



INTERNATIONAL CAREER CENTER 2014 - 2015 REPORT

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84% of the

students feel more prepared to enter the music industry upon completion of their master's

79%

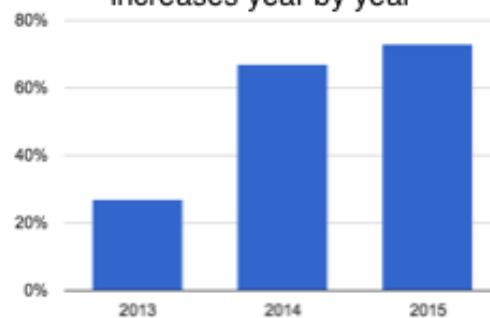
of the alumni are active in the music industry



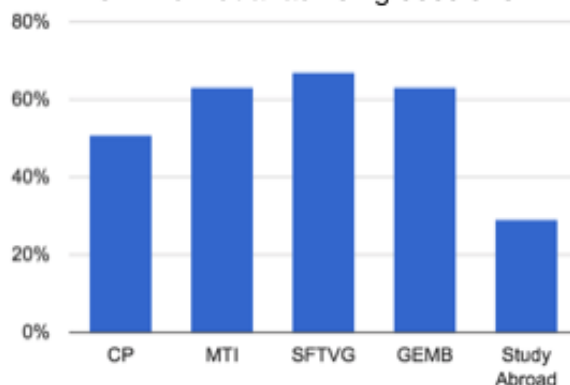
Over 30 jobs and internships offered specifically to the master's students in the past school year



The % of students satisfied with the ICC's services increases year by year



Over half of the students have benefitted from individual advising sessions



Held over **30 career related workshops** and over 65% of the master's students attended at least one.

MISSION AND OBJECTIVE

The mission of the International Career Center (ICC) is to provide expert guidance, cutting-edge resources, and professional development experiences to a diverse student body for the achievement of students' music career goals.

Our overall focus is on music career management rather than a one-time job link, helping students hone their professional development skills, providing them access to resources and a network of industry professionals that will support their journey to develop their own individual career paths.

SERVICES PROVIDED BY THE ICC IN 2014-2015

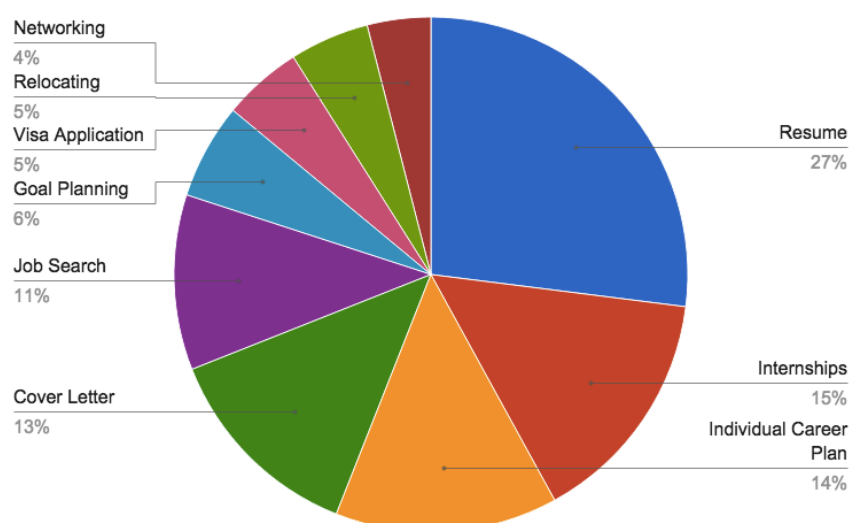
One-on-one Career Guidance

During the school year of 2014-2015 we offered one-on-one career guidance to master's students as well as to undergrads. We held a total of 276 counseling appointments:

	Student appointments Headcount - total number of visits	% of total appointments	Percentage in their respective group that used this service	Average frequency
CP	19 - 46	17%	51%	2,42
MTI	22 - 63	23%	63%	2,86
SFTVG	22 - 45	16%	67%	2,05
GEMB	25 - 47	17%	63%	1,88
Study Abroad	45 - 71	26%	29%	1,58
Alumni	4- 4	1%	N/A	1,00
TOTAL	137 - 276	100%	Average of 55%	1,96

As shown in the table above more than half of the students on the Valencia campus are taking advantage of the career advising. If the students take advantage of this service their average frequency is 2 appointment per student - 2,3 for the master's students. This year we have seen an increase in MTI students using career advising (from 40% of the students last year to 63% this year) which puts them on the same level as the other master's programs. We also see a general increase in total numbers of advising sessions, which is mainly due to the higher number of students on campus.

Topics discussed during advising sessions



The main topics discussed in the advising sessions were resume, internships and their individual career plan, similar to previous years.

In the Student Satisfaction Survey, 66% were very satisfied or satisfied and 25% were neutral regarding advising sessions.

Resources

In 2014-15 we have continued to improve the variety of career resources that we offer the students. We have created more quick guides called “Top ten tips” covering topics such as presentation tools, crowdfunding and negotiating a gig. We continue sending students and alumni a selection of spotted job opportunities on a weekly basis in order to encourage them to apply and/or continue the job search on their own.

[Berklee Career Manager](#) is the main platform where students can look for jobs and internships and apply for them. It is also the site where they RSVP for workshops, book advising sessions and where they can find many of our resources in the library. This year we have also launched a module which allows students to do mock interviews. There are 14 different interviews set up that students can take and they get personalized feedback on their mock interview. In collaboration with Alumni Affairs and the Career Development Center in Boston we have also launched a mentoring module where students can reach out to alumni for advice. Although this is still in its initial phase students who have used it have only given positive feedback.

Furthermore we have acquired more career related books. To accommodate the great variety of countries in which the students apply for work in, we have acquired “The Global Resume and CV Guide” which allows students to look up specific application requirements in any given

country and “Kiss, Bow or Shake Hands” where you can look up the business culture in different countries.

Workshops

In order to set the framework for the master’s students in the beginning of their studies we encouraged all of them to attend a “Plan your year” session with the ICC and 86% of them did. In these sessions we advised them in terms of career planning and they all set SMART goals for their year. This was a great way to leverage their expectations and prepare them for their year at Berklee and beyond.

In 2014-15 we chose to create weekly workshops in the Fall and Spring semester, continuing the success from 2013-14 with sessions in small groups during lunch time. To accommodate the amount of students we opened it up to a maximum of 20 students instead of only 10 last year. The topics covered were the following:

- A career in music technology (with special guest David Mash, SVP of Innovation Strategy and Technology at Berklee)
- A career in teaching (with special guest Kimberley Perlak, Assistant Chair of the guitar department at Berklee)
- A variety of career paths as an artist (with special guest Patrice Rushen, Ambassador for Artistry in Education at Berklee)
- Data management: Secure your work (with special guest Vanessa Garde, Assistant Professor in the film scoring department at Berklee)
- Effective social media with special guest Michelle Golden (GEMB student)
- How to change your art to revenue (with special guest Álvaro Díez, legal analyst at Instituto Autor)
- How to make a killer performance (with visiting artist John Oates, member of “Hall & Oates”)
- How to nail an interview (ICC)
- Introduction to contracts (with special guest Martin Frascogna, entertainment law expert)
- Know your role. Artists, managers, agents, record labels, and how they all work with one another (with special guest Sean Goulding, Agent at The Agency Group)
- Map of the film music industry (with special guest Robert Kraft, award winning composer and record producer)
- Online Presence, Artist Bio, Press Kit (ICC)
- Presentation tools (ICC)
- Resume tune-up (ICC)
- Stage presence (with special guest Livingston Taylor, Assistant Director for Development at Berklee)
- Successful crowdfunding campaigns (ICC)
- Time Management (ICC)
- Working in Spain and Europe before and after graduation (with special guest Mateo

Balson, HR manager at Berklee)

- Your career as a songwriter (with special guest Bonnie Hayes, Chair of the songwriting department at Berklee)
- Your career as a start up (with special guest Panos Panay, Founding Managing Director at Berklee ICE)

43% of the students on campus (50% of the master's students) attended one or more of the lunches, and the ones who attended generally repeated.

	Students attended - headcounts		% of the class that attended		Rate of recurrence	
	Plan your year	Lunch with the ICC	Plan your year	Lunch with the ICC	Plan your year	Lunch with the ICC
CP	29	14	78%	38%	N/A	3
MTI	31	13	89%	37%	N/A	3
SFTVG	25	25	76%	76%	N/A	4
GEMB	40	20	100%	50%	N/A	4
SA	N/A	25	N/A	16%	N/A	3
TOTAL	125	67	Average of 86%	Average of 43%	N/A	3,4

The rate of recurrence is very similar to previous years, but the percentage of the master's who have attended at least one Lunch with the ICC has decreased slightly in CP and MTI. On the contrary if we look at the attendance of workshops in general (both "Lunch with the ICC" and "Plan your year") 65% of all the master's students have attended at least one career development workshop.

Furthermore we collaborated with other departments to organize career related workshops during Professional Development Seminar in January 2015 and Women's Empower Symposium in March 2015. We also invited empowerment coach Jodie Rogers to talk once a semester about developing the appropriate professional mindset to get started on your career.

We also worked closely with the office of Graduate Studies to plan and roll out the four day Internship and Career Seminar with 4 days of career development workshops and clinics. All students from the Valencia campus doing internships in the USA attended this seminar. Furthermore in collaboration with Academic Affairs we set up program specific "Strategies for a

job application” for the GEMB students and the CP students, where they applied to a fake job with resume, cover letter and and they did a mock interview, whereafter we had a workshop focused on do’s and don’t’s based on their applications. This led to great talks about more specific needs for their field.

In the Student Satisfaction Survey 65% were very satisfied or satisfied and 28% were neutral regarding career development workshops, which could be the ones who never attended one. If we look at the feedback we received after each workshop the percentage of satisfied or very satisfied students is 99%. Below is a few highlighted feedback comments we gathered after each workshop and clinic:

- *“Amazing and unique! One of the most compelling things I've heard in years”. (about Jodie Roger’s “How to think differently”)*
- *“Was great to reinforce my existing practices and learn new ways and tricks to be better with time/self management” (about Stine Glismand’s “Time Management”)*
- *“This was a really helpful workshop! Lots of great topics and very informed answers- I'm leaving feeling inspired” (about John Oates’ “How to make a killer performance”)*
- *“Very realistic and helpful. Being this close helps you to open and take more advantage than I've taken in similar workshops” (about ICC’s “Plan Your Year” session)*

Meet the industry

One of the goals of the ICC is to increase the exposure of our students to professionals in the music industry. To this end, the ICC invited several renowned industry professionals to campus to talk with students at our weekly workshops. These meetings enabled students to get insights from the guest’s area of expertise as well as to meet them in a more informal setting and get tailored advice for their career. Among others we received visits from Robert Kraft, Bonnie Hayes and Patrice Rushen. In addition to the workshops we also organized a few one-on-one conversations with people in the industry (in addition to the ones the program directors have already) such as meetings with Sean Goulding from The Agency Group and Ernst Nathorst-Böös from Propellerheads.

Students from different programs attended MIDEM, Musikmesse and The Great Escape this year. The ICC staff guided and coached the students according to their specific needs and many of them have continued conversations with people from the music industry that they met. During the trips to MIDEM and Musikmesse this year we chose to give more structure to the aspect of meeting the industry and we set up meetings with industry professionals whom informed the students about updates in their area of expertise plus gave their personal career advice which was very much valued by the students. In Musikmesse the students met with people from Spectrasonics, Presonus, Sonoma Wireworks, Waves, Native Instruments, In Music etc. and at MIDEM they met with people from Kobalt, Reeperbahn Festival, Facebook, Warner, Red Bull Records etc. Furthermore at MIDEM some of the students showcased their work and got considerable exposure in front of industry professionals and media.

During these trips plus other conferences attended, the ICC staff worked to increase the awareness of Berklee's master students. Throughout the year we talked with many companies which has resulted in over 30 jobs and internships offered exclusively to our master's students. These companies include BMG, Sony, Deezer, Native Instruments, Terminus Recording Studio, City Music sites, Propellerheads, Moog Music etc.

Furthermore, our collaboration with the industry has also shown its fruits in other aspects. For instance we connected program director Lucio Godoy with a audiovisual school and their students are now making group projects with our scoring students as practice for both parties. We also collaborated with the Montreux Jazz Festival and they agreed to accept 2 of our students who entered directly as semifinalists in their Jazz Festival Competition, which was a unique experience with great exposure for the selected students.

Performance opportunities

Another aspect from the ICC this year was to increment performance opportunities by actively generating them through engaging with local booking agents and promoters. Securing meetings with the venues and working towards promoting the Berklee content resulted in a more fluid communication between the employer and the student, which not only benefited towards more performances but also strengthened the relationship of the Berklee Campus with the local music industry.

During the academic year, a total of 27 performance opportunities were offered through the ICC, of which 19 were paid through agreements directly between the bookers and the students in forms of economic compensation and where the rest gave good return in exposure or charity. Most of these performances happened in the city of Valencia (66%), Barcelona (18.5%) and other cities in Spain such as Alicante, Castellón, Girona and Montreaux, Switzerland (11%). Out of these live professional opportunities 11 of these happened in concert venues, 6 in festivals, 6 in private events and 4 in art galleries.

All the communication about these events were done through different mediums between email outreach, physical posters on campus and facebook notifications and were given equal chances for all of those who applied. The chosen performers always resulted from the direct choice of the employer and included students from all four master programs and the study abroad program, too. The feedback, both from students and employers, was excellent and the overall sensation is that it contributed not only towards the economic situation of the musicians but also towards their experience and management in live production and performance.

Internships

This year we continued the success of having the optional internship course in the Fall semester after the students have graduated. This allows the student to focus on their studies while they

are here and it leaves the internship as an option for the ones who are interested. This also allows both non-European students to intern in Spain and non-US students to intern in the US. As a result of last year's internship all the students completed their internships and they all passed the Graduate Internship Course. 80% of them are currently working in the music industry as far as our records show. As a comparison only 60% of the graduates who did not do an internship are currently active in the music industry.

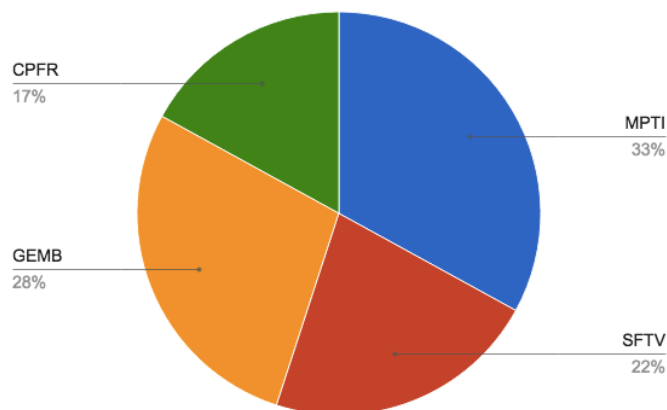
This year the ICC has again supported the students in their visa process and all visa applications were successfully approved.

A total of 18 students are currently interning in the following companies:

Company	City, State/Country	Focus of the internship
Berklee, ICE	Boston, MA	Entrepreneurship
BMG	New York, NY	Music publishing
Carlo Siliatto	Los Angeles, CA	Composition
Chiquiemprededores	Valencia, Spain	Music education
Deezer	Barcelona, Spain	Digital music management
La Klave	Valencia, Spain	Music education
Line 6	Los Angeles, CA	Product development
Live Nation	Madrid, Spain	Artist management
Livid Instruments	Austin, TX	Music technology
Native Instruments	Los Angeles, CA	Sound design
Planethelio	Los Angeles, CA	Composition
Propellerhead	Stockholm, Sweden	Music technology
Ryan Shore	Burbank, CA	Composition
Sonic Vista Studio	Ibiza, Spain	Production, mixing and engineering
Sony/ATV Music Publishing	Amsterdam, The Netherlands	Music Publishing
Trafalgar	Barcelona, Spain	Composition
Virtue and Vice Studio	New York, NY	Production, mixing and engineering

Over 25% of the internships are paid. As shown below the internships are well balanced between the different master's programs with a slight overweight of MTI students.

Internships per program



The reflections student made in their evaluation reports from December 2014 show how the internships serve as a bridge between studies and professional life:

- *“The most striking thing that I observed throughout the course of the internship was how well the Master’s program prepared me for any entry point into the industry. As my last point of reference for the process of a cue becoming part of a media project was playing all of the roles myself – composer, orchestrator, copyist, assistant engineer, music preparation/printing intern, conductor/producer, mixing engineer, and music editor – it was insightful to see how the composition process scales up in the real world. I can report that Berklee in Valencia operates a relatively accurate scale model of the industry.”* David Federman, SFTV 2014
- *“With respect to the general knowledge about the music business, how it functions, and other more detailed topics that the M.A. Global Entertainment & Music Business program in Valencia covered, having first-hand exposure to events that occur at a music company helped me to learn many things that cannot be taught inside the classroom.”* Sammy Pisano 2014
- *“Even though my time at Terminus Studios was short, I truly have taken with me the words of wisdom shared with me /.../ I feel even more equipped and secure with my talents and knowledge, and look forward to continue prospering in my career as a producer and audio engineer.”* Gerami Groover 2014

Alumni

The focus on the alumni network has been extensive this year, developing actions that have encouraged more engagement and participation and which essentially have created more visibility for the ICC.

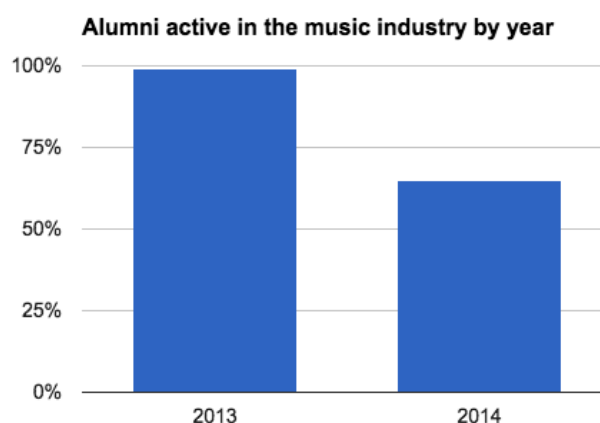
First and foremost, developing European Alumni groups in Facebook was a priority and this enabled a more specific communication between alumni living in Spain, Germany and the UK or

in the European continent at large. We launched them under the name of: 'Berklee Alumni Europe', 'Berklee Alumni Spain', 'Berklee Alumni Germany' and 'Berklee Alumni UK'. As of today there are more than 50 members on average in each group.

This year, in conjunction with the Alumni Affairs department of Boston, we managed to create the first ever Berklee Valencia Alumni Gathering close to our own campus. This gave good visibility throughout our Facebook groups and brought alumni from Berlin, Barcelona and Madrid, in what was a good coming together with the TEDx organizers and speakers, as well as Berklee staff and faculty. Added to this, throughout the year several professional encounters happened across Europe bringing current students and alumni such as those in Musikmesse, The Great Escape and Sonar.

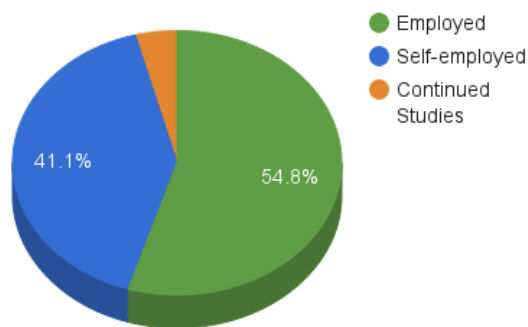
Other actions that engaged further the alumni body living in Europe and the US was to announce engaging opportunities with the Berklee Valencia campus. An example was the TEDx conference, which enabled all alumni to apply to be a performer, a speaker or a volunteer. Another one was the Panorama Jazz Festival in Torrent, where we managed to carry out a concert under the name of the 'Berklee Alumni Project' with recent Berklee Valencia graduates performing with good media coverage within the city.

During the months of May and June we carried out our regular alumni database update which enabled us to gather more recent information. Through regular email outreach, we managed to engage on a personal note with most of the alumni body and extract detailed data about their current professional status. Thanks to this information we are able to do a more exhaustive analysis and develop our first *Berklee Valencia Alumni Report*, with comprehensive statistics about the nature of the job placements, the kind of companies the alumni body is involved in and in which countries are they currently working from. Below you will see that 99% of the graduates of 2013 and 65% of the graduates of 2014 are working in the music industry.

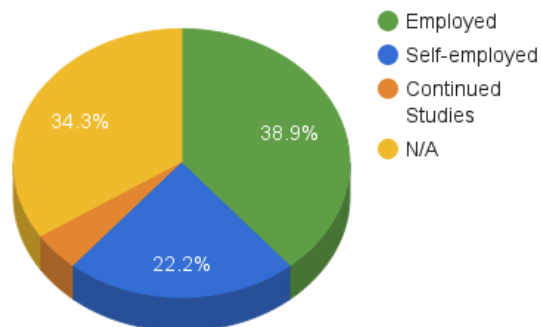


These graphs are the sum of the results for 2013 and 2014:

Master graduates 2013

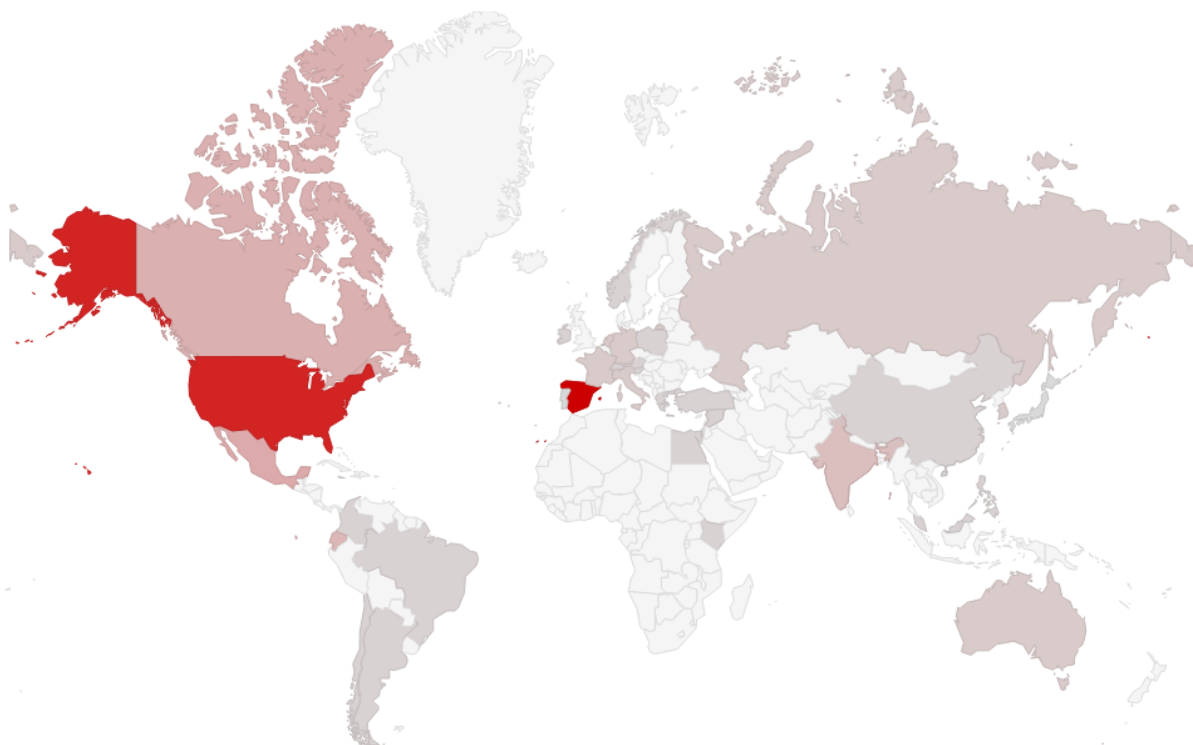


Master graduates 2014



We can see that, considering the difficult nature it is to quantify success in the music industry, a healthy amount of alumni are actively engaged by either being employed, self-employed or continuing their studies in order to enhance their professional curriculum.

The global impact of our diverse body of alumni is notorious. As the alumni network of Berklee Valencia continues to grow, so does the map of countries in which they are currently employed. As of today, the Berklee Valencia alumni network expands well over 25 countries across the globe, with US and Spain being the most prominent destinations as shown below.



The different alumni careers have demonstrated to have a wide range of professional applications. Companies such as Universal, Warner Bros. Pictures, Sony Music, Spotify, The Orchard, The Agency Group or educational institutions such as UCLA, SAPA (Canada), Sedajazz (Spain) or EMC (Jamaica) currently host employed Berklee alumni.

The entrepreneurial emphasis given both at the GEMB program and the MPTI program are also having an impact on the startups being developed in countries such as USA, Mexico, The Netherlands, Brazil, Switzerland or the UK, to name a few.

One example worth highlighting is GEMB alumni Athena Koumis, who is now quality assurance coordinator and data curator at Spotify, in Boston. Athena states that *'..by facilitating direct access to industry professionals, challenging case studies, consulting and research projects, Berklee Valencia prepared me with a deep understanding of the growing digital music industry and shifting music consumption patterns'*. Athena just recently appeared on our new 'featured alumni profiles' section on our Valencia Campus website.

Communication and collaboration with other departments

One of our focuses this year has been to strengthen the communication and collaboration with the Academic Affairs. We decided to have monthly meetings with each program director which has reinforced our work in two ways: they have had the opportunity to come with suggestions to ICC workshops etc. that their students would benefit from; plus these meetings increased their awareness of the services we offer.

We also started to enter the classes on a bi-weekly basis and highlight ICC events to create more awareness and to better the communication with the students. Furthermore, we started creating a more streamlined email service to announce highlighted performance opportunities, internships and jobs, which also allows us to get analytics. We see that 79% of the students open the internship/job opportunities and 73% open the performance opportunities. Both types are spread equally over all the four graduate programs, which shows us that we should continue to have this information available to all programs. In terms of the weekly spotted job opportunities we send out (i.e. jobs found online to get students used to looking for opportunities and to apply if interested) an average of 76% of the students open them spread out on all the different programs with a surprising peak in the Study Abroad students.

Regarding collaboration with other departments in Boston we continue to work with the Office of Experiential Learning, the Career Development Center and Alumni Affairs. Furthermore we have met and shared material with the office of Graduate Studies to support the start of master's degrees in Boston.

In addition, we are still working closely with Digital Strategy, Office of Experiential Learning, the

Career Development Center and Alumni Affairs concerning the Berklee Career Manager platform. This year we have implemented two new modules and we have supported the offices in Boston as they start to integrate modules in their processes. We continue to have monthly meetings where we keep updating and customizing the platform. We have also worked closely with them in order to make sure that the career related part of The Hub is as functional as possible for students in Valencia.

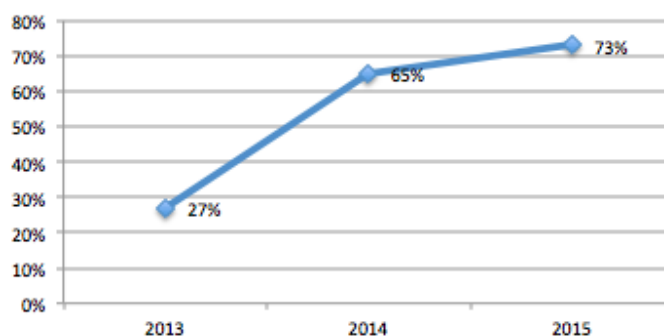
CONCLUSIONS:

Overall, the ICC has continued its progress in this third year of operations. Many aspects - such as personalized service, regular workshops, and a consistent platform that systematizes many of our services - were already in place from the previous years, which has allowed us to focus on more performance opportunities, improved meetings with the industry during trips, more alumni activities, and enriched employer relations in general. This year we have also focused on becoming more visible and on improving the collaboration with Academic Affairs and other areas in order to refine the career services for the students.

In our planning of activities and services we used the framework of the three main areas that we identified as essential for a realistic career plan: self-assessment and definition of professional goals; development of tools and skills necessary to reach these professional goals; and connecting with the industry.

As a result of these efforts, the students feel generally more prepared to enter the music industry. According to the various surveys conducted to track student feedback and satisfaction rates, 84% of the students feel more prepared than when they started their studies. The satisfaction with the ICC services is continuing the increase that we have seen over the past years to a full 73% of satisfied or very satisfied.

Student satisfaction with the ICC services per year



We have also learned about their preferred channels of communication in order to provide them with the relevant information they need. As a result of this feedback, we have chosen to channel

all jobs, internships and performance opportunities through Berklee Career Manager and thereby unify the communication through The Hub. In this way students can opt out of receiving the opportunity area they are not interested in.

We also aim to provide more services to the Study Abroad students and we have created specific workshops for them plus we have included them in more of the activities that we already organized for the master's students.

Furthermore, as the department now has two advisors we have been able to define two main focus areas that we have specific experience in: self-employed (freelance, entrepreneurial activities etc.) and employed (job search, internships, resume etc.). This will facilitate students knowing who they should meet with and help them get the most out of their advising sessions.

With this plan we feel confident that we can continue providing a strong career development service to the students, increase their satisfaction, improve their career preparedness and increment the rate of employment.