

UNIVERSITY FACULTY SENATE

SUMMARY OF AGENDA

DECEMBER 4, 1995

- I. **ADOPTION OF THE AGENDA**
- II. **APPROVAL OF THE MINUTES:** November 6, 1995
- III. **REMARKS BY UNIVERSITY PROVOST SCHIAVELLI**
- IV. **ANNOUNCEMENTS:** Senate President Hall

**ANNOUNCEMENT FOR CHALLENGE**

- 1. Approval of the proposal to designate concentration titles for all students within the M.F.A. in Theatre Program and to include that designation on their transcripts

V. **OLD BUSINESS**

- A. Recommendation regarding a proposed policy on Academic Conflicts of Interest
- B. Resolution, introduced by Senator David Bellamy at the November 6, 1995 Faculty Senate meeting, on a proposed move of the Faculty Senate Office to Hullahen Hall

VI. **NEW BUSINESS**

- A. Recommendation for a three-year continuation of provisional status for the Professional Theatre Training Program (PTTP)
- B. Recommendation for permanent status of the Professional Theatre Training Program (PTTP)
- C. Introduction of new business





# University of Delaware

UNIVERSITY FACULTY SENATE  
303 HULLIHEN HALL  
NEWARK, DELAWARE 19716

(302) 451-2921

November 17, 1995

TO: All Faculty Members

FROM: Michael Keefe, Vice President  
University Faculty Senate

A handwritten signature in black ink, appearing to read "Michael Keefe", written over a horizontal line.

SUBJECT: Regular Faculty Senate Meeting, December 4, 1995

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, December 4, 1995 at 4:00 p.m. in room 110 Memorial Hall. The agenda will be as follows:

## AGENDA

- I. Adoption of the Agenda.
- II. Approval of the minutes of the Senate meeting of November 6, 1995.
- III. Remarks by University Provost Schiavelli.
- IV. Announcements: Senate President Hall  
Announcement for Challenge
  1. Approval of the proposal to designate concentration titles for all students within the M.F.A. in Theatre Program and to include that designation on their transcripts. (Attachment 1)
- V. Old Business
  - A. Recommendation from the Committee on Faculty Welfare and Privileges (J. McInnis, Chairperson) regarding a proposed policy on Academic Conflicts of Interest. (Attachment 2) [Note: This item was originally on the November Senate Agenda and returned to the Committee on Faculty Welfare and Privileges.]

WHEREAS, it is essential that conflicts of interest be avoided in situations where family members of faculty or persons with whom faculty members share consensual amorous relationships participate in the University as students or as members themselves of the faculty or administration, and

WHEREAS, these conflictual situations have arisen and are likely to arise again, be it therefore

RESOLVED, that the University Faculty Senate approve and recommend the adoption of the attached policy ("Academic Conflicts of Interest"), as forwarded by the Committee on Faculty Welfare and Privileges, and be it further

RESOLVED, that upon approval of the appropriate officers of the administration, the attached policy ("Academic Conflicts of Interest") be included in the Faculty Handbook on page III-57, under Section III, "Personnel Policies for Faculty," as a new Subsection X.1 with the current X.1 becoming X.2 and so on.

- B. Resolution, introduced by Senator David Bellamy at the November 6, 1995 Faculty Senate meeting, on a proposed move of the Faculty Senate Office to Hullahen Hall.

WHEREAS, the University Faculty Senate is empowered to act in place of the Faculty, and

WHEREAS, in order to do this, it must maintain its clear independence from the University Administration, both in fact and in perception, be it therefore

RESOLVED, that the Faculty Senate requests, and strongly recommends, that the Faculty Senate Office continue to be located in a building that does not also house the central administration.

## VI. New Business

NOTE: At the Coordinating Committee on Education meeting on November 15, 1995, all the issues raised in the June 19, 1995 letter from the Committee on Graduate Studies concerning PTPP were discussed and the members of the Coordinating Committee on Education were assured by Kenneth Koford, Chairperson of the Committee on Graduate Studies, that the majority of the problems raised in the June memo were adequately addressed by the PTPP and the administration. The only outstanding problem that the Committee on Graduate Studies raised was the issue of future compliance by the PTPP with University procedures and their Program Policy Statement.

The Coordinating Committee on Education voted on the Graduate Studies Committee proposal for a three-year provisional status (requiring only demonstration of compliance over that period, NOT another external review, etc.). That proposal was voted down with two in favor of the Committee on Graduate Studies' proposal, four against their

proposal, and three members of the Committee abstaining. The Coordinating Committee on Education proposed a resolution for permanent status of PTTP. That resolution passed with a vote of five in favor, two against, and two abstaining.

- A. Recommendation from the Committee on Graduate Studies (K. Koford, Chairperson) for a three-year continuation of provisional status for the Professional Theatre Training Program (PTTP). (Attachment 3)

WHEREAS, the Professional Theatre Training Program has been carefully reviewed by external and internal bodies for permanent status, and

WHEREAS, the program's quality of training has been evaluated as being of a very high standard and graduates of the program have been highly successful, and

WHEREAS, the University community and the State have benefitted from performances by the PTTP students, which have enriched the cultural life of the State and the University communities, and yet

WHEREAS, the procedures of the PTTP regarding student admission, dismissal, physical safety, and the expectation that students pay for programs external to the University have not complied with University rules and policies, be it therefore

RESOLVED, that the University Faculty Senate approves the continuation of provisional status for the Professional Theatre Training Program for a period of three years. During this period, the Office of the Provost will monitor the PTTP's compliance with University rules and procedures. The review for permanent status will be an internal University review that will evaluate the PTTP's compliance with University rules and procedures.

- B. Recommendation from the Coordinating Committee on Education (M. Palley, Chairperson) for permanent status of the PTTP. (Attachment 4)

WHEREAS, the Professional Theatre Training Program has been carefully reviewed by external and internal bodies for permanent status, and

WHEREAS, the program's quality of training has been evaluated as being of a very high standard and graduates of the program have been highly successful, and

WHEREAS, the University community and the State have benefitted from performances by the PTTP students, which have enriched the cultural life of the State and the University communities, and

WHEREAS, the policies and procedures of the PTTP regarding student admission, dismissal, physical safety and the expectation that students pay for programs external to the University have been approved unanimously by the Committee on Graduate Studies as being in compliance with the University rules and policies, and

WHEREAS, the Coordinating Committee on Education has determined that the PTTP has adequate financial resources to deliver a high quality program, therefore be it

RESOLVED, that, effective immediately, the Professional Theatre Training Program, be granted permanent status.

- C. Such items as may come before the Senate. (No motion introduced under new business, except a motion to refer to committee, shall be acted upon until the next meeting of the Senate.)

MK/rg

Attachments: Committee Activities Report

1. Concentration titles within the M.F.A. in Theatre Program
2. Proposed policy on Academic Conflicts of Interest
3. Continuation of provisional status for PTTP
4. Permanent status for PTTP

# COMMITTEE ACTIVITIES REPORT

NOVEMBER 1995

## ACADEMIC PRIORITIES REVIEW CTE. (Bonnie Kime Scott)

1. Discussing common curriculum planning
2. Discussing technical university
3. Discussing college structure

## COMMITTEES AND NOMINATIONS, CTE. ON (Carol Denson)

1. Reviewing University Faculty Senate Committee on Promotions and Tenure
2. Reviewing University Faculty Senate Committee on Diversity and Affirmative Action

## CULTURAL ACTIVITIES AND PUBLIC EVENTS, CTE. ON (Joann Browning)

No items currently before the committee

## DIVERSITY AND AFFIRMATIVE ACTION, CTE. ON (Vivian Klaff)

Discussing a recommendation to restructure the Multicultural Course Requirement for the undergraduate degree

## FACULTY WELFARE AND PRIVILEGES, CTE. ON (Judy B. McInnis)

1. Discussing a conflict of interest policy on family members and persons with whom one has a consensual amorous relationship
2. Mediating a complaint brought by a faculty member

## INSTRUCTIONAL, COMPUTING AND RESEARCH SUPPORT SERVICES, CTE. ON (L. Leon Campbell)

Reviewing the College Computing Plans

## PROMOTIONS AND TENURE, CTE. ON (Robert A. Dalrymple)

Discussing revisions of University Promotion and Tenure Document

## RESEARCH, CTE. ON (Teresa Cooney)

1. Reviewing University's Misconduct in Research Statement
2. Considering ethics statement in relation to faculty misconduct statement

**STUDENT AND FACULTY HONORS, CTE. ON (John Elias)**

Considering additional ways to advertise Excellence in Teaching and Excellence in Undergraduate Academic Advising Awards

**STUDENT LIFE, CTE. ON (Robert Bennett)**

1. Discussing Grade Grievance Policy
2. Discussing Attendance Policy

**UNDERGRADUATE STUDIES, CTE. ON (Robert Taggart)**

1. Discussing new B.S. Major in Computer Engineering
2. Discussing new B.S. Major in Natural Resource Management
3. Discussing multicultural status for ART 271
4. Discussing permanent status for the B.A. in Foreign Languages and Literatures

/wc



INTERDEPARTMENTAL  
MEMORANDUM

October 12, 1994

TO: Heyward Brock, Senior Associate Dean  
Arts and Science

FROM: Sanford Robbins, Chair, Theatre Department *SR*

RE: Designation of concentrations within M.F.A. in Theatre

This memo is to request approval for designation of concentrations within the M.F.A. in Theatre in the Professional Theatre Training Program. All students currently receive an M.F.A. in Theatre with no designation of concentration even though they in fact pursue only one curricular area. The approval of this request would result in acting students receiving an M.F.A. in Theatre with a concentration in Acting; stage management students receiving an M.F.A. in Theatre with a concentration in Stage Management; and technical production students receiving an M.F.A. in Theatre with a concentration in Technical Production. Students' transcripts would reflect their area of concentration as well.

As part of our review for permanent status, the Graduate Studies Committee has recommended that we pursue this action, and, therefore, I am beginning that process with this communication to you at the College level. Please send this request to the appropriate committees for review.

Thank you.

*Louis Arena (cw) 12/8/94*  
approved by Louis Arena  
Chair, Educational Affairs Committee

*Mary D. Richards 12/7/94*  
approved by Mary Richards, Dean  
College of Arts & Science

*Hand To  
G-2 12-1-94*

## ACADEMIC CONFLICTS OF INTEREST

1 The University of Delaware does not prohibit the appointment, retention,  
2 or the holding of tenure of more than one member of the same family on the  
3 faculty. However, all faculty should avoid the real or apparent conflict  
4 of interest, coercion, favoritism, or bias by not serving in evaluative  
5 roles involving someone who is an immediate family member or anyone with  
6 whom they have a consensual amorous relationship. Faculty members should  
7 not participate in instructional supervision or in other institutional  
8 decisions (initial appointment, retention, promotion, salary, leave of  
9 absence, etc.) involving a direct benefit to members of their immediate  
10 families or those with whom they have consensual amorous relationships.

11 There may be times when, for reasons of degree completion, a family member  
12 or someone in a consensual amorous relationship may have no alternative  
13 but to enroll in a faculty member's course. Whenever such a situation  
14 arises or is foreseen, the faculty member should report the situation  
15 promptly to the appropriate administrative supervisor (chair, director or  
16 dean). The supervisor should take effective steps to insure the unbiased  
17 evaluation or supervision of the student.

18 This policy would include all full- and part-time faculty or other  
19 personnel who teach and supervise research, including graduate students  
20 and administrators with faculty status. Evaluative situations may  
21 include, but are not limited to, supervising instruction, serving on  
22 thesis and dissertation committees, supervising independent studies, and  
23 serving on committees for awards.



COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF ECONOMICS

 University of Delaware  
 Newark, Delaware 19716-2720  
 Writer's Direct Number

June 19, 1995

To: Marian L. Palley, Chairperson  
 Coordinating Committee on Education

From: Kenneth Koford, Chairperson  
 Graduate Studies Committee

A handwritten signature in dark ink, appearing to read "KK", written over the name Kenneth Koford.

Subject: Consideration of permanent status for PTTP program

The Graduate Studies Committee has been evaluating the Professional Theatre Training Program (PTTP) for permanent status over the past year. On May 19, the Committee voted 2-9 against permanent status for PTTP, and by 10-0 (with one abstention) in favor of a continuation of provisional status. The Committee unanimously voted that provisional status should be continued until the beginning of the second year of the next PTTP class (that is, for three years).

Permanent status for a program requires that the program be successful in two areas: that it be of high quality, and that it operate in a way consistent with University rules and procedures. The Committee found that the PTTP training was of excellent quality, but that the program had failed to comply with University rules and procedures. First, I describe the deliberative process by which we came to these conclusions and then review the evidence available. Finally, I include a Faculty Senate resolution stating our decision.

**Review of PTTP.** The evaluation of PTTP began in Spring 1994, with an open hearing and a visit by external evaluators in March 1994, and discussions that year of apparent violations of University rules discovered by the Graduate Office. In order to clarify the issues and obtain appropriate information, while minimizing the harm that might be done to the program by a large public investigation, the Graduate Studies Committee created a subcommittee to examine certain PTTP practices, and to determine whether they were consistent with University procedures and policy.

That subcommittee, chaired by Jack Smith of Nutrition and Dietetics, held a total of 47 meetings (lasting almost 80 hours), as it found that the problems were more complex than anticipated. The subcommittee noted numerous violations of University policy in the PTTP's set of procedures, and worked with the PTTP administrators to write procedures that would be in compliance. Eventually, a set of procedures that would comply with University rules was

## PTTP - Page 2

worked out, after a process that subcommittee members reported as quite arduous. The subcommittee met with the administrators of PTTP, and with all of the faculty in private, individual meetings. They examined numerous documents dating back to the founding of PTTP at Delaware in 1988. The subcommittee presented the Graduate Studies Committee with a very extensive report on their findings (excluding certain administrative matters that were outside of the Committee's jurisdiction). The subcommittee voted first on permanent status versus termination; if these were the only available choices, the subcommittee unanimously favored termination. They then voted on the alternatives of continued provisional status versus termination. The subcommittee favored provisional status 2-1. Thus, the subcommittee's report finds continued provisional status and termination as the two reasonable options, due to its finding of extensive violations of University rules and procedures, and willful failure to comply with them on the part of PTTP.

The Committee then considered the findings of the subcommittee and also the findings of the external review panel, the results of the open hearing, and inputs from a number of other individuals. Arts and Science Dean Mary Richards and a panel of faculty from PTTP made presentations; we also received a letter from Provost Melvyn Schiavelli that played a significant role in our decision. Over the course of three meetings, we considered the PTTP matter for six hours.

At the end of the Committee's review, we held three votes. For permanent status, the vote was 2 in favor, 9 opposed, fundamentally due to the past violation of University rules and procedures (which will be described in more detail below). The next vote was on whether the program should be continued on provisional status, or terminated; the vote was unanimously in favor of provisional status (with one abstention). The major factors in this decision were the high quality of the program, plus Provost Schiavelli's promise to monitor closely PTTP's compliance with University rules and values. The high quality of the PTTP program meant that the Committee favored retaining it at Delaware if possible. PTTP's past failure to comply with University rules and policies required some new means of assuring that PTTP would comply in the future; the Provost's letter, and continued provisional status, appeared to give reasonable assurance that PTTP would come into compliance.

Finally, the Committee voted unanimously to review PTTP for permanent status after three years, rather than the standard period of four years. This was intended to reduce the period in which PTTP would be "in suspense" while still providing time to evaluate compliance.

**Quality of the program.** The PTTP has been very favorably received in Delaware, both in the University community and across the state. Numerous members of the University community have described their enthusiasm for the program and their feeling that it adds to the cultural life of the community. The PTTP self-study indicates the high quality of the faculty and the professional success of many graduates. The external review team found that the program was of high quality, although it noted several problems. However, the concept of the program, and the expertise and enthusiasm of the instructors, were uniformly praised.

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The review team compared it with the top five programs in the U.S. It was rated #20 by U.S. News and World Report in its rating of graduate theater programs. PTTP was one of only two UD graduate programs to receive a high enough rating to appear in their report.

**Compliance with University rules, procedures and values.** The subcommittee's investigation, following the earlier lead of the Graduate Office, found a number of serious problems in these areas. This report follows the subcommittee findings, as summarized in its "recommendations" section.

(1) PTTP operated up until recently under a "Program Syllabus" that was far out of compliance with University rules and policies. This has been conceded by the administration of the program in their writing of a new Program Policy Statement at the request of the subcommittee. There appeared to be a lack of understanding on the part of PTTP as to what was needed to be in compliance with University rules. Areas with problems include academic probation and dismissal policies, grades, and control over the program by the Director.

(2) When PTTP was first established, it agreed that it would admit only a small share of students without an undergraduate degree. However, in fact a large share of students were admitted without an undergraduate degree--33% in the first class and 41% in the second class. In addition, the Graduate Office has very little documentation that these students (or for that matter, other students) are qualified. University rules were therefore not being followed in two respects: admitting large numbers of students without the baccalaureate and failing to provide documentation of the students' qualifications.

From the PTTP's evidence and presentations to the Graduate Studies Committee, it appears that the students without the baccalaureate are roughly as successful as those with the degree. This suggests that the most serious issue in admissions policy was the failure of the PTTP administration to provide full information to and clear its admissions policies with the Graduate Office, although the Committee also has some concern about the number of students without an undergraduate degree. Much more information would be required as to the amount of undergraduate education of these students and their background in theater, to make an educated assessment as to whether past admissions practice was reasonable or not.

(3) The safety of the physical activities involved in PTTP has been questioned by some students in the program and some University faculty. The subcommittee considers that this matter needs careful external review by qualified experts in the area. The Dean of Arts and Science has promised to carry out such a review. (The PTTP self-study indicates that it uses the Pilates system, which is used at other well-known programs). We consider that PTTP's policies need very careful external review from the perspective of student rights, the law on disability and legal liability for injuries, and the assurance that the most safe available methods are being used. At the same time, the Committee is aware that acting requires substantial physical activity and that actors may need to perform despite some physical problems. Questions raised in the subcommittee report mandate an in-depth review.

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(4) Several outside programs that cost significant amounts of money are either required of students or strongly encouraged. These include Landmark Education, which is controversial in itself, and the High Energy Gym. The Committee has no consensus as to whether student rights may be violated by Landmark Education, or whether the academic freedom of some acting faculty may be violated by administrative pressure to use Landmark Education methods. However, these outside programs appear to be both important and expensive. The Committee believes that potential students should be informed of the nature of these external programs and their cost, and PTTP has promised to do this in the future.

**Decision of the Committee.** The Committee has voted to continue provisional status for the Professional Theatre Training Program for three years, until the beginning of the second year of the next three-year class. The Committee considers that the PTTP has unquestionably passed the "quality of program" requirement for permanent status, so that this area need not be reexamined for permanent status. Rather, the PTTP failed to pass the requirement that a program has been operating in compliance with University rules, policies and procedures. For permanent status, a program must show actual compliance over a period of time, not merely the stated intention to comply. At the same time, the attention of the Dean of Arts and Science and the University Provost are now focused on the PTTP's efforts at compliance, which should protect the University from any substantial failures to comply with University rules or federal law.

**Additional documentation.** Attached is a small share of the relevant documentation: (1) Report of the External Evaluators, (2) Two letters from Provost Schiavelli regarding the program, (3) Subcommittee Report on PTTP, (4) Letter to the Committee from Sanford Robbins. Additional information, including the PTTP self-study report, the transcript of the open hearing, and a set of attachments to the subcommittee report, are available at the Faculty Senate Office or from me.

**Faculty Senate Resolution.** Recommendation from the Committee on Graduate Studies for the continuation of provisional status for the Professional Theatre Training Program.

WHEREAS, the Professional Theatre Training Program has been carefully reviewed by external and internal bodies for permanent status, and

WHEREAS, the program's quality of training has been evaluated as being of a very high standard and graduates of the program have been highly successful, and

WHEREAS, the University community and the state have benefitted from performances by the PTTP students, which have enriched the cultural life of the state and the University communities, and yet

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WHEREAS, the procedures of the PTTP regarding student admission, dismissal, physical safety, and the expectation that students pay for programs external to the University, have not complied with University rules and policies, be it therefore

RESOLVED, that the University Faculty Senate approves the continuation of provisional status for the Professional Theatre Training Program for a period of three years. During this period, the Provost's Office will monitor the PTTP's compliance with University rules and procedures. The review for permanent status will be an internal University review that will evaluate the PTTP's compliance with University rules and procedures.



OFFICE OF THE  
UNIVERSITY PROVOST

129 Hallihen Hall  
University of Delaware  
Newark, Delaware 19716-0101  
Ph: 302/831-2101  
Fax: 302/831-2020  
Internet: Mel.Schiavelli@MVS.UDEL.EDU

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*Subcommittee Report  
Attachment # 9*

April 21, 1995

MEMORANDUM

TO: Graduate Studies Subcommittee for Review of PTTP  
J. Smith, Chair  
P. Hooper  
E. Kelemen  
M. Martin, Committee Resource Person

FROM: Melvyn D. Schiavelli  
University Provost *Mel Schiavelli*

SUBJECT: PTTP from 1995 through 1999

If the recommendations of the subcommittee charged to review the PTTP are accepted by the appropriate Senate committees and the Faculty Senate, the Office of the Provost will periodically review the progress toward fulfilling the following elements in the subcommittee's report and report to the Graduate Studies Committee.

1. Review PTTP's implementation of the operating policies and procedures expressed in the newly written PTTP Policies and Procedures Manual.
2. Review admission process for PTTP students, including review of recruitment materials and compliance with University and PTTP admission criteria.
3. An evaluation of the safety and appropriateness of the physical activities required of PTTP students and the equipment used in these activities.
4. An evaluation of PTTP's adherence to the standards of academic freedom of teaching methods and the respect for students.
5. An assessment of the events/activities/experiences that either the PTTP or its students must pay for in addition to the University tuition charge, health fee, and student center fee.



Graduate Studies Subcommittee for Review of PTPP  
April 21, 1995  
Page 2

In addition, the Office of Graduate Studies will make available and publicize avenues whereby graduate students may meet to discuss their graduate program experiences and may meet students in other University of Delaware programs.

A copy of this memorandum may be included in the final report of your subcommittee to the Graduate Studies Committee.

MDS:lp

cc: Mary P. Richards  
Sanford L. Robbins  
Carol E. Hoffecker  
John C. Cavanaugh



OFFICE OF THE  
UNIVERSITY PROVOST

129 Hullihen Hall  
University of Delaware  
Newark, Delaware 19716-0101  
Ph. 302/831-2101  
Fax. 302/831-2020  
Internet: Mel.Schiavelli@MVS.UDEL.EDU

May 2, 1995

TO: Mary P. Richards  
Sanford L. Robbins

FROM: Melvyn D. Schiavelli  
University Provost

A handwritten signature in cursive script, reading "Mel Schiavelli".

SUBJECT: PROFESSIONAL THEATRE TRAINING PROGRAM

I have reflected on recent discussions regarding the question of permanent status for the University of Delaware Professional Theatre Training Program and feel obligated to express my position on that question carefully so that we may go forward with a mutual understanding of that position.

Based on what I perceive and know firsthand to be the outstanding quality of the University of Delaware Professional Theatre Training Program and because I believe it is not healthy for an academic program to remain in probationary status for a longer than normal period of time, I prefer an early and positive decision on permanent status for the University of Delaware Professional Theatre Training Program.

Nevertheless, I understand the concerns and findings presented in the subcommittee's report to the Graduate Studies Committee. Reasonable people may choose to differ in their interpretations of the concerns raised in that report. However, I recognize an ultimate and essential responsibility placed in the office of the chief academic officer regarding program quality assurance and monitoring of each academic program regarding its adherence to the policies, procedures, and approved practices of the University. I will not fail to discharge that responsibility.

PROFESSIONAL THEATRE TRAINING PROGRAM

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May 2, 1995

Those charged with recommending permanent status (the Graduate Studies Committee, the Coordinating Committee, and the Faculty Senate) may conclude that postponement of their recommendation on permanent status is the correct pathway at this time. In my opinion, postponement of their recommendation is not inappropriate. In this instance, if these recommending bodies choose to postpone their decision on permanent status for the University of Delaware Professional Theatre Training Program, I will accept that recommendation. Additionally, regardless of whether permanent status is recommended or the decision is postponed, I will undertake the specific responsibilities outlined in my recent memo to the subcommittee that examined the issue of permanent status and reported to the Graduate Studies Committee.

jrb

cc: Carol E. Hoffercker  
John C. Cavanaugh  
Margaret L. Andersen  
Kenneth J. Koford ✓



DEPARTMENT OF NUTRITION  
AND DIETETICS

238 Alison Hall  
University of Delaware  
Newark, Delaware 19716-1301

April 24, 1995

MEMORANDUM

TO: Ken Koford, Chairperson, Faculty Senate Committee on  
Graduate Studies

FROM: Graduate Studies Subcommittee for Review of PTTP  
J. Smith, Chair *J. Smith*  
P. Hooper *P. Hooper*  
E. Kelemen *E. Kelemen*  
M. Martin, Committee Resource Person *M. Martin*

SUBJECT: Subcommittee's Final Report

Enclosed is the final report of the subcommittee on the recommendation of PTTP for consideration of permanent status.

## PTTP PERMANENT STATUS REVIEW SUBCOMMITTEE REPORT

Following is the report of the Subcommittee appointed by the Graduate Studies Committee to Review the Professional Theater Training Program (PTTP) for Permanent Status. This report is divided into four sections: Background (p. 1), Process (p. 3), Findings (p. 10), and Recommendations (p. 13). Attachments referenced in this report follow at the end of the text.

### I: Background — Issues and Activity

Because the issues and events of the review of the PTTP for permanent status are complex and have a history which precedes the formation of this Subcommittee, a report on the background leading up to the formation of this Subcommittee is in order. It is perhaps important to note that the original review of the PTTP "Program Syllabus" by the Graduate Studies Committee antedates the start of the permanent status review process. Below is a history of relevant events from November 29, 1993 to June 2, 1994.

- November 29, 1993     Associate Provost for Graduate Studies (Carol Hoffeecker) sends E-mail message to (then) Chair of Graduate Studies Committee (Paul Hooper) calling attention to some potential problems with internal rules of operation of the PTTP and their possible non-compliance with University Graduate Policy and suggests that the Graduate Studies Committee look at this issue and the PTTP "Program Syllabus" as soon as possible. This material had apparently come to light in the context of a PTTP student grievance.
  
- December 13, 1993     Graduate Studies Committee meeting at which Student Policies of the PTTP appear as an item under "New Business" with the PTTP Program Syllabus (see Attachment 1) included among materials sent to committee members. A brief presentation of the background of this issue was made to the Committee by the Associate Provost for Graduate Studies, but the committee deferred discussion of the issue until its next meeting.
  
- January 24, 1994     Graduate Studies Committee meeting at which a general discussion of the PTTP Program Syllabus took place and the committee agreed to determine the specific areas in which this document was in violation of University policy at its next meeting and to invite Sanford Robbins (PTTP Chair) to attend a meeting to discuss necessary revisions.
  
- February 14, 1994     Meeting in the Office of the Associate Provost for Graduate Studies attended by Carol Hoffeecker, Paul Hooper, Sanford Robbins, Joanne Browning (PTTP Associate Chair), and Mary Martin (Administrator for Graduate Student Academic Affairs). In anticipation of the next Graduate Studies Committee meeting to which Sanford Robbins had been invited, some problems with the PTTP Program Syllabus were discussed by the group. It was agreed that Joanne Browning would contact Mary Martin and the two would work together to revise the Program Syllabus document in order to bring it into compliance with University Policy. Such contact was never made by Professor Browning and the two did not work together on the document for the remainder of the Spring semester.

- February 21, 1994 Graduate Studies Committee meeting attended by Robbins and Browning. The PTTP Program Syllabus document was discussed and explanations offered for certain provisions of the document. After hearing Robbins and Browning, the Committee decided that its role should be to encourage Robbins to redraft the Program Syllabus in the form of a Program Policy Statement in compliance with University policy and present it to the committee for approval. Members of the committee agreed to assist in this process, if asked to do so.
- March 14, 1994 Graduate Studies Committee meeting at which revised PTTP Program Syllabus was distributed (dated 3/8/94) along with an introduction to the materials the PTTP was supplying to the external team who had been asked by the Associate Provost for Graduate Studies to visit and evaluate the Program in connection with its permanent status review by the Faculty Senate (retaining external evaluators is a normal part of the permanent status review process for programs in the University).
- March 20 to 22, 1994 External evaluators' visit in connection with the PTTP permanent status review. An Open Hearing on the PTTP was held on Monday, March 21, 1994, conducted by the Chair of the Graduate Studies Committee (a transcript of the Open Hearing is available in the Faculty Senate Office).
- April 11, 1994 Graduate Studies Committee meeting at which the Report of the PTTP External Evaluation Team (see Attachment 2) was distributed to the committee and the Open Hearing was discussed. Also discussed was the possible appointment of a Subcommittee to examine correspondence that had been received by the Chair of the Graduate Studies Committee and to interview faculty and students who did not participate in the Open Hearing but may wish to express their views to the Committee. Two volunteers for a possible Subcommittee were received.
- April 25, 1994 Graduate Studies Committee meeting at which 1) the committee voted unanimously not to consider a permanent status recommendation for the PTTP until the Program's policies were brought into compliance with those of the University and 2) the committee voted 8-1-1 to authorize the appointment of a Subcommittee to investigate a broad range of concerns regarding the PTTP and report its findings to the Graduate Studies Committee. The Subcommittee was authorized to gather data, conduct interviews, read correspondence, and study other materials as it deems appropriate.
- Late April/Early May, 1994 Telephone conversation between Paul Hooper and Sandy Robbins during which Hooper described to Robbins the action taken by the Graduate Studies Committee at its April 25 meeting. During the conversation, Robbins indicated his concern that too much review of the PTTP at the University of Delaware might harm the Program's local and national reputation. Robbins then asked that, in lieu of further investigation, the Graduate Studies Committee review two confidential documents: 1) the report prepared by an Arts and Sciences Committee charged with reviewing Robbins for reappointment as Department Chair and 2) a report prepared by Dean Mary Richards for President Roselle concerning Robbins relation to Landmark Education. Hooper agreed to receive these reports on behalf of the Graduate Studies Committee and have the committee consider them only if all relevant University administrators felt it was appropriate to release these documents and agreed that the committee should consider them.

May 9, 1994

The two reports referred to above together with a cover letter from Dean Richards conveying the documents was received by Paul Hooper with copies sent by Richards to Carol Hoffeecker, Mary Martin, President Roselle, and Interim Provost Murray. Also received on this date was a memo from Sandy Robbins to Paul Hooper (see Attachment 3) in which Robbins further expressed his views on a continuing review of the PTTP before a permanent status recommendation is made and suggested other possible avenues for the committee to pursue. Copies of this memo were sent by Robbins to Richards, Hoffeecker, Murray, Roselle, and Browning.

May 16, 1994

Graduate Study Committee Meeting at which Paul Hooper described to the committee his telephone conversation with Sandy Robbins noted above. The Committee then voted unanimously to refer to the PTTP Subcommittee for its review the two confidential documents suggested by Robbins and received by Hooper along with any other materials the Subcommittee may gather.

June 2, 1994

Incoming Chair of the Graduate Studies Committee, Ken Koford, appointed a Subcommittee to further examine the PTTP Program prior to a permanent status recommendation (see Attachment 4). The Subcommittee members are Jack Smith (Chair), Paul Hooper, and Erick Kelemen. Mary Martin was added as a Subcommittee resource person.

## II: Process

The Subcommittee's investigative and deliberative process was thorough and was wholly internal to the University. No one "outside" of the University community, that is, not employed by or not enrolled at the University, was contacted. The Subcommittee reviewed hundreds of pages of documentation, including numerous revisions of the PTTP Policies and Procedures Manual. It conducted interviews and meetings with PTTP faculty and with administrators from the Department, College, and University. The focus of its inquiries was on the issues raised by the external review team and on the four following issues identified by Ken Koford in the Subcommittee's charge letter.

1. How high quality is the PTTP? The evidence is very clear that the program is sufficiently high quality to deserve permanent status, in the absence of other factors. But given the other problems, it is useful to know whether the program's quality is good, distinguished, or remarkable, as this may offset problems elsewhere.
2. What and how serious are the problems involving student and faculty rights and collegiality? It has been claimed that the department has been run in a dictatorial fashion, by one person. What is the evidence on that point? It has been claimed that the basic rights of students have been violated. Is that so? The Subcommittee will have to consider how student rights should be defined for a program involving public group activities such as PTTP, and then evaluate whether those standards are being upheld.
3. What are the programmatic problems involving Landmark?
4. This committee [Graduate Studies] has uncovered numerous failures of the Theatre department to follow University rules. These do not appear to be intentional, but the department administrators do not seem to have a real effort to learn about and abide by University rules. Is that a problem for permanent status?

Before beginning its work, the Subcommittee agreed:

1. to add a resource person to the Subcommittee, who would be a non-voting member;
2. that all committee members would review all documents, and that no documents would leave the Graduate Studies Office or be duplicated;
3. that no meetings and interviews would be scheduled except when all members of the committee would be present, except as noted below;
4. that the student member of the committee would not be present at any interviews with PTTP students nor at any meetings with University administrators concerning confidential issues;
5. that, at Sanford Robbins' request, no one outside the University would be contacted by the Subcommittee;
6. that all interviews would be held in strict confidence by the Subcommittee.

The subcommittee began its meetings in July, reviewing documents and establishing procedures. It met with relevant University administrators, including Provost Melvyn Schiavelli, Dean Mary Richards, and Sanford Robbins to inform them of the process and request input and (from Robbins) revisions of PTTP documents. The Subcommittee undertook individual faculty interviews which were scheduled for 30 minutes but usually ran much longer.

During faculty interviews, the Subcommittee asked each faculty member the same set of primary questions, designed to encourage discussion:

1. Compliance with University Procedures: Would strict compliance with University policies, such as due process for dismissal from the University, make it difficult or impossible to operate a PTTP-type program?
2. Courses and Grading: Is the structure/organization of all PTTP courses the same? What is this structure? Do you provide a course syllabus? Describe the evaluation model you use for assigning grades.
3. "Landmark" and Posture Perfect: Have you taken either of these programs? What do you think of them? What role (if any) do they play in the PTTP program? Do you agree with that role?
4. Program Quality: On a scale of one of the Very Best, Very Good, Good, Fair, or Poor, how would you rate the quality (faculty, students, the educational experience) of the PTTP program? On the same scale, how would you say the program is perceived by theater trainers and theater professionals across the country?

Each faculty member was also given the chance to ask the Subcommittee questions about the review process and the function of the Subcommittee, subjects about which they seemed to know very little. The faculty were also made aware during these meetings of many of the details of the outside evaluators' report, which had not been distributed to them prior to the interview process and virtually none had read. Sanford Robbins submitted a response to the outside evaluators' report on October 15 (see Attachment 5).

The Subcommittee met twice with PTTP Associate Chair, Joann Browning (including once as a member of the faculty), in order to gather information and discuss revisions to the PTTP



Policies and Procedures Manual. Browning and Mary Martin met throughout the Fall in order to bring the PTTP Policies and Procedures Manual (see Attachment 6) into compliance with University policies.<sup>1</sup>

The Subcommittee deliberated repeatedly and never reached unanimous agreement about meeting or not meeting with individual PTTP students. Some members felt that interviews would unnecessarily jeopardize students in their final year in the program and that the Subcommittee had other avenues to gather student-related information, while others felt that students should be invited though not required to meet with the Subcommittee. Though no students were invited to meet with the Subcommittee, the Subcommittee — minus its graduate student member — did interview one PTTP student at that student's request, and then met with University administrators in order to bring to their attention some of the student's allegations and information which lay outside the Subcommittee's charge. The University administration requested that the Subcommittee suspend its deliberations until their investigation of the student's allegations were complete. The Subcommittee agreed to postpone its report until it received the University administration's oral and written responses to the student's allegations and to a list of the Subcommittee's primary programmatic concerns.

Dean Richards responded to the aforementioned concerns at a meeting and in writing (see Attachment 7). Sanford Robbins was then offered the opportunity to meet with the Subcommittee, should he have any further information for the Subcommittee to consider. Sanford Robbins declined the invitation, but submitted both a memo (see Attachment 8) addressing several of the Subcommittee's concerns and additional materials about Landmark Education.

After receiving Dean Richards' response, the Subcommittee took three votes. The first was on a recommendation of immediate approval of the PTTP for permanent status. The Subcommittee unanimously voted against such a recommendation. The second vote was a position statement examining how the Subcommittee would vote if it were faced with only two options: recommending immediate permanent status or recommending immediate disestablishment. The Subcommittee was again unanimous, stating that were these the only options, the Subcommittee would recommend disestablishment. The third vote was between the choices of 1) continuation of provisional status and deferral of permanent status consideration until another class of students has graduated; and 2) immediate disestablishment. On this vote the Subcommittee was split, two votes for a continuation of provisional status, one for disestablishment, none abstaining. The subcommittee's members reserved their rights at that time to change their votes if new information were received during the process of writing the full report.

While the Subcommittee was in the process of drafting and revising its full report, Provost Schiavelli and Associate Provost Hoffercker met with Jack Smith to discuss the University Administration's position on the Subcommittee's primary concerns. Provost Schiavelli submitted a memo to the subcommittee which details the Office of the Provost's plan, if the Subcommittee's recommendations are accepted, to "periodically review the progress toward fulfilling the elements in the Subcommittee's report and [to] report to the Graduate Studies Committee" (see Attachment 9).

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<sup>1</sup> The Subcommittee received what it considered a final and complete version of this document in the late Fall of 1994. The subcommittee determined not to include a revision to the Policies and Procedures Manual which was submitted by Sanford Robbins in a memo, dated March 20, 1995, to the Administrator for Graduate Student Academic Affairs, Mary Martin (not the subcommittee), for the purposes of entering the change in the upcoming catalog copy. The subcommittee noted that the proposed change modifies the PTTP admissions criteria (see Section III.1 and Section IV.2 of this report) in a way that is unacceptable to the Subcommittee. The Subcommittee determined, however, to document the proposed change in this report and to refer any decision on it to the Graduate Studies Committee.

The following is an overall summary of the 47 meetings of the Subcommittee, either as a whole or in part, between July 1994 and April 1995.

**With University Administrators: (6)**

Provost Schiavelli and Subcommittee	1
Provost Schiavelli, Associate Provost Hoffercker, and Jack Smith	1
Provost Schiavelli, Associate Provost Hoffercker, Dean Richards, and Jack Smith	1
Provost Schiavelli, Dean Richards, Jack Smith, Paul Hooper, and Mary Martin	1
Associate Provost Hoffercker, Ken Koford, and Subcommittee	1
Associate Provost Hoffercker, Ken Koford, Jack Smith, Paul Hooper, and Mary Martin	1

**With College of Arts and Sciences Administrators: (5)**

Dean Richards, Jack Smith, Paul Hooper, and Mary Martin	2
Dean Richards, Associate Dean Brock, Sanford Robbins, Joann Browning, and Subcommittee	1
Associate Dean Brock and Subcommittee	1
Associate Dean Brock and Mary Martin	1

**With PTPP Administrators: (5)**

Sanford Robbins and Subcommittee	1
Joann Browning and Subcommittee	1
Joann Browning and Mary Martin	3

**With PTPP individual Faculty: (11)**

**With others or in working session: (20)**

Graduate Studies Committee and Subcommittee	1
PTPP Student, Jack Smith, Paul Hooper, and Mary Martin	1
Subcommittee in working session	15
Jack Smith and Mary Martin	1
Erick Kelemen and Mary Martin	1
Jack Smith, Paul Hooper, and Mary Martin	1

The following is a detailed schedule of the activities of the Subcommittee, either as a whole or in part, between July 1994 and April 1995.

<u>Date</u>	<u>Time</u>	<u>Participants</u>	<u>Activity</u>
July 8, 1994	2 hours	Subcommittee	Review charge from Graduate Studies Committee and identify available materials
July 14, 1994	2 hours	Subcommittee	Review confidential materials and establish operating procedures
July 28, 1994	1 hour	Sanford Robbins, Jack Smith, Paul Hooper, and Mary Martin	Obtain information about the program from Sanford Robbins
July 28, 1994	1 hour	Dean Richards, Jack Smith, Paul Hooper, and Mary Martin	Obtain information about the program from Dean Richards
August 11, 1994	1 hour	Subcommittee and Provost Schiavelli	Obtain Administration's perspective of the issues
August 17, 1994	2 hours	Subcommittee	Identify specific areas of PTTP's "Program Syllabus" lack of compliance with University policies
August 18, 1994	4 hours	Subcommittee and Dean Richards, Associate Dean Brock, Sanford Robbins, Joann Browning	Discuss revisions of PTTP "Program Syllabus" required to bring it into compliance with University policies.
August 25, 1994	2-1/2 hours	Subcommittee and PTTP faculty	Interviews with individual faculty members
September 8, 1994	1 hour	Subcommittee and PTTP faculty	Interviews with individual faculty members
September 9, 1994	2-1/4 hours	Subcommittee and PTTP faculty	Interviews with individual faculty members
September 14, 1994	2-1/4 hours	Subcommittee and PTTP faculty	Interviews with individual faculty members
September 16, 1994	1-3/4 hours	Subcommittee and PTTP faculty	Interviews with individual faculty members
September 22, 1994	1-3/4 hours	Subcommittee and PTTP faculty	Interviews with individual faculty members

September 28, 1994	1-3/4 hours	Subcommittee and Associate Dean Brock	Discuss questions about PTTP and gather history and origins of program
October 3, 1994	2-1/4 hours	Subcommittee and PTTP faculty	Interviews with individual faculty members
October 4, 1994	1 hour	Joann Browning and Mary Martin	Discuss revisions to PTTP Program Policies and Procedures Manual
October 7, 1994	1-1/2	Jack Smith and Mary Martin	Review new draft of PTTP Program Policies and Procedures Manual
October 10, 1994	1 hour	Joann Browning and Mary Martin	Discuss revisions to PTTP Program Policies and Procedures Manual
October 24, 1994	1-1/2 hours	Associate Dean Brock and Mary Martin	Discuss revisions to PTTP Program Policies and Procedures Manual
October 25, 1994	1 hour	Joann Browning and Mary Martin	Discuss revisions to PTTP Program Policies and Procedures Manual
November 2, 1994	1-1/2 hours	Subcommittee	Assimilate and discuss materials
November 9, 1994	2-1/2 hours	Subcommittee	Discuss preliminary findings and options
November 16, 1994	1-1/2 hours	Subcommittee and Joann Browning	Discuss "final" version of PTTP Program Policies and Procedures Manual
November 29, 1994	45 minutes	Provost Schiavelli, Dean Richards, Associate Provost Hoeffcker, and Jack Smith	Discuss issues related to PTTP at the request of the Provost and Dean
December 2, 1994	1 hour	Subcommittee, Associate Provost Hoeffcker, and Ken Koford	Discuss draft of preliminary report and prepare for the Graduate Studies Committee meeting
December 8, 1994	3 hours	Subcommittee	Discuss findings, prepare a draft of preliminary report to the Graduate Studies Committee, and begin to develop recommendations

December 12, 1994	2 hours	Subcommittee	Discuss and finalize preliminary report to the full Graduate Studies Committee
December 14, 1994	1 hour	Subcommittee and Graduate Studies Committee	Deliver preliminary report and discuss the history and activities of the Subcommittee
January 4, 1995	2-1/4 hours	Subcommittee	Discuss draft of full report and assign responsibilities for writing report sections
January 9, 1995	1-1/2 hours	Erick Kelemen and Mary Martin	Draft section of report
January 13, 1995	1-1/4 hours	PTTP student, Jack Smith, Paul Hooper, and Mary Martin	Meeting with PTTP student at the student's request
January 13, 1995	2 hours	Subcommittee	Discuss and revise full report
January 17, 1995	2-1/2 hours	Jack Smith, Paul Hooper, and Mary Martin	Preparation of list of concerns to be addressed to the Administration
January 18, 1995	1 hour	Provost Schiavelli, Dean Richards, Jack Smith, Paul Hooper, and Mary Martin	Discuss administrative and programmatic concerns; Subcommittee agrees to delay its report at Provost's request
January 24, 1995	1-1/2 hours	Associate Provost Hoffecker, Ken Koford, Jack Smith, Paul Hooper, and Mary Martin	Inform Associate Provost and Graduate Studies Committee Chair of administrative and programmatic concerns and delay of Subcommittee report
February 27, 1995	1-1/2 hours	Dean Mary Richards, Jack Smith, Paul Hooper, and Mary Martin	Discussion of administrative and programmatic concerns and Dean's response to these issues
March 10, 1995	3 hours	Subcommittee	Three votes on recommendation taken; discuss, draft, and revise final report
March 15, 1995	3 hours	Subcommittee	Discuss, draft, and revise final report
April 4, 1995	30 minutes	Provost Schiavelli, Associate Provost Hoffecker, Jack Smith	Discussion of Provost's perspective on administrative and programmatic concerns

April 5, 1995	2 hours	Subcommittee	Smith reports on meeting with Schiavelli; discuss, draft, and revise final report
April 14, 1995	3 hours	Subcommittee	Discuss, draft, and revise full report
April 21, 1995	3 hours	Subcommittee	Discuss, draft, and revise full report
April 24, 1995	3 hours	Subcommittee	Finalize full report

### III: Findings

As directed by the Graduate Studies Committee Chair, the PTTP Subcommittee examined four primary issues. This section presents both the charge letter's formulation of the issues (see Attachment 4) and the PTTP Subcommittee's findings. The charge letter's four issues (numbered 1-4 in the letter) are quoted verbatim.

1. How high quality is the PTTP? The evidence is very clear that the program is sufficiently high quality to deserve permanent status, in the absence of other factors. But given the other problems, it is useful to know whether the program's quality is good, distinguished, or remarkable, as this may offset problems elsewhere.

**Subcommittee findings:** There is little disagreement that many of the PTTP's components are of high quality. The faculty in all three concentration areas are dedicated educators and accomplished practitioners of their respective disciplines. Though space is at a premium, and though a gymnasium can never supplant a theater, the facilities and materials with which the program works range from sufficient to excellent. As part of their curriculum, performances by the PTTP rival those of many professional companies and, in the opinion of the PTTP faculty, would be rated very high among the nation's universities and conservatories. The summer placement record of PTTP students in dramatic theatre companies is nearly 100 percent. The placement record of graduated students as reported in the Spring 1994 materials submitted by the department for external review show that "their employment record after graduation is as good if not better than any of the other five major theatrical training programs in the U.S." (March 30, 1994, Review of the Theatre Program, authored by the External Review Committee, page 8).

The Subcommittee found serious concern, however, in the program's failure to meet its own admission standards. Records show that nearly 33% of the students in the first class and 41% of the students in the second class were admitted without baccalaureate degrees (see Attachment 10). Furthermore, records show that some students (both with and without

undergraduate degrees) were admitted without previous experience in theatre. These requirements (among others) were stated in a variety of documents as admission standards at the time the PTTP was established.<sup>2</sup>

2. What and how serious are the problems involving student and faculty rights and collegiality? It has been claimed that the department has been run in a dictatorial fashion, by one person. What is the evidence on that point? It has been claimed that the basic rights of students have been violated. Is that so? The Subcommittee will have to consider how student rights should be defined for a program involving public group activities such as PTTP, and then evaluate whether those standards are being upheld.

**Subcommittee findings:** The Subcommittee found, as did the external review committee, that there was not an accurate, clearly stated organizational chart for the PTTP which shows lines of authority and responsibility among the various individuals in the program and within the University. The PTTP has included this chart in their revised Policies and Procedures Manual (see Attachment 6).

The Subcommittee heard a range of opinions expressed by the faculty of PTTP with regard to their rights of privacy and academic freedom within the department. Many faculty feel that they are expected to employ techniques and pedagogy in their courses that are subscribed by the program director and the area heads. Also, no non-administrative faculty serve on the departmental curriculum committee.

There is evidence, as stated by some of the faculty, that infringements on student rights of privacy and due process do occur in the PTTP. Even though the new Program Policies and Procedures Manual only recommends that certain students participate in various external programs, such as acting students in Landmark Education seminars and Posture Perfect, and stage management students in Landmark, and all students in High Energy Gym, some faculty indicated that students felt these external activities were requirements. Some faculty have also expressed concern that certain mental and physical activities within the program might cause students injury. It is alleged that neither the age nor the physical constitution of the student is considered in the physical expectations of them, and that students do not have a choice in the level of their participation in these exercises. In fact, several PTTP students have sought medical attention for minor and serious physical injuries such as broken bones, sprains, and cuts.

3. What are the programmatic problems involving Landmark?

**Subcommittee findings:** Landmark Education, a revised version of The Forum and EST, deriving its philosophy and methodology from Werner Erhardt, is a private firm offering self-help seminars. The relation between Landmark Education and the PTTP faculty is complex. It is the opinion of PTTP faculty members that the methodologies and techniques of Landmark Education are the foundation of the administration and pedagogy of the PTTP, especially within the acting concentration (by far the largest) of the program. However, the technical production faculty

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<sup>2</sup> The following documents from the Faculty Senate Office contain references to the admissions criteria of the PTTP:

1. Memo by Harrison Hall, September 27, 1988.
2. Minutes, Committee on Graduate Studies, October 21, 1988.
3. Program Proposal, November 1, 1988, p. 1.
4. Open Hearing Transcript, November 1, 1988, pp. 2-4.
5. Memo by Carol Hoffecker, November 18, 1988.
6. Memo by Sanford Robbins, December 1, 1988.
7. Minutes, Committee on Graduate Studies, December 9, 1988.

no longer recommend Landmark sessions to their students. While some members of the faculty of the acting and stage management concentrations find Landmark to be useful for its pedagogy and to be an integral part of their methodologies and techniques of instruction, other members of the acting faculty expressed the opinion that the PTTP would be improved without the imbrication of Landmark Education through their classes and activities and viewed its role in the PTTP as an infringement of their academic freedom. Further, some faculty assert that a connection may exist between Landmark Education and the Posture Perfect program (another "recommended" program at a student cost of \$1600 for three years).

The Subcommittee found that the program recommends/requires and sometimes pays for students and faculty to participate in both Landmark Education and Posture Perfect programs. It also notes that Chair and Director Robbins sits on the Landmark Education Board of Directors and regularly teaches for Landmark Education.

4. This committee [Graduate Studies] has uncovered numerous failures of the Theatre department to follow University rules. These do not appear to be intentional, but the department administrators do not seem to have a real effort to learn about and abide by University rules. Is that a problem for permanent status?

**Subcommittee findings:** The outside program evaluators found that the program operated with policies and procedures that have "either not been codified, or have been ignored, and never written down and made accessible to all participants as well as to the University administration" (pages 8-9 of External Review Report). The "PTTP Program Syllabus" first seen by the Graduate Studies Committee in the late Fall of 1993 (see Attachment 1), documents practices that are directly contrary to University policy and violate student rights especially in the areas of grading, probation, and dismissal. The revised Program Policy and Procedures Manual addresses these issues, among others, and presents policies and procedures that are now, in the Subcommittee's opinion, in line with University standards.

The Subcommittee has some concern, however, that the PTTP might subscribe to their new operating policies in name only. The Subcommittee experienced considerable resistance from the PTTP in bringing its policies and procedures manual into compliance with University rules. The Subcommittee felt it important, therefore, to ask each faculty member, "Would strict compliance with University policies, such as following the University's due process for dismissal from the program, make it difficult or impossible to operate the PTTP program?" While many faculty openly embraced compliance with University policies and/or thought the program was already in compliance, others expressed the opinion that the program should not be encumbered by the University's policies and, in fact, that compliance would prevent the PTTP from fulfilling its mission.



#### IV: Recommendations

The Subcommittee recommends that the PTTP be continued in provisional status until May 1999 (one more graduating class) and at that time be reviewed again for a recommendation on permanent status.<sup>3</sup> The Subcommittee took three votes related to this recommendation:

1. A vote on a recommendation of immediate approval of the PTTP for permanent status: 0 for, 3 against, 0 abstaining.
2. A position statement in answer to the following question: "If the Subcommittee were faced with only two options, recommending immediate permanent status or recommending immediate disestablishment, what would be its recommendation?" 0 for immediate permanent status, 3 for immediate disestablishment, 0 abstaining.
3. A vote between two choices, continuation of provisional status of the program until another class of students has graduated and immediate disestablishment: 2 for a continuation of provisional status, 1 for disestablishment, 0 abstaining.

The rationale and reasons for this recommendation are:

##### 1. Compliance with University Policies:

Until recently, the PTTP has operated with a "Program Syllabus" which was not in compliance — and in some cases directly at odds — with University policies for graduate education. The Subcommittee finds it appropriate for the program to operate under its newly written Policy and Procedures Manual for a period of time before it is considered for permanent status, particularly given the reluctance of the PTTP administration to change its policies (there have been numerous revisions of this document over a period of nine months, often with extraordinary resistance on the part of the PTTP). Because the PTTP will not be admitting another class until 1996-97 and because that class will not graduate until Spring 1999, the provisional status should continue until PTTP graduates another class while operating under its new policies and procedures (see Attachment I1 for a proposal from the PTTP to revise its newly-written Policies and Procedures Manual, a revision with which the Subcommittee disagrees).

##### 2. Admission Standards and the Quality of Students:

The Subcommittee is concerned that the PTTP has failed to meet both University and its own stated admission standards. Although the PTTP committed itself to admitting in each class no more than a small number of students who have no undergraduate degree of any type, and then only when the individual possessed exceptional maturity and theatrical experience, the data show that this commitment has not been met. Large numbers of students (33% in the first class and 41% in the second class) have been admitted to the PTTP without the baccalaureate. Also, students have been admitted with neither an undergraduate degree nor significant

<sup>3</sup> Although PTTP graduates a class this year (1995), and would normally graduate another class in three years, the PTTP has decided to postpone recruitment for the next class for a year and instead invite PTTP alumni to the University for performances, something which they call an "alumni year." The "alumni year" has happened to our knowledge only once before, while the PTTP was at University of Wisconsin, Milwaukee, in the year before they moved to the University of Delaware.

(documented) maturity or experience. In all cases of students admitted without degrees, the committee found minimal or no documentation of maturity or experience and was disappointed with the information that was provided. Since PTTP students are not required to sit for the GRE, many do not possess an undergraduate degree, and documentation of exceptional maturity or experience has not been provided, serious concerns about the measurement of student quality necessarily exist. It is not clear to the Subcommittee what admission standards PTTP students have met.

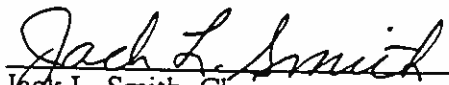
### 3. Safety of Physical Activities:

The Subcommittee has concerns about the safety of the physical activities required and recommended by the program. The Subcommittee does not feel qualified to conclude whether or not the physical activities required of PTTP students are safe and appropriately managed. However, it did gather enough information to believe that it is desirable for the University administration to conduct a review, by qualified individuals, of all physical activities that are part of the PTTP (jumping, stomping, marching, bolting, trampolining, Nautilus, Posture Perfect, et cetera). Permanent status should not be granted unless the PTTP's physical activities have been deemed consistent with University definitions of appropriate and safe physical activities for its students.

### 4. Outside Recommendations/Requirements:

The Subcommittee believes that the academic freedom rights of faculty require that the methodologies, techniques, and pedagogy of Landmark Education not be mandated for use in PTTP classes or other activities. Further, the Subcommittee recommends that the PTTP as an entity (as opposed to individual faculty) disassociate itself fully from Landmark Education and its affiliations (and possibly Posture Perfect as well) as a recommended activity for its students. Certainly University funds should not be spent on these and other related activities for either faculty or students.

This concludes the Subcommittee's report. The Subcommittee has appreciated this opportunity to serve the Graduate Studies Committee, the Faculty Senate, and the University. The Subcommittee respectfully submits this report:



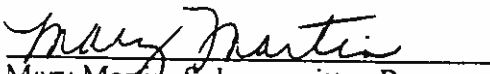
Jack L. Smith, Chair  
Chair of the Department of Nutrition and  
Dietetics



Paul Hooper  
Professor of Accounting



Erick Kelemen  
Graduate Student, Department of English



Mary Martin, Subcommittee Resource Person  
Administrator for Graduate Student Academic  
Affairs

April 25, 1995

*Subcommittee Report: Attachment #1*INTERDEPARTMENTAL  
MEMORANDUM

April 10, 1995

TO: Jack Smith, Chair  
Sub-Committee to the Graduate Studies Committee

FROM: Sanford Robbins, Chair *S Robbins*  
Theatre Department

RE: PTPP PERMANENT STATUS

I am writing this memo to address the concerns that I understand you and the sub-committee have regarding recommending permanent status for the MFA in Theatre. I trust that you will share this memo and the accompanying materials with your colleagues on the sub-committee. I will endeavor herein to address each of the concerns which have been communicated to me by Dean Richards:

I. Application process and admission standards.

In the change of personnel to a new staff member handling admission procedures, we erred in an honest mistake and did not, with our most recent class, follow the established procedures for admission of those students who lack an undergraduate degree as we did in the previous class. We have corrected the procedures at our end and have added the procedure of processing any requests for admission of students without an undergraduate degree through the College Dean's office. The Dean will then forward the requests to the Graduate Office for review and approval.

II. Recommendation and appropriateness of Landmark Education Programs.

This recommendation to students in the acting area is now clearly stated in all printed materials as per the sub-committee's request.

I am enclosing some materials on Landmark Education and the Landmark Forum which testify to the fact that these programs, while controversial in some circles, are in no way inappropriate. The full-time faculty of the PTPP acting area are unanimous in their recommendation of the specified Landmark Education courses and consider their right to recommend these courses a matter of academic freedom. No

Jack Smith, Chair  
Sub-Committee to the  
Graduate Studies Committee

-2-

April 10, 1995

student is required to participate, and this fact is clearly stated in all printed materials and strongly emphasized by the acting faculty when making the recommendation.

III. Safety and appropriateness of activities in the movement curriculum of the acting area.

Movement curricula can be a controversial area within the performing arts. Some people, for instance, believe that ballet training contorts and damages dancers and that dancers should not be allowed to study ballet.

The Head of the PTPP acting area, Professor Jewel Walker, is widely acknowledged as one of this country's (and the world's) leading experts in stage movement and body training for actors. He is well qualified to determine what activities are appropriate for an actor's training.

Students in conservatory programs like the PTPP are required to participate in all activities of the curriculum. In any highly physical discipline like athletics or theatre, there will be minor injuries from time to time despite our practice of taking the most prudent of precautions. Each graduate student is responsible for determining when she or he cannot participate in an activity due to an illness or injury. Missing a few days of participation here and there does not jeopardize a student's grade or standing in the PTPP. Recently, for instance, when a student was ill and felt that performing might cause permanent damage to her voice, two performances were cancelled so that she would have time to heal. Her grade will not suffer for this unusual, unfortunate and atypical occurrence. On the other hand, if a student repeatedly misses performances, classes or rehearsals, regardless of the legitimacy of the reason, her or his grade would eventually reflect this. The professional theatre is result-based and an actor who is repeatedly unable to perform is replaced, without blame or aspersions on the individual's character, as a purely practical matter. The PTPP reflects the practices and realities of the professional theatre in its policies regarding illness and injury.

IV. PTPP students being "isolated" from other graduate students.

The PTPP is necessarily an intense and time consuming curriculum, akin to medical or law school. While the highly specialized curriculum does not afford students time for classes outside the required curriculum, the PTPP has an exceptional record of visibility and service to the University and community through its frequent appearances in

Jack Smith, Chair  
Sub-Committee to the  
Graduate Studies Committee

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April 10, 1995

classes in the English and Foreign Language Departments, in its regular participation at the Academy of Lifelong Learning, and in many similar activities throughout the year.

The Theatre Department faculty and administration are committed, as they have been throughout the existence of the PTPP, to continually expand its interactions on and off campus and to continue to encourage and create opportunities for its students to broaden their appreciation and knowledge of graduate education through association with graduate students from a variety of disciplines.

If the sub-committee has other concerns that it would like me to address, I would be happy to do so.

SLR:gm

cc: Melvyn D. Schiavelli  
University Provost

Mary Richards  
Dean, College of Arts and Science

Joann Browning  
Associate Chair, Theatre Department



COLLEGE OF ARTS AND SCIENCE

OFFICE OF THE DEAN

201 Elliott Hall  
University of Delaware  
Newark, Delaware 19716-2501  
Ph: 302/831-2351  
Fax: 302/831-6398

November 6, 1995

MEMORANDUM TO: Professor Marian Palley, Chair  
Coordinating Committee on Education  
University Faculty Senate

FROM: Dr. Mary P. Richards *mpr*  
Dean of Arts and Science

SUBJECT: PTPP Budgetary Issues

The external reviewers' report of March 30, 1994 recommended increases in funding for the Professional Theatre Training Program of several types. I will respond to each of the areas of concern in rough order of priority.

- (1) The review committee recommended very strongly a new faculty line in voice and speech. We currently have a temporary, full-time faculty member serving in this capacity and will assign a permanently funded tenure-track position when permanent approval of the PTPP is achieved.
- (2) The committee recommended fellowship support to allow the addition of four to six fellowships in the technical production and stage management areas and full funding of all students in the acting program. Relative to other graduate programs in the College, the Professional Theatre Training Program has a generous level of graduate student support and has been encouraged to make up shortfalls through fundraising. These efforts have been building over the past three years to the point that we are now to the level of approximately \$40,000 a year, or support for two additional full fellowships. In addition, Professor Robbins has just appointed members of the Professional Theatre Training Program Development Committee to bring new energy to the fundraising effort. Based on previous experience and the extent of cultivation activities undertaken, we expect external funds to continue to grow and augment University-provided support.

- (3) The review committee noted ongoing needs to cover production costs and for equipment replacement. The PTTP has taken a number of innovative steps such as the design and implementation of the costume kit to use its production funds most efficiently. Their ongoing needs for equipment additions and replacements will be covered within the overall strategies of the University and the College. Their support budget, which is in excess of \$200,000 a year, should provide for all but major capital items.
- (4) The committee recommended a new building housing a 500-seat theatre and all offices and facilities. While such a building is to be hoped for, it is not in the immediate plans of the University. A substantial investment was made in Hartshorn Gymnasium to make it a useful facility for Theatre. Additional practice spaces, storage, and workshop areas have been provided in the building on Wyoming Road. Unless a major donor were to offer to build a theater, such a project remains in the distant future.

MPR/lc



OFFICE OF THE  
UNIVERSITY PROVOST

129 Hulihan Hall  
University of Delaware  
Newark, Delaware 19716-0101  
Ph: 302.831-2101  
Fax: 302.831-2020  
Internet: Mel.Schiavelli@UNVS.UDEL.EDU

November 6, 1995

MEMORANDUM TO : Marian Palley, Chair  
Faculty Senate Coordinating Committee

FROM: Melvyn D. Schiavelli, University Provost

SUBJECT: PTTP Budget Support

A handwritten signature in cursive script, reading "Mel Schiavelli", written in dark ink.

You have asked for a statement about the budgetary support for the Professional Theater Training Program (PTTP), particularly in response to the comments of the external reviewers. In my judgment, PTTP at the University of Delaware has the budgetary support to run its program and to do so well.

The external reviewers note that the faculty have expressed no concerns about their financial treatment. They, of course, are included in promotion opportunities and salary increases commensurate with other faculty at the University.

The external reviewers state that the stipends for graduate fellowships are "adequate, but not lavish." This could perhaps be said for most graduate assistantships in most major universities. There is over \$250,000 for graduate stipends, in addition to funding for 25 full-tuition fellowships. As with all University departments, the university's policy of providing lump-sum budgeting for graduate assistantships to departments gives the department flexibility in determining the number and size of awards. The theater program has used this flexibility to support as many students as possible.

In addition to faculty, staff, and student support, PTTP has over \$200,000 in support funds, including support for equipment and maintenance. These funds support their production budget and do so well. As the external reviewers' report states, students in this program work with the best and most currently available equipment; this has not been a source of complaint. There is an amortization account for the replacement of scenery and props. In addition, they have a huge facility on Wyoming Road for shop production and storage; they also use this facility for rehearsal space. As you know, Hartshorn Hall, where their productions are staged, underwent major renovation at the time PTTP came to the university. The University has invested substantially in these facilities; there are no plans for a new theater facility.



PTTP Budget Support  
Page 2

Finally, the report recommends appointment of a new faculty member in voice and speech. In addition, the program has a substantial budget (\$35,000) for supplemental instruction; indeed, they have used this well to bring in numerous renowned guest directors and other personnel as needed. They currently have a temporary faculty member to fill this need; discussions are underway between the Dean and Provost regarding potential permanent replacement.

Dean Richards and Professor Robbins have provided additional information in their letters. In sum, the University is providing sound budgetary support to PTTP that enables them to provide an excellent program. They can manage this good work within existing resources.

cc: Margaret L. Andersen  
Mary Richards  
John Cavanaugh  
Sanford Robbins



INTERDEPARTMENTAL  
MEMORANDUM

November 7, 1995

TO: Marian Lief Palley, Chairperson  
Coordinating Committee on Education

FROM: Sanford Robbins *SR*  
Chairperson, Theatre Department  
Director, Professional Theatre Training Program

RE: Permanent status PTPP: Budgetary matters

As you have requested, I am providing the Coordinating Committee with a response to the budgetary concerns mentioned by the external reviewers in their report of March 30, 1994. A previous response to the full report of the external reviewers was provided to Jack Smith, Chair of the PTPP Review Sub-Committee, dated October 15, 1994. I am attaching a copy of that response as well.

The external reviewers' report addresses the following budgetary issues:

- 1) New faculty line for voice/speech;
- 2) Additional fellowship support;
- 3) Space and facilities;
- 4) Equipment;
- 5) Production budgets.

I will reiterate and expand on our previous response to these issues.

- 1) New faculty line for voice/speech:

We concur totally with this recommendation and have been pursuing, with Dean Richard's and Provost Schiavelli's support, administrative approval for shifting our current temporary non-tenure-track Assistant Professor position to a permanent tenure-track position. It is indeed true that we must have this position in order to offer the Acting Program in the PTPP.

- 2) Additional fellowship support:

- a) The PTPP began at the University of Delaware with 55 fellowships. In a previous round of budget reductions at the University, the PTPP's fellowship allocation was reduced from 55 to its current 25. In response to

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that reduction, students were not recruited in the Costume Production or Directing Programs for the 1992-1995 cycle. Additionally, the Technical Production area took a 50% cut in the number of students it admitted for the 1992-1995 cycle, and fewer students were awarded full fellowships in all areas of the PTPP during that cycle. While we have demonstrated fiscal responsibility in intelligently adjusting to the reduction in our original number of fellowships and are able to responsibly recruit for the next cycle, it is certain that if further cuts are made to our current minimal fellowship allocation, our ability to operate the Program would be critically impaired. Our current number of fellowships, while not equal to those of many of our competitors, is not so far below these other schools that we are unable to attract a minimally sufficient number of qualified students. It should be noted, however, that we will need to use a large portion of our fundraising dollars in addition to our current fellowship allocation to bring the yearly stipend rates up to a competitive rate for the next class of students (1996-1999). If the University continues the current year's practice of not providing an automatic increase to departmental stipend pools, our fundraising dollars (based on current levels) will be insufficient to cover this shortfall for the entire three years.

- b) The external reviewers recommended that the Technical Production area admit an additional 4-6 students. They also stated that Stage Management could benefit by a few additional fellowships as well. While we would welcome additional fellowships for the purpose of recruiting more students (and would certainly need new funds to do so), the reasons that were given by the external reviewers for making this recommendation for Technical Production are not necessarily the basis on which the additional funding is needed.

The reviewers reported a concern expressed by Technical Production students regarding the cancellation of classes under production and opening night deadlines. The reviewers also felt that the Technical Production students were severely burdened by construction demands on top of class loads. As stated in our previous response, it is obvious to us that our policy regarding class scheduling was inadequately communicated to the Technical Production students, thereby leaving them prone to misunderstandings. As part of establishing and manualizing clear policies and procedures for the PTPP, we have now included an explanation of the Program's scheduling procedures so as to clarify for students that each semester's activities of a course (e.g., class lectures, demonstrations, and practicums)

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are scheduled on a weekly basis, and that instruction in a given subject may be delivered in any of several modes, including production assignments as well as conventional classroom techniques. With regard to construction demands, the requirements of the Technical Production area are not, in our faculty's view, burdensome and are, in fact, essential training requirements for future technical directors in an American theatre with ever-decreasing resources. Many people feel that more money and labor is the answer to any apparent technical problem in the theatre. Learning that more creative use of the available money and labor is the real solution is, in fact, a central tenet of PTPP pedagogical philosophy in Technical Production. The ability to think from this viewpoint is the primary reason our graduates are 100% employed.

While we would be delighted to have increased resources for more students and larger production budgets, we are able to continue operating with our current budget and student numbers.

3) Space and Facilities:

While all of the points raised by the external reviewers with regard to space and facilities are valid -- it is true that Hartshorn is a gymnasium by design; that the faculty and classes are too spread out between Hartshorn, Mitchell Hall, and the Wyoming Road Scene Shop; that we have insufficient storage space and parking space; and that we have no major theatrical facility -- the PTPP has, nevertheless, managed to productively exist within these constraints. The reviewers' recommendation regarding these issues of space is that the University should immediately move forward with plans to fulfill its initial promise of a new theatre space for the PTPP by launching a fundraising campaign for such a building. This would, of course, be ideal. However, the PTPP is able to continue its work in its less than ideal spaces and facilities.

4) Equipment:

Equipment repair and replacement takes place as best as is possible within the overhead budgets of the production areas. We were fortunate to receive Unidel funding in 1993-1994 for much needed equipment. Because of the cyclical nature of the PTPP, with production being much less expensive in year #1 as opposed to year #3, we are best able to address equipment needs in year #1 as much as is budgetarily possible. The Theatre Department Budget Committee confers each year to review long-term and short-term budgetary plans for the Program. We consider this an adequate way to deal with equipment needs and assert that our record verifies the efficacy of this practice.

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## 5) Production budgets:

It is true that traditional production values for the types of classical plays produced by the PTPP call for intricate scenery and properties, extensive lighting, and expensive period costumes. However, in response to the more than \$500,000 reduction in our Department's budget, the faculty has accommodated itself to very spartan production values. Creative solutions have been invented which allow for this, including the formation of a Shakespearean Costume Kit for each actor that can be utilized in a variety of Elizabethan plays and the design of a typical "globe stage" which can be used often as a standard setting for these types of plays. These examples demonstrate the faculty's commitment to inventing creative solutions while simultaneously being responsible for the training of our students and demonstrating fiscal responsibility. Our fundraising efforts and success at the Box Office contribute to maintaining our current production budgets. In short, the production budgets are at a minimally tolerable level.

In conclusion, the only item from the above list that must be provided in order to offer the programs as they are currently constituted is the permanent line in voice and speech. Please understand that while our fellowship allocation, our production budget, our equipment budget, and our facilities are at a tolerable level, any additional funding would provide a real boost to our work. The PTPP will continue its fundraising efforts in cooperation with the University administration and the Development Office. We are pleased that our fundraising record has increased from approximately \$5,525 in 1991-1992 to \$40,270 in 1994-1995. Fundraising events are planned for this current year in conjunction with our Alumni Season.

I look forward to our meeting on November 14, 1995 and will be pleased to answer any questions the committee has at that time.

Thank you.

cc: Mary Richards, Dean, Arts and Science  
Melvin Schiavelli, Provost  
Margaret Andersen, Vice Provost  
John Cavanaugh, Associate Provost



DEPARTMENT OF THEATRE  
PROFESSIONAL THEATRE  
TRAINING PROGRAM

University of Delaware  
Newark, Delaware 19716-2530  
Ph: 302/831-2201  
Fax: 302/831-3673

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October 15, 1994

Jack Smith  
Chair, Ad-Hoc Review Committee  
Professional Theatre Training Program

Dear Jack,

As requested, I am providing the Committee with a response to the external reviewers' report. If you need anything further from me to complete this part of the process, please do not hesitate to let me know that, and I will comply quickly.

Thank you for your patience.

Sincerely,

Sanford Robbins  
Chair, Theatre Department  
Director, Professional Theatre Training Program

## RESPONSE TO EXTERNAL REVIEWERS' REPORT/RECOMMENDATIONS

### I. TECHNICAL PRODUCTION

The reviewers' register the following concerns regarding the Technical Production Area:

- A. On page 5 of the report, the reviewers refer to a meeting with students from the Technical Production Area in which the students "...expressed strong concern that under production and opening night deadline pressure, classes were suspended, sometimes for weeks at a time, in order to get the technical aspects built and completed for the performance." Additionally, on page 13 of the report, they state, "...the students in the Technical Production Program are severely burdened by the construction demands on top of their class loads. According to the students, the solution has been to cancel classes, which is unacceptable."

It is obvious to us that our policy regarding class scheduling has been inadequately communicated to Technical Production students thereby leaving them prone to misunderstandings. As part of establishing and manualizing clear policies and procedures for the Professional Theatre Training Program, we have now included an explanation of the Program's scheduling procedures so as to clarify for students that each semester's activities of a course (e.g., class lectures, demonstrations, and practicums) are scheduled on a weekly basis, and that instruction in a given subject may be delivered in any of several modes, including production assignments as well as conventional classroom techniques. (Please refer to the PTPP's Policies and Procedures Manual, Section III.B., for a detailed explanation of the scheduling process.)

- B. On page 13 of the report, the reviewers assert that the labor force in the Technical Production Area is too small for the production schedule and, therefore, "severely burdens the students" in Technical Production. The reviewers recommend (on page 13) that an additional 4-6 students be added to the Technical Production Area as well as money for hiring technical assistance for production support.

The requirements of the Technical Production Area to which the report refers are not, in our faculty's view, burdensome and are, in fact, essential training requirements for future technical directors in an American theatre with ever-decreasing resources. Many people feel that more money and labor is the answer to

any apparent technical problem in the theatre. Learning that more creative use of the available money and labor is the real solution is, in fact, a central tenet of PTP pedagogical philosophy in Technical Production. The ability to think from this viewpoint is the primary reason our graduates are 100% employed. While we would be delighted to have increased resources for more students and larger production budgets, our current budget and student numbers are appropriate to our work.

## II. SPACE AND FACILITIES

The reviewers register the following concerns regarding space and facilities:

- A. In several places throughout the report, the reviewers assert that the PTP facilities are inadequate:
  1. "[Hartshorn Hall] remains a gymnasium in design, organization, and space. It can never be a true theatre despite all the efforts at imaginative conversion." (p. 6);
  2. "The faculty and classes are too spread out in different buildings on campus..." (p. 6);
  3. "...appallingly insufficient storage space..." (p. 7);
  4. "...no major theatrical facility..." (p. 7);
  5. "...insufficient parking space for audiences..." (p. 7);
  6. "...the theatre space has too small a capacity for a sense of total theatrical involvement and training experience for the actors." (p. 7); and
  7. "Without any real theatrical facility, the Technical Production Area cannot give its students experience with the appropriate equipment, and the actors cannot experience dealing live with a large enough audience." (p. 7).

While all of these points are valid--it is true that Hartshorn is a gymnasium by design, that the faculty and classes are too spread out between



Hartshorn, Mitchell Hall, and the Wyoming Road Scene Shop, that we have insufficient storage space and parking space, and that we have no major theatrical facility -- the PTPP has, nevertheless, managed to productively exist within these constraints. The reviewers' recommendation regarding these issues of space is that the University should immediately move forward with plans to fulfill its initial promise of a new theatre space for the PTPP by launching a fundraising campaign for such a building (p. 14). This would, of course, be ideal. However, the PTPP is able to continue its work in its less than ideal spaces and facilities.

### III. BUDGET

In the area of budget, the reviewers indicate the following concerns:

- A. "...there continues to be a great need for Fellowship support..." (p. 7);

"...too few student Fellowships available to the students..." (p. 13);

"...stipends and tuition waivers are not competitive with the other high quality programs." (p. 13).

The PTPP began at the University of Delaware with 55 Fellowships. In a previous round of budget reductions at the University (at a time when the University Budget Council recommended the elimination of the PTPP), the PTPP's Fellowship allocation was reduced from 55 to its current 25. In response to that reduction, students were not recruited in the Costume Production or Directing Programs for the current class, the Technical Production Area took a 50% cut in the number of students it admitted, and, in all areas, fewer students were awarded full Fellowships. While we have demonstrated fiscal responsibility in intelligently adjusting to the reduction in our original number of Fellowships and are able to responsibly recruit for the next cycle, it is certain that if further cuts are made to our current minimal Fellowship allocation, our ability to operate the Program would be critically impaired. Our current number of Fellowships, while not equal to those of some of our competitors, is not so far below these other schools that we are unable to attract a minimally sufficient number of the best students.

- B. "...needs an additional faculty [line] in the area of voice and speech. A new tenure-track position should be added to the annual budget..." (currently this is a temporary, non-tenure-track position) (p. 12).

We concur totally with this recommendation and will pursue administrative approval for shifting our current temporary non-tenure-track Assistant Professor position to a permanent tenure-track position. The PTTP is prepared to do this entirely through internal reallocation within the PTTP budget.

- C. "...the production budgets are too small..." (p. 7);

"...production budgets need to be greatly increased." (p. 15).

It is true that traditional production values for the types of classical plays produced by the PTTP call for intricate scenery and properties, extensive lighting, and expensive period costumes. However, in response to the more than \$500,000 reduction in our Department's budget, the faculty elected to adopt more spartan production values. Creative solutions have been invented which allow for this, including the formation of a Shakespearean Costume Kit for each actor that can be utilized in a variety of Elizabethan plays and the design of a typical "globe stage" which can be used often as a standard setting for these types of plays. These examples demonstrate the faculty's commitment to inventing creative solutions while simultaneously being responsible for the training of our students and demonstrating fiscal responsibility. Our fundraising efforts and success at the Box Office contribute to maintaining our current production budgets. In short, the production budgets are at a minimally tolerable level.

- D. "...there needs to be an annual equipment budget for both repair and maintenance as well as for new equipment..." (p. 7).

Equipment repair and replacement takes place as best as is possible within the overhead budgets of the production areas. We were fortunate to receive Unidel funding in 1993-94 for much needed equipment. Because of the cyclical nature of the PTTP, with production being much less expensive in year #1 as opposed to year #3, we are best able to address equipment needs in year #1 as much as is budgetarily possible. The Theatre Department Budget Committee confers each year to review long-term and short-term budgetary plans for the

Program. We consider this an adequate way to deal with equipment needs and assert that our record verifies the efficacy of this practice.

#### IV. POLICIES/PROCEDURES/CURRICULUM/PROGRAM REQUIREMENTS & RECOMMENDATIONS

On pages 8-12 of the report, the reviewers express their concern that the PTPP's grading policy and dismissal policy are not consistent with the University's published policies, that the curriculum for each area is not explicitly detailed in print, and that the Program has no published list of all student costs for both required and recommended activities. These concerns have been addressed by creating a new Policies and Procedures Manual for the Professional Theatre Training Program. Please refer to the appropriate sections in that manual for information about these issues.

#### V. TABLE OF ORGANIZATION

The reviewers state, "There is no accurate, clearly stated Table of Organization for PTPP, which shows lines of authority and responsibility among the various individuals, and which includes the Program's relationship to the College and the University."

We have added to the display of our organizational structure all the details requested by the reviewers, except displaying the PTPP's relationship to the College and University which is the same as any other Department on campus.

#### VI. CONCLUSION

Overall, we are pleased with the report of the external reviewers. They have acknowledged the high quality of the training program, the quality of the productions, the highly qualified faculty (both artistically and academically), and cited the spirit of cooperation amongst the faculty as unique and commendable in comparison to other programs around the country. The reviewers have referred to the outstanding service record of the Program by calling it "...one of the best goodwill ambassadors of quality which the University of Delaware has." They have brought into focus those areas that need attention, and, through creating the new Policies and Procedures Manual, we have taken the necessary steps to address the concerns expressed in the report.

