https://bostonconservatory.berklee.edu/conducting/mm-conducting	midterm/final exams, performances, performer/instructor feedback	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	In progress	2022–2023 (ongoing)
54. Master of Music, Percussion Performance	https://bostonconservatory.berklee.edu/percussion-marimba/mm-percussion-performance	midterm/final exams, performances, private instructor feedback	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	In progress	2022–2023 (ongoing)
55. Master of Music, Piano Performance	https://bostonconservatory.berklee.edu/piano/mm-piano-performance	midterm/final exams, performances, private instructor feedback	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	In progress	2022–2023 (ongoing)
56. Master of Music, String Performance	https://bostonconservatory.berklee.edu/strings/mm-string-performance	midterm/final exams, performances, private instructor feedback	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	In progress	2022–2023 (ongoing)
57. Master of Music, Vocal Pedagogy	https://bostonconservatory.berklee.edu/vocal-pedagogy/mm-vocal-pedagogy	midterm/final exams, performances, private instructor feedback, vocal coaching feedback	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	In progress	2022–2023 (ongoing)

58. Master of Music, Voice Performance	https://bostonconservatory.berklee.edu/voice-and-opera/mm-voice-performance	midterm/final exams, performances, private instructor feedback	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	In progress	2022–2023 (ongoing)
59. Master of Music, Opera Performance	https://bostonconservatory.berklee.edu/voice-and-opera/mm-opera-performance	midterm/final exams, performances, private instructor feedback	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	In progress	2022–2023 (ongoing)
60. Master of Music, Multiple Woodwind Performance	https://bostonconservatory.berklee.edu/woodwinds/mm-multiple-woodwind-performance	midterm/final exams, performances, private instructor feedback	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	In progress	2022–2023 (ongoing)
61. Master of Music, Woodwind Performance	https://bostonconservatory.berklee.edu/woodwinds/mm-woodwind-performance	midterm/final exams, performances, private instructor feedback	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	In progress	2022–2023 (ongoing)
62. Master of Fine Arts, Musical Theater: Musical Theater Vocal Pedagogy	https://bostonconservatory.berklee.edu/vocal-pedagogy/master-fine-arts-musical-theater-vocal-pedagogy	midterm/final exams, performances, private instructor feedback	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	In progress	2022–2023 (ongoing)
63. Master of Music, Film Scoring	https://online.berklee.edu/music-degrees/graduate/film-scoring	class participation, research projects, group work, exams, internship, culminating experience	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed		New in 2018–2019
64. Master of Music, Interdisciplinary Music Studies	https://online.berklee.edu/music-degrees/graduate/interdisciplinary-music-studies	class participation, research projects, group work, exams, internship, culminating experience	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed		New in 2018–2019
65. Master of Arts, Music Business	https://online.berklee.edu/music-degrees/graduate/music-business	class participation, research projects, group work, exams, internship, culminating experience	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	• New course options added	2018–2019 (new in 2017–2018)
66. Master of Music, Music Production	https://online.berklee.edu/music-degrees/graduate/music-production	class participation, research projects, group work, exams, internship, culminating experience	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed	• New course options added	2018–2019 (new in 2017–2018)
67. Master of Music, Songwriting	https://online.berklee.edu/music-degrees/graduate/songwriting	class participation, research projects, group work, exams, internship, culminating experience	5-year cycle through program review by faculty/chairs; ad hoc course changes as needed		New in 2018–2019

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Bachelor of Music, Music Therapy: American Music Therapy Association approved curriculum	B.M.: 2021 M.A.: Suspended as of 2021	NOTE: B.M.: All issues have been addressed and continuing accreditation has been granted. Issues noted, and addressed, included the following: <ul style="list-style-type: none"> • Information about health and safety practices related to hearing and vocal health and injury prevention, and the handling of potentially dangerous equipment and technology • Information regarding practices related to student privacy, specifically related to distance learning 	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/	B.M.: 2028–2029
Bachelor of Music, Music Education, Massachusetts Department of Elementary & Secondary Education	2018	Evidence of impact due June 1, 2018, on the following criteria: <ul style="list-style-type: none"> • Responsibilities in field-based experiences building to candidate readiness for full responsibility in licensure role. • Program of Study addresses all Professional Standards set forth in 603 CMR 7.08 or 7.10 at the appropriate licensure level (if applicable). • Berklee responds to district/school needs through focused recruitment, enrollment, retention, and employment (e.g., placement agreement with local district) efforts. • The consistent and ongoing use of internal and external evidence, including ESE data, informs strategic decisions that impact Berklee, the education programs, candidates, and employing organizations. 	MA-DESE Board of Education licensure: Berklee's music education students are eligible to apply for this upon completion of the degree program (including student teaching), and passing scores on both MTEL exams (communications skills and music).	Anticipated by MA-DESE for Cohort A - Year 2, 2025–2026 per August 2022 program review guidelines update.

*Record results of key performance indicators in form 8.3 of the Data First Forms.

Appendix C: Audited Financial Statements

Berklee Consolidated Financial Statements: May 31, 2022, and 2021

Letter from the Assistant Vice President/ Controller of Finance

I am pleased to share that Berklee is coming out of the pandemic in a position of financial strength. We ended Fiscal Year 2022 with an operating surplus of \$16.9 million, or 5.4% margin, which is greater than our annual targeted margin of 2-4%. Total operating revenues of \$313.3 million were up almost \$76 million or 32% over the original budget. Net tuition and fees of \$273 million made up 87% of total revenues, and this was a 41% increase from Fiscal Year 2021. The increase was primarily due to the enrollment increase of 12%, a return to full capacity for room and board activities, and the inaugural year of Berklee NYC's Master of Arts in Creative Media and Technology, which far surpassed its enrollment goal of 20 students with 79 students enrolled.

Returning to campus full time was not an easy task. This took many hours of planning, testing, and careful consideration to ensure the health of our students, staff and faculty. Some of the increase in expense directly relates to the resumption of on-campus life. These expenses include COVID related infrastructure costs including Broad testing, Tufts medical support and extra cleaning protocols and restructuring of offices and staff setup to support the return to work for a new post-COVID hybrid modality.

Statement of Activities (without donor restrictions) (\$ in 000's)	2018 Actuals	2019 Actuals	2020 Actuals	2021 Actuals	2022 Actuals
Revenue	\$282.9	\$288.7	\$296.0	\$237.5	\$313.3
Expense	\$274.3	\$276.0	\$280.5	\$242.6	\$296.4
Results from operations	\$8.6	\$12.7	\$15.5	(\$5.1)	\$16.9
Operating Margin	3.0%	4.4%	5.3%	(2.1%)	5.4%

Fiscal Year 2022 total operating expenses of \$296 million were up almost \$54 million or 22% over prior year, but were 2.1% below the original budgeted amount of \$303 million. Personnel expense increase of \$22 million was largely due to return to in-person activity, staff and faculty returning from furlough or reduced hours and the removal of the hiring freeze, along with equity adjustments, bonuses and staff promotions.

Materials, supplies and other non-personnel expenses of \$109 million were 13.5% over prior year while staying \$7.2 million below the original approved budget. This was an increase of \$22.3 million from 2021.

Cash flow has been consistent since the return to campus and with the increase in enrollment and tuition rates. This has allowed us to return to investing funds in capital and financial investments. A major purchase in Fiscal Year 2022 was 12 Hemenway, which was purchased in cash, for \$18 million and we plan to invest an additional \$14 million in cash in renovations. At year end, our balance sheet remains strong, however has declined due to the market losses taken in our endowment and pension assets. The endowment valuation of \$407 million versus \$447 million in the prior year reflects market performance with year-to-date losses averaging 4% for both Endowment and Pension. Unrestricted net assets are 70% of the total, which is positive relative to most institutions.

Statement of Financial Position (\$ in 000's)	2018 Actuals	2019 Actuals	2020 Actuals	2021 Actuals	2022 Actuals
Assets	\$764.9	\$779.6	\$761.6	\$892.1	\$854.9
Liabilities	\$375.7	\$382.1	\$414.6	\$411.7	\$389.5
Net assets	\$389.2	\$397.5	\$347.0	\$480.4	\$465.4
% of total net assets without donor restriction	74.5%	72.8%	67.4%	67.1%	68.5%

While Berklee’s debt remains high, at \$245 million with \$219 million in outstanding principal, relative to other “A” rated institutions, it is lower compared to the prior year due to the October 2021 retirement of the remainder of our higher cost 2011 debt and is better positioned overall with the completion of our refinancing program in March 2020 which left us with a true interest of about 3%.

We are excited about the year to come as we continue to grow and emerge from the pandemic stronger and well positioned to continue to invest in Berklee. For 2023 we are focused on our strategic investment priorities to ensure high quality education, affordability and enhancing the student experience. We are focused on optimizing global presence while continuing to expand online education and demographic reach and hope to continue enrollment growth across all campuses.



Tayla Burke
 Assistant Vice President/ Controller of Finance



BERKLEE COLLEGE OF MUSIC, INC.

Consolidated Financial Statements

May 31, 2022 and 2021

(With Independent Auditors' Report Thereon)



KPMG LLP
Two Financial Center
60 South Street
Boston, MA 02111

Independent Auditors' Report

The Board of Trustees
Berklee College of Music, Inc.:

Opinion

We have audited the consolidated financial statements of Berklee College of Music, Inc. which comprise the consolidated statements of financial position as of May 31, 2022 and 2021, and the related consolidated statements of activities, and cash flows for the years then ended, and the related notes to the consolidated financial statements.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the financial position of the Berklee College of Music, Inc. as of May 31, 2022 and 2021, and the changes in its net assets and its cash flows for the years then ended in accordance with U.S. generally accepted accounting principles.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS). Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Consolidated Financial Statements section of our report. We are required to be independent of the Berklee College of Music, Inc. and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of the consolidated financial statements in accordance with U.S. generally accepted accounting principles, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Berklee College of Music, Inc.'s ability to continue as a going concern for one year after the date that the consolidated financial statements are issued.

Auditors' Responsibilities for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.



In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the consolidated financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Berklee College of Music, Inc.'s internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the consolidated financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Berklee College of Music, Inc.'s ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

KPMG LLP

Boston, Massachusetts
September 28, 2022

BERKLEE COLLEGE OF MUSIC, INC.

Consolidated Statements of Financial Position

May 31, 2022 and 2021

Assets	2022	2021
Cash and cash equivalents	\$ 18,297,947	21,276,190
Short-term investments (note 4)	93,277,976	80,610,464
Accounts receivable, net (note 8)	453,046	745,688
Contributions receivable, net (note 9)	8,442,485	8,640,088
Other assets	13,064,716	25,351,740
Loans receivable, net (note 8)	933,485	1,135,742
Deposits with bond trustees (note 7)	35,542	38,561
Long-term investments (notes 4 and 5)	406,592,352	446,633,116
Property, improvements, and equipment, net (note 6)	293,930,600	285,699,372
Right-of-use asset, net (note 11)	19,912,026	21,936,591
Total assets	\$ 854,940,175	892,067,552
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued expenses	\$ 39,113,473	37,952,535
Student deposits and deferred liabilities	41,558,584	33,607,440
Accrued pension liabilities (note 10)	39,251,959	61,530,692
Operating lease obligations (note 11)	21,150,218	23,206,165
Bonds and notes payable (note 7)	244,655,337	251,662,883
Refundable advances – U.S. government grants	3,763,956	3,717,928
Total liabilities	389,493,527	411,677,643
Net assets:		
Without donor restrictions	328,839,534	322,316,865
With donor restrictions (note 12)	136,607,114	158,073,044
Total net assets	465,446,648	480,389,909
Total liabilities and net assets	\$ 854,940,175	892,067,552

See accompanying notes to consolidated financial statements.

BERKLEE COLLEGE OF MUSIC, INC.

Consolidated Statement of Activities

Year ended May 31, 2022

	<u>Without donor restrictions</u>	<u>With donor restrictions</u>	<u>2022 Total</u>	<u>2021 Total</u>
Operating:				
Revenues:				
Student tuition and fees (net aid of \$89,652,239)	\$ 242,312,532	—	242,312,532	187,954,876
Residence hall and dining fees (net aid of \$848,663)	<u>30,398,302</u>	<u>—</u>	<u>30,398,302</u>	<u>5,840,937</u>
Net tuition and fees	272,710,834	—	272,710,834	193,795,813
Contributions	1,204,330	7,815,050	9,019,380	15,319,354
Grants and contracts	4,943,186	—	4,943,186	9,610,711
Investment return for operations (note 5)	11,668,763	4,061,867	15,730,630	16,197,812
Other income	3,573,521	—	3,573,521	4,732,643
Sales and service of auxiliary enterprises	6,451,819	—	6,451,819	4,350,564
Net assets released from restrictions	<u>12,738,324</u>	<u>(12,738,324)</u>	<u>—</u>	<u>—</u>
Total operating revenues	<u>313,290,777</u>	<u>(861,407)</u>	<u>312,429,370</u>	<u>244,006,897</u>
Expenses:				
Instruction	126,933,334	—	126,933,334	111,892,821
Academic support	17,126,284	—	17,126,284	11,098,091
Student and enrollment services	27,758,147	—	27,758,147	18,093,682
Institutional support and advancement	67,864,210	—	67,864,210	56,041,222
Auxiliary enterprises	11,710,259	—	11,710,259	4,904,894
Operation and maintenance of physical plant:				—
Depreciation and amortization	15,869,257	—	15,869,257	15,490,187
Interest	7,998,706	—	7,998,706	9,377,113
Maintenance	<u>21,177,914</u>	<u>—</u>	<u>21,177,914</u>	<u>15,690,054</u>
Total operating expenses	<u>296,438,111</u>	<u>—</u>	<u>296,438,111</u>	<u>242,588,064</u>
Change in net assets from operating activities	<u>16,852,666</u>	<u>(861,407)</u>	<u>15,991,259</u>	<u>1,418,833</u>
Nonoperating:				
Investment return	(19,184,432)	(21,909,305)	(41,093,737)	114,628,364
Investment return for operations (note 5)	(11,668,763)	(4,061,867)	(15,730,630)	(16,197,812)
Contributions for long-term items	450,607	5,479,448	5,930,055	9,047,343
Other	(1,997,303)	—	(1,997,303)	(4,065,000)
Net periodic benefit cost other than service cost (note 10)	<u>21,957,095</u>	<u>—</u>	<u>21,957,095</u>	<u>28,564,014</u>
Change in net assets from nonoperating activities	<u>(10,442,796)</u>	<u>(20,491,724)</u>	<u>(30,934,520)</u>	<u>131,976,909</u>
Change in net assets	6,409,870	(21,353,131)	(14,943,261)	133,395,742
Net assets at beginning of year	<u>322,316,865</u>	<u>158,073,044</u>	<u>480,389,909</u>	<u>346,994,167</u>
Net assets at end of year	\$ <u>328,726,735</u>	<u>136,719,913</u>	<u>465,446,648</u>	<u>480,389,909</u>

See accompanying notes to consolidated financial statements.

BERKLEE COLLEGE OF MUSIC, INC.

Consolidated Statement of Activities

Year ended May 31, 2021

	<u>Without donor restrictions</u>	<u>With donor restrictions</u>	<u>2021 Total</u>
Operating:			
Revenues:			
Student tuition and fees (net aid of \$81,951,930)	\$ 187,954,876	—	187,954,876
Residence hall and dining fees (net aid of \$208,650)	5,840,937	—	5,840,937
Net tuition and fees	193,795,813	—	193,795,813
Contributions	865,949	14,453,405	15,319,354
Grants and contracts	9,610,711	—	9,610,711
Investment return for operations (note 5)	12,226,319	3,971,493	16,197,812
Other income	4,732,643	—	4,732,643
Sales and service of auxiliary enterprises	4,350,564	—	4,350,564
Net assets released from restrictions	11,934,554	(11,934,554)	—
Total operating revenues	<u>237,516,553</u>	<u>6,490,344</u>	<u>244,006,897</u>
Expenses:			
Instruction	111,892,821	—	111,892,821
Academic support	11,098,091	—	11,098,091
Student and enrollment services	18,093,682	—	18,093,682
Institutional support and advancement	56,041,222	—	56,041,222
Auxiliary enterprises	4,904,894	—	4,904,894
Operation and maintenance of physical plant:			
Depreciation and amortization	15,490,187	—	15,490,187
Interest	9,377,113	—	9,377,113
Maintenance	15,690,054	—	15,690,054
Total operating expenses	<u>242,588,064</u>	<u>—</u>	<u>242,588,064</u>
Change in net assets from operating activities	<u>(5,071,511)</u>	<u>6,490,344</u>	<u>1,418,833</u>
Nonoperating:			
Investment return	74,602,236	40,026,128	114,628,364
Investment return for operations (note 5)	(12,226,319)	(3,971,493)	(16,197,812)
Contributions for long-term items	1,689,849	7,357,494	9,047,343
Net assets released from capital restriction	4,899,825	(4,899,825)	—
Other	(4,065,000)	—	(4,065,000)
Net periodic benefit cost other than service cost (note 10)	28,564,014	—	28,564,014
Change in net assets from nonoperating activities	<u>93,464,605</u>	<u>38,512,304</u>	<u>131,976,909</u>
Change in net assets	88,393,094	45,002,648	133,395,742
Net assets at beginning of year	<u>233,923,771</u>	<u>113,070,396</u>	<u>346,994,167</u>
Net assets at end of year	\$ <u><u>322,316,865</u></u>	<u><u>158,073,044</u></u>	<u><u>480,389,909</u></u>

See accompanying notes to consolidated financial statements.

BERKLEE COLLEGE OF MUSIC, INC.

Consolidated Statements of Cash Flows

Years ended May 31, 2022 and 2021

	<u>2022</u>	<u>2021</u>
Cash flows from operating activities:		
Change in net assets	\$ (14,943,261)	133,395,742
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation and amortization	15,869,257	15,490,187
Realized and unrealized losses/(gains) on investments, net	41,093,737	(114,628,364)
Pension obligation costs	(21,957,095)	(28,564,014)
Loss on disposal of fixed assets	1,997,303	—
Amortization of right-of-use assets-operating	2,024,565	4,399,899
Contributions for long-term investment	(8,017,009)	(8,267,537)
Change in operating assets	12,777,269	(12,958,777)
Change in operating liabilities	3,736,857	1,708,378
Net cash provided by (used in) operating activities	<u>32,581,623</u>	<u>(9,424,486)</u>
Cash flows from investing activities:		
Change in deposits with bond trustees	3,019	4,430,239
Purchase of property, plant, improvements, and equipment	(26,097,788)	(11,369,765)
Disbursements and repayment of student loans	202,257	395,367
Proceeds from sale and maturity of investments	66,682,640	56,292,230
Purchase of investments	<u>(78,453,031)</u>	<u>(41,697,594)</u>
Net cash (used in) provided by investing activities	<u>(37,662,903)</u>	<u>8,050,477</u>
Cash flows from financing activities:		
Payments on bonds and notes payable	(5,960,000)	(3,520,000)
Debt issuance costs	—	(363,490)
Contributions for long-term investment	8,017,009	8,267,537
Increase in refundable advances – U.S. government grants	<u>46,028</u>	<u>92,764</u>
Net cash provided by financing activities	<u>2,103,037</u>	<u>4,476,811</u>
Net change in cash and cash equivalents	<u>(2,978,243)</u>	<u>3,102,802</u>
Cash and cash equivalents, beginning of year	<u>21,276,190</u>	<u>18,173,388</u>
Cash and cash equivalents, end of year	\$ <u>18,297,947</u>	<u>21,276,190</u>
Supplemental data:		
Interest paid	\$ 9,158,446	10,997,972
Change in accounts payable attributable to capital acquisitions	150,384	(233,976)
Cash paid for amounts included in the measurement of operating lease liabilities	5,133,074	5,867,272
Right-of-use assets upon ASC 842 implementation, operating-leases	—	26,336,490

See accompanying notes to consolidated financial statements.

BERKLEE COLLEGE OF MUSIC, INC.

Notes to Consolidated Financial Statements

May 31, 2022 and 2021

(1) Background

Berklee College of Music, Inc. (the College) is a nonprofit co-educational institution of higher learning offering a bachelors and master degrees 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 performing arts education geared to career musicians, dancers, composers, arrangers, music educators, and other professionals. The College offers not-for-credit courses, for-credit courses and degrees online through its Berklee Online Program and master's degrees through its operations located in Valencia, Spain. The Boston Conservatory (the Conservatory), a nationally accredited performing arts conservatory offering Bachelor of Fine Arts, Bachelor of Music and Master of Music degrees operates as a division of the College known as The Boston Conservatory at Berklee.

(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 and all intercompany amounts have been eliminated. Balances and transactions are presented based on the existence or absence of donor-imposed restrictions. Accordingly, net assets are classified as follows:

With donor restrictions: net assets are subject to donor stipulations that expire with the passage of time, can be fulfilled by actions pursuant to the stipulations, or which may be perpetual.

Without donor restrictions: net assets are not subject to donor stipulations restricting their use but may be designated for specific purposes by the College.

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 statements of activities as increases and decreases in net assets without donor restrictions. Net assets released from restrictions, for which 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 as barriers are met. Promises to give that are expected to be collected after the consolidated statement of financial position date or that require the corpus to be maintained permanently are in net assets with donor restrictions are reported as contribution revenue. Contributions of land, buildings, or equipment are reported as nonoperating support without donor restrictions 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 statements of activities report 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

BERKLEE COLLEGE OF MUSIC, INC.

Notes to Consolidated Financial Statements

May 31, 2022 and 2021

and federal grants. Nonoperating activities are attributable to return on investments, contributions of capital assets, contributions to the endowment, and pension obligations.

As a result of the COVID-19 Pandemic, in fiscal year 2022 residence halls reopened at full capacity, increasing room and board to pre-pandemic levels. Room and board revenue in fiscal year 2022 and 2021, respectively was \$30,398,302 and \$5,840,937.

In fiscal year 2021, the College was granted a total of \$5,472,491 from the Coronavirus Response and Relief Supplemental Appropriations Act. The College recognized student and institutional aid of \$5,212,752 in fiscal year 2021, \$238,900 in fiscal year 2022 and will apply the remaining funds to fiscal year 2023.

In fiscal year 2021, the College was granted a total of \$9,695,023 from the American Rescue Plan Act. The College recognized aid of \$3,221,512 in fiscal year 2021, \$3,753,928 in fiscal year 2022 and will apply the remaining funds to fiscal year 2023.

(c) Cash and Cash Equivalents

Cash equivalents represent money market funds and short-term instruments with maturities at date of purchase of three months or less. Cash equivalents held for investment purposes that are classified as short-term and long-term investments are not reflected as cash equivalents in the statement of cash flows.

(d) Short-term Investments

Short-term investments consist of operating funds deposited in cash management accounts with maturities at the time of purchase less than one year, and are carried at fair value.

(e) Contributions Receivable

Unconditional promises to give are recorded at fair value when initially pledged. Initial recording for pledges expected to be collected in one year or more is arrived at by considering actual expected payments and by discounting the pledge to its present value by a risk adjusted rate to account for the inherent risk associated with the expected future cash flows. Unconditional promises to give are periodically reviewed to estimate an allowance for doubtful collections. Management estimates the allowance by a review of historical experience and a specific review of collection trends that differ from plans on individual accounts.

(f) Long-Term Investments

Investments are reported at fair value. Accordingly, the gains and losses that result from market fluctuations are recognized in the statement of activities in the period in which the fluctuations occur.

(g) Fair Value Measurements

GAAP 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

BERKLEE COLLEGE OF MUSIC, INC.

Notes to Consolidated Financial Statements

May 31, 2022 and 2021

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 fair value hierarchy gives the highest priority to Level 1 inputs and the lowest priority to Level 3 inputs. The College utilizes valuation techniques that maximizes the use of observable inputs and minimizes the use of unobservable inputs to the extent possible. Transfers between categories occur when there is an event that changes the inputs used to measure the fair value of an asset or liability. Transfers between fair value categories are recognized at the end of the reporting period.

The College 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 readily determinable fair value exists and are priced accordingly. For investments that do not have a readily determinable fair value, the fair value of those investments is recorded based upon 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.

(h) Property, Improvements, and Equipment

Property, improvements, and equipment are stated at cost. Depreciation, including amortization of leasehold improvements and library books, 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.

BERKLEE COLLEGE OF MUSIC, INC.
Notes to Consolidated Financial Statements
May 31, 2022 and 2021

(i) Impairment of Long-Lived Assets

Long-lived assets, such as property and equipment, are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. Recoverability of assets to be held and used is measured by a comparison of the carrying amount of an asset to estimated discounted future cash flows expected to be generated by the asset. If the carrying amount of an asset exceeds its estimated future cash flows, an impairment charge is recognized in the amount by which the carrying amount of the asset exceeds the fair value of the asset. No impairments were recognized for the years ended May 31, 2022 and 2021.

(j) Student Deposits and Deferred Revenue

Student deposits along with advance payments for tuition, room and board, and fees related to the summer and fall semesters have been deferred and will be reported as revenue without donor restriction in the year in which the revenue is earned.

(k) Bond Issuance Costs

Bond issuance costs are amortized using the effective interest method over the life of the associated bond issue. The debt issuance costs related to a recognized debt liability are presented on the consolidated statement of financial position as a direct deduction from the debt liability, similar to the presentation of debt premiums and discounts.

(l) Leases

The College has entered into a variety of operating leases for office and classroom space, and equipment. The obligations associated with these leases have been recognized as a liability in the consolidated statement of financial position based on future lease payments, discounted by the incremental borrowing rate or risk-free rate.

Lease terms may include options to extend or terminate certain leases. The value of a lease is reflected in the valuation if it is reasonably certain management will exercise an option to extend or terminate a lease.

(m) Revenue from Contracts with Customers

Under ASC Topic 606, revenue from contracts with customers is recognized when control of the promised goods or services is transferred in an amount that reflects the consideration to which we expect to be entitled in exchange for those goods or services (i.e., the transaction price).

Revenue from student education, residence, and dining services is reflected net of reductions from institutional student aid and is recognized as the services are provided over the academic year, which generally aligns with the fiscal year. Aid in excess of a student's tuition and fees is reflected as a reduction of residence and dining charges. Disbursements made directly to students for living or other costs are reported as an expense. Payments for student services are generally received prior to the commencement of each academic term and are reported as student deposits to the extent services will be rendered in the following fiscal year.

BERKLEE COLLEGE OF MUSIC, INC.

Notes to Consolidated Financial Statements

May 31, 2022 and 2021

(n) 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. Accordingly, it is generally not subject to income taxes except to the extent it has taxable income from activities that are not related to its exempt purpose. The College has generated unrelated business income for the year ended May 31, 2022 but it is not significant to the consolidated financial statements. The College believes it has taken no significant uncertain tax positions.

(o) 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, 2022 and 2021 included in Institutional Support was a net (loss)/gain of \$(229,257) and \$90,768, respectively.

(p) Self-Funded Insurance

The College has a self-funding medical insurance program, open to most employees and certain of their family members, in order to manage rising health insurance costs over the long-term. A stop loss policy is in effect, which limits the College's annual loss per claimant to \$150,000 and 125% of expected claims, as calculated by the program's actuary on an aggregate basis. The College's expense under the self-insured medical plan amounted to \$10,251,902 and \$10,323,509 for the years ended May 31, 2022 and 2021, respectively. The estimated unpaid claims liability, included in accrued expenses at May 31, 2022 and 2021, amounted to \$1,142,539 and \$803,673, respectively.

(q) 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.

(r) Recent Accounting Pronouncements

ASU 2016-02 *Leases (Topic 842)*, was issued by the FASB effective and adopted June 1, 2020 by the College. This guidance is intended to improve financial reporting of leasing transactions by requiring organizations that lease assets to recognize assets and liabilities for the rights and obligations created by leases that extend more than twelve months. Key provisions in this guidance include additional disclosure surrounding the amount, timing, and uncertainty of cash flows arising from leases. The practical expedients that permits no reassessment of whether any expired or existing contracts are or contain a lease, the lease classification for any expired or existing leases, and any initial direct costs for any existing leases as of the effective date.

As of June 1, 2020, the College recognized (a) an operating lease liability of \$27,620,961, which represents the present value of the remaining lease payments of approximately \$1,284,471, discounted using the College's weighted average incremental borrowing rate of 5.80% and (b) an operating right-of-use asset of \$26,336,490.

BERKLEE COLLEGE OF MUSIC, INC.
Notes to Consolidated Financial Statements
May 31, 2022 and 2021

(3) Liquidity

As of May 31, 2022 and 2021, financial assets and liquidity resources available within one year for general expenditure, such as operating expenses, scheduled principal payments on debt, and capitalized construction costs not financed with debt, are as follows:

	<u>2022</u>	<u>2021</u>
Cash and cash equivalents	\$ 18,297,947	20,925,358
Contributions, notes, and accounts receivable, net	5,014,166	4,933,587
Short-term investments	93,277,976	80,610,464
Expected endowment appropriation	16,953,992	15,730,631
Total financial assets available within one year	<u>\$ 133,544,081</u>	<u>122,200,040</u>

The College actively manages its resources utilizing a combination of short, medium and long-term operating investment strategies to align its cash inflows with anticipated outflows in accordance with policies approved by the Board. Additionally, as of May 31, 2022 and 2021, the College has an additional \$313,480,503 and \$332,307,136 in Board-designated endowments not budgeted for spending in 2022 and 2021, which is available for general expenditure with Board approval.

(4) Investments

The following tables summarize the College's investments by major category in the fair value hierarchy as of May 31, 2022 and 2021, as well as related strategy, liquidity, and funding commitments:

	<u>May 31, 2022</u>		<u>Redemption or liquidation</u>	<u>Days' notice</u>	<u>Related unfunded commitment</u>
	<u>Level 1</u>	<u>Total</u>			
Short-term investment strategies:					
Investments at fair value:					
Cash equivalents	\$ 181,970	181,970			
Fixed income	52,512,892	52,512,892			
Money market	40,583,114	40,583,114			
Long-term investment strategies:					
Investments at fair value:					
Cash equivalents	67,534,143	67,534,143			
Global (excluding U.S.) equities	15,291,581	15,291,581			
Investments at net asset value:					
Global (excluding U.S.) equities:					
Developed markets	—	63,089,142	Various (1)	30–60	None
Hedged equity funds of funds:					
Multiple strategies	—	8,225,436	Annually	90	None
Private equity and venture capital funds	—	15,591,190	Illiquid (2)	N/A	10,756,997

BERKLEE COLLEGE OF MUSIC, INC.
Notes to Consolidated Financial Statements
May 31, 2022 and 2021

	May 31, 2022		Redemption or liquidation	Days' notice	Related unfunded commitment
	Level 1	Total			
Real assets:	\$				
Private real estate	—	15,160,363	Illiquid (3)	N/A	5,941,636
Direct hedge equity/multiple strategies	—	90,582,725	Various (4)	45–90	None
Direct absolute return/multiple strategies	—	131,117,772	Various (5)	45–180	None
Total	\$ 176,103,700	499,870,328			

- (1) Funds with quarterly, 30 day notice redemption = \$51,533,693, funds with rolling 5 year 60 day notice \$11,555,449
- (2) These funds are expected to liquidate within 1–8 years
- (3) Variety of benchmarks and limitations on withdrawals.
- (4) Funds with quarterly redemption = \$6,554,981, annually = \$51,532,573, semi-liquid = \$2,556,588, rolling 3 year \$18,164,349 and rolling 5 year \$11,774,234.
- (5) Funds with monthly redemption = \$2,910,409, quarterly = \$24,143,232, and annually \$104,064,131.

	May 31, 2021		Redemption or liquidation	Days' notice	Related unfunded commitment
	Level 1	Total			
Short-term investment strategies:					
Investments at fair value:					
Cash equivalents	\$ 555,944	555,944			
Fixed income	52,485,509	52,485,509			
Money market	27,569,013	27,569,013			
Long-term investment strategies:					
Investments at fair value:					
Cash equivalents	32,333,490	32,333,490			
Global (excluding U.S.) equities	66,691,107	66,691,107			
Investments at net asset value:					
Global (excluding U.S.) equities:					
Developed markets	—	95,237,053	Quarterly	30-60	None
Emerging markets	—	3,876,402	Quarterly	90	None
Hedged equity funds of funds:					
Multiple strategies	—	24,561,237	Various (1)	45–90	None
Private equity and venture capital funds	—	31,513,170	Illiquid (2)	N/A	4,139,781
Real assets:					
Private real estate	—	16,183,821	Illiquid (3)	N/A	4,136,466

BERKLEE COLLEGE OF MUSIC, INC.
Notes to Consolidated Financial Statements
May 31, 2022 and 2021

	May 31, 2021		Redemption or liquidation	Days' notice	Related unfunded commitment
	Level 1	Total			
Direct hedge equity/multiple strategies	\$ —	99,456,492	Various (4)	90	None
Direct absolute return/multiple strategies	—	76,780,342	Annually	45–180	None
Total	<u>\$ 179,635,063</u>	<u>527,243,580</u>			

- (1) Funds with quarterly redemption = \$16,490,742, annually = \$8,070,495
- (2) These funds are expected to liquidate within 1–8 years
- (3) Variety of benchmarks and limitations on withdrawals.
- (4) Funds with quarterly redemption = \$5,778,058, annually = \$76,301,575, illiquid = \$228,098, rolling 3 year 90 days notice \$17,148,761

No investments at fair value are considered to be Level 2 or Level 3 investments in the fair value hierarchy at May 31, 2022 or 2021, respectively. Alternative investments are redeemable at NAV under the original terms of the partnership agreement and/or subscription agreements and operations of underlying funds. All alternative investment redemptions require written notice prior to the redemption period. The long-term investments' fair values as of May 31, 2022 are classified below by redemption period:

	Investment fair values
Investments redemption period:	
Daily	\$ 160,812,119
Monthly	18,201,990
Quarterly	82,231,906
Annually	163,822,140
Locked up or illiquid	<u>74,802,173</u>
Total as of May 31, 2022	<u>\$ 499,870,328</u>

The investments categorized as locked up are those funds that are locked up based on subscription agreements until liquidation, such as private equity and real asset funds.

(5) Endowment

The College's endowment consists of approximately 255 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

BERKLEE COLLEGE OF MUSIC, INC.

Notes to Consolidated Financial Statements

May 31, 2022 and 2021

designated by the Board to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

(a) Interpretation of Relevant Law

The College is subject to the Uniform Prudent Management of Institutional Funds Act (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 donor restricted amount will remain intact. This perspective is aligned with the accounting standards definition that donor 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 donor restricted net assets (a) the original value of gifts donated to the donor restricted endowment, (b) the original value of subsequent gifts to the donor restricted 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 donor restricted net assets is classified as donor restricted net assets, until appropriated for spending by the Board.

(b) 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.

BERKLEE COLLEGE OF MUSIC, INC.

Notes to Consolidated Financial Statements

May 31, 2022 and 2021

(c) 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, 4.5% 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 \$15,730,630 in 2022 and \$16,197,812 in 2021. 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.

(d) 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. These deficiencies result 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 net assets without restriction. Deficiencies of this nature that are reported as reductions in net assets with donor restrictions totaled \$126,768 and \$0 as of May 31, 2022 and 2021, respectively.

Endowment funds consisted of the following at May 31, 2022:

	<u>Without donor restrictions</u>	<u>With donor restrictions</u>		
		<u>Underwater funds</u>	<u>Other funds</u>	<u>Total</u>
Donor-restricted endowments:				
Historical gift	\$ —	3,716,802	70,033,166	73,749,968
Net appreciation/depreciation	—	(126,768)	19,488,649	19,361,881
Board-designated endowments	<u>313,480,503</u>	<u>—</u>	<u>—</u>	<u>313,480,503</u>
Total endowed funds	\$ <u>313,480,503</u>	<u>3,590,034</u>	<u>89,521,815</u>	<u>406,592,352</u>

BERKLEE COLLEGE OF MUSIC, INC.
Notes to Consolidated Financial Statements
May 31, 2022 and 2021

Endowment funds consisted of the following at May 31, 2021:

	Without donor restrictions	With donor restrictions		
		Underwater funds	Other funds	Total
Donor-restricted endowments:				
Historical gift	\$ —	—	69,999,444	69,999,444
Net appreciation/depreciation	—	—	44,326,536	44,326,536
Board-designated endowments	<u>332,307,136</u>	—	—	<u>332,307,136</u>
Total endowed funds	<u>\$ 332,307,136</u>	<u>—</u>	<u>114,325,980</u>	<u>446,633,116</u>

Changes in endowment funds for the year ended May 31, 2022 are as follows:

	Without donor restrictions	With donor restrictions	Total
Endowment funds, June 1, 2021	\$ 332,307,136	114,325,980	446,633,116
Total investment return	(19,184,432)	(21,909,305)	(41,093,737)
Contributions	—	4,366,019	4,366,019
Appropriation of endowment assets for expenditure	(11,668,763)	(4,061,867)	(15,730,630)
Transfers from operations	<u>12,026,562</u>	<u>391,022</u>	<u>12,417,584</u>
Endowment funds, May 31, 2022	<u>\$ 313,480,503</u>	<u>93,111,849</u>	<u>406,592,352</u>

Changes in endowment funds for the year ended May 31, 2021 are as follows:

	Without donor restrictions	With donor restrictions	Total
Endowment funds, June 1, 2020	\$ 258,112,901	69,458,205	327,571,106
Total investment return	74,603,437	40,024,927	114,628,364
Contributions	—	8,267,537	8,267,537
Appropriation of endowment assets for expenditure	(12,226,319)	(3,971,493)	(16,197,812)
Transfers from operations	<u>11,817,117</u>	<u>546,804</u>	<u>12,363,921</u>
Endowment funds, May 31, 2021	<u>\$ 332,307,136</u>	<u>114,325,980</u>	<u>446,633,116</u>

BERKLEE COLLEGE OF MUSIC, INC.
Notes to Consolidated Financial Statements
May 31, 2022 and 2021

(6) Property, Improvements, and Equipment

Property, improvements, and equipment consisted of the following at May 31:

	<u>2022</u>	<u>2021</u>	<u>Estimated useful life</u>
Land	\$ 56,541,339	52,661,439	—
Buildings	199,383,146	184,791,896	40 years
Improvements	190,317,856	192,383,302	15–20 years
Furniture and equipment	59,589,274	65,345,684	3–10 years
Library books	3,265,501	3,265,501	10 years
Construction in progress	1,252,835	540,106	—
	<u>510,349,951</u>	<u>498,987,928</u>	
Less accumulated depreciation and amortization	<u>(216,419,351)</u>	<u>(213,288,556)</u>	
	<u>\$ 293,930,600</u>	<u>285,699,372</u>	

Total depreciation and amortization expense of property, improvements and equipment was \$15,869,257 and \$15,490,187 in 2022 and 2021, respectively.

(7) Bonds and Notes Payable

Bonds and notes payable consisted of the following at May 31:

	<u>2022</u>	<u>2021</u>
(a) MDFA Revenue Bonds, Berklee College of Music Series 2011, dated September 22, 2011	\$ —	2,085,000
(b) MHEFA Revenue Bonds, Berklee College of Music Series 2016, dated August 1, 2016 (including unamortized premium of \$27,025,081 and \$28,139,517 in 2022 and 2021, respectively)	166,740,081	171,729,517
(c) MDFA Revenue Bonds, Berklee College of Music Series 2020A, dated March 1, 2020 (including unamortized discount of \$121,420 and \$125,782 in 2022 and 2021, respectively)	<u>79,508,580</u>	<u>79,504,218</u>
Total bonds payable	246,248,661	253,318,735
Deferred issuance cost on bonds	<u>(1,593,324)</u>	<u>(1,655,852)</u>
Bonds payable	<u>\$ 244,655,337</u>	<u>251,662,883</u>

BERKLEE COLLEGE OF MUSIC, INC.
Notes to Consolidated Financial Statements
May 31, 2022 and 2021

(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 5.25% and are due in varying installments of \$141,900 to \$4,358,725. The bonds were defeased with the issuance of the 2020A bonds on March 1, 2020 and resulted in a gain of \$2,467,601. The remaining outstanding portion of Series 2011 was paid in 2022.

(b) MDFA Revenue Bonds, Berklee College of Music Issue, Series 2016

On August 1, 2016 the College issued \$149,505,000 Revenue Bonds, Series 2016 (the Series 2016 bonds) from the Massachusetts Development Finance Agency. The bonds were used to defease all of the Series 2013 Bonds and a portion of the previously issued Series 2007A bonds and the debt acquired as a result of the College's merger with the Conservatory, as well as to finance the cost of issuance. The Series 2016 bonds bear interest at rates ranging from 4.0% to 5.0% and are due in varying installments of \$1,126,250 to \$11,647,875 until October 1, 2046.

(c) MDFA Revenue Bonds, Berklee College of Music Issue, Series 2020A

On March 1, 2020, the College issued \$79,630,000 Revenue Bonds Series 2020A from the Massachusetts Development Finance Agency. The bonds were used to defease the Series 2011 issue. The Series 2020A bonds bear interest at rates ranging from 1.47% to 3.09% and are due in varying installments of \$2,050,000 to \$26,070,000 until October 1, 2046.

(d) Revolving Credit Facility

The College has a revolving line credit facility of \$25,000,000 and during fiscal year 2022, the College extended the termination date to April 11, 2023.

There were no outstanding borrowings under this facility at May 31, 2022 or 2021.

BERKLEE COLLEGE OF MUSIC, INC.
Notes to Consolidated Financial Statements
May 31, 2022 and 2021

Scheduled long-term maturities of existing indebtedness at May 31, 2022 in each of the next five years and in the aggregate thereafter are as follows:

	Amount
Year ending May 31:	
2023	\$ 6,125,000
2024	6,365,000
2025	6,615,000
2026	6,880,000
2027	7,155,000
Thereafter	186,205,000
	219,345,000
Net unamortized bond premium and discount	26,903,661
	\$ 246,248,661

(8) Allowances for Uncollectible Accounts and Loans Receivable

Accounts receivable, arising from student tuition and fees, are presented net of an allowance for uncollectible accounts of \$3,519,506 and \$3,179,999 at May 31, 2022 and 2021, respectively.

Loans receivable, primarily from the federal Perkins loan program, are net of an allowance for uncollectible accounts of \$933,485 and \$1,135,742, at May 31, 2022 and 2021, respectively.

(9) Contributions Receivable, Net

Contributions receivable consist of the following at May 31:

	2022	2021
Unconditional promises expected to be collected in:		
Less than one year	\$ 4,630,540	4,187,899
One year to five years	5,129,667	5,676,681
	9,760,207	9,864,580
Less allowance for uncollectible pledges	(971,779)	(986,458)
	8,788,428	8,878,122
Less present value discount	(345,943)	(238,034)
	\$ 8,442,485	8,640,088

BERKLEE COLLEGE OF MUSIC, INC.
Notes to Consolidated Financial Statements
May 31, 2022 and 2021

The present value of estimated future cash flows is measured utilizing a discount rate equivalent to U.S. 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 .05% to 2.81% in 2022 and .05% to 2.68% in 2021.

(10) Retirement Plans

The College offers a defined contribution retirement plan to substantially all employees. This plan provides for investments through the Teachers Insurance and Annuity Association – College Retirement Equities Fund (TIAA-CREF), as well as Transamerica Retirement Services. 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 \$6,501,839 and \$5,897,725, respectively, for the years ended May 31, 2022 and 2021.

The College also sponsors a noncontributory, defined benefit pension plan (the Pension Plan) that covers substantially all those full-time employees that were hired prior to January 1, 2012. The Pension 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 Pension 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. The College froze the Pension Plan to new membership as of January 1, 2012.

Pension expense for the years ended May 31 includes the following components:

	<u>2022</u>	<u>2021</u>
Service cost of the current period	\$ 4,928,389	5,764,391
Interest cost on the projected benefit obligation	3,409,182	3,254,636
Expected return on assets held in the plan	(6,860,446)	(5,853,394)
Recognition of net actuarial loss	4,175,931	7,601,558
Settlement	2,160,303	—
	<u>7,813,359</u>	<u>10,767,191</u>
Pension expense	\$ <u>7,813,359</u>	<u>10,767,191</u>

BERKLEE COLLEGE OF MUSIC, INC.
Notes to Consolidated Financial Statements
May 31, 2022 and 2021

The following sets forth the change in benefit obligation, change in plan assets, and funded status of the Pension Plan and the amounts shown in the accompanying consolidated statements of net assets at May 31:

	2022	2021
Change in benefit obligation:		
Benefit obligation at beginning of year	\$ 181,308,659	189,601,283
Service cost	4,928,389	5,764,391
Interest cost	3,409,182	3,254,636
Settlement (gain)/loss	1,420,605	—
Settlement payments	(10,488,807)	—
Actuarial (gain)/loss	(32,232,331)	(9,370,764)
Benefits paid	(2,914,129)	(7,940,887)
	145,431,568	181,308,659
Change in plan assets:		
Fair value of plan assets at beginning of year	122,283,651	100,276,652
Actual return on plan assets	(5,445,450)	22,447,886
Employer contributions	5,430,226	7,500,000
Benefits paid	(2,914,129)	(7,940,887)
Settlement payments	(10,488,807)	—
	108,865,491	122,283,651
Pension liability at end of year	\$ 36,566,077	59,025,008

Pension expense was computed based on a weighted average discount rate of 2.77% for 2022 and 2.47% for 2021, respectively, expected long-term rate of return on assets of 6% for 2022 and 6.25% for 2021, respectively and future personnel expense increases of 3% for 2022 and 2021. The discount rates that were used to measure service and interest cost during 2022 were 2.93% and 1.97%, respectively.

The discount rate used in determining the actuarial present value of the projected benefit obligation in 2022 and 2021 was 4.08% and 2.77%, respectively.

The benefits expected to be paid after May 31, 2022 are as follows:

Years ending May 31:	
2023	\$ 16,008,575
2024	9,834,947
2025	9,790,308
2026	9,708,733
2027	9,586,582
2028–2032	46,391,789

BERKLEE COLLEGE OF MUSIC, INC.
Notes to Consolidated Financial Statements
May 31, 2022 and 2021

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:

	<u>Target allocation</u>	<u>Plan assets at May 31</u>	
		<u>2022</u>	<u>2021</u>
Equity securities	55 %	11 %	18 %
Debt securities	15	3	3
Other	30	86	79

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.

Other changes in pension liability recognized in net assets without donor restrictions were as follows:

	<u>Fiscal years ended May 31,</u>	
	<u>2022</u>	<u>2021</u>
Net gain	\$ 24,842,066	33,566,814

The investment strategy of the noncontributory retirement plan is to allocate assets among investment classes that will provide for stability and growth of plan assets in varying market environments. To that end, the plan has adopted policies that require each asset class to be diversified and that multiple managers with differing styles of management are employed. On a quarterly basis, the plan reviews progress toward achieving its and individual managers' performance objectives.

BERKLEE COLLEGE OF MUSIC, INC.
Notes to Consolidated Financial Statements
May 31, 2022 and 2021

The value of the Pension Plan's assets by asset class are as follows at May 31, 2022:

	May 31, 2022		Redemption or liquidation	Days' notice	Related unfunded commitment
	Level 1	Total			
Investments at fair value:					
Cash equivalents and fixed income	\$ 23,890,158	23,890,158			
International equities	12,936,492	12,936,492			
Investments at net asset value:					
Domestic equities	—	1,418,902	Quarterly/ annually	30–90 days	2,975,408
International equities	—	17,251,836	Quarterly/ annually	30–180 days	None
Hedge funds	—	46,544,886	Illiquid	N/A	None
Real assets	—	6,823,217	Illiquid	N/A	2,415,672
	<u>\$ 36,826,650</u>	<u>108,865,491</u>			

The value of the Pension Plan's assets by asset class are as follows at May 31, 2021:

	May 31, 2021		Redemption or liquidation	Days' notice	Related unfunded commitment
	Level 1	Total			
Investments at fair value:					
Cash equivalents and fixed income	\$ 24,954,947	24,954,947			
International equities	21,693,655	21,693,655			
Domestic equities	7,802,769	7,802,769			
Investments at net asset value:					
Domestic equities	—	1,411,794	Quarterly/ annually	30–90 days	3,066,669
International equities	—	20,605,226	Quarterly/ annually	30–180 days	None
Hedge funds	—	39,814,864	Illiquid	N/A	None
Real assets	—	6,000,396	Illiquid	N/A	2,967,728
	<u>\$ 54,451,371</u>	<u>122,283,651</u>			

No investments at fair value are considered to be Level 2 or Level 3 investments in the fair value hierarchy at May 31, 2022 and 2021, respectively.

BERKLEE COLLEGE OF MUSIC, INC.
Notes to Consolidated Financial Statements
May 31, 2022 and 2021

(11) Lease Commitments

Lessee

The right-of-use asset and corresponding liability associated with future lease payments at May 31, 2022 and 2021:

	<u>2022</u>	<u>2021</u>
Right-of-use assets	\$ 19,912,026	21,936,591
Lease liability	21,150,218	23,206,165
Weighted Average:		
Discount rate	5.96 %	6.00 %
Remaining least term (years)	5.60	6.00

Lease cost reported in supplies, services and other in the consolidated statement of activities amounted to \$3,728,030 and \$4,146,450 in fiscal 2022 and 2021 as follows:

	<u>2022</u>	<u>2021</u>
Operating	\$ 5,066,326	5,894,150
Less sublease income	(1,338,296)	(1,747,500)
Total	<u>\$ 3,728,030</u>	<u>4,146,650</u>

The following operating lease payments are expected to be paid for each of the following fiscal years ending May 31:

2023	\$ 5,077,165
2024	4,527,229
2025	4,125,706
2026	3,896,075
2027 – 2033	<u>7,241,705</u>
	24,867,880
Less present value discount	<u>(3,717,662)</u>
Lease liability	<u>\$ 21,150,218</u>

BERKLEE COLLEGE OF MUSIC, INC.
Notes to Consolidated Financial Statements
May 31, 2022 and 2021

Lessor

The College owns several buildings in which the College is the lessor. The future undiscounted cash flows to be received from these leases for each of the next five years and thereafter is as follows:

	Amount
Fiscal year:	
2023	\$ 1,450,509
2024	1,101,510
2025	778,374
2026	756,414
2027	773,616
Thereafter	2,421,561

Rental income from leased space was \$1,514,980 in 2022 and \$1,240,835 in 2021.

(12) Net Assets with Donor Restrictions

	2022	2021
Endowment and unspent gifts:		
Instruction	\$ 17,925,836	17,890,873
Institutional support	15,434,468	14,440,156
Student aid	67,006,908	63,198,403
Facilities	145,385	100,385
Capital campaign programs	8,620,862	8,887,933
	109,133,459	104,517,750
Unappropriated gains from endowed restricted net assets	19,301,026	44,983,028
Outstanding pledges	8,172,629	8,572,266
	\$ 136,607,114	158,073,044

The College classifies unspent gains as with donor restrictions 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 without restriction revenues. Principal contributions are held as net assets restricted in perpetuity.

BERKLEE COLLEGE OF MUSIC, INC.

Notes to Consolidated Financial Statements

May 31, 2022 and 2021

Funding for capital investment and operations support includes: up to \$6,000,000 of total grant monies from the City of New York and the New York City Economic Development Corporation (EDC); and up to \$18,000,000 from a donor advised fund established by a member of the College's Board of Trustees. For the years ended May 31, 2022 and 2021, the College received \$1,737,470 and \$5,793,925 of grants and contributions, respectively.

(15) Related Parties

Members of the College's Board of Trustees and senior management may, from time to time, be associated, either directly or indirectly, with companies doing business with the College. The Board's conflict of interest policy requires, among other things, that no member of the Board of Trustees or its committees can participate in any decision by the College in which he or she (or an immediate family member) has a material financial interest. For members of the Board of Trustees and senior management, the College requires an annual disclosure of significant financial interest in, or employment or consulting relationships with, entities doing business with the College. When such relationships exist, measures are taken to address the actual or perceived conflict to protect the best interest of the College and ensure compliance with relevant conflict of interest laws or policy.

(16) Subsequent Events

For purposes of determining the effects of subsequent events on these consolidated financial statements, management has evaluated events subsequent to May 31, 2022 and through September 28, 2022 the date on which the consolidated financial statements were issued.

Appendix D: Auditor's Management Letter

Berklee's auditors no longer supply management letters.

Appendix E: List of Workroom Documents

Workroom Documents

All documents are available in a shared folder that can be accessed at:

<https://drive.google.com/drive/folders/1o1BZdEtqLjXbWDC1UJUGOh9KAitrYCVm>.

Documents are grouped within their respective Standard.

Introduction

Committee Membership List
Screenshots of Progress Dashboard

Standard 1: Mission and Purposes

Berklee 2025 Vision Planning Brochure
Berklee Vision 2025 Video
Berklee: Looking Back, Looking Forward
Berklee's Fundamental Values Slides
Pathways Strategic Direction, 2017–2022

Standard 2: Planning and Evaluation

Academic Affairs Plan, 2022–2023
Berklee Factbook, 2022–2023
Berklee Space Utilization Report, Fall 2022
Covid Emergency Response Team Transition Plan, Fall 2021
Institutional Master Plan, 2022
Sightlines Berklee College of Music Space Utilization Report, 2014
Sightlines Boston Conservatory Space Utilization Report, 2017
Student Enrollment and Engagement (SEE) Organization Annual Plan, 2022-23
Thrive: Berklee's Strategy to Advance Student Success, 2019

Standard 3: Organization and Governance

Articles of Amendment
Articles of Organization
Board of Trustees Bylaws
Conflict of Interest Disclosure Statement and Policy
Trustee Code of Ethics

Standard 4: The Academic Program

Academic Program Review Report Template
APR Report: B.M. in Music Education
APR Report: Composition
APR Report: Electronic Production and Design
APR Report: M.M. in Music Education
Berklee NYC Program Grids, 2022–2023
Curriculum Map Template
Graduate Program List
New Academic Program Proposal Process
Sample Syllabi

Standard 5: Students

Berklee Valencia Enrollment Report, 2023
Career Center 2.0
Career Center Annual Report, 2022

Diversity and Inclusion Recruitment Retreat Presentation, 2022
Entering Class Report, Fall 2019
Hall Council Advising Guide, 2021–2022
Housing Assessment Report, 2020
Intentional Interactions Instructions
International Interactions Summary, 2022
Persistence-to-Graduation Research Study: Phase 1, 2022
SEIP Student Success Advising Model Overview
Social Justice LLC Assessment Report, 2019
Student Enrollment and Engagement Organization Divisions and Resources
TruMann Consulting Career Services Summary Report, 2016
Virtual Recruitment Plan, Fall 2021

Standard 6: Teaching, Learning, and Scholarship

Chair Job Description
Criteria for Faculty Promotion and Reappointment
Faculty Contract Agreement, 2022-2025
Student and Faculty Survey Results Infographic, April 2020

Standard 7: Institutional Resources

Berklee Sustainability Report
Gift Acceptance Policy and Guidelines
Presentation to Standard and Poor's, 2021

Standard 8: Educational Effectiveness

Degree Completion Program Report, 2022
Faculty Survey of Student Engagement Presentation, 2019
National Survey of Student Engagement Presentation, 2019
Student Experience Innovation Plan, 2022

Standard 9: Integrity, Transparency, and Public Disclosure

Berklee Policy Handbook for Students, 2022–2023
Berklee College of Music Academic Policy Handbook, 2022–2023
Boston Conservatory at Berklee Academic Policy Handbook, 2022–2023