A Performing Arts Center...

Architect’s rendering of the proposed $8 million performing arts center as viewed from Ward St.

and Its Place in the Liberal Arts:

a study of where the performing arts fit into the liberal arts education and a recommendation for the facility needed

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Senior Honors Thesis
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A Performing Arts Center and Its Place in the Liberal Arts

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Introduction

Wittenberg University recently conducted their Defining Moments Campaign to raise funds for much needed improvements to the campus, including the construction of Hollenbeck Hall. In the spring of 2002, students and faculty attended a gala celebrating the success of this campaign. The evening was full of music, drama, and dance incorporated into a multi-media presentation that defined the campaign. The camaraderie and pride among the Wittenberg community were in full force. The night was almost perfect, but something was not quite right…

The venue.

The Wittenberg community celebrated its success in a performance venue provided by Clark State Community College. While this venue is necessary and much loved by the community of Springfield, does the Wittenberg Community need one of its own?

The Issues

Participating in this event caused me to consider this question. As a music major, I hear all the time about how wonderful and helpful it would be to have a performing arts center. I also hear complaints regarding current facilities from many of my friends who are involved with drama and dance. I decided that I wanted to find out how other people felt about this. Was this a concern shared by many at Wittenberg or just a select few? I wanted to find out about the process for determining the need for a center, and to learn if there was support for one from outside the departments that would be directly affected. I
knew there were rumors about the priority of such a center on the administration’s list of things to do, but I wanted to know how they really felt and what things they were required to consider in addition to need. I also wanted to find out if there would be any effect on prospective students. How closely do students look at facilities when considering a college or university?

The Process

These questions led me to Darrell Kitchen, the Wittenberg University Business Manager/Controller. He was able to outline for me the steps required to propose a new building project on campus. The steps are as follows.

I. Prioritize the need.
   a. Determine how all segments on campus feel about this issue.
   b. Determine that there are valid reasons for pursuing this project.
   c. Are there existing plans and would they address the current perceived need?
   d. Remember that some needs will not be met—this is always a given.

II. Find other comparable projects.
   a. Gauge square footage.
   b. Determine the building footprint (how much land it will take up).
   c. Determine the amount of parking needed, because this factors into the total cost.
      i. $1500-1800 per space for an above ground flat lot
      ii. $10,000-15,000 per space for an above ground layered garage
      iii. $25,000-30,000 per space for a below ground layered garage
         **There will be an architectural recommendation for how many spaces are needed.
   d. Costs for the building itself (square foot cost gauge)—helps set the parameters.
   e. Checking with peers
      i. Other communities
      ii. Architects
      iii. Periodicals

III. Financial Feasibility
   a. Financing Plan
i. Debt financing (borrow)
ii. Use of Capital (endowment and money that the university already has)
iii. Capital Campaign (this is needed 9 out of 10 times for a project to be successful—usually requires a generous start-up gift by individual donors, corporations, or foundations)
iv. Some combination of numbers i-iii

b. Operating Costs (amount to operate facility, does not include programming)
   i. Develop profit-loss for the organization and conduct a break-even point analysis.

![Cost vs. Revenues graph]

The programming for the facility should be designed around the break-even point. Once you demonstrate a plan to pay for the costs and programming, then you can make a cultural pitch.

If a break-even point can’t be found, then you need to subsidize the project through the help of underwriters or corporate sponsors.

IV. Site
   a. The site should make sense according to a master plan and price efficiency.
   b. The availability of things like technology, utilities, sewer, and water should all be accounted for.

V. Architectural Assessment
   a. A committee with a group of people that has diverse interests in the project, should be formed to help pick the architect.
   b. Architect selection criteria should include things like relevant experience and design site visits
**Focus**

I focused primarily on assessing the need in this paper, as this was the main question to which I was interested in finding factual answers. I also did not have time to go through all of these steps alone. If this process were actually being pursued by an organization there would be a committee of people assigned to the different aspects of the project.
General Methodology

Wittenberg Campus Surveys

To better understand the current opinions regarding a performing arts center, I conducted several types of research. I began the study by surveying Wittenberg University students to discover what their general opinion was. This seemed like the first logical step, as they are the ones who will primarily benefit from it. I sent out a one-page, three-question survey to the students via campus mail (see Appendix A). The survey went out about two weeks before spring break 2003. Many people were trying to get mid-term exams and papers finished during this time, which may have affected the response rate somewhat. There were not very many major productions going on at this time. Rehearsals for the spring main stage production of *A Midsummer Night's Dream* had just begun. Various groups on campus brought in different events including Step Afrika sponsored by Union Board, the Delta Sigma Theta Talent Show (attracting guests from around central Ohio), and the IBM endowed lecture series in collaboration with the Wittenberg Series was scheduled to host Elwood V. Jenson in the HPER Center. The campus environment did not offer a significant number of arts events at this time; therefore, the needs were not as visible as they might otherwise have been. However, there were some comments from people who had attended these events regarding some of the obstacles encountered. The survey reached 1,944 Wittenberg students. This method excluded commuting students who do not have campus boxes.

Second, I polled the faculty and staff at Wittenberg, because they will also be affected by the presence of a center. This poll (See Appendix B) was sent via e-mail to all 484 Wittenberg faculty and staff and was taken at the beginning of second semester, from
January through February 2003. This was a hectic time for professors due to the start of classes. Coming off of break and establishing a routine may have caused some potential respondents to not have the time to answer.

**Administrative Interviews**

I then looked to the administration of the university, as they are the bottom-line decision makers. Through my interviews, I sought to discover whether or not their opinions matched those of the students and faculty. I created a standard list of questions (see Appendix D) to ask each administrator. However, I did not always ask all of the questions either because the administrator answered without being prompted, or because there was not time. These interviews were conducted the second and third week of January. Each interview lasted approximately an hour.

**Prospective Student Survey**

Finally, I surveyed high school seniors to determine what prospective students look for in selecting a college (See Appendix E). These surveys were distributed to the schools throughout November and December and were collected in February. They were given only to students who are planning to continue their education and will be attending colleges and universities, vocational schools, or military training. This was an unbiased attempt to try and uncover where the arts and performance spaces fall on their list of criteria.

The 291 students surveyed came from five different schools. The schools chosen are representative of different demographic characteristics: Lawrence Central High
School (Indianapolis, IN), Springfield South High School, Springfield North High School, Catholic Central (Springfield, OH), and Kenton Ridge High School (Springfield, OH). Eighty-three percent of the respondents attended public school and 12% attended a private/parochial school. On average, students were in the top 20% of their class. The average SAT and ACT scores were 1162 and 23 respectively. Surveys were given to students via their homeroom teachers, who received them from the guidance office. This way, no affiliation to the author of the surveys was known.
Analytical Results of the Wittenberg University Student Survey

Purpose

The purpose of the survey was to discover how Wittenberg students felt about the absence of a performance facility on campus. A total of 225 Wittenberg students responded to this survey, yielding an 11.6% response rate. A response rate of 30% usually gives an accurate representation of the subject. Therefore, this response rate is low. However, considering that the fate of most campus mail is to be thrown away unread, this response rate was expected.

Results

Ninety-four percent of the respondents said there was a definite need for a performing arts center on Wittenberg’s campus. Only 6 percent denied that a need exists.

Students that responded negatively to need

Of the 13 students who responded negatively to need, I looked at events they attend or groups in which they are involved.

Attendance at arts event by students who said NO to need

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>54%</td>
<td>Attend dramatic plays</td>
</tr>
<tr>
<td>46%</td>
<td>Attend musical theater productions, and speakers</td>
</tr>
<tr>
<td>38.4%</td>
<td>Attend choir, band, and orchestra concerts</td>
</tr>
<tr>
<td>0</td>
<td>Attend dance concerts</td>
</tr>
</tbody>
</table>
Participation in arts groups by respondents who said NO to need

<table>
<thead>
<tr>
<th></th>
<th>Participation in arts groups by respondents who said NO to need</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>Participate in Hand Bell Choir</td>
</tr>
<tr>
<td>7%</td>
<td>Participate in Choir and Flute Choir</td>
</tr>
<tr>
<td>0</td>
<td>Participate in Wittenberg Singers,</td>
</tr>
<tr>
<td></td>
<td>Wittenberg Chamber Singers, Brass Choir, Opera Studio, Jazz Band, Orchestra,</td>
</tr>
<tr>
<td></td>
<td>Symphonic Band, Wittmen Crew, Just Eve, Dance, Theater, Pocketlint, or Imani</td>
</tr>
</tbody>
</table>

Also, some of the members of the student body who take private lessons responded to this survey, and they too saw the need for a performance space.

Of the respondents that said no to need, few justified their answer with a reason. However, some of them did and their reasons include the following.

Wittenberg students’ reasons for not supporting the need for a PAC

1. Weaver Chapel is fine. Spend the money on other things that need it more.
2. My tuition needs to go towards education not theaters. (This respondent does not attend or is not involved in any arts events)
3. The quality and size of the music department does not merit a new building. The university cannot maintain Krieg Hall as it is, how will they maintain a more sizeable structure? Chakeres is large enough for theater and dance. The university screwed up when they built Ness—too small, bad seating, bad viewing, etc.
4. Given the recent hike in tuition and housing/board rates, Wittenberg should not pursue another major building project. Current facilities work and seat shortages can be solved by doing more performances.
5. Only the music department would benefit from this and this is already an expensive dwindling department. Kuss is a better place than we would build anyway.
6. That is the last thing we need. I think a hockey arena would be better. This could be used for so much more, including performances.
7. The money could be used to build houses with better heating systems.
Interpretation

In summary these students have three main concerns. Students are concerned about the allocation of the limited monetary resources of the university, educational priorities, and the type of facility—a limited use versus a multi-use facility. Respondents concerned with the allocation of limited resources are worried that if Wittenberg invests in a performing arts center, the money will come from their tuition. One student concerned about this suggested that more shows be done to combat the shortage of seating. However, this cannot always be done because scheduling is so tight. Also, this is a lot of time and energy to require of the participants. Those questioning the priority of a performing arts center, question if money should be spent elsewhere? This concern was shared by some of the faculty and staff, too.

The concern about the facility’s usage seems to be coming from uninformed individuals. For example, in comment number five, this respondent had been to plays and still thought that only the music department would benefit! Perhaps I should have listed the possible uses for the center. This individual also thought that the music department was dwindling. However, it is significant to note that the unduplicated count of students who were registered for music courses and music ensembles during the academic year 2001-2002 was 635 or about 32% of the students at Wittenberg. Also the amount of declared and anticipated majors was 40 and the amount of minors was 42 as of September 15, 2002.

Another reason given was that Wittenberg University should build a hockey arena. This would strictly be an extra-curricular venue. Some people have argued that a performing arts center would meet more extra-curricular needs than educational ones.
However, I argue that performing arts majors would receive more benefit educationally than people realize.

*Students that responded positively to need*

Considering the 212 students who said yes there was a need for a performing arts center, I looked at what arts event they attend and what arts groups they are involved in.

**Attendance at arts events by students who said YES to need**

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend dramatic plays</td>
<td>87.7%</td>
</tr>
<tr>
<td>Attend speakers</td>
<td>83%</td>
</tr>
<tr>
<td>Attend Pocketlint</td>
<td>73.6%</td>
</tr>
<tr>
<td>Attend musical theater events</td>
<td>63.7%</td>
</tr>
<tr>
<td>Attend choir concerts</td>
<td>54.7%</td>
</tr>
<tr>
<td>Attend band concerts</td>
<td>26.4%</td>
</tr>
<tr>
<td>Attend orchestra concerts</td>
<td>14.6%</td>
</tr>
<tr>
<td>Attend dance concerts</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

**Participation in arts groups by respondents who said YES to need**

<table>
<thead>
<tr>
<th>Participation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in dramatic plays</td>
<td>22.6%</td>
</tr>
<tr>
<td>Participate in private lessons</td>
<td>18.4%</td>
</tr>
<tr>
<td>Participate in Dance</td>
<td>11.3%</td>
</tr>
<tr>
<td>Participate in Choir and Wittenberg Singers</td>
<td>10.8%</td>
</tr>
<tr>
<td>Participate in Symphonic Band</td>
<td>8.5%</td>
</tr>
<tr>
<td>Participate in Pocketlint</td>
<td>5.2%</td>
</tr>
<tr>
<td>Participate in Flute Choir, Hand Bell Choir, and the Wittmen Crew</td>
<td>3.8%</td>
</tr>
<tr>
<td>Participate in Orchestra</td>
<td>2.8%</td>
</tr>
<tr>
<td>Participate in Chamber Singers and Jazz Band</td>
<td>2.4%</td>
</tr>
<tr>
<td>Participate in Opera Studio, Brass Ensemble, and Just Eve</td>
<td>1.9%</td>
</tr>
<tr>
<td>Participate in Imani</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

There were several reasons given by those respondents who thought Wittenberg did need a performing arts center.
**Wittenberg students’ reasons for supporting the need for a PAC**

1. The theater participants deserve a better performing area. The performing arts are important and should be treated that way.
2. It (a PAC) would promote more attendance at events. It would generate a greater level of enthusiasm for the arts.
3. A larger variety of shows could be done.
4. Symphonic Band would have a place to perform.
5. The current facilities are inadequate.
6. Wittenberg in general deserves a great place to experience the arts!
7. It (a PAC) is a necessity for the future.
8. Isn’t this a liberal arts institution?
9. We have very talented performers and technicians who would benefit greatly from the experience and be more competitive in the professional market.
10. This is the major component missing from the Wittenberg experience.
11. The current facilities are shameful and restrict the growth for the arts departments.
12. It is pathetic that we have to go to Clark State.
13. A PAC would attract more prospective students and bring more alumni back to campus.
14. Students are unwilling to travel to Kuss or other venues to attend arts events.
15. This would cut down on confusion for where events are. Everything would be in one place.
16. Wittenberg would be more competitive with other schools.
17. The floor in Chakeres is inadequate for dancers.
18. I would attend and try out for more performances if there was a PAC.
19. Our theater is embarrassing. Wittenberg should be ashamed.
20. It is one of the few things I would donate money to Wittenberg for.

This list expresses the opinions of many of the respondents who recognized the need for a performing arts center on Wittenberg’s campus. Many of these reasons were echoed several times. In general, students felt that as a liberal arts institution, a performing arts center is a necessity for Wittenberg. Educational needs for the arts majors would be more adequately addressed. Students felt that involvement in the arts would increase if there were a new center. The current facilities are dangerous for dancers and inadequate for all.
The theater department is expanding and growing. This program has one of the highest job placement rates for its graduates of majors at Wittenberg. Imagine the placement rate if these students could get the experience they really needed. Many of the reasons above speak for themselves and will be heard again in the opinions of the faculty and staff.

**The Plight of the Dancer**

There was one respondent who really got my attention. This respondent was a dancer here at Wittenberg and he or she was able to shed some light on an area of the arts with which I was not personally familiar.

The Dance Company has been trying to get the issue of a performing arts center moved to a point where the administration would notice for several reasons. The dance studio is small, which severely limits the number of people that can be involved in the company. Prospective students who are considering dancing at Wittenberg have been turned away solely because of the lack of facilities. The number of technique classes that can be offered is limited. Dancers have to rehearse as late as midnight because there is only one rehearsal room, and at different times during the year, it is in high demand. The floor itself is too hard, which is very dangerous to dancers. About 75% of the company has developed chronic injuries such as shin splints, back injuries, and knee injuries—obviously compromising their performances. Psychologically, it is difficult spending hour upon hour in a mildewing, smelly basement with blank white and seventies-orange walls in a crowded little box of a studio with a low, dark colored ceiling descending on you, and only a small glimmer of light from the outside.
Performances generally sell out (especially evening performances). Parents, after driving long distances, have even been turned away because they could not get there early enough. The wings of the stage are so small that it is impossible for everyone to hide from the audience because they simply do not fit. This is a big problem because props are stored to the side of the stage in the wings and dancers who must run off quickly bump into them or each other. Sometimes it is necessary to change quickly in the wings, and it is particularly undesirable for the audience to notice this. Having the scene shop right next to the stage often leads to people tracking dust and tiny pieces of wood onto the stage. As a result, dancers who many times are not wearing shoes because they are performing modern dance, either slip on stage or get splinters. The possibilities of lighting variations are minimal. Finally, it is never comforting to feel like you are dancing on top of the audience, which comes as a consequence of having a small stage—or no stage at all, depending on your definition of stage.

All of these factors are taken into account by prospective students. We discourage the best dancers from coming to Wittenberg because they know they can go to another school with better facilities. It makes establishing a company with formidable, technical skill impossible, especially because there is no dance major yet. Other departments are experiencing similar, more personal effects of not having a performing arts center. This respondent wanted his or her voice heard, so I highlighted the dance department in this section.
Conclusion

The majority of the current students at Wittenberg who responded to the survey feel there is a strong need for a Performing Arts Center. They feel that with the completion of a new humanities building and new science addition; a new performing arts center is the next logical step. While there are renovations that need to be done to existing buildings, as far as new construction is concerned, a performing arts center is waiting in the wings.
Analytical results of the Faculty and Staff Poll

Purpose

The purpose of this poll was to assess the opinions of Wittenberg faculty and staff regarding the need for a performing arts center. Of the 484 faculty and staff employees at Wittenberg, 60 (12.4%) responded while a notable 87.6% did not respond. Although the sample size is below the desired 30% rate, need is implied by the responses, which demonstrate polar ends of the opinions of Wittenberg faculty and staff.

Results

When asked if they thought Wittenberg had a need for a performing arts center, 85.7% of the respondents said yes. “Maybe” was the response of 3.6% of the respondents and 10.7% said there was no need.

Faculty and staff that responded negatively to need

There were only four reasons given why Wittenberg should not invest in a performing arts center.

Faculty and Staff reasons for not supporting a PAC

1. The university should take more advantage of Clark State’s Kuss Auditorium.
2. Concern over Wittenberg’s limited financial resources.
3. Concerns over parking.
4. One respondent felt that current performance spaces and facilities were adequate.

The most recurring reason was that the university should take more advantage of Kuss Auditorium. There was even a further suggestion that perhaps Wittenberg could work out a partnership with Clark State whereby it could receive some kind of university discount. By definition a partnership means that each side gives and each side takes.
Wittenberg would offer money (relatively speaking)—money to rent and use the performance facility. Would there be too many opportunity costs to Clark State if Wittenberg was given a discount? While I have no data on this, it would definitely have to be taken into consideration. In considering its bottom line, Clark State would want to consider if doing Wittenberg a favor would do itself any favors. On the other hand, Clark State would gain the benefits of greater exposure. Being a partner with Wittenberg would be a possible avenue of promotion. From a public relations perspective, this could be a beneficial relationship. More research is required to determine if this would be a viable option.

Undeniably, the Clark State Performing Arts Center is a beautiful facility and a valuable asset to the Springfield Community. Anything Wittenberg would consider building would not be that big. Therefore, a center on Wittenberg’s campus would not take away from any of the Clark State events. A number of people were concerned about apparent competition between a possible Wittenberg Center for the Performing Arts and the Clark State Performing Arts Center. This is a political aspect, which may have merit; however, there is surely a design that could be drawn to fit the needs of Wittenberg, while not taking away from the arts community of Springfield. As a point of interest, consider if the main stage play for each semester were in a performance hall. This would not compete for time and resources of patrons and students any more than if it were in the current performance space…a renovated cafeteria. If the performance hall on campus were used for campus activities only, including outside entertainment brought in by the Wittenberg Series and Union Board, then there would be no more competition with local Springfield events than what already exists.
The second response, concern surrounding Wittenberg’s limited financial resources, was also shared by the people who responded to the need question with a “maybe;” and even some “yeses.” Some of these respondents think that a Performing Arts Center would be “nice to have” but is not a “need.” This concern is definitely warranted. The figures for deferred maintenance are somewhat troublesome, the total for 2002 being $12,005,385 (see Appendix C for a distribution of the costs). However, the question was “Does Wittenberg need a Performing Arts Center?” not “Can Wittenberg fund a Performing Arts Center?” Granted, it is hard to ask about need without considering the feasibility, but I bring this up only to show that if only the actual question (first) had been answered, there may have been more “yeses.” A few respondents did point out that there were other areas that needed the money, including renovation of older classroom buildings, acquiring new technology, constructing new facilities (primarily residence halls and student apartments and an addition to the library), and addressing deferred maintenance needs.

The third reason given was the concern about parking. With the addition of a new building more parking would be required, and there does not seem to be adequate parking for the new building projects already completed or in-progress (Hollenbeck and the Barbara Deer Kuss Science Center). While this is a valid concern, it again does not completely address the need question or the condition of our current performance spaces. Finally, there was one who thought that our current performance spaces and facilities were adequate. Maybe there are others who also feel this way, but they did not respond. While realities, such as parking, surrounding such a project cannot be ignored, it is important to note that original architectural plans account for such a necessity. If the
need for a center were qualified, these secondary issues would be further discussed in the feasibility analysis.

Faculty and staff that were undecided regarding need

The respondents who were undecided had reasons similar to the respondents who answered “no” to need. As previously mentioned, the biggest concern was money and making sure we did not neglect other, more pressing, needs. The other big concern was competing with Kuss Auditorium. These respondents admitted that they did not know enough about the procedures for renting Kuss, and other corresponding tasks, to tell if Kuss was the most viable option for Wittenberg. However, they were adamant about not wanting to compete with Clark State Community College. Some thought that if Wittenberg hosted more events in Kuss that more people (students and faculty) would attend. I think that Wittenberg Series events can attest to this not being true. For example, the last two dance companies the Series has brought to Kuss have yielded, at most, 900 audience members. This past January 500 people attended the José Limón Dance Company performance, and last year (2001), 800 people attended the Bill T. Jones Company performance. These kinds of crowds could be housed in the proposed performing arts center. The inconvenience factor of Kuss Auditorium being off campus seems to weigh heavily when students decide if they want to go to an event; however, I do not have data specifically showing this.
**Faculty and staff that responded positively to need**

An overwhelming majority (85.7%) of the respondents answered “yes” there was in fact a need for a performing arts center on Wittenberg’s campus. Of these respondents 47% provided commentary about their reasoning. I have narrowed down and categorized the laundry list of reasons that were given to eight points.

**Faculty and staff reasons for supporting a PAC**

1. The current facilities and equipment are inadequate.
2. The current size of the facilities is inadequate—primarily they are too small.
3. Prospective students are being turned away.
4. Having a performing arts center would be an asset to campus.
5. As a liberal arts institution, Wittenberg is almost required to have a performing arts center.
6. Participation of current Wittenberg students in the arts would increase.
7. There would not be any more costs allocated to renting lighting, sound equipment, and stage materials by Union Board.
8. There would be minimal set-up time for events.

**Current facilities and equipment are inadequate**

The most popular concern was over our current performance spaces. Of the respondents, 62.5% said that the current spaces offered were inadequate. The faculty and staff felt that it was “…a disservice to the students to only have small spaces to perform in” (anonymous source). Wittenberg has an ever-growing theater department and very talented students in theater, dance, and music and no real venue for them to perform in. The converted cafeteria (Chakeres theater) does not suffice according to these respondents. Both Weaver Chapel and the HPER Center have horrible acoustics for hearing speakers and most musical events.
Current size of facilities is inadequate

A similar complaint, shared by 25% of the respondents was that there was not a space on campus that was of adequate size. Chakeres Theater and Ness Auditorium are often too small for events. While everyone needs to experience a black box theater production (either participating in it or being an audience member), there are no real spaces much larger than this on campus. Blair is supposed to be the black box while Chakeres is the theater; however, they are both the same type of space. Ness has been standing room only for several events (evidence that it is not large enough), and there is no stage. Also, the height of the railing on the balcony makes this space hard to use because people cannot see over it. They have to look through the rails. Potential audiences are turned away because of lack of space. The HPER Center and Weaver Chapel definitely have adequate seating capacity, but neither is conducive to stage productions. There are acoustical problems, sight-line problems, lighting problems, etc. in these spaces.

Prospective students are being turned away

Another concern seemed to be prospective students. Are students considering Wittenberg and then being turned off by the fact that there is no performing arts center? Approximately 17% of the respondents asked questions similar to this. Many of the respondents concluded that our lack of facility was, in fact, negatively affecting recruitment. Ken Benne, Dean of Admissions reports that the type of student who is attracted to Wittenberg and the type Wittenberg likewise seeks, is interested in academics first and extra-curricular activities, such as the arts, second. In other words, the need for
a Performing Arts Center does not seem to be a pressing issue. There is a growing interest in the sciences and communications, which justifies the need for the new science addition and the construction of Hollenbeck Hall.

**Having a performing arts center would be an asset to Wittenberg’s campus**

The next most frequent response (12.5%) was that having a Performing Arts Center would simply be an asset to this campus. It would more adequately serve both students and faculty than do current facilities. “Wittenberg needs a place to call its own,” said Jack Mann of the Art Department. Another point that people brought up (8.3% of respondents), sometimes simultaneously with the last idea, is that a lack of facility and/or the current facilities are and should be an embarrassment to the university. According to Dr. J. Arthur Faber of the English Department

> When Wittenberg University looks at other institutions to which we would not compare ourselves academically, like Urbana or Cedarville, to say nothing about schools to which we do like to compare ourselves, like Kenyon or Wooster, the lack of a proper performing arts hall is shamefully obvious and needs to be corrected.

Jack Mann also pointed out that

> The Board of Directors and the ‘administration’ would then (if we had a place to call our own) send a positive message that Music, Theater, and Dance ARE important here.

Others shared this view, including Dr. Robin Inboden, professor of English, who said “our lack of facilities is also an embarrassment when dealing with outside speakers and performers.” For example, in the fall of 1999 the Common Learning program brought in dancers from a major dance company, and when they came, the only place that was available and large enough for them to perform in was the HPER Center. This was not a
good setting for either the performers or the audience. The dancers’ physical needs were not met, as the gym floor is not “sprung” to provide adequate resilience for dancing. The performers’ theatrical needs were not met, as there was not much that could be done with lighting and backdrops. While the performance was still excellent, the overall atmosphere and experience could have been greatly improved had there been a proper venue.

**Being a liberal arts institution requires the presence of a performing arts center and Wittenberg student participation in the arts would increase**

There were other reasons given in support of the need for a performing arts center. While these ideas appeared less frequently, they are still worth mentioning. First, people thought that being a liberal arts institution practically required Wittenberg to have its own performing arts center. A university that advocates the arts and other cultural events should have a facility in which to host them. Some thought that the participation of current Wittenberg students in the arts would increase if there was a better facility. Intuitively, this makes sense. If there were a bigger performance space a wider variety of shows could be performed. Shows that require a huge chorus could be done, which require that more people be involved, both on and off the stage. With a larger space more opportunities can be presented, and with more opportunities presented more people would be involved. It is an automatic chain of events. With a larger facility, there would be no more waiting in line an hour prior to curtain, only to find out that there is not room left and be turned away from seeing the show at all. Inevitably more Wittenberg students would be involved in and attend arts events. This suggests a “Build and they will come” strategy. It is accurate to argue that this strategy has been proven wrong. Clark State has
trouble filling the house for their shows much of the time. The people of Springfield do not come just because it was built. Would Wittenberg students and faculty respond in the same manner?

**Rental costs of equipment would be eliminated and set-up time would be minimal**

Mark DeVilbiss *Director of Student Activities*, pointed out some reasons that may have otherwise been overlooked.

Union Board spends a lot of money every year renting sound and lighting systems for their bigger events. If Wittenberg had a performing arts center where these systems were built-in, a lot of money could be saved. In fact, nearly all of our existing venues require a lot of time and effort to set up for an event. Take the CDR for example. Several departments are holding a dance event there on February 14. In order to ready this facility for the event, we will have to remove all of the tables, set 500+ chairs in rows, bring in a rented stage, rent a dance floor, and rent lights. If we had a performing arts facility, much of this set-up work would be eliminated.

The event to which DeVilbiss refers was the performance by Step Afrika. This was a great show, but part of this particular performance required hearing the sounds made by their stepping *and* watching their feet. Because the stage was at the same level as the chairs and the chairs were not on an incline of any kind, no one could see their feet except the people sitting in the front row. Even the sound was muffled somewhat because it was in the CDR. In other words, the event would have benefited greatly from being in a performance hall, not to mention that there would be minimal set up time and no renting of equipment.
**Interpretation of Need**

Overall, the reasons proclaiming a need for a performing arts center far outweigh the reasons given denying such a need. Specifically noteworthy is the argument that Wittenberg advertises itself as a liberal arts institution that provides not only a quality education, but also an avenue through which individuals become more cultured and well rounded. If Wittenberg does not have the facilities to provide these opportunities, is it meeting its mission? This will be looked at more closely later; however, I mention it now to point out that some of the faculty and staff of Wittenberg are also noticing that something does not add up. The sample of Wittenberg’s faculty and staff that responded to the poll seemed to think there was a qualified need for the arts. Therefore, it is appropriate to continue the analysis by defining more specific needs regarding the facility.

**Use of the Center: Needs of the Theater Department**

The first thing to determine would be what the center would be used for. I asked the respondents of the poll to share their thoughts on the usage of such a performance facility. Sixty percent of the respondents felt that the theater department currently had the biggest need. This was primarily because their needs are more visual, meaning sets are large and casts can be large. Stage movement requires stage space. Another concern for theater was that the theater students need to get experience performing in a larger venue. The way that something is performed depends a lot on the type and size of the space that it is performed in. Also, students need the experience of working with theater
equipment that Chakeres cannot physically accommodate, such as fly equipment and a more diversified lighting and sound system.

**Needs of the Dance Department**

Following the needs of the theater department, the needs of the dance department and large music ensembles were recognized by 55% of the respondents (both categories were equal). The needs of the dance department are discussed in more detail later in the student response section, but generally speaking the need for a reinforced floor is of the utmost importance for the physical safety and protection of the dancers. Musical ensembles have needs as well; for example, the band has been performing off campus for the majority of this year. Recently the music department purchased a set of timpani to replace the old set that was in incredibly bad shape. The new timpani do not fit through the doors of Weaver Chapel. I would like to take a moment to explain the necessity of such a purchase.

**Needs of the Music Department**

The need for the larger timpani has been a long time coming. The band needs the larger timpani to achieve lower pitches required by composers (larger instruments = lower pitch). The new timpani are a standard set, the largest having a 32” diameter head. The new timpani also have special tuning gauges, which assist the player in finding the correct pitch. These gauges add to the overall diameter of the drum and require great care in the transportation of the instrument. The timpani are also housed in traveling cases that are designed to lessen the possibility of damage during travel. These cases, of course, add to the bulk of the item and contribute to the problems of fitting them through
the Weaver Chapel doors. Even with the old drums, the largest had to be partially dismantled to be brought in to the chapel. After many years of this unprotected transportation, these drums have suffered severe damage and deterioration. Some had suggested repairing the old set; however, the models of the old ones have been discontinued, making parts for repair no longer available. Dr. Kennedy did measure the doors of the chapel before the order was placed and was aware of the potential problem. However, there have been broken doors at the chapel for at least twelve years, and he was hoping that this question of the timpani would be the “impetus to repair them and install a removable center post.” Unfortunately, due to the construction of Weaver Chapel this is not structurally possible. Consequently, the Wittenberg University band can no longer play a home concert.

The only place that the large musical ensembles have to perform right now is Weaver Chapel. It has been established that the band will no longer perform there, but other ensembles can use this space (orchestra, brass choir, vocal ensembles). While they can physically fit into it, there are other troublesome characteristics of Weaver Chapel that make it undesirable for them. The space has terrible sight lines and troublesome acoustics.

**Needs of the Lecturers/Presentations**

The third highest need seemed to be a venue for lectures. Fifty-three percent said that lecturers needed a better place to present. Weaver Chapel, as mentioned before, has bad sight lines, a horrible echo, and bad lighting. The performing arts center would be used for lecturers brought in by both the Wittenberg Series and individual academic
departments. This would require that the facility be equipped with projection and presentation capabilities. For example, this year the management department brought in Larry Emond from the Gallup Organization. There were approximately 140 students who overflowed room 105 Shouvlin to attend this lecture. This room was not ideal because there was not only the sight line problem, but it was also crowded and hard to hear the speaker. Microphones in this room serve no real purpose. Lectures would benefit greatly from a new performance facility.

Needs for our guests

Thirty-eight percent of the respondents said that having a performing arts center would be nicer for visiting performers. When bands are brought in and have to set up in the HPER Center, it is embarrassing and inconvenient. Visiting solo artists are brought in and taken to Krieg to give their master classes and recitals. While this space is okay, it would be so much better for the performers and for the listeners if they could be in a real performance space. Twenty-five percent agreed that solo artists, both professional and students, would benefit from a performing arts facility. The philosophy behind this is similar to that given for the theater students. Performing on a stage in a bigger hall requires somewhat different techniques than performing in a make-shift recital hall like Room 300 Krieg.

Other Needs

Some other suggestions for the space might have had more advocates had they been mentioned in the question (as the other categories were). Approximately three
percent said that the facility could be used to show films for students. This could take the place of the film series that happens in the Commons or could be a new series entirely. A student suggested that the facility could show independent films to add to the cultural environment of campus. Approximately two percent suggested that the facility could be used for assembly purposes, for example if someone needed a larger space to have a departmental meeting with faculty and students.

*Would the facility need to provide features in addition to performance space?*

The majority of respondents felt that there were certain requirements that went hand in hand with the performance space. The top four necessities, having an affirmative response rate of 76.7% were rehearsal space, workshop (scene shop), equipment storage (including costumes and technical equipment), and musical storage (including instruments, stands, etc.). People who are more closely involved with the arts here on campus mentioned other needs. Supported by 3.3% of the respondents these needs include dressing rooms and faculty offices. A smaller percentage (1.7%) supported the need for classrooms, a gallery for displaying art, a greenroom, and a dance studio or warm up space. I think support for some of these suggestions might have been higher had they been among the suggestions in the question. The question was worded such that examples were given and many respondents just said “yes” or “all of the above” without making additional suggestions.

Ten percent of the respondents felt that we should just focus on the performance space itself right now and let the existing facilities provide for the other needs. The existing storage facilities and classrooms are adequate and the *performance* space is the
top priority. Therefore, because money is scarce, the people of this opinion did not think that building the “extras” would be the most efficient use of the very limited funds. However, some argued that if we were going to do this, we should do it right! We should not cheat ourselves out of a first-rate facility just because there are not adequate funds. One argument for making the additions in the first place was so that the other facilities could be retired more easily when the time came and/or the current facilities could serve other needs. Opinions for the addition of necessary assets were that “folks shouldn’t have to run all over campus to do these things,” for example, storing costumes on the other side of campus from the performing arts center and the argument that “unless an existing building is going to be upgraded and repurposed for these functions, it would need to [provide these extras].”

Also in the conflict over the space providing more facilities, the embarrassment factor was thrown in again. Trudy Faber, chair of the department of music, said that the space should absolutely provide for storage and rehearsal space and all other performance necessities. Faber said,

So many schools our size have excellent facilities with all the support components that [were] mentioned… check out Cedarville. What we have to work with at Wittenberg should be humiliating and embarrassing to our administration and Board of Directors.

Is there a need for a state of the art teaching facility that would reinforce the curriculum of the Music, Theater, and Dance departments?

Approximately fifty-eight percent said that there was a need for a teaching facility. Leanne Wierenga, associate professor of languages, was among those that thought the arts departments should have a state-of-the-art facility, because, she said,
I live in Hollenbeck Dream Castle. Of course, I think it would be spiffy for everyone to have the kind of facilities I do, with windows in every faculty office and a costume shop that one can browse in and a dance studio with a decent floor.

Every department wants a ‘dream castle’ like Hollenbeck Hall, and funds do not allow, but I use this quote to show that the faculty and staff do recognize the need for a performance space that is at least more modern and meets the needs of the curriculum. Of concern to a few was that the theater and dance department are moving towards implementing new technologies into their curriculum, but they do not have sufficient facilities or equipment to respond to this need. Another strong voice in support of a teaching facility for the arts said,

> Wittenberg is a Liberal Arts University and we cannot fully realize that mission without an adequate performance facility. How the university has survived over 100 years without a proper performance area is a mystery. The absence of a quality facility to support the curriculum and expression of all the performing arts is a disservice to all students. Without the Arts, a Wittenberg education is incomplete.

Notably, this opinion is not shared by administration, as will be discussed later.

Twenty-five percent said there was not a need for a teaching facility too. Many thought that the current classrooms were adequate and those that were not should just undergo some renovation. The renovation of existing classrooms and practice facilities was a popular answer among these respondents (5%). Many of them said that it would be wonderful to have all of the arts housed in some sort of complex that incorporated classrooms, offices, practice rooms, a dance studio, and the large performance space. However, in order to achieve the goal of gaining a performing arts center, it might be
cheaper and possible to get the ball rolling sooner to work with the existing teaching spaces.

The remaining 16.7% were undecided because they did not feel that they knew the curriculum for the arts departments well enough to make that decision. About 3% said the performance space itself would be the teaching facility. They felt that the stage is the classroom laboratory. All of the equipment that students should be learning about is there and all of the performance techniques that need to be learned should be taught on the stage. It is possible that many of the people who replied affirmatively to this question were thinking of the actual stage itself, as the question was somewhat ambiguous.

*Should the performing arts center be housed in close proximity to the arts departments?*

About 82% of the total respondents responded to this question, and 70% of these agreed that these departments should be housed in close proximity. Approximately 4% of these supporters went so far as to insist that all of the departments be in the hall. Of the people that backed the idea of having the arts departments close argued that a close rehearsal space would allow for a more efficient scheduling of classes and rehearsals, as well as performances. There were other more specific reasons given for wanting the performance space in close proximity to the arts departments. Trudy Faber argued,

The performance hall should not only be close but connected to Krieg Hall, as planned from the very beginning in 1966. Instruments then can be rolled from rehearsal to performance venue. Theater and dance are already quite close to Krieg, but I think better offices should be provided.
Shih-Ming Li Chang had another rationale for housing the performance space near the arts departments. She said,

We are always looking for a chance to work together but because we are all too busy and too far away from each other it makes… collaboration…even harder.

Another respondent, agreeing that the performance space should be in close proximity to the arts departments, described it this way.

“We would not expect biochemistry students to go to classes in a basement and walk across campus to have lab in a former cafeteria or academic lecture room.”

Five percent said that they did not know if the proximity of the facility mattered. These kinds of decisions would have to be made by the people directly involved with these departments. Of the respondents, 6.7% thought that location of the departments in relation to the performance facility might matter. These respondents felt that this would be advantageous but might be too expensive. The majority of these respondents also felt that the current teaching facilities could be renovated. They are the ones who believe the main focus should be the performance space.

**Conclusion**

Overall, it seems that those faculty and staff here at Wittenberg that felt as though there is an obvious need for a performing arts center on campus were the ones that voiced their opinion. It is important to note that 89% of the faculty and staff at Wittenberg did not respond in either way to this poll. These people were either indifferent to the topic or too busy at the beginning of the semester to take the time to fill it out. While there have
been several specific reasons explaining the support of the respondents, some general conclusions can be drawn. Many feel as though having a performing arts center is fundamental to answering the mission of Wittenberg University. A liberal arts institution such as Wittenberg should offer opportunities for growth in the areas of the arts. While some argue that the curriculum can be met in spite of inadequate facilities, technical advances in theater craft prove this to be untrue. Embarrassment was a strong sense among the faculty and staff that responded to this poll. They themselves are embarrassed to be working for a facility, which, in spite of high academic caliber, could overlook such a need. They are embarrassed for visitors to campus—prestigious visitors who come to share their talents and are then shown to the gym. Others feel as though the Board of Directors and the Administration should be embarrassed by our lack of facility.

There was a strong concern for recruitment. Many felt that our lack of performance space and equipment was discouraging potential Wittenberg students. If there were a state-of-the-art facility on campus, respondents argued, then more students would seriously consider Wittenberg and current Wittenberg students would be more involved in the arts, either through participating or attending. Many felt that the inadequacies of current facilities speak loudly enough on their own but were happy to give voice to these faults. These respondents felt that the presence of a performing arts facility on this campus was long overdue.

Not everyone was an advocate for a new facility. However, these people, while suggesting ways to avoid the need for one such as the Clark State Performing Arts Center, were primarily concerned with costs. They felt as though the limited monetary resources of Wittenberg should be allocated wisely. This is a very valid concern and
would obviously be considered before any action was taken. Whether everyone agreed that there was a need or not, Dr. Barbara Ashton of the math department summed it up best when she said “now all we need is a donor with a desire and the money to sponsor such a facility.”
Summary of Comments from Faculty Poll

1.) *Do you think Wittenberg has a need for a performing arts facility?*

   Yes: **85.7%**  
   No: **10.7%**  
   Maybe: **3.6%**

   **Typical Responses:**
   
   A.) Having a PAC is fundamental for a liberal arts institution.  
   B.) Having a PAC would attract prospective students.  
   C.) Having a PAC would increase interest in the arts at Wittenberg.  
   D.) Having a PAC would save Union Board money because equipment for sound and lighting would no longer be rented.  
   E.) Having a PAC would give the theater/dance/music students what they need.  
   F.) “It is a disservice to the students to only have a small space to perform in.”  
   G.) There are also other needs on campus that need addressing.  
   H.) We should take more advantage of Kuss Auditorium.  
   I.) Building a PAC would be too expensive.  
   J.) We need a place to all our own.  
   K.) The quality of the facility should match the quality of our performers—the performers are currently far superior.  
   L.) Current space is *inadequate.*  
   M.) Current space *is* adequate.  
   N.) Bigger space = more tickets sold = more revenue.  
   O.) We should be cautious about competing with Clark State.  
   P.) The lack of facilities is currently embarrassing.  
   Q.) The gym is not a good performance space for any type of performance.  
   R.) A PAC is long overdue.

2.) *If you answered yes, could you share your thoughts about what it might be primarily used for, ie: types of concerts, large touring ensembles (classical music and popular music), large Wittenberg Ensembles, dance, theater, lectures, etc.?*

   A.) Music Concerts (band, orchestra, and choir)  
   B.) Dance  
   C.) Theater  
   D.) Ensembles  
   E.) Lectures  
   F.) Other department activities  
   G.) Wittenberg Series Events  
   H.) Instruction  
   I.) Wittenberg needs exclusively  
   J.) Some traveling shows might be nice
3.) Is there a need for a state-of-the-art teaching facility that reinforces the curriculum of the music, theater and dance departments?

A.) Classrooms  
B.) Gallery space for art exhibits  
C.) Priority should be with the performance space (teaching facilities would be a bonus)  
D.) Storage—costumes and otherwise  
E.) Green room  
F.) Dance studio  
G.) Look into renovating existing facilities  
H.) Yes, because people shouldn’t have to run all over campus to do everything.  
I.) If we’re going to do it, let’s do it right.
Administrative Opinion Summary

I interviewed five members of the administration at Witteberg to discover their feelings regarding a performing arts facility. I wanted to see if what they felt was in sync with the thoughts shared by the students and faculty and staff. I had nine questions prepared to ask all five of them. However, I did not always ask all of the questions during the interviews because there was not time, or because the respondent shared information that was more than adequate in the answer to one question. I interviewed President Baird Tipson; Charles Dominick, Vice-president for University Advancement; Ken Benne, Dean of Admissions; Debbie Heida, Vice-president of Student Development and Dean of Students; and University Provost Ken Bladh.

*Do you think Wittenberg will continue to flourish as a liberal arts institution without a performing arts facility?*

All five answered positively to this question. Many of them agreed in their reasoning. Generally, they believed Wittenberg would continue to flourish due to the commendable work of our resourceful and creative faculty and staff. The consensus was that the faculty and staff would be able to make the best of the facilities available. Ken Bladh commented that, “…we should not pin the success of the university on a building.” Both Ken Benne and Charles Dominick pointed out that prospective students base their college decisions on more than buildings. Benne went on to say that, “…whether or not there is an adequate performance facility seems to be a secondary issue. Students choose Wittenberg for other reasons. Once they get here they’ll notice.” I did not have a chance to ask him about retention rates. Has the lack of a performance facility ever caused a student(s) to transfer? I do not have any data on this.
Do you think the presence of a performance hall is important to answering the mission of Wittenberg? If so, how important?

Tipson, Heida, and Bladh were the only participants to whom I posed this question (because of the lack of time in other interviews). Their general feeling was that a performance hall was not necessary to answering the mission of Wittenberg. The argument was that if the curriculum needs were still being met, the mission would be answered. Meeting the curriculum was not a result of any buildings. Dean Heida responded with a reminder of our Lutheran heritage, which echoes opinions already mentioned by saying, “…we will make do with what we have.” However, she did point out that then the question becomes “Will we do it as well?” Ken Bladh pointed out that without a facility, the mission would still be met, but that an arts hall was an accessory that would greatly enhance it.

What kind of impact would a PAC have on a campus like Wittenberg?

The primary thought here was that having a facility would greatly enhance the lives of the students. This would be accomplished through the types of events that students could be involved in and attend. A center would allow for the presentation of a wider variety of concerts, shows, and events, to which students might not ordinarily be exposed.

Do you think having a center on campus would in any way effect the type of student attracted to Wittenberg? Would it influence their decisions?

The thoughts and hypotheses I found here seemed to compliment the survey answers from current high school seniors. Students are primarily looking for academic
reputation when considering a school like Wittenberg. Facilities come second to this on their list of criteria and then the type of facility also matters. The two primary considerations for students are technology and residence hall facilities. This proved true according to the prospective student survey and the administration at Wittenberg is also aware of this trend. Ken Bladh raised two other concerns that I think are notable. First he said “…building it doesn’t mean they’ll come.” Secondly he asked if a performing arts center would attract a different type of student academically? I think that in some cases this might be true, but I do not think it would be a problem. Our admissions counseling and requirements would prevent the caliber of student Bladh fears from coming to Wittenberg, regardless of the presence of a performing arts center.

**Do you think faculty and staff will be influenced? How will they respond?**

The most common response was that the faculty and staff here have their own agenda. *If their department is taken care of, then of course it will be a nice addition to campus.* However, most faculty and staff attracted to a liberal arts college expect cultural events to be part of the ethos. Many of the faculty and staff would agree that it is an integral part that is missing from their experience at Wittenberg. Although, trade-offs such as an effect on their salary and neglect of their own department’s physical needs (Carnegie, Zimmerman, and Blair—and these are large departments) might cause faculty and staff not to support the building of a new arts facility as much as they would like to have one.

*What kind of impact would this have on the community, if any?*
Overall, the administration felt that having a center might entice more community members to attend Wittenberg arts events. However, there was a concern among them regarding any kind of competition with Clark State Performing Arts. There was an undeniable desire to keep a friendly relationship with the community through not ‘stepping on anyone’s toes.’

What type of center do you think would be most effective for this campus (size, location, etc.)?

The opinions on size varied. Overall, they did not want to see one that would compete with the size of Kuss. The general feeling was that it would be much smaller. Many said between 200-500 seats. Ken Bladh was the only one who said 1000-1200 seats. Many of the faculty wanted to keep the feeling of intimacy that Wittenberg productions currently have. This was something that was special to them, and something they felt was a strength of Wittenberg. The space should be adaptable depending on the type of event. If should be able to expand for large theater productions and retract for lectures and presentations. These would be similar to the plans proposed by Wittenberg alumnus, George Izenhour.

How do you personally stand regarding a need for a performance center?

Charles Dominick is definitely in support of having a performing arts center and recognizes that there is a definite need. However, he is also mindful that Wittenberg needs to be a “political player.” The university does not want to be seen as a competitor in one of the community’s industries. Dominick said, “To maintain the quality of a liberal arts facility, there needs to be a performance space.” Ken Benne points out that
Wittenberg is not a conservatory of music, qualifying that this does not seem to be a pressing need. However, a performance space would definitely enhance the physical appearance of campus and would be a symbol of pride for Wittenberg. Benne also does not deny that it would be a great teaching facility. Ken Bladh recognizes the need as well and feels that it should be an important consideration when doing future planning for the university.

Other thoughts?

A main concern was mentioned that Wittenberg should be cautious of settling for a facility that may not be as adequate as it should be just because the university is so desperate to have one. Wittenberg should take the time and resources to build it right, and not rush. The bottom line that Wittenberg needs to contemplate is if it would be financially justifiable. A performing arts facility is considered by some members of the administration as an extra-curricular need. While they recognize that some departments will benefit from it for educational purposes, if would be used for extra-curricular events much of the time. This was pointed out only to say, that it is harder to justify the need for an extra-curricular facility. Other current needs of the university are rooted in academics and should be addressed first. Also, the size of the departments that would most benefit from the center was questioned. Are they large enough to warrant a massive project like this?
Interview with President Baird Tipson

January 8, 2003
9:00 AM

1.) Do you think Wittenberg will continue to flourish as a liberal arts institution without a performing arts facility?

- Yes, we will continue to flourish because we have “resourceful faculty and students.” They will be able to continue to make the best of what we have. Having a PAC would no doubt attract more theater and music people though.

2.) Do you think the presence of a performance hall is important to answering the mission of Wittenberg? If so, how important?

- Not necessarily…the curriculum is still being met. The aesthetic portion of the mission is being met through the curriculum, not as a result of any buildings.

5.) How do you think faculty and staff will respond to a PAC; how would they be influenced?

- It would definitely be rare for no one to want one. On the other hand, people have their own agendas…they get very territorial…there is resentment if their department is over-looked

Other comments:

- Not denying that the university needs one, but the question is where is it on the list?
- Not as big a recruitment tool as you may initially think
- There is a need for a feasibility study…nothing has been done since the Kinnison administration
- Some problems you run into are that performers are perfectionists, and compromises are harder to make when it comes to the details of a performance facility…everyone has different needs, too
- Size = 200-500 seats, but he really has no idea…that’s an “uneducated guess”
  >the quality of the backstage and stage space is more important

Suggestions for further research:

- Shawnee State in Portsmouth, OH—built new facility in 1995; was designed by George Izenhour…might be worth looking at
- Elizabeth Long might have some insight on costs and arts management functions
- Article about Witt’s campus with the future look of Fountain Ave. (includes the PAC)
- Talk with Kinnison
Interview with Chuck Dominick, office of advancement

January 8, 2003
10:00 AM

1.) Do you think Wittenberg will continue to flourish as a liberal arts institution without a performing arts facility?

- Yes, Wittenberg will continue to attract good students due to other facilities and the strength of the faculty and its reputation
  - not in the best situation to attract arts students
  - college decisions are generally made on more than facilities
  - predicts an increase in Science prospects and majors due to the new center—facilities can make a difference but it’s not all about the facility
  - would probably be necessary to expand the music/theater faculty and their programs…is that possible right now?

3.) What impacts would result from having a PAC on campus?

- Having such a facility would definitely enhance the lives of students
- The crowd for some of the series events would definitely cause the continued use of Kuss—to maintain good community relations

5.) How do you think faculty and staff will respond to a PAC; how would they be influenced?

- Faculty have their own agenda

8.) How do you personally stand regarding a need for a performance center?

- Definitely support it and recognize the need
- However, Wittenberg must continue to be a political player—definitely don’t want to be seen as a competitor in one of the community’s industries
- To maintain the quality of a liberal arts facility, there needs to be a performance space

Other comments:

- Size = 250-500 seats maybe in two pieces as George Izenhour designs (has no idea about size, this is a random guess)
- Natural acoustics; “live room”
- There is a family that probably would be the big donor—get a plan to convince them of the success of such a center!
- Bottom line = the people…would it be affordable to justify
Interview with Ken Benne, office of admission

January 21, 2003
10:00 AM

1.) Do you think Wittenberg will continue to flourish as a liberal arts institution without a performing arts facility?

- I think that Wittenberg will continue to flourish because whether or not there is an adequate performance facility seems to be a “secondary issue.” Students choose Wittenberg for other reasons. Once they get here they’ll notice.
  - If a performance facility and/or performing is really a factor for them, they probably won’t consider, definitely won’t choose to come to Wittenberg.

- Some faculty think, that to be seen as equals by people who are looking at us in comparison to our sister schools it may be a good idea to have one, I think we’ve done well without one…and can continue to do so.

5.) How do you think faculty and staff will respond to a PAC: how would they be influenced?

- Generally, faculty would think it was great. However, once their given trade-offs there would not be as much support. Trade-offs such as affects on salary, neglect of their own department’s building (Carnegie, Zimmerman, and Blair—and these are large depts.).

8.) How do you personally stand regarding the need for a performance center?

- I think we need to remember that we are not a conservatory of music. I definitely think that a performance space would enhance the look of Wittenberg’s campus. I also think that symbolically it would be a symbol of pride for Wittenberg. I think that it could definitely meet more Wittenberg students’ needs—it would be a great teaching facility.

Other Comments:

- Size = more than 500 seats. Because the seating would be stabilized, it should be greater than 500. Less than that and we don’t really need a center…we can put seats in various existing spaces on campus (HPERC, CDR, Ness).
- Space should be adaptable and moveable—multi-purpose facility
- Should be extremely adaptable to lectures and presentations (power-point)—there is a higher need for this; and this would make the space more useful
This is not a huge recruitment tool for Wittenberg. Students choose Wittenberg for other reasons. **Certain buildings attract certain students.** Science, communications, and management are degree programs that are on the rise nationally. Therefore, Hollenbeck Hall and the Science addition were great needs.

> In other words, when performance degree programs gain national interest, we will consider the importance of a PAC. *(my interpretation)*

Suggestions for further research:

- Look at sister schools and the type of facilities they have to determine need for Wittenberg. Compare their recruiting information with their facility type.
Interview with Debbie Heida, dean of students

January 21, 2003
11:00 AM

1.) Do you think Wittenberg will continue to flourish as a liberal arts institution without a performing arts facility?

- I think it would continue to flourish because we have creative faculty and students that can make the best of the facilities we have.

2.) Do you think the presence of a performance hall is important to answering the mission of Wittenberg? If so how important?

- I think we will be able to answer our mission without a performance space because we are rooted in our Lutheran heritage, which says we will make do with what we have. The question then becomes will we do it as well? Then I think we have an argument…

4.) Do you think having a center on campus would in any way affect the type of student attracted to Wittenberg? Would it influence their decision?

- Students who are considering Wittenberg are making choices based primarily on academic reputation. Once they decide on a school for academic reasons, facilities come next on the criteria list…usually technology and dorms. I think that the type of student that is attracted to Wittenberg would be minimally affected.

5.) Do you think the faculty and staff will be influenced?

- The faculty will think that it is a good thing. But there are so many things that could be done to the campus that would be considered a good thing…that faculty may choose differently on what is the better thing.

Other Comments:

- Without a performance facility it is sometimes hard to generate student enthusiasm for events. Usually events that friends are in don’t have a problem, but other performers. For example, speakers that are brought in would probably be better attended if they could be sharing in a comfortable auditorium rather than the HPER Center.
- Size = 300-400 seats. We still want it to feel intimate because that’s what makes Wittenberg unique…to have that personal connection to what’s happening on the stage.
- Community discord could result if we pull things away from Kuss and the Turner. For example, other community organizations who can’t come
close to selling out the Kuss, but can’t get the Turner or the Turner is too small, may look to us (Ohio Lyric Theater organization for example)

- It’s easier to make a case based on curricular needs rather than co-curricular needs. Science for example—building the new Science addition was a business decision…it met the demands of the market. 1/3 of the students are science majors. It was financially wise to invest in it. Do we want the music dept. to grow? Is there a demand for it to grow? Yes, the whole campus would use a center, but for an extra-curricular purpose in most cases. Also, the facilities related to music don’t change as often as Science and technology…I would assume.

Suggestions for further research:

- Make a case for why we should next build or take care of this facility over any other.
- Recruitment of male students who are not athletes. Right now Wittenberg has a better female and male mix than other schools in our region and division, but that’s primarily due to our athletic field. How can we get more male non-athletes? Would the PAC draw in male artistic students? Find some data on this.
1.) *Do you think Wittenberg will continue to flourish as a liberal arts institution without a performing arts facility?*

- Sure! I don’t think that we should pin the success of the university on a building.

2.) *Do you think the presence of a performance hall is important to answering the mission of Wittenberg? If so, how important?*

- I think the question should be “will it enhance the mission?” I think that without a building the mission would still be met, but I think that facilities and other accessories, just enhance the mission.
- I think Wittenberg should consider the fact the intimacy here is a strength, and we should look into several smaller spaces for specific purposes than one facility for all purposes.

3.) *What kind of impacts would a PAC have on a campus like Wittenberg?*

- I think that having a performance space would have an impact for those who are involved in the programs that would use it…primarily theater, dance, and music.
- A facility such as this would provide opportunities to stage things we can’t currently—lecture series would be more successful with comfort and technology.
- We could have a bigger variety of performances.

4.) *Do you think having a center on campus would in any way affect the type of student attracted to Wittenberg? Would it influence their decision?*

- “Building it doesn’t mean they’ll come.”
- A center would definitely be an attraction and a positive factor for consideration, but I don’t think it would be a deciding factor.
- Would it attract a different type of student academically?

5.) *Do you think faculty and staff will be influenced?*

- Most faculty attracted to liberal arts campuses don’t have as big a cultural pallet…they would expect that their campus would provide a way to expand this area of their life. I think that they would be accepting of it, if their needs were being met, first.
8.) How do you personally stand regarding a need for a performance center?

- The need is there no doubt, to have different facilities than what we have. It is an important thing to consider when doing future planning for the university.

Other Comments:

- Size = 1000 to 1200 seats… I think you have to have a conversation about what you want to do in the space first…but if someone gave us a blank check, this is how big I think it would be
- My biggest fear is that we are so desperate for a center that we settle for something because of cost.

Suggestions for further research:

- How does the student body feel about it? Do they desire it?
Analytical results of the High School Senior Survey

Method

This survey was designed for and given to high school seniors who are planning to continue their education. These students will be attending colleges and universities, vocational schools, or military training. The survey sought to determine their interests and what they look for in a college. This was an unbiased attempt to try and uncover where the arts and performance spaces fall on their lists of criteria. The 291 students surveyed come from five different schools. The schools chosen are representative of different demographic characteristics. The schools were Lawrence Central High School (Indianapolis, IN), Springfield South High School, Springfield North High School, Catholic Central (Springfield, OH), and Kenton Ridge High School (Springfield, OH).

Eighty-three percent of the respondents attended public school and 12% attended a private/parochial school. On average, students ranked in the top 20% of their class. The average SAT and ACT scores were 1162 and 23 respectively. Surveys were given to the students via their homeroom teachers, who received them from the guidance office. This way, no affiliation to the author of the surveys was known.

Results

Of the 291 surveys administered, 93% shared what kind of school they are looking for. Over half of the respondents (53%) are looking for a state school, 25.5% are looking for a small liberal arts college or university, 10% checked other and the majority of those respondents are looking into a branch of the military or a military academy, about 8% are pursuing a vocational or technical school, and approximately 4% are
looking at ivy league schools. The following is a list of reasons for their school choices.

Reasons are listed in order of most frequent answer to least frequent answer.

*Reasons for School Preference*

1. School has desired major and/or program of study
2. School is close to home
3. School is the lowest price
4. School is small
5. School has more opportunities
6. School is big
7. Joining the military
8. School has low student to professor ratio
9. Sports
10. School has a good reputation
11. School has an easy acceptance rate
12. School provides an academic challenge
13. School provides preparation for post-graduate study and work
14. School had diverse population
15. School is an historically black college
16. Education and training received will provide me with job security
17. Christian school
18. School has history and tradition
19. School has more available scholarships

**Numbers 6 & 7 were tied; numbers 10 & 11 were tied; number 12, 13, & 14 were tied; numbers 16, 17, 18, & 19 were tied**

After finding out the above frequency rate, I then looked at the correlation between the school preference of the respondent and the way he or she ranked certain facilities. They were asked to rank five different facilities in order from 1 (*most important*) to 5 (*least important*). Of those that showed a school preference, 99% responded to the ranking question. Beginning with the students who prefer a state college or university, I will report the majority rank preference. Sixty-three percent ranked academic facilities first, 32% ranked athletic facilities fourth, 33% ranked dorms third, 55% ranked performing arts center last (fifth), and 31% ranked student
center/computing facilities second. In other words, the average ranking of a state school bound senior might look like this:

**Average ranking of a student preferring a state college or university**

1. Academic Facilities and Buildings
2. Student Center and Computer Facilities
3. Dorms and Residence Halls
4. Athletic Facilities
5. Performing Arts Center/Auditorium

The majority rankings from the students who are looking for a small liberal arts college or university are as follows. Sixty-one percent ranked academic facilities first, 48.5% ranked athletic facilities last, 37% ranked dorms second, 29% ranked a performing arts center fourth, and 29% ranked a student center and computing facilities second. The average ranking from a student showing a preference for a liberal arts school is:

**Average ranking of a student preferring a liberal arts college or university**

1. Academic Facilities and Buildings
2. Dorms and Residence Halls
3. Student Center and Computer Facilities
4. Performing Arts Center/Auditorium
5. Athletic Facilities

Students interested in Ivy League schools overwhelmingly ranked academic buildings first with a 90% majority. The ranking of athletic facilities was 40% last and 30% fourth which parallels the ranking of the performing arts center, which was also 40% last and 30% fourth. Dorms were split 50/50 as ranked second and third, and 40% ranked the student center and computing facilities as third. The ranking of an ivy-league student might look like this:

**Average ranking of a student preferring an ivy-league college or university**

1. Academic Facilities and Buildings
2/3. Dorms and Residence Halls
3. Student Center and Computer Facilities
4/5. Performing Arts Center/Auditorium
4/5. Athletic Facilities
Students interested in learning a trade or attending a vocational or technical school ranked academic buildings as first with a 67% majority. Fifty-seven percent ranked athletic facilities last, 57% ranked dorms third, 43% ranked a performance facility fourth, and 52% ranked the student center and computer facilities second. Their average ranking is:

*Average ranking of a student preferring a vocational or technical school*

1. Academic Facilities and Buildings
2. Student Center and Computer Facilities
3. Dorms and Residence Halls
4. Performing Arts Center/ Auditorium
5. Athletic Facilities

Finally, of the students who marked “other” in the school-preference category, 43% specified that they would be joining the armed forces and/or attending a military academy. Fifty-nine percent of the service-bound students ranked academic buildings as first. Thirty-seven percent ranked athletic facilities last and 37% ranked athletic facilities fourth. Thirty-five percent ranked dorms second, 44% ranked a performing arts center last, and 41% ranked the student center and computer facilities third. Their mean ranking is:

*Average ranking of a student preferring another educational choice*

1. Academic Facilities and Buildings
2. Dorms and Residence Halls
3. Student Center and Computer Facilities
4. Performing Arts Center/ Auditorium
5. Athletic Facilities

In general, the mean ranking for the facilities is as follows:

*Average ranking of all students surveyed*

1. Academic Facilities and Buildings
2.6 Dorms and Residence Halls
2.8 Student Center and Computer Facilities
3.7 Athletic Facilities
3.8 Performing Arts Center/ Auditorium
It would have been interesting to know the students' feelings regarding a performing arts center if the options had been to have one or to not have one. It is possible that some of the respondents may have taken for granted that all of these facilities were on the campus, and they just had to say which was most important. Their answers may have been different if they had known that the facility might not exist. I could not ask how they would feel, for example, if there were no performing arts center because then the survey would have been biased and may have swayed answers to this question and others. Another factor that may have swayed some of the ranking decisions was that the student center and computer facilities were grouped together. There is no way of determining if the students were making ranking decisions based on the computing facilities or the student center.

**Importance of Current Activities**

Next, I determined activities that students are currently involved in and the importance of those activities. The students were given a list of categories and asked to tell if each category was important to them by responding *strongly agree, agree, neither agree nor disagree, disagree, strongly disagree,* or N/A. Beginning with the first category, band, 33% responded that they neither disagreed nor agreed that band was important to them. Approximately twenty-four percent either agreed or strongly agreed that band was important to them, and about 21% disagreed or strongly disagreed that it was important to them. My interpretation of this is that band may be something many high school students take for granted. Even if they are not personally involved, there is a band at football games and a pep band at basketball games, so it is a part of their
educational experience in some way. The orchestra category had similar results to the band. Sixty-one percent neither disagreed nor agreed that orchestra was important to them. The agreed and disagreed options were split with 22% for each.

The majority of respondents (40%) said that choir was important to them; only 20% said that it was not important to them. Most of the students probably were involved in some type of ensemble and feel it is some sort of extra-curricular outlet or social aspect for them. The drama category was also important to 41% of the students that responded, and only 15% said that it was not important. This means that students are involved in and/or attend dramatic productions. Most-likely, students like being entertained, but more importantly, being entertained by their peers and friends.

I wanted to highlight the results of the performing arts categories in the high schools. However, I think it tells much to look at how the other categories fared in this measure of importance. The following are the results of this category in a reader-friendly, list format.

**BAND**
- 33% (*majority*) --neither agree nor disagree it’s important
- 24.4% --agree or strongly agree it’s important
- 20.9% --disagree or strongly disagree it’s important

**CHEERLEADING**
- 31.8% (*majority*) --neither agree nor disagree it’s important
- 29.4% --disagree or strongly disagree
- 26.5% --agree or strongly agree it’s important

**CHOIR**
- 40% (*majority*) --agree or strongly agree it’s important
- 28.9% --neither agree nor disagree it’s important
- 20.8% --disagree or strongly disagree it’s important

**CLUB SPORT**
- 56.7% (*majority*) --agree or strongly agree it’s important
- 21% --neither agree nor disagree it’s important
- 10.3% --disagree or strongly disagree it’s important
<table>
<thead>
<tr>
<th>Category</th>
<th>Agree/Strongly Agree</th>
<th>Neither Agree/Disagree</th>
<th>Disagree/Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUARD</td>
<td>34.5% (majority)</td>
<td>23.5%</td>
<td>22.4%</td>
</tr>
<tr>
<td>DRAMA</td>
<td>41.2% (majority)</td>
<td>33%</td>
<td>15.8%</td>
</tr>
<tr>
<td>FOREIGN LANGUAGE</td>
<td>52% (majority)</td>
<td>26.2%</td>
<td>14%</td>
</tr>
<tr>
<td>HONORS</td>
<td>52.1% (majority)</td>
<td>28.9%</td>
<td>10.4%</td>
</tr>
<tr>
<td>NEWSPAPER/YEARBOOK</td>
<td>60.8% (majority)</td>
<td>22.9%</td>
<td>10.3%</td>
</tr>
<tr>
<td>ORCHESTRA</td>
<td>35.4% (majority)</td>
<td>22.1%</td>
<td>21.8%</td>
</tr>
<tr>
<td>STUDENT GOV’T</td>
<td>49.1% (majority)</td>
<td>28.3%</td>
<td>14%</td>
</tr>
<tr>
<td>SCIENCE CLUBS</td>
<td>39.1% (majority)</td>
<td>24.8%</td>
<td>20.4%</td>
</tr>
<tr>
<td>VARSITY SPORTS</td>
<td>68.5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Many students are interested in languages due to the ever-expanding global market—it is fast becoming a necessary skill.**

**The interest in honors explains the first place ranking of Academic Buildings and Facilities.**

**School publications meet a variety of needs. Many students like to see themselves in print or pictures. Many contribute pieces to both publications (paper and yearbook). Most of all these resources provide great memories of school—friends and events.**
17% neither agree nor disagree it’s important
10.2% disagree or strongly disagree it’s important

**VISUAL ARTS**

45.6% agree or strongly agree it’s important
31.3% neither agree nor disagree it’s important
13.5% disagree or strongly disagree it’s important

Varsity sports are clearly an important part of the academic environment. From the data one could infer that sports are more important than the arts in general. While both provide a source of entertainment and something for people to be involved in, sports can involve more people. As a result, data reflects a greater involvement, which suggests that sports are more important. However, there are other variables that should be considered. One play with a cast and crew of 15 does not allow as many people to be involved as several sports teams do. Also, sporting events are evaluated objectively while evaluations of theatrical events are more subjective. At the end of a two hour sporting event the scoreboard tells everyone (players and fans) how they should feel—proud because they won or sad because they were defeated. At the end of a two hour theater production the actors may feel extremely proud of a job well done, while the audience may feel indifferent. This is not a reflection on the actors, but may reflect on the way the script was written or the atmosphere. The opposite is also true; the audience may love a show, while the actors feel it could have been better.

**Planned Involvement in College**

After this I asked what activities students planned to be involved in while in college. Forty percent of the respondents said they would be involved in club sports, while 30% said they would be involved in varsity sports. Twenty-four percent expressed an interest in foreign language clubs. Twenty-three percent were interested in student government. It is interesting that these two percentages were close, as both skills are
related to public relations activities. These were closely followed by 22.6% interest in newspaper and yearbook. These activities show students’ interest in being informed and being involved in their schools, as does student government.

Nineteen and a half percent of the respondents said they would participate in choir and 18.9% said they would be involved with drama. Interest in these two performing arts categories was higher than both band and orchestra with a 5.2% and 4.1% response rate respectively. All of these percentages are considerably lower than either of the sports percentages. However, if the percentages of all the arts categories are added together they total 47.7%, which is higher than the varsity sports category (40.2%)! This would suggest that, generally, interest in the arts ranks higher than interest in athletics. I wonder what the percentages would look like if there were sub-categories in the sports department. Percentages of sub-categories in sports would be lower too, due to the number of categories that would be listed. There would be too many categories competing for the same student resource pool, which is what happens in the arts as well.

The following is a complete ranked list of anticipated involvement after high school.

<table>
<thead>
<tr>
<th>Extra-Curricular Activity</th>
<th>Percentage Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Club Sports</td>
<td>40.2%</td>
</tr>
<tr>
<td>2. Varsity Sports</td>
<td>30.2%</td>
</tr>
<tr>
<td>3. Foreign Language Clubs</td>
<td>24.1%</td>
</tr>
<tr>
<td>4. Student Government</td>
<td>23.4%</td>
</tr>
<tr>
<td>5. Newspaper/Yearbook</td>
<td>22.7%</td>
</tr>
<tr>
<td>6. Choir</td>
<td>19.6%</td>
</tr>
<tr>
<td>7. Drama and Honors Societies</td>
<td>18.9%</td>
</tr>
<tr>
<td>8. Visual Arts</td>
<td>17.9%</td>
</tr>
<tr>
<td>9. Science Clubs</td>
<td>10%</td>
</tr>
<tr>
<td>10. Cheerleading</td>
<td>5.5%</td>
</tr>
<tr>
<td>11. Band</td>
<td>5.2%</td>
</tr>
<tr>
<td>12. Color Guard/Drill Team</td>
<td>4.5%</td>
</tr>
<tr>
<td>13. Orchestra</td>
<td>4.1%</td>
</tr>
</tbody>
</table>
Next, I asked if location was a factor in their decision-making process. Over 234 respondents (80%) answered that location mattered to them. The top five reasons given were that students wanted to be close to home (about 25%), far from home (about 6%), live in a big city, be in a warm climate, and be surrounded by an active community. The following is a complete ranked list of reasons why location matters.

**Reasons why location matters**

1. School should be close to home
2. School should be far from home
3. School should be in or near a big city
4. School should be located in a warm climate
5. School should be in and have an active community
6. School should feel safe
7. School should be on the East Coast
8. School should provide job opportunities
9. School should be in or near a small town
10. School is my parents’ choice
11. School should be in the Midwest

**Numbers 6 & 7 were tied; numbers 8 & 9 were tied**

I also asked the students what they intended to major in. This way, I could determine what sorts of facilities they would be looking for from a school. Even though the majority of students change their major at least once throughout their college career, their original thoughts influence their decision-making process when searching for the right school. A ranked list of intended majors follows.

**Intended Majors**

1. Education; Business/Management
2. Pre-Med
3. Engineering
4. Communications; Nursing
5. Computer Science
6. Theater
7. History; Psychology; Criminal Justice; Automotive Technology; Biology; Music
8. Pre-Law; Political Science  
9. Pharmacy; Occupational Therapy; Film  
10. Culinary Arts; Radiology; Chemistry; Architecture; Physical Therapy  
11. Sociology, Graphic Design; Broadcasting; Zoology; Geography; German; Physics; Art; English

I found this list to be of special interest as theater is ranked sixth and music is ranked seventh. These two performing arts majors were preferred above what used to be more common majors such as English (ranked last), Pre-Law and Political Science, and science fields such as Chemistry and Physics. Also, these performing arts majors were seen as equals with popular Wittenberg majors such as Psychology and Biology. According to the Office of Admissions, Psychology is the most popular major at Wittenberg followed closely by Education. There is also an increase in Management and Communications majors at the university. *All the Wittenberg majors seem to follow the trend that this data suggests, except for the arts.* Could this be due to the absence of adequate performance facilities?

**Will high school involvement continue in college?**

After looking at the before mentioned frequencies that the data had to show, I ran some correlations. I most wanted to see what students would be involved in while in college and if there was a relationship to what they were involved in during high school. Did these activities stay constant or change? Fifteen students said that they would participate in band in college. Fourteen of these had mentioned that band was important to them in high school as well. Sixteen respondents expressed interest in cheerleading for their college or university, and 11 of these said that it was important to them in high
school. Fifty-seven said that they would be involved in the university choirs, and of these only 45 said that choir was important to them in high school. Involvement in club sports was chosen by 115 respondents, and of these, 92 had participated or they were important to them in high school. Thirteen said that they would be involved in the color guard or drill team in college and this was only important to 9 of these respondents in high school. Fifty-four students said they would participate in theater and drama in college, while only 46 of these respondents said it was important to them in high school. Seventy students shared the desire to be involved in foreign language clubs in college, while in high school it was only important to 64 of these respondents. Membership in honorary societies is being pursued by 55 of the respondents, while only 47 of these were involved in them in high school. Sixty-five college-bound students plan to be involved with the newspaper and/or yearbook. Only 53 of these were involved with it in high school. Twelve students expressed an interest to be involved with the orchestra in college, while only 9 of these were involved with the orchestra in high school. Twenty-eight students plan to participate in science clubs while in college, where only 20 of these are currently involved in them. Sixty-six of the respondents intend to be involved in student government, while only 50 are involved with student government in high school. University varsity sports will see 87 of these respondents involved, while their high schools only experience involvement from 76 of them. Finally, visual arts involvement will include 51 of the respondents, and only 40 of them participated in visual arts in high school.

The most obvious trend here is that students are intending to be more involved with activities in college than they were with activities in high school. Perhaps they feel
that there will be more time. Or maybe they regret not being involved in some of these things and seek to rectify this in college. A new start has inspired them to join clubs and try activities they did not participate in while attending high school. Most importantly, an overwhelming majority of students who are involved in activities in high school, plan to continue those activities in college.

**Liberal Arts-bound students and involvement in the arts**

Another interesting relationship was looking at those students who were intending to go to a liberal arts college or university and be involved in the performing arts. Out of the total number of people planning to participate in band in college 31% were seeking a liberal arts education. Similarly, 32% of the total number of students intending to be involved in choir while in college were seeking a liberal arts education. Approximately 40% of the students intending to be in drama and theater expressed an interest in liberal arts schools. Finally, 27% of students who would continue or begin involvement in orchestra were pursuing a liberal arts education.

**Relationship between intended majors and school choice**

Finally, I looked at the relationship between the intended majors listed and the type of school that the respondent was looking for. Sixty percent of the music majors were looking for a liberal arts school, while 33% of the theater majors were seeking a liberal arts school. More popular majors were heading toward state schools. For example, 20% of these majors wanted a liberal arts education, whereas 75% of these majors were looking for a state school. The percentages were the same for the education
majors, 20% for liberal arts and 75% for state schools. This is one of Wittenberg’s biggest majors. Will it continue to be so? Other popular majors seeking a liberal arts school also had small percentages, like Biology at 25%, Political Science at 25%, and Communications at 37%. Comparatively, the science majors seeking state schools were 31% and the potential science majors seeking liberal arts schools were 10%. Almost three times as many students who are looking for the sciences are looking for state schools over liberal arts schools. How much does Wittenberg want to be seen as a competitor with the state schools? While these numbers look good, they should be higher if these are some of the areas that Wittenberg is focusing on.

Conclusion

In general, the arts seem to have a definite place in the lives of high school students. While, for some, this area of interest is more important than for others, it still impacts, on some level, the majority of the high school seniors surveyed. For students seeking liberal arts colleges and universities, the arts seem to be a little more important than for students seeking any other type of school. Even though academic buildings came first consistently with everyone, it is still notable to point out that a performing arts center came before athletic facilities on the ranking category for students seeking liberal arts colleges and universities. This is most likely directly related to the number of students who wish to be involved in the arts in college and are seeking a liberal arts education. It probably also has a connection with music and theater as viable majors. Sixty-percent of the students bound for liberal arts colleges and universities desire to major in music. If there were a performing arts center on campus, perhaps we would be
attracting more of these students. This survey has shown that while the arts may not be ranked above everything a majority of the time, or even some of the time, they are at least seen as equal to their academic counterparts. The need seems to be definite.
Numeric Results of the High School Senior Survey
n = 291

1.) I am looking for a ....

State School: 143  
Small Liberal Arts College: 69  
Ivy League School: 10  
Vocational or Technical School: 21  
Other: 27

2.) Top Five Reasons:

- The school has my desired major or program
- The school is close to home
- The school is within my budget (*state schools*)
- I have a preference for smaller schools (*small liberal arts or ivy league schools*)
- This type of school offers more opportunities (*both state and liberal arts schools*)

3.) Rank the following facilities in order of importance when considering a college/university.

(1 = most important; 5 = least important)

The mean ranking of each facility is as follows:

- Academic Buildings and Labs: 1.79
- Athletic Facilities: 3.72
- Dorms and Residence Halls: 2.64
- Performing Arts Center/Auditorium: 3.88
- Student Center and Computer Facilities: 2.81

4.) The following activities that are provided by my high school are important to me.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>28</td>
<td>41</td>
<td>94</td>
<td>30</td>
<td>46</td>
<td>43</td>
</tr>
<tr>
<td>Cheerleading</td>
<td>26</td>
<td>49</td>
<td>90</td>
<td>35</td>
<td>48</td>
<td>35</td>
</tr>
<tr>
<td>Choir</td>
<td>47</td>
<td>65</td>
<td>81</td>
<td>15</td>
<td>43</td>
<td>29</td>
</tr>
<tr>
<td>Club/intramural sports</td>
<td>87</td>
<td>78</td>
<td>59</td>
<td>11</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>Color Guard/ drill team</td>
<td>35</td>
<td>31</td>
<td>97</td>
<td>22</td>
<td>41</td>
<td>55</td>
</tr>
<tr>
<td>Drama</td>
<td>51</td>
<td>64</td>
<td>92</td>
<td>19</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>Foreign language clubs</td>
<td>54</td>
<td>91</td>
<td>73</td>
<td>14</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>Honoraries</td>
<td>69</td>
<td>77</td>
<td>81</td>
<td>12</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>Newspaper/Yearbook</td>
<td>78</td>
<td>92</td>
<td>64</td>
<td>13</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Orchestra</td>
<td>21</td>
<td>41</td>
<td>99</td>
<td>25</td>
<td>36</td>
<td>58</td>
</tr>
<tr>
<td>Science Clubs</td>
<td>18</td>
<td>51</td>
<td>109</td>
<td>26</td>
<td>31</td>
<td>44</td>
</tr>
<tr>
<td>Student Government</td>
<td>73</td>
<td>64</td>
<td>79</td>
<td>15</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Varsity Sports</td>
<td>135</td>
<td>59</td>
<td>48</td>
<td>8</td>
<td>21</td>
<td>12</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>60</td>
<td>68</td>
<td>88</td>
<td>15</td>
<td>23</td>
<td>27</td>
</tr>
</tbody>
</table>
5.) While attending college, I plan to participate in...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>15</td>
</tr>
<tr>
<td>Cheerleading</td>
<td>16</td>
</tr>
<tr>
<td>Choir</td>
<td>57</td>
</tr>
<tr>
<td>Club/intramural sports</td>
<td>117</td>
</tr>
<tr>
<td>Color guard/drill team</td>
<td>13</td>
</tr>
<tr>
<td>Drama</td>
<td>55</td>
</tr>
<tr>
<td>Foreign language clubs</td>
<td>70</td>
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<tr>
<td>Honoraries</td>
<td>55</td>
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<tr>
<td>Newspaper/Yearbook</td>
<td>66</td>
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<tr>
<td>Orchestra</td>
<td>12</td>
</tr>
<tr>
<td>Science Clubs</td>
<td>29</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>52</td>
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<tr>
<td>Varsity Sports</td>
<td>88</td>
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<tr>
<td>Cheerleading</td>
<td>16</td>
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<tr>
<td>Drama</td>
<td>55</td>
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<tr>
<td>Orchestra</td>
<td>12</td>
</tr>
<tr>
<td>Science Clubs</td>
<td>29</td>
</tr>
<tr>
<td>Student Government</td>
<td>68</td>
</tr>
</tbody>
</table>

6.) Describe the environment and facilities of your dream college.

Top Five Desires:
- Aesthetically pleasing
- Safe
- Friendly People
- Clean
- Near a city

7.) Location of the college or university matters to me.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>114</td>
<td></td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

8.) Top Five Reasons:
- Close to home (72)
- Far from home (17)
- Big city
- Warm climate
- Active community

9.) I attend a...

<table>
<thead>
<tr>
<th>Parochial School</th>
<th>Public School</th>
<th>Private School</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>241</td>
<td>16</td>
<td>0</td>
</tr>
</tbody>
</table>

10.) Estimated high school GPA (mean GPA): 3.3

11.) Class rank (mean percentage): 20%

12.) Estimated Scores (mean scores):

<table>
<thead>
<tr>
<th>SAT</th>
<th>ACT</th>
<th>PSAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1162</td>
<td>23</td>
<td>1184</td>
</tr>
</tbody>
</table>

13.) Intended major—ranked from most to least popular:
- Education and Business/Management were equally the most popular
- Pre-Med
- Engineering
- Nursing and Communications
- Computer Science
- Theater
- History; Psychology; Criminal Justice; Automotive Technology; Biology; and Music
- Pre-Law and Political Science
- Pharmacy; Occupational Therapy; and Film
- Culinary Arts; Radiology; Chemistry; Architecture; and Physical Therapy
- Sociology; Graphic Design; Broadcasting; Zoology; Geography; German; Physics; Art; and English
Case Statement: Is there a definite need for a performing arts center at Wittenberg University, a liberal arts institution?

Summary of findings

This has been an in depth assessment of the need for a performing arts center on the campus of Wittenberg University. By surveying Wittenberg students, I discovered that some are extremely passionate about this topic. Many of the respondents were those who were involved in arts organizations on campus or those who enjoy attending them. Many of the students were personally affected by the lack of a center. However, there was only an 11.6% response rate. I can only guess what accounts for the missing 88.4%. While some may not have received the survey in time, the majority probably did. The lack of response was most likely due to three factors: 1) an indifference towards the subject matter and 2) not wanting to take the time to read it and/or fill it out and 3) a feeling of “what’s the use.” Also notable is that if the student did not want to take the time to fill out, it might be assumed that he or she was indifferent to the subject matter. Now the question is, are the needs of this small segment of the campus large enough to warrant a new facility?

The response rate from Wittenberg faculty and staff was equally as low as the students’ response rate, at 12.4%. This means that 87.6% did not respond to the poll. This was most likely due to a feeling of indifference as well. The people who responded were those who felt strongly on either side of the issue or those who just wanted to help a senior trying to do her honors thesis. Whatever the reason, this low response rate is not an adequate sample size. While the majority of these respondents supported the need for a performing arts center, is that enough to establish the need for one? Are there enough who need it to warrant the expense?
The Administration of Wittenberg recognizes the need for an arts center. However, they are responsible for doing what is best for the university. While some members of the university may think a hall is the most pressing need, others may not. Ultimately, however, it is up to the Board of Directors to prioritize the order of needs on campus. Administration, while trying to meet all needs on campus, must also answer to the Board. The unfortunate position of the Administration is that they would like to give every department what they need, but there are not the funds to do it, nor are the priorities of the Board always in sync with the priorities of the faculty, staff, and students.

The most important things I learned from surveying high school seniors; are that they are involved in the arts, and those that are, wish to continue that involvement at their colleges or universities next year. There should be an avenue through which they can pursue these interests. Should this avenue be assisted by a performance space? Is the avenue the performance space? Also, I acquired a piece of data that the admissions office seems to be missing in regard to intended majors. I think it is important to note that while the administration was correct in noticing the increased trend in students majoring in communications, education, and psychology; they do not have the whole picture. The arts are a major of increasing importance as well. Theater was suggested as a desired major above psychology (Wittenberg’s most popular major). Music was listed as a desired major above many of the sciences and ranked together with psychology, history, and biology. While the new science addition and Hollenbeck Hall will and are catering to important needs, the argument here is that the performing arts are equally important, according to prospective students. With the improvements to the science departments, it appears that Wittenberg might be trying, if not purposefully, then at least subconsciously,
to compete with state schools. Students who were looking for degree programs in the sciences ranked state schools as their number one choice for schools. If this is the case, shouldn’t Wittenberg be trying to compete for the performing arts majors, too?

**Conclusion of Need**

While the data from the current Wittenberg students and the faculty and staff was from a small sample size, it shows that the respondents think there is a need for a center. The data from the high school seniors suggests that there might be a need for a center as well, according to their activities and desired majors. While the sample sizes for all the groups may have been inadequate, are there enough people desiring a need to warrant a center’s prominent place on a campus plan? Are there enough people who would be positively affected by the presence of a performing arts center to demand that the Board consider more seriously the possibility? Are there enough people to warrant a capital campaign designated for such a center? How many people does it take to get something started? I believe that there is enough representation. I believe that the data suggests that if this area of campus continues to be ignored, Wittenberg will suffer some consequences, such as a loss of some potential students, student unhappiness perhaps leading to a low retention rate, and faculty and staff discontent. I believe that the data collected suggests that this is an issue that Wittenberg should take more seriously. I conclude that there is a definite need. The next step is to determine the cost and where in Wittenberg’s evolvement this progress will happen.
Appendix A

Does Wittenberg need a…

PERFORMING ARTS CENTER! ?

As part of my senior thesis, I am trying to show an undeniable need for a performing arts center on this campus. No longer would you have to sit in the hard pews at Weaver Chapel to listen to a speaker. No longer would you be turned away from seeing your friends in theater and dance productions because there are not enough seats.

Please take a few minutes to answer these questions and return them to campus box 1285 by Friday, February 28, 2003.

1.) Do you think that Wittenberg University needs a performing arts center?

YES

NO

Comments: ______________________________________________________________

2.) What type of events do you attend at Wittenberg?

Plays Musicals Choir concerts Band concerts Speakers
Pocket Lint Orchestra Concerts

3.) Circle all that you are or have been involved in at Wittenberg.

Wittenberg Choir Wittenberg Singers Wittenberg Chamber Singers Opera Studio
Brass Ensemble Flute Choir Handbell Choir Jazz Ensemble
Chamber Orchestra Symphonic Band Wittmen Crew Just Eve
Private lessons Dance Company Theater (plays and musicals) Pocket Lint
Appendix B

My name is Sarah Bragdon. I am a senior working on my honors thesis. I intend to pursue a career in arts management upon graduation; therefore, my thesis is a project that reflects these interests. I plan to put together a feasibility study about performing arts centers. A feasibility study shows a need for a facility, recommends a certain type of facility, and outlines associated costs. The following questions will contribute to determining if there is a need. I would appreciate very much if you could take a few seconds to respond to this e-mail with your opinion (yes or no).

1) Do you think Wittenberg has a need for a performing arts facility?
   YES   NO

Comments:______________________________________________________________

2) If you answered yes, could you share your thoughts about what it might be primarily used for; ie: type of concerts (large touring ensembles both “classical” and popular, large Wittenberg ensembles, dance, theater, lectures, etc.)

3) Should the facility provide rehearsal space, workshop and equipment storage, costume and music storage, etc?

4) Is there a need for a state-of-the-art teaching facility that reinforces the curriculum of the Music, Theater, and Dance departments?

5) Should these departments be housed in close proximity to the performance hall?

I appreciate your taking the time to respond to this poll. This will be important to my research. If you have any questions, I would be happy to answer them. If you wish to respond anonymously you can drop a quick note in my campus box, 1285.

Thanks again,
Sarah Bragdon ‘03
Appendix C

2002 Itemized Deferred Maintenance

<table>
<thead>
<tr>
<th>Building</th>
<th>Deferred Maintenance (in $)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benjamin Prince House</td>
<td>$41,350</td>
</tr>
<tr>
<td>Blair Hall</td>
<td>$546,550</td>
</tr>
<tr>
<td>Carnegie Hall</td>
<td>$357,930</td>
</tr>
<tr>
<td>Ermarth Center</td>
<td>$398,425</td>
</tr>
<tr>
<td>Ferncliff Hall</td>
<td>$540,100</td>
</tr>
<tr>
<td>Field House</td>
<td>$479,300</td>
</tr>
<tr>
<td>Hanley Hall</td>
<td>$312,600</td>
</tr>
<tr>
<td>HPER Center</td>
<td>$602,850</td>
</tr>
<tr>
<td>Koch Hall</td>
<td>$490,200</td>
</tr>
<tr>
<td>Krieg Hall</td>
<td>$1,162,285</td>
</tr>
<tr>
<td>Myers Hall</td>
<td>$966,875</td>
</tr>
<tr>
<td>Physical Plant</td>
<td>$68,400</td>
</tr>
<tr>
<td>Polis House</td>
<td>$21,930</td>
</tr>
<tr>
<td>Recitation Hall</td>
<td>$874,770</td>
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<tr>
<td>Science Building</td>
<td>$976,000</td>
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<tr>
<td>Shouvlin Center</td>
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<tr>
<td>South Hall</td>
<td>$345,600</td>
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<td>Student Center</td>
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<td>Student Service</td>
<td>$57,975</td>
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<tr>
<td>Thomas Library</td>
<td>$670,075</td>
</tr>
<tr>
<td>Tower Hall</td>
<td>$592,800</td>
</tr>
<tr>
<td>Tower Theater (Chakeres)</td>
<td>$190,930</td>
</tr>
<tr>
<td>Weaver Chapel</td>
<td>$739,315</td>
</tr>
<tr>
<td>Weaver Observatory</td>
<td>$45,400</td>
</tr>
<tr>
<td>Woodlawn Hall</td>
<td>$393,000</td>
</tr>
<tr>
<td>Zimmerman Hall</td>
<td>$293,950</td>
</tr>
</tbody>
</table>

**Total Deferred Maintenance**  $12,005,385
Appendix D

Interview Questions

1. Do you think Wittenberg will continue to flourish as a liberal arts institution without a performing arts facility?

2. Do you think the presence of a performance hall is important to answering the mission of Wittenberg? If so, how important?

3. What kind of impact would a PAC have on a campus like Wittenberg?

4. Do you think having a center on campus would in any way affect the type of student attracted to Wittenberg? Would it influence their decision?

5. Do you think faculty and staff will be influenced? How will they respond?

6. What kind of impact would this have on the community, if any?

7. What type of center do you think would be most effective for this campus? (size, location, etc.)

8. How do you personally stand regarding a need for a performance center?

9. Other thoughts?

**These numbers are referenced in the interview transcriptions.
Appendix E

This survey is part of a research plan to determine what high school seniors are looking for in colleges and universities. Thank you for your time and willingness to be a part of this study. Please respond to all items completely and honestly.

I am looking for a…

☐ State School  ☐ Small Liberal Arts College or University  ☐ Ivy League School  ☐ Vocational or Technical School

Please Explain____________________________________________________________
________________________________________________________________________
________________________________________________________________________

Rank the following facilities in order of importance when considering a college/university. 

(1=most important; 5=least important)

<table>
<thead>
<tr>
<th>Academic Buildings and Labs</th>
<th>Athletic Facilities</th>
<th>Dorms and Residence Halls</th>
<th>Performing Arts Center/Auditorium</th>
<th>Student Center and Computer Facilities</th>
</tr>
</thead>
</table>

The following activities that are provided by my high school are important to me.

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<tr>
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<tr>
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<tr>
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<td>Honoraries</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Newspaper/Yearbook</td>
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<tr>
<td>Orchestra</td>
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<tr>
<td>Science Clubs</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Government</td>
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<td>Government</td>
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<tr>
<td>Varsity Sports</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
While attending college, I plan to participate in…
*(check your top 5)*

- Band
- Choir
- Color guard/drill team
- Foreign language clubs
- Newspaper/Yearbook
- Science Clubs
- Varsity Sports
- Cheerleading
- Club/intramural sports
- Drama
- Honoraries
- Orchestra
- Student Government
- Visual Arts

Describe the environment and facilities of your dream college.
*(2-3 sentences or short phrases)*

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Location of the college or university matters to me.

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

Please explain______________________________________________________________
___________________________________________________________________________

I attend a…

- parochial school
- public school
- private school
- other__________

Estimated high school GPA__________ Class rank/out of__________/__________

Estimated Scores: SAT__________ ACT__________ PSAT__________

Intended major *(if known)*___________________________________________________
Appendix F

Importance of Campus Facilities

Frequency of a #1 Ranking

for Academic Facilities
Importance of Campus Facilities

Frequency of a #1 Ranking

Pies show counts

for Athletic Facilities
Importance of Campus Facilities

Frequency of a #1 Ranking

for Dorms and Residence Halls
Importance of Campus Facilities

Frequency of a #1 Ranking

for Performing Arts Center/Auditorium
Importance of Campus Facilities
Frequency of a # 1 Ranking

for Student Center/Comupting Facilities
Appendix G

Thesis Presentation Script
Monday, April 14, 2003

SLIDE 1

Good afternoon and thank you for coming to the presentation of my senior project. As you probably already know, my presentation will be an assessment of the need for a performing arts center on Wittenberg’s campus. The idea for this project came from my intent to pursue the field of arts management after graduation. I was interested to learn about the process for a major building project such as this, as I am interested in the development aspect of the non-profit arts world. I would like to briefly outline the process given to me by Darrell Kitchen and then thoroughly report the findings of my need assessment. Before I begin, I’d like to explain this photograph for those who might not recognize it. It is from the Springfield-News Sun March 13, 1988 issue and it is an architect’s rendering of what at that time was the proposed $8 million performing arts center. This is a view from Ward Street. (point out existing Krieg and parking lot).

Finally, throughout the presentation you may hear me refer to a performing arts center as a PAC.

SLIDE 2

I. Prioritize the need
   a. Determine how all segments on campus feel about the issue.
   b. Determine that there are valid reasons for pursuing this project.
   c. Would the existing plans (Izenhouer’s) address the perceived need now?
   d. Some needs won’t be met, and this is always a given.

II. Find other comparable projects
   a. Gauge square footage.
b. Determine the building footprint (how much land will it take up).

c. Determine the amount of parking needed, because this factors into the total cost
   1) $1500-1800 per space for an above ground flat lot (for some perspective the Krieg lot cost about $240,000)
   2) $10,000-15,000 per space for an above ground layered garage
   3) $25,000-30,000 per space for a below ground layered garage

   **There will be an architectural recommendation for how many spaces will be needed.

d. Costs for the building itself (square foot cost gauge)
   1) Helps set the parameters—for example
      Determining Cost:
      40,000 sq.ft.
      $200 per sq.ft.
      $8,000,000 needed for project

      Determining space needed:
      15,000 sq.ft.—footprint
      10,000 sq.ft.—parking and landscaping
      25,000 total sq.ft. needed

e. Checking with peers
   1) other communities
   2) architects
   3) periodicals

III. Financial Feasibility

a. Financing Plan
   1.) Debt Financing (borrow)
   2.) Use of Capital (endowment and money that the university already has)
   3.) Capital Campaign (this is needed 9 out of 10 times for a project to be successful—usually requires a generous start-up gift by individual donors, corporations, or foundations)
   4.) Some combination of numbers 1-3

b. Operating Costs (amount to operate facility, does not include programming)
   1.) Develop profit-loss for the organization and conduct a break-even point analysis.
Revenues

The programming for the facility should be designed around the break-even point. Once you demonstrate a plan to pay for the costs and programming, then you can make a cultural pitch.

If a break-even point can't be found, then you need to subsidize the project through the help of underwriters or corporate sponsors.

IV. Site
   a. The site should make sense according to a master plan and price efficiency.
   b. The availability of things like technology, utilities, sewer, and water should all be accounted for.

V. Architectural Assessment
   a. You should form a committee with a group of people that has diverse interests in the project to help pick the architect.
   b. Architect selection criteria should include things like relevant experience and design site visits

I would have loved to have done practically all of the steps and originally, I set out that way. However, I soon realized that that was slightly ambitious and there just wasn’t time. It is also difficult getting people to respond in a timely fashion, if at all. Therefore, I focused on the need assessment only.

SLIDE 3

I will begin the presentation with the opinions of the Wittenberg students, as they are the group that would benefit most and be most affected by a PAC. The survey reached 1,944 students via campus mail, excluding commuters. I was afraid that email would get deleted without even being opened, so I chose this method and took the risk of losing the commuters opinions. There were 225 responses yielding an 11.6% response rate. The
desired percentage for this type of research is around 30%. So, this is unfortunately low. Some environmental factors may have contributed to this. The surveys were passed out about two weeks before spring break and during midterms. This is a stressful time for students and probably not the most optimal for getting excellent data. Also, there were no major productions going on, so this issue was not at the forefront of everyone’s thoughts. Of the 225 respondents, 94% affirmed the need for a PAC and only 6% denied the need.

SLIDE 4

These lists show reasons for supporting and reasons for not supporting a PAC. On the left are comments students gave supporting a PAC including: current facilities are inadequate and embarrassing, this would be one of the few things I would give money to, and finally, isn’t this a liberal arts institution? On the right side, are some comments from those opposing a performing arts center including: The university should spend money on other things, the quality and size of the depts. does not merit a new building, and Kuss is better than anything we would build anyway.

SLIDE 5

This chart compares the attendance at certain arts events by those who support the need for a PAC and those who do not. More supporters of the PAC attended events except band and orchestra concerts. This has two explanations. First: students who are enrolled in lower-level music courses for general education purposes are required to attend these events and once they are through the class, probably never go again; therefore, would not see the pressing need for an arts center. Also, many of the audience members at these events come from the community, and I was not able to poll them.
SLIDE 6

This chart compares participation in arts groups by those students that support the need for an arts center and those who do not. Out of those who participate in each event/group, the graph represents a percentage that is for or against the PAC. For example, 66.7% of those that participate in hand bells support a PAC, and 33.3% of the hand bell choir members do not. The significant percentage of this group that is opposed is probably due to the fact that the bells are used primarily in worship and therefore, are best represented in Weaver Chapel. As you can see, all other participants overwhelmingly, desire an arts center.

SLIDE 7

Next, I polled faculty and staff to discover their thoughts on the issue. The survey was sent to all faculty and staff on the payroll which totals 484. However, this many employees do not access their email and the computing center tells me there is no way of knowing who actually opened this. Therefore, the 60 people that responded yielded a 12.4% response rate based on the 484 figure. This response rate is equally as low as the students. An environmental issue that could have contributed to a lower response rate was that the poll was sent at the beginning of second semester and professors were trying to get everything ready for the start of classes and it is generally a hectic time. But, based on the 60 respondents, there were 85.7% who thought there was a need for a PAC, 10.7% who thought there was not, and 3.6% who were unsure.

SLIDE 8

These lists show reasons for supporting and reasons for not supporting a PAC. On the left are comments faculty gave supporting a PAC including: current facilities and
equipment are inadequate, participation and attendance would increase, and finally, isn’t this a liberal arts institution? On the right some comments against a performing arts center include, limited financial resources of the university should be considered, current space is adequate, and finally the university should take more advantage of Kuss.

SLIDE 9

This chart shows what departments faculty and staff thought would benefit from having a center. 60% felt that drama needed it most, 55% felt dance and 55% felt large musical ensembles, closely followed by 53% feeling lectures, 38% felt guest artists would benefit. Finally 3% suggested it could be used to show films and approximately 2% felt that it could be used for assembly purposes with needs varying by department. Many respondents felt that more than one area would benefit.

SLIDE 10

I also asked what additional features outside of the performance area they felt would be needed. 76.7% suggested rehearsal space, workshop space, and equipment storage (including costumes and technical equipment). 3.3% suggested dressing rooms and faculty offices, and 1.7% felt that classrooms, an art gallery, a greenroom, and a dance studio would be great assets. Many of the more specific suggestions for features were provided by faculty who were more closely involved with the arts on campus. Finally, about 10% felt that Wittenberg should focus on the performance space itself as that is what is really needed right now and funding probably wouldn’t provide for much else.

SLIDE 11 & 12

Finally, I thought that many of the faculty and staff expressed their opinions better than what I could paraphrase them, so I’ve included some of them here. I actually have
several more in the body of my work, but many of the comments echo each other and I pulled out three that I thought encompassed them all. Read from slides

**SLIDE 13-17**

Next, I sought the opinions of the administration to see what their thoughts were and to see if they were similar to that of the students and faculty. I interviewed President Baird Tipson, Chuck Dominick, and Vice-president for University Advancement, Ken Benne, Dean of Admissions, Debbie Heida, Vice-president of Student Development and Dean of Students, and University Provost Ken Bladh. The following slides report some of those findings. Read from slides.

**SLIDE 18**

Finally, I wanted to see what prospective students really look for in an institution. I was able to survey 291 high school seniors who were heading to some type of higher education. On average the students surveyed ranked in the top 20% of their class and average SAT and ACT scores were 1162 and 23 respectively. The surveys were given to them by their Homeroom teachers or English teachers, who had received them from the guidance counselors. This way the students had know knowledge of the survey’s origins. The surveys were given before winter break by some teachers and immediately after by others. Five different schools participated including Lawrence Central High School in Indianapolis, Indiana; North High School, South High School, Kenton Ridge High School and Catholic Central all of Springfield, Ohio.

**SLIDE 19**

I began by asking the students what type of school they were looking for and why. This data will later be correlated with importance of certain types of facilities. The top 14
reasons are listed below the graph including things like, location, academic reputation, diverse population; curriculum meets my major, easy acceptance rate, and low tuition.

**SLIDE 20-24**

The following series of slides are pictorial representations of how Important Campus facilities were on their list of criteria. I asked them to rank a list of five facilities in order of importance. The facilities included academic facilities and buildings, dorms and residence halls, student center and computing facilities, athletic facilities, and a performing arts center/auditorium.

**Graph 1**  academic facilities were ranked number 1 by the majority = 63% (182 people)

**Graph 2**  athletic facilities were ranked last by the majority = 33% (96 people), closely followed by 4th = 31.3% (91 people)

**Graph 3**  dorms were ranked third by the majority = 34.4% (100 people)

**Graph 4**  PAC was ranked last by the majority = 43.6% (127 people)

**Graph 5**  Student Center/Computing Facilities ranked 2nd by the majority = 31.3% (91 people)

**SLIDE 25**

The average ranking for all students would look like this, with athletic facilities and a PAC being very close. This is because all the liberal arts-bound students ranked a PAC fourth and athletic facilities last, and the state school-bound students ranked athletic facilities fourth and a PAC last. The rankings may have looked different if it had been suggested that any one of these buildings might not exist. However, to remain as unbiased as possible, I allowed the students to assume all facilities would be present.
SLIDE 26
This graph shows the distribution of what students plan to be involved in while at college. This is the graph with all of the arts groups being broken down by category—choir, drama, band, and orchestra.

SLIDE 27
This is the graph showing the distribution of what students plan to be involved in while at college with the performing arts lumped together as one category. This is more comparably to sports, as the sports are not separated by categories (football, basketball, baseball, etc). This way it shows that there will be more participants in the arts than in varsity sports.

SLIDE 28
The majors highlighted in yellow are ones that Ken Benne said (according to data he had) were growing nationally and were also popular majors here at Wittenberg. According to admissions, the majors in blue are also popular majors, but they are not as high on this list as Wittenberg has perceived them to be. Of special note is the ranking of Psychology, the most popular major on campus. Finally in red, are the arts majors. It is interesting to note that Theater falls ahead of Psychology, Biology, and Pre-law. It is also interesting to point out that Music is seen as equal to Psychology and Biology. This seems to suggest that Wittenberg is not focusing on majors that appear to have great potential for attracting students.

SLIDE 29
These are some conclusions that I have drawn which have prompted some other questions. *Read from Slide*
My own opinion, if I may editorialize, is that there is significant need for a PAC and one is long over-due. This is coming from me—the lover of the arts. However, me—the manager says that there is significant data to suggest pursing such a project. A decision would be impossible to make without looking at a cost analysis and recommending a break-even point, to determine the feasibility of such a project. I would not be able to advise on any action until after all of the facts and figures are in. But I don’t think it can be denied that there are enough people to warrant further investigation into this unmet need at Wittenberg.

**SLIDE 30**

At this time, I would like to thank you again for coming and open the floor for any questions or comments.
A Performing Arts Center... and Its Place in the Liberal Arts:

a study of where the performing arts fit into the liberal arts education and a recommendation for the facility needed.

The Process

I. Prioritize the Need
II. Find Other Comparable Projects
III. Financial Feasibility

<table>
<thead>
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<th>Cost</th>
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<tr>
<th>Revenues</th>
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</table>

IV. Site
V. Architectural Assessment

Opinions of Wittenberg Students

- Survey reached 1,944 students
- 225 responded (11.6%)
- Low response rate
- Environment
  - Midterms
  - Getting ready for Spring Break
  - No major productions put on
- Results
  - 94% YES
  - 6% NO

Students Taking Sides

FOR

1. Arts participants deserve a better facility
2. PAC promotes more attendance
3. Band would have a place to play
4. Liberal Arts Institution?
5. Future career benefits
6. Current facilities are inadequate
7. Embarrassing and shameful
8. Liberal Arts Institution?
9. Future Career Benefits
10. PAC is attractive to prospectives
11. One of the few things I would donate money to

AGAINST

1. Should spend money on other things
2. Quality and size of the dept. doesn’t merit a new building
3. Seating shortages can be solved by having more performances
4. Kuss is better than anything we would build
5. Focus on Wittenberg housing instead
6. Build a hockey rink

Attendance at Events

Participation in Events
Opinions of Wittenberg Faculty and Staff

- Survey sent to 484 faculty and staff members
- 60 responded (12.4%)
  - Low response rate
- Environment
  - Beginning of second semester = hectic time
- Results
  - 85.7% YES
  - 10.7% NO
  - 3.6% MAYBE

Faculty and Staff Taking Sides

**FOR**
1. Current facilities and equipment are inadequate
2. Current facilities are too small
3. Prospective students are being turned away
4. A PAC would be an asset to campus
5. Liberal Arts Institution?
6. Participation would increase
7. No more rental costs
8. Set-up time minimized

**AGAINST**
1. Take more advantage of Kuss
2. Financial resources are too limited
3. Limited Parking
4. Current performance space is adequate

Use of the Center

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<th><strong>Need</strong></th>
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<tbody>
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Additional Features

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<tr>
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<th><strong>Need</strong></th>
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</tr>
<tr>
<td>art gallery</td>
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<td>performance space only</td>
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</tbody>
</table>

Notable Comments

“…when Wittenberg University looks at other institutions to which we would not compare ourselves academically, like Urbana or Cedarville, to say nothing about schools to which we do like to compare ourselves, like Kenyon and Wooster, the lack of a proper performing arts hall is shamefully obvious and needs to be corrected.”

- J. Arthur Faber; department of English

“…so many schools our size have excellent facilities with all the support components that [were] mentioned…check out Cedarville. What we have to work with at Wittenberg should be humiliating and embarrassing to our administration and Board of Directors.”

- Trudy Faber; chair, department of Music

“Wittenberg is a Liberal Arts University and we cannot fail to realize that mission without an adequate performance facility. How the university has survived over 100 years without a proper performance area is a mystery. The absence of a quality facility to support the curriculum and expression of all performing arts seems a disservice to all students. Without the Arts, Wittenberg education is incomplete.”

- source Anonymous
Opinions of Wittenberg Administration

Will Wittenberg continue to flourish as a liberal arts institution without a performing arts facility?

- All five answered positively
  - Resourceful faculty and creative students
  - The presence of a facility is a secondary issue when students are considering Wittenberg

Is the presence of a performance hall important to answering the mission of Wittenberg?

- No—curriculum needs are still being met
- We will make do with what we have, but will we do it as well?

Impact on Wittenberg

- Enhance the lives of students

Would having a PAC affect the type of student attracted to Wittenberg?

- Facilities are a secondary priority for students
  - Students are looking at academic facilities and dorms
- Some concerns
  - "building it doesn’t mean they’ll come"
  - Would an arts center attract a different type of student? Is that good or bad?

How will faculty and staff feel?

- Faculty and staff generally have their own agenda

Impact on the Community

- More community members would attend Wittenberg sponsored arts events
- Concern for competing with Clark State

What type of center would be most effective on campus?

- Smaller than Kuss
  - Keep the feeling of intimacy that is currently here

Personal Thoughts on having a PAC

- Definite need for a better performance space to maintain the quality of a liberal arts facility
- Would enhance the physical appearance of Wittenberg
- Would be a symbol of pride
- CAUTION: Wittenberg shouldn’t settle for another inadequate space just because they are anxious to have a space
- Are the size of the depts. that would most benefit large enough to warrant such an expensive endeavor?
- Are the uses for the facility too extra-curricular, or are there enough academic needs met?

Opinions of Current High School Seniors

- 291 participants
- Top 20%
- SAT = 1162 and ACT = 23
- Environment
  - Homeroom or English classes
  - Before/after Winter Break
- Five different schools
  - 83% public
  - 12% private/parochial
Reasons for School Preference
1. Desired major/program
2. Close to home
3. Lowest price
4. Small school
5. More opportunities
6. Big School
7. Joining military
8. Low student/teacher ratio
9. Sports
10. Good Reputation
11. Easy Acceptance
12. Academic challenge
13. Preparation for post-graduate work
14. Diverse population

Importance of Campus Facilities
- Frequency of a #1 Ranking for Academic Facilities
- Frequency of a #1 Ranking for Athletic Facilities
- Frequency of a #1 Ranking for Dorms and Residence Halls
- Frequency of a #1 Ranking for Performing Arts Center/Auditorium
- Frequency of a #1 Ranking for Student Center/Computing Facilities
### Average Ranking for all Students Surveyed

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<th>Category</th>
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<td>1</td>
<td>Academic Facilities and Residence Halls</td>
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<td>2</td>
<td>2.8 Student Center and Computer Facilities</td>
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<td>3</td>
<td>3.7 Athletic Facilities</td>
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<tr>
<td>4</td>
<td>Performing Arts Center/Auditorium</td>
<td>3.7</td>
</tr>
</tbody>
</table>

### Conclusions and Questions for Further Study

1. While the sample sizes for the campus segments were below average, those that did respond suggested an undeniable need for a performing arts center. Are these enough to warrant a center’s prominent place on a campus plan? On a Capital Campaign?

2. There is support for the arts from prospective students. Wittenberg is overlooking this segment of the market. Should more be done?

3. Some ongoing consequences for Wittenberg include a loss of potential students, student unhappiness perhaps leading to a low retention rate, and faculty and staff discontent. More staff may start to express opinions similar to this one already stated:

   “We would not expect biochemistry students to go to class in a basement and walk across campus to have lab in a former cafeteria or academic lecture room.”

   --anonymous source

### Ranked list of intended majors

1. Education; Business/Management
2. Pre-Med
3. Engineering
4. Communications; Nursing
5. Computer Science
6. Theater
7. History; Psychology; Criminal Justice; Automotive Technology; Biology; Music
8. Pre-Law; Political Science
9. Pharmacy; Occupational Therapy; Film
10. Culinary Arts; Radiology; Chemistry; Architecture; Physical Therapy
11. Sociology; Graphic Design; Broadcasting; Zoology; Geography; German; Physics; Art; English

### A Performing Arts Center...

and Its Place in the Liberal Arts

A study of where the performing arts fit into the liberal arts education and a recommendation for the facility needed
Appendix I

Sarah Bragdon will be graduating with honors from Wittenberg University in May 2003. She will receive a BA in both Music and Management, and will pursue a career in arts management. She has held intern positions with two non-profit arts organizations in the Springfield, OH area. She was the marketing and administration intern with the Clark State Performing Arts Center and is currently interning with the Springfield Symphony Orchestra. She serves on the executive boards for two student organizations: Tau Pi Phi and Just Eve (women’s a cappella group). Other activities she is involved in include: the Wittenberg University Choir, the Wittenberg Opera Studio, the Wittenberg Investment Club, and continued employment with the Clark State Performing Arts as a box office associate. Her honors include Alpha Lambda Delta, Pic ‘n Pen, Omicron Delta Kappa, Tau Pi Phi, the Woodrow Wilson Prize for Excellence in Management, and the Tau Pi Phi Award given to the senior management major who has achieved a high GPA in the discipline combined with significant university contributions. She is being considered for an assistant director of development position with the second largest performing arts center in the country, Playhouse Square in Cleveland, Ohio.
Source List

- Benne, Ken. Dean of Admissions; interview 1/21/2003  10:00 AM
- Bladh, Ken. University Provost; interview 1/22/2003  3:30 PM
- Catholic Central High School, Shirley Kuchta; East High Street  937-325-9204
- Dominick, Charles. Vice-president for University Advancement; interview 1/8/2003  10:00 AM
- Heida, Debbie. Vice-president of Student Development, Dean; interview 1/21/2003  11:00 AM
- Izenhour, George. Performing Arts Center Architectural Drawings  various years
- Kenton Ridge High School, Kevin Hawk; 4444 Middle Urbana Road Springfield, OH 45503  937-390-1274
- Kitchen, Darrell. University Business Manager; interview 3/3/2003  8:30 AM
- Lawrence Central High School, Pam Fischer, Jena Adrianson, and Kathleen Horrigan
- Massaro, Maureen. Wittenberg University office of Human Resources
- North High School, Pam Baldrige; 701 East Home Road Springfield, OH 45503  937-324-4100
- Paulsen, John. Wittenberg University Physical Plant, director
- Schindler, Pam. Department of Management
- South High School, Barbara Faust; 700 South Limestone Street Springfield, OH 45505  937-328-2027
- Tipson, Baird. University President; interview 1/8/2003  9:00 AM
Wittenberg faculty and staff responded to an internet poll during January and February 2003

- Specifically Cited: Jack Mann, Department of Art
- Arthur Faber, Department of English
- Robin Inboden, Department of English
- Mark Devilbiss, Director of Student Activities
- Tom Kennedy, Department of Music
- Trudy Faber, Chair of the Department of Music
- Leanne Wierenga, Department of Foreign Language
- Shih-Ming Li Chang, Department of Theater and Dance
- Barbara Ashton, Department of Mathematics

Wittenberg students responded to survey from February 21, 2003 through March 24, 2003

- Wittenberg University: A report on deferred maintenance and capital renewal/Replacement: A predictive model Fall 2002