MISSION

Arts management is a multidisciplinary field, focused on promoting the arts and culture for individuals and societies. The master's degree in arts management at the University of Oregon is based on the belief that professional arts managers must be familiar with the social, cultural, economic, political, technical and ethical contexts of the arts. The University of Oregon program in arts management is built upon over two decades of academic research, programming, and publication in the area of cultural and community arts services.

Arts and Administration Program (AAD)
School of Architecture and Allied Arts
University of Oregon

NEW STUDENT ORIENTATION

Thursday September 19, 2002

MORNING

9-9:30	Continental Breakfast
9:30-9:45	Welcome, Faculty Introductions and Overview of the Day Doug Blandy
9:45-11	Student Introductions
11-11:15	Break
11:15-12:00	Overview of AAD Program:

Program Core	Doug Blandy
Research	Gaylene Carpenter
Technology	Eric Schiff
Internship	Kassia Dellabough

Areas of Concentration:

Community Arts	Doug Blandy
Event Mgmt	Gaylene Carpenter
Museum Studies	Janice Rutherford
Performing Arts	Doug Blandy
AAD Advisory Board	Kassia Dellabough

AAD Office Administration

1. Welcome! AAD graduate mailboxes have been assigned by number, and are in the hallway outside 251E Lawrence. Second-year student numbers have changed!

2. After you have registered for classes, please go to the Photo ID Office in the Erb Memorial Union (EMU) for your picture ID. This ID allows bus privileges, library privileges, and may be used as additional photo ID to your driver's license when needed.

3. To set up your e-mail account, go to the "Help Desk" in the South Lobby of the Computing Center. You will need to show your photo ID and your PAC number used to access Duck Call. **E-mail is the primary communications tool used by the AAD program.** Daily messages from the office, faculty announcements, job postings and other important data with time sensitivity make it important that you check your e0mail at least once each day. Please use the e-mail list-serve only for official and professional business that is of interest to constituents in the program.

4. The fall term Schedule of Classes is available from the UO Bookstore for $.50. It has a wealth of information on financial aid billing and tuition statements, campus-wide course information, how to use Duck Call/Duck Web to register, final exam schedules, grades and transcripts, and general university services.

5. Parking permits may be requested through the Office of Public Safety in Straub Hall. Bicycles must also be registered with Public Safety.

6. The Fall 2002 term dates of critical interest are:
   - Monday, September 30 – first day of classes
   - Monday, October 7 – last day to drop a class without a mark of "W" on the transcript
   - Wednesday, October 9 – last day to add a class
   - Friday, October 11 – AAD Masters Summer Internship Presentations (time/place TBA)
   - Friday, November 1 – AAD Advising Session for Winter; 12:00-1:30 p.m. in 449 Lawrence
   - Monday, November 11 – Veteran's Day; classes are in session, but offices are closed
   - Tuesday, November 12 – Duck Call registration begins for Winter Term
   - Friday, November 15 – last day to withdraw from a class
   - Thursday/Friday, November 28-29 – Thanksgiving Holiday, UO closed
   - Monday-Friday, December 9-13 – Fall Final Exams
   - Thursday, December 19 – Fall grades available on Duck Call & Duck Web
   - Monday, January 6 – first day of Winter Term

7. Pre-authorization procedures for classes (these have check marks by them in the Schedule of Classes)
   - speak with the instructor of the class for permission to be pre-authorized
   - come to the AAD office and find the pink pre-authorization notebook in the purple bin on the front counter (just inside the office door). Enter your name, SSN, topic, phone number and e-mail on the page for the appropriate class. Topic is very important on open-ended classes (with middle number as zero), as we can customize the listing on your transcript. (example; Prac Oregon Back Fest is a practicum you have done with the Oregon Bach Festival
   - allow up to 48 hours for the office to enter the pre-authorizations in the UO integrated database
   - call Duck Call or log on to Duck Web to register

8. Each AAD professor has a bin in 251E Lawrence (AAD Office) for the return of papers and projects to students. Please check there first for graded materials.

9. Remember that the AAD/HP office serves two academic programs, both the Arts & Administration and Historic Preservation programs. Because of decentralization of administrative duties and the shared office, we have curtailed office hours to 9am-noon and 1pm-4pm in order to handle the increased workload. Please be patient and honor the hours.

10. The AAD Resource Room (256 Lawrence) houses archival copies of student theses and terminal projects. Access to the Resource Room is by request in the main office, and is limited to the office's open hours. Sorry! You may not borrow these copies, as too many have been lost in the past. You may only remove them from the Resource Room for the purpose of copying in the AAA Library. If the Resource Room is in use for meetings by the faculty or GTFs with their students, it will not be available to you. Anyone authorized to use the Resource Room for meetings is asked to post meeting times on the outside of the door.

11. The AAD office number is 346-3639. Maia Howes' e-mail address is: mhowes@oregon.uoregon.edu

AAD Technology Component:

Three courses are offered as core competencies for fulfilling the AAD program technology component. The Fall Term course is optional with students being required to take the Winter and Spring Term courses. It should be noted that the Fall term course is recommended as an excellent introductory course providing students with an opportunity to prepare and familiarize themselves with computer systems, software applications, case studies specific to arts management, and basics in information design and presentation theory.

Fall Term: Information Design and Presentation (3 credits) AAD 583

Introduction to design and presentation of electronically processed and digital information. Uses concepts from aesthetics and graphic design; computer, behavioral, and social sciences. Practical applications in various contexts.

Competencies required: None

Winter Term: Advanced Information Design and Presentation (3 credits) AAD 584

Examines design and presentation of information in both print and non-print mediums for personal, professional and business marketing purposes. Practical "real world" design and presentation applications along with case studies are explored. This course will focus on maximizing technology tools (many introduced in AAD 483/583) to develop design and presentation **projects** reflecting concepts from graphic and visual design, and information protocols inherent in effective communication and project management.

Competencies required:
-   Windows and/or Macintosh operating system knowledge; file saving and file type protocols; file transfer protocol; desktop and file management protocol
-   Desktop publishing basics (Pagemaker and/or Quark)
-   Graphic design application program basics: both bit map and vector programs (Photoshop, Illustrator and/or Freehand)

Internet Media in Arts Administration (3 credits) AAD 585

This course examines current Internet media tools, platforms and trends influencing information retrieval, display and presentation. Concepts from graphic design, information processing and project management are threaded through the course. This course will focus on effective manipulation of media for domain-specific purposes focusing on interactive *Internet* media venues of information presentation, and marketing and promotion.

Competencies required: Winter Term Course or equivalent

Computer System and Software Recommendations:

It is recommended that students have access to newer computer systems and basic software applications outside of UO Computing Center Labs. Opportunities for new computer system and software purchases and upgrades are available at academic pricing through the UO Bookstore.

Please direct inquiries regarding hardware and software to ejschiff@oregon.uoregon.edu

INFORMATION DESIGN AND PRESENTATION

AAD 483/583

Fall Term 2002 • 6:00pm-7:20pm UH
Mill Race Lab 1

Eric J. Schiff - Instructor
Voice: 484.0907(Hm.), 915.4664 (Cell)
Email: ejschiff@oregon.uoregon.edu

Course Requirements:
Attendance - 80% minimum for P
Assignments - 35%
Midterm - 25% *Due 11/12*
Final Projects - 40% *Due 12/10*

Texts:
Robin William's Design Workshop
Williams, Robin Peachpit Press 2001
The Non-Designer's Design Book *(Optional)*
Williams, Robin Peachpit Press 1994

DAY	DATE	SESSION	ASSIGNMENT
Tuesday	10/01/02	Introduction, Survey, Syllabus, Facility, Systems & Resources	RWDW-Ch.1, 2
Thursday	10/03/02	Text Processing: Type, Styles & Format Issues of Ownership	NDDB-Ch.3, 4 RWDW-Ch.3
Tuesday	10/08/02	Text Formatting, Graphic Design: Programs and Formats Graphics Standards **Assignment #1 - Resume Makeover**	NDDB-Ch.5, 6 RWDW-Ch.4 **DUE 10/15**
Thursday	10/10/02	Identity: Organization ID/Branding Press Kits, Backgrounders **Assignment #2 - Logo Drafts (sketches)**	NDDB-Ch.7, 8 RWDW-Ch.6 DUE 10/22
Tuesday	10/15/02	Draw Programs - Illustrator Basics **Assignment #3 - Logo Design (vector)**	DUE 10/29
Thursday	10/17/02	Scanning Basics	RWDW-Ch.7
Tuesday	10/22/02	Business Correspondence - Tools & Tips **Assignment #4 - Business Collateral Drafts**	RWDW-Ch.5 **DUE 11/05**

ADVANCED INFORMATION DESIGN AND PRESENTATION

AAD 484/584 • Winter Term 2003
6:00pm-7:20pm UH • Mill Race 1

Eric J. Schiff   Instructor
Phone #'s: Hm - 484.0907, Cell - 344.3997
E-Mail: ejschiff@oregon.uoregon.edu

Course Requirements:
Attendance - 80% minimum for P
Photoshop Assignments - 20%
Exercise Assignments -20%
Midterm Project - 20%
Final Projects - 40%

Required Reading:
Robin William's Design Workshop
Williams, Robin Peachpit Press 2001

Interactivity By Design Kristof, Ray • Satran, Amy
Adobe Press 2002 **Optional**

Note: See Assignment and Projects Sheet for **ALL** due dates, options and additional Graduate Student requirements.

This course examines design and presentation of information in both print and non-print mediums for *personal, professional and business* purposes. Practical "real world" design and presentation applications (including web media), formats and issues will be explored.

This course will focus on maximizing program tools (many introduced in AAD 483/583) to develop design and presentation **projects** reflecting concepts from graphic and visual design, and information protocols inherent in effective communication.

DAY	DATE	SESSION	READINGS
Tuesday	01/07/03	Announcements/Course Business Introduction to Exercises & PS Tour	DW - Ch.1
Thursday	01/09/03	Photoshop Basics - Work Session Photoshop Tutorial: Lessons #01 - Selections	DW - Ch.2
Tuesday	01/14/03	Photoshop Tools	DW - Ch.3
Thursday	01/16/03	Microsoft Powerpoint Basics Photoshop Tutorial: Lesson #02 - Layer Basics	DW - Ch.4
Tuesday	01/21/03	**Project #1 - Criteria Defined, Media types Powerpoint Tools**	DW - Ch.5
Thursday	01/23/03	Display Advertisements: Basic Guidelines Photoshop CIB: Lesson #4 - Painting & Editing	DW - Ch.9
Tuesday	01/28/03	Display Ads: Text and Graphics use **Powerpoint Project Outline Due**	
Thursday	01/30/03	Brochure Design Photoshop CIB: Lesson #5 - Masks & Channels	DW - Ch.13, 212-18
Tuesday	02/04/03	Brochure Sample Case studies, Work Session Photoshop Tutorial: Lesson #03 - Retouching	

ASSIGNMENT DUE DATES

**Photoshop Assignments
(turned in on disk)**

1/16	Tutorial Lesson #01
1/23	Tutorial Lesson #02
1/28	CIB Lesson #4
2/04	CIB Lesson #5
2/11	Tutorial Lesson #03
2/18	CIB Lesson #9
2/25	Tutorial Lesson #04

**Exercise Assignments
(turned in on disk w/ printed copy unless
otherwise specified)**

1/28	Powerpoint Project Outline/Flowchart
2/06	Display Ads - AAD Theme Specific
2/13	Powerpoint Story Boards
3/04	Powerpoint Prototype

Midterm Projects - Due 2/18

Requirement - All Students

• Brochure Design:
   Tri or Quad fold design representing tools
   and concepts to date (graphics, visuals, etc.)
   on disk and printed for display.

Theme:
   Performing Arts, Design Agency, Gallery,
   Foundation or Museum represented in design
   scheme.

Requirement - Graduate Students Only

• Case Study: Collateral Material
   Present an assessment, analysis, and prescrip-
   tion on the effectiveness of an organizations
   branding and collateral material

Theme:
   Performing Arts, Design Agency, Gallery,
   Foundation, Museum or non-profit community
   based organization

Final Projects - Due 3/18

Requirement - All Students

• Conference/Exhibition Poster
   Using Photoshop and other appropriate tools
   (scanner, image sources) and additional
   software applications, final copy will be
   prepared on disk and a printed color copy
   prepared for display.

Theme:
   Performing Arts, Design Agency, Gallery,
   Foundation or Museum represented in design
   scheme.

• Powerpoint Presentations:
   Final project prepared for large screen presen-
   tation with all components in place from prior
   exercises - print copy must turned in as well.

Theme:
   Performing Arts, Design Agency, Gallery,
   Foundation or Museum represented in informa-
   tion presentation design scheme.

Requirement - Graduate Students Only

• Powerpoint Case Study:
   Present an needs assessment for an organiza-
   tions use of a Powerpoint presentation, or an
   analysis, and prescription on the effectiveness
   of an existing Powerpoint presentation

Theme:
   Case study must focus on a Performing Arts,
   Design Agency, Gallery, Foundation, Museum
   or non-profit community based organization
   need or use of this type of presentation media.

Internet Media in Arts Administration

AAD 485/585 Spring Term 2003
6:00pm-7:20pm UH   Mill Race 1

Eric J. Schiff Hm - 484.0907, Cell - 915.4664, Email - ejschiff@oregon.uoregon.edu

Reading Requirements: Interactivity by Design Kristof & Satran, Adobe Press 2000

Resources: http://www.premierelink.com/toolbox/resources.html

Requirements: • Midterm - 25% Case Study* *1 for Undergraduates, 2 for Graduate Students
                 • Assignments - 25% FW/DWTutorials & Lessons, Assignments
                 • Website Project - 50% Choice: Personal Website - portfolio, informational, or
                       Website for specific organization w/minimum 4 categories and links.
                 • Attendance - 80% min. for P

This course examines current Internet media tools, platforms and trends influencing information retrieval, display and presentation. Concepts from graphic design, information processing and project management are threaded through the course.

This course will focus on effective manipulation of media for domain-specific purposes focusing on interactive *Internet* media venues of information presentation, and marketing and promotion.

DAY	DATE	SESSION	READINGS
Tuesday	4/01/03	Syllabus, Web Design, Software, Resources	
Thursday	4/03/03	Project Criteria, Intro FW/DW	
Tuesday	4/08/03	Intro Fireworks, Project Identification	
Thursday	4/10/03	Content Issues: Text, Images, Other	
		Project Narrative Due, Work Session	
Tuesday	4/15/03	**Webmaps Due,** Design/Production Issues	
Thursday	4/17/03	**Exercises Due: FW/DW**	
		Work Session	
Tuesday	4/22/03	Templates: FW/DW	
Thursday	4/24/03	**Storyboards Due,** Project Management	
Tuesday	4/29/03	Work Session	
Thursday	5/01/03	Site Architecture, Navigation, Functionality	**MIDTERM DUE**
Tuesday	5/06/03	Front-End, Secondary drafts, Work Session	
Thursday	5/08/03	**Work Session**	
Tuesday	5/13/03	MultiMedia, Flash Case study	
Thursday	5/15/03	Case Studies -	
Tuesday	5/20/03	Site Checkpoint - Individuals	
Thursday	5/22/03	Work Session	
Tuesday	5/27/03	Site Trouble-shooting	
Thursday	5/29/03	Project Work	
Tuesday	6/03/03	Project Work	
Thursday	6/05/03	Project Work	
Tuesday	6/10/03	**Final Presentations - 6pm if no conflicts, otherwise 8:00pm**	

SELF-ASSESSMENT CHECKLIST
Arts & Administration Program
Waiver of AAD 583, Information Design and Presentation, Fall Term

One of the requirements of the master's degree in Arts Management is a three-part series of technology-based courses: AAD 583, Information Design and Presentation (fall term)
AAD 584, Advanced Information Design and Presentation (winter term)
AAD 585, Multimedia for Arts Administration (spring term)

We consider the AAD 583, fall term class to be a "leveling" class, giving students who have minimal or limited experience in computer systems, software applications, and design presentation the opportunity to learn basic skills that will support their required registration in the winter and spring term classes. Please complete the following self-assessment prior to the fall orientation session with your AAD faculty academic advisor.

WORD PROCESSING PROFICIENCY:
❑ Excellent Skills ❑ Good Skills ❑ Fair Skills ❑ Minimal Skills ❑ No Skills
My background is in: ❑ Microsoft Word ❑ Word Perfect ❑ Other _____

DESKTOP PUBLISHING PROFICIENCY:
❑ Excellent Skills ❑ Good Skills ❑ Fair Skills ❑ Minimal Skills ❑ No Skills
My background is in: ❑ PageMaker ❑ Quark ❑ Other _____

GRAPHIC DESIGN APPLICATION PROFICIENCY (bit map and vector programs):
❑ Excellent Skills ❑ Good Skills ❑ Fair Skills ❑ Minimal Skills ❑ No Skills
My background is in: ❑ PhotoShop ❑ Illustrator/Freehand ❑ Other _____

OPERATING SYSTEM KNOWLEDGE AND PROFICIENCY:
❑ Excellent Skills ❑ Good Skills ❑ Fair Skills ❑ Minimal Skills ❑ No Skills
My background is in: ❑ Windows ❑ Macintosh ❑ Other _____
I have experience in: ❑ Desktop mgmt. ❑ Save to hard drive ❑ Save to zip drive ❑ Save to text
❑ jpeg ❑ pict ❑ tif ❑ gif
Other: _____

DESIGN APPLICATIONS:
I have experience with the following business design applications, and can present a portfolio of this work (check all that apply):
❑ Letterhead design ❑ Envelope design ❑ Business cards ❑ Newsletters ❑ Brochures
❑ Display ads ❑ Resume design
I can present a portfolio of this work: ❑ Electronically ❑ Hard Copy ❑ Both

I request permission to waive AAD 583 during fall term:

Signed Name _____ Date _____
Printed Name _____

Permission given to waive AAD 583 during fall term:

Faculty Signature _____ Date _____

6/00

- 10/100 Fast Ethernet card if using DSL, UO direct connection, or other broadband connection (Linksys is a very good value)
- 4-8MB VRAM and Video Card/Accelerator
- CD-ROM/DVD-ROM (many configurations include the DVD option)
- ZIP 100 or 250
- 14.1" Active matrix screen
- Surge protection strip

Macintosh Desktop:

- G4 400-500mhz or higher
- 128MB DRAM
- 8MB VRAM and Video Card/Accelerator (built-in)
- 10GB Hard Drive or greater
- 56 K v90 Modem
- CD-ROM/DVD-ROM (many configurations include the DVD option)
- ZIP 100 or 250
- CD-RW Drive (Optional)
- 17"- 19" Monitor (View Sonic is a very good value)
- Surge protection strip

Apple Powerbook:

- G3 400-500mhz or higher
- 128MB DRAM
- 8MB VRAM and Video Card/Accelerator (built-in)
- 6- 10GB Hard Drive or greater
- 56 K v90 Modem
- CD-ROM/DVD-ROM (many configurations include the DVD option)
- ZIP 100 or 250

Essential Software for Both Platforms:
- UO Computing Center CD-ROM Internet Utilities – current versions of connectivity and Web Browser software – new systems will come fully equipped with all flavors (pick it up when you sign up for your student account)
- MS Office 98 (Macintosh), MS 2000 (PC)
- Adobe Acrobat Reader Mac/PC
- Norton Utilities – Mac/PC (Comes free with other software title purchases)
- Norton Antivirus (Comes free with other software title purchases)
- MacAfee Virus Protection – PC (comes free and pre-installed on many systems)

Overview of AAA Computing Resources

The University of Oregon's School of Architecture and Allied Arts offers a wide array of services to the AAA community. Following is a brief overview of the resources available to AAA students, faculty, and staff from AAA Computing Services.

Technical Support

AAA Computing Services offers a complete suite of technical support services. We support both Macintosh and Windows computers with the exception of PCs running Windows 95/98/ME. We offer software support, individual training, networking services, and computer installation and upgrades. Although we are capable of doing rudimentary hardware repairs, we highly recommend that faculty and students rely solely on the UO Computing Center Repair Center (346-3548).

There are many different ways to request help from AAA Computing Services: you may call 346-2081 to talk directly to a technician, visit our new service window in 280 Lawrence Hall, or request help via e-mail by contacting Dennis Bishop at dbishop@oregon.uoregon.edu.

Computer Technology Purchasing

Dennis Bishop, Director of AAA Computing Services is responsible for approving AAA technology-related purchases. If you are considering purchasing a computer or computer-related technology, please contact Dennis at dbishop@oregon.uoregon.edu or at 346-2082.

Web Services

AAA Computing Services employs two GTFs who are responsible for designing and maintaining web sites for AAA departments and programs. Additionally, these GTFs may also provide technical support for AAA students and faculty who have specific questions regarding web development. To request web-related help, please contact Susan Coddaire (coddaire@darkwing.uoregon.edu).

AAA Output Room

The AAA Output Room offers a high-end printing resources to all AAA students and faculty. Currently, the output room offers three plotters and one color laser printer. For more detailed technical information, please visit http://aaa-output.uoregon.edu or contact Joe Stengel-Goetz, the AAA Output Room GTF at jstengel@darkwing.uoregon.edu or call 346-2081 to speak with an output room technician.

AAA Computer Labs

AAA Computing Services maintains many computing labs available to AAA students and faculty. The following information changes constantly. We strongly urge you to visit the AAA Computing Labs web site located at http://darkwing.uoregon.edu/~aaalabs.

AAA Computing Services support AAA Computing Labs as well as administrative and instructional computing. If you need help in your office or studio, please contact visit the new AAA Computer Support office in 280 Lawrence or contact Dennis Bishop at dbishop@oregon.uoregon.edu. For more contact information, visit the AAA Computing Support web site (http://aaa.uoregon.edu/resources/computer-support.html).

AAA Computing Labs: General Information

This handout provides information about computing labs maintained by AAA Computing Staff.

AAA Computing Staff maintain six instructional computing labs:
- The 132 Pacific Lab, for all AAA students
- The 252 Lawrence Lab, for Art History students
- The Advanced Visual Design Lab, in room M283 Lawrence Hall, for students in Advanced Multimedia courses

Other public computers maintained by AAA Computing Services (these are available only to people who have access to the rooms or studios in which the computers reside). Access is also granted through department offices.

Lab	Location	Windows	Macintosh	Other Hardware	Audience
Printmaking	162B Lawrence Hall	0	1	Flatbed scanner, inkjet printer	Printmaking students
Landscape Architecture Office	282 Lawrence Hall	0	2	Flatbed scanner, slide scanner, 2 CDRW	Landscape Architecture Students and Faculty
Landscape Architecture Studio	405 Lawrence Hall	0	1		Architecture and Landscape Architecture Students and Faculty
Baker Lighting Lab	235 Pacific Hall	2	0		Baker-funded Students and Faculty
Millrace I Studio	114 Millrace I	1	2	CDRW, Inkjet printer	MMD Students and Faculty
Millrace II Animation Lab	125 Millrace II	1	1	CDR, digital video equipment	MMD Students and Faculty
MMD Sound Lab	129 Pacific Hall	0	1		MMD Students and Faculty

Acquiring Access to AAA Labs

AAA Computing Labs are always available as long as you have a way to access (via code or key) the building and room in which the computers live. Labs are open at night, and weekends but are not open during intercession unless specific arrangements are made with AAA Computing Services.

Department	Contact	Phone
Architecture	Helga Wood	346-3656
Art History	Laurel Dunn	346-3675
Art	Bonnie Lawrence	346-3610
Landscape Architecture	Diane Gammell	346-3534
Planning, Public Policy and Management	Zudegi Tala	346-3808
Arts & Administration	Maia Howes	346-3639
Historic Preservation	Maia Howes	346-3639

Leave Fridays Free!

The following activities are scheduled intermittently on Fridays for AAD students:

- Advising Sessions for following <u>term</u>
- Faculty Brown-Bag lunches
- AAD Student Forum lecture series
- Social and Other Events

AAD Master's Degree Research Options

In the final phase of the master's degree program of study in Arts Management, students are required to demonstrate their ability to select and frame a research topic, propose and implement a plan of inquiry, report the results in written form and conduct a public presentation. The goal is to foster skills necessary for success in a competitive professional arts management environment. As part of the final research phase students will:

1. Develop an independently framed area of inquiry built upon knowledge gained in required coursework, professional experience and published resources;
2. Implement a systematic research activity including data collection, analysis and interpretation;
3. Gain experience in formal report writing and documentation; and
4. Gain experience in oral presentation of research findings, in a collegial setting.

There are three options available to students for completing this final research phase. These are: (1) Thesis; (2) Project; or (3) Capstone. Complete explication of each option is available in the Fall term AAD Proposal Seminar. A brief summary of each option follows:

In the Thesis option students are required to:

(1) write a formal research proposal in the Fall term AAD Proposal Seminar; (2) receive faculty approval of the proposal; (3) enroll in at least one additional research methodology class beyond AAD Research Methods, appropriate to the thesis study; (4) spend a minimum of two additional terms beyond the AAD Proposal Seminar developing and documenting the thesis study; and (5) register for a minimum of 6 hours of Thesis credits, beyond the AAD Proposal Seminar. The outcome of the thesis option is an in-depth, documented investigation of a carefully developed research question. It is pursued with the supervision of a research director and in consultation with a selected committee. The document is typically 75-150 pages. It must conform to UO Graduate School standards and be approved by the master's thesis committee. A Statement of Completion is submitted to the UO Graduate School. The thesis document is submitted to the Graduate School and the AAD Program. The thesis is orally presented in a public forum.

In the Project option, students are required to:

(1) write a research proposal for a project in the Fall term AAD Proposal Seminar; (2) receive faculty approval of the proposal; (3) spend a minimum of two additional terms beyond the AAD Proposal Seminar developing, implementing and documenting the project; (4) register for a minimum of 6 hours of Research credits, beyond the AAD Proposal Seminar. The outcome of the project option is a "product" (e. g. a guidebook, a website, a video, a curriculum, a set of educational materials), supported by an academic report that explains the process through which the product was created and the larger disciplinary context. Depending on the type of project, the documentation most often includes a 20 – 35 page report and the defined product. The project is approved by the project director. A Statement of Completion is submitted to the UO Graduate School. The project report and product are submitted to the AAD Program. The project is orally presented in a public forum.

In the Capstone option, students are required to:

(1) write a proposal for a plan of inquiry in the Fall term AAD Proposal Seminar, which includes selection of three additional courses to support the area of inquiry, beyond those required in the core AAD master's curriculum; (2) receive faculty approval of the proposal; (3) spend a minimum of two additional terms beyond the AAD Proposal Seminar taking the 3 selected courses and developing a synthesis paper. Selected course credits may range from 9 – 12, depending on the specific courses - two of the three courses should be taken in winter term of the second year of study, and the third in spring term. One of the three courses can be defined as an Independent Study. The outcome of the capstone option is a 25 - 35 page synthesis paper which is reviewed and approved by the student's advisor. A Statement of Completion is submitted to the UO Graduate School. The synthesis paper is submitted to the AAD Program. The paper is orally presented in a public forum.

Graduate Certificate in Not-for-Profit Management

University of Oregon School of Architecture & Allied Arts
Department of Planning, Public Policy and Management

The University of Oregon Department of Planning, Public Policy and Management is pleased to announce the foundation of a new graduate-level Certificate in Not-for-Profit Management. The Certificate provides an opportunity for graduate students to enhance their credentials by obtaining knowledge and skills unique to the nonprofit sector. The Certificate is granted upon successful completion of 24 credit hours of courses focusing on management skills critical for leadership of nonprofit organizations.

18 PPPM
6 AAD

Students in the Certificate program will come from several departments at UO, including but not limited to: Arts and Administration, Historic Preservation, Environmental Studies, Counseling Psychology and Human Services, Educational Leadership, Business, and Planning, Public Policy and Management.

The U.S. nonprofit sector includes 1.2 million public benefit organizations, comprising 7% of the nation's GDP.

Students enrolled as graduate students in any department at UO are eligible to apply for admission to the Certificate program. Classes are usually offered once per week in the late afternoons or evenings. Required classes include a **fund raising** course, two courses in **nonprofit management techniques**, a course in **financial management**, a short course in **grant writing** and a **capstone seminar**. Elective credits can be completed with an internship, or by taking two courses from a wide array of nonprofit administration-related courses in the PPPM Department, or in other departments at UO.

Oregon's nonprofit sector is rapidly expanding, showing a 47% increase in 501(c)3 organizations between 1992 and 1998.

The Not-for-Profit Management Certificate program is expected to be approved by the OUS Board of Regents in October 2001. At that time, admission forms will be made available for students to be officially admitted into the program. Classes are starting this Fall, for students who wish to complete the Certificate in June 2002.

For information, contact:

Dr. Renee Irvin, Certificate in Not-for-Profit Management Program Director
Dept. of PPPM, Uof O 1209, Hendricks Hall 108, Eugene OR 97403-1209
Phone: (541) 346-2155, Email: rirvin@darkwing.uoregon.edu , Fax: (541) 346-2040

Certificate in Not-for-Profit Management
Courses and Tentative Class Schedule

University of Oregon Department of Planning, Public Policy and Management

Course #		Course Name	Instructor	Scheduled Time/Dates (Subject to Change)
PPPM 580	4 credits	Not-for-Profit Management I	Downes	Fall, Wednesdays 3:30-6:20pm
PPPM 607	4 credits	Not-for-Profit Management II	Irvin	Winter, Thurs. 4:00-6:50pm
PPPM 510	4 credits	Resource Development for N-f-P Orgs.	Irvin	Fall, Thurs. 3:30-6:20pm
PPPM 507	4 credits	Financial Mgmt. for Public & N-f-P Orgs.	TBA	Spring
PPPM 607	1 credit	Not-for-Profit Capstone	Downes	Spring
PPPM 522	1 credit	Grantwriting	Choquette	Every quarter, first two Mondays 3-5:50pm

24 credits are required for completion of the Certificate. In addition to the 18 required credits listed above, students wishing to complete the Certificate must take at least 6 credits of elective courses. Students who have no significant work experience in the nonprofit sector are strongly recommended to enroll in 6 credits of PPPM 604 (Internship), which entails 18 hours per week working in a nonprofit organization (half time). Students with existing nonprofit work experience are also welcome to participate in an internship.

PPPM 604	6 credits	Internship	Phipps	Every quarter, TBA

Other Preauthorized Elective Courses:

PPPM 636 Public Policy Analysis
PPPM 634 Strategic Planning
PPPM 628 Public Finance Administration
PPPM 629 Public Budget Administration
PPPM 618 Introduction to Public Policy and Management
PPPM 645 Leadership and Organizational Change
PPPM 660 Human Resource Management in the Public Sector
PPPM 543 Natural Resource Policy

PPPM 611 Introduction to Planning Practice
PPPM 526 Environmental Planning
PPPM 510 Advanced Grantwriting
PPPM 507 New Democratic Processes
PPPM 620 Applied Methods in Planning, Public Policy & Mgmt.
PPPM 565 Quantitative Methods in Planning & Public Policy
PPPM 635 Planning and Social Change

Students may also receive elective credits for a content-relevant course offered elsewhere on campus. For authorization to receive Certificate credits for a course taken outside the Department, or for other information about the Certificate, please contact the program director:

Dr. Renee Irvin   Phone: (541) 346-2155, email: rirvin@darkwing.uoregon.edu
Department of Planning, Public Policy and Management, University of Oregon, 108 Hendricks Hall 1209, Eugene OR 97403-1209

Graduate Certificate in Museum Studies
(Proposed)
Arts & Administration Program
School of Architecture and Allied Arts
University of Oregon

The Arts and Administration Program of the University of Oregon has proposed a new instructional program which will lead to a Certificate in Museum Studies. The proposal is currently under review. The certificate program should be in place before the end of the 2002-2003 academic year.

The intent of the certificate program is to prepare and qualify students for a variety of leadership positions in museums. The program is interdisciplinary in nature and broad in scope. Practica and internships along with rigorous academic theoretical training will prepare students to compete for jobs as directors, collections managers, education directors, and exhibit designers.

The University of Oregon offers advanced training in two of the region's most prestigious museums.

The credit hour requirement for the proposed certificate is 27 hours. Courses have been developed in a variety of disciplines such as: The Anthropology Museum (ANTH 550) taught by the faculty and staff of the University of Oregon Museum of Natural History, Museology (ARH 511) taught by faculty and staff of the University of Oregon Museum of Art, and Museum Education (AAD 529) taught by the faculty of the Arts and Administration program. These courses will offer students the opportunity to explore current scholarly discourse in museum studies. A 200-hour internship and a variety of practica will provide hands-on experience.

Students will culminate the certificate program with either a thesis, a project, or a capstone portfolio or presentation.

There are nearly 200 museums in the state of Oregon.

Increased public interest in museums across the country has signaled greater need for professionally trained personnel. This program, and the resulting certificate, will establish the Arts and Administration Museum Studies Certificate of the University of Oregon as a recognized credential for employment in this burgeoning field.

For further information, contact:

Dr. Janice W. Rutherford, Coordinator, Museum Studies Certificate, Arts and Administration, School of Architecture and Allied Arts, 5230 University of Oregon, (541) 346-2296, <jruther@darkwing.uoregon.edu>.

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Our mission is to be a leader and catalyst in fostering ethical practices in individuals and institutions

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Research Ethics Resources on the World Wide Web

Matt Strother, Teaching Research Ethics Intern

One of the newer resources available to a teacher of research ethics is cyberspace. The World Wide Web offers a vast array of ideas and information simply waiting to be discovered. Syllabi, teaching ideas, teaching material, lecture outlines, and many other resources for the budding research ethics program await, but because of sheer volume this array can be dizzying. Therefore, in order to save you the effort of winnowing the wheat from the chaff, I have compiled a list of sites that I believe to be worthwhile.

The sites have been roughly grouped, based on their content, into the following categories:
Electronic Ethics | Ethics Warehouses | Policy Pages | On-Line Publications | Literature and Science | Online Syllabi

Each category includes 1-10 sites listed by URL, followed by a brief description of the content, and my surmise on the utility of the information. Keep in mind that this is a brief list, probably only touching on the tip of the iceberg.

Electronic Ethics

These sites have to do with the ethics surrounding computer technology, including the Internet, computer engineering, etc.

- **International Webmasters Association Pro-Ethics Pledge** (http://www.iwanet.org/about/pro-ethics.html) Promotes the professionalization of webmasters. An on-line web ethics pledge is offered on this page, which a webmaster can electronically "sign," thus earning the organization's certification that the signer is an ethical webmaster.
- **Taylor University Computing and System Sciences Program Ethics Links** (http://www.css.tayloru.edu/projects/ethics/elinks.html) Offers many links to other sites that focus on the ethics of computer science, including such general topics as Internet ethics, various professional groups' codes of ethics, and intellectual property ethics.

Ethics Warehouses

Featuring a broad range of topics, these sites generally rely on a large number of links as opposed to original publications. In each descriptor I will try to give a general impression of the links' focus and utility.

- **Case Western Reserve University's Online Ethics Center for Engineering and Science** (http://onlineethics.org) Offers case studies, various informational links, and focuses on research integrity, human subjects, and animal welfare. One link of particular interest is "Trustworthy Research, Editorial Introduction," (http://onlineethics.org/essays/connect.html) written by Caroline Whitbeck. The essay itself is very interesting and provides good theory and background as to how trust operates in the research endeavor, as well as a historical backdrop to the current state of affairs. The bulk of the bibliography refers to other sites on the web, enabling the reader to track down any interesting topics immediately.
- **Core 10 – Ethics Links** (http://www.saintjoe.edu/~timm/core10lks.html) Maintained by Timothy McFarland, an associate professor at Saint Joseph's College, this site is geared toward a class on selected ethical problems from the Christian perspective. It offers broad categories that feature several links: Ethics Links; Bioethics Links; Business Ethics Links; Computer Ethics Links; Environmental Ethics Links; Catholic Sources; Ethics in Science and Technology; Theological Resources; and finally, Supreme Court Cases.

setting. It offers links to the big and obvious no-no's (e.g., plagiarism and misuse of privileged information). But it also offers very good suggestions about the more subtle problems, such as a researcher's obligation to report suspected misconduct, a researcher's obligation to publish, data management, and authorship.

- **Office of Research Integrity** (http://ori.dhhs.gov/)
- **Policy and Procedures On Academic Integrity in Research and Publication** (http://www.uiuc.edu/unit/vcres/ai/intro.html) A very clear and concise site covering scientific misconduct at the University of Illinois, Urbana-Champaign. There are two particularly good sections of this site, one that offers a definition of misconduct, and another that offers a clear procedural flow of how these cases are to be handled.
- **Procedures Concerning Allegations of Misconduct in Research and Creative Activities** (http://www.msu.edu/dig/miscon/index.html) An extensive web site maintained by Michigan State University mapping out their procedures in the investigation of alleged scientific misconduct. It is very detailed and takes the reader from an initial suspicion to the resolution of the case. Its writing is dense in the legalistic sense, but overall it offers a good sense of how a university has decided to handle misconduct in research cases.
- **University of Arizona's Office of the Vice President for Research and Graduate Studies** (http://vpr2.admin.arizona.edu/index.htm) Features two particularly good policy sites, the links titled "Research Ethics/Integrity" and "Conflict of Interest." Other links are interesting, but these two offer on-line policies and applications.

On-Line Publications

These are publications on-line that have some relevance to research ethics.

- *National Science Foundation Online Documents* (http://www.nsf.gov/cgi-bin/pubsys/browser/odbrowse.pl) A collection of online publications by NSF, including statistics reports, reports to Congress, news releases, and other such documents for the public consumption. Some of the individual reports are interesting, but it takes a good bit of looking. Some of the more interesting reports are found by searching under reports of the Office of the Inspector General, which generally offer a quick look at current ethical issues being dealt with by NSF.
- *On Being A Scientist* (http://www.nap.edu/readingroom/books/obas/) On-line copy of the book. This is a very good basic resource for anyone interested in research ethics.
- *The Laboratory Primate Newsletter* (http://www.brown.edu/Research/Primate/back.html) On-line database of all the past issues of *The Laboratory Primate Newsletter*. I haven't checked all of the links, I have found a smattering of articles about the ethics of animal research. But be warned -- most of the articles are more geared toward sharing information about the research presently in the field and the technical side of maintaining a primate research facility.

Literature and Science

These are interesting sites that offer an interdisciplinary approach to research ethics, by blending science and literature.

- **Literature and Science On-Line Syllabi Database** (http://www2.humnet.ucla.edu/projects//sls/syllabi/coursetitle.html) On-line database of syllabi for classes that look at the interplay between literature and science. Some of these syllabi are better than others, but they all offer some food for thought.
- **Science-in-fiction** (http://www.djerassi.com/) Offers a list of Carl Djerassi's novels, in a genre he has termed "Science-in-fiction," not to be confused with science fiction. He writes novels about very realistic science with the goal of using fiction to highlight issues in real science. This site also offers his advice on how to use his novels as teaching tools. If you can stomach the egoism that emanates from this site, it really offers an interesting and unique approach to teaching research ethics.

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Why College Costs So Much

And will only get worse.

THE setting is a university administration office. The scene is a meeting between the president and a group of parents. The action begins when one vocal father, an executive with an electronics company, demands to know why the cost of attending this private institution has gone up 57 percent over the last 10 years. The president says that it could be worse — the price of attending a public university has risen 79 percent. Undeterred, the father points out that over the same period the Consumer Price Index has gone up just 27 percent and the median family income a mere 38 percent.

"I understand," the president answers soothingly. "But we have made enormous economies recently." Then she coughs gently into a tissue. "Excuse me," she demurs, "but there's a case of Baumol's disease going around."

The parents recoil. "Baumol's disease! What's that?"

Well, it's not a disease in the traditional sense. But it's real nevertheless.

More about the diagnosis later.

First, was the aggressive father exaggerating? Hardly. The cost of higher education has exceeded the rate of inflation, not just in the last decade but in the last 40 years. This fact is highlighted regularly in the press. One article in The Philadelphia Inquirer trumpeted that babies born in 1998 could expect to pay $250,000 tuition at a top college.

Tuition inflation was also the topic of the 1998 National Commission on the Cost of Higher Education convened by Republican lawmakers in Washington. The panel stopped short of calling for federal intervention in the form of penalties for institutions that didn't control costs, but it warned that colleges and universities risk "an erosion of public trust" if the price continues to soar.

In fact, the public is already concerned, though parents tend to overestimate the costs — by as much as 212 percent, according to a recent study by the American Council on Education. (For the record, tuition at a four-year public university averages $3,500 annually; $15,000 at a private one.) At the same time, many families are unaware of or don't take full advantage of the nearly $60 billion available to help meet payments.

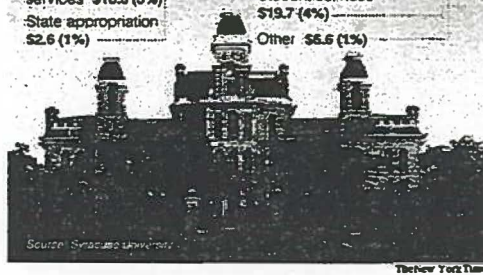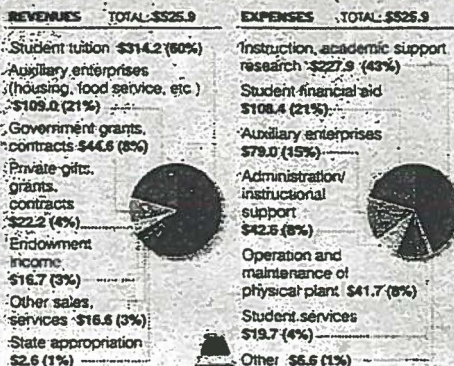But the public has it right: Higher education is expensive and becoming more so.

It isn't as though administrators haven't made efforts to hold down costs. Most institutions, from the most prestigious to the most modest, have cut budgets and cut them again. Syracuse University, for one, went through a major restructuring in the early 90's, when an economic downturn and a dwindling population of college-bound 18-year-olds created a near-crisis situation. Between 1990 and 1996, $66 million was trimmed from expense budgets, 350 staff positions were eliminated and resignation packages were created for 170 faculty members. These cuts were offset by a corresponding decline in enrollment, holding the faculty/student ratio constant.

Even so, tuition increases averaged 5 percent during that period, and tuition is now $20,380. Where did the money go? Much of it went to sweetening the financial aid pot to compete for top students and diversify the

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The Bottom Line

Syracuse University operations revenues and expenses. 1999-2000. Figures in millions

REVENUES   TOTAL: $525.9

- Student tuition $314.2 (60%)
- Auxiliary enterprises (housing, food service, etc.) $109.0 (21%)
- Government grants, contracts $44.6 (8%)
- Private gifts, grants, contracts $22.2 (4%)
- Endowment income $16.7 (3%)
- Other sales, services $16.6 (3%)
- State appropriation $2.6 (1%)

EXPENSES   TOTAL: $525.9

- Instruction, academic support, research $227.9 (43%)
- Student financial aid $108.4 (21%)
- Auxiliary enterprises $79.0 (15%)
- Administration/ instructional support $42.5 (8%)
- Operation and maintenance of physical plant $41.7 (8%)
- Student services $19.7 (4%)
- Other $6.6 (1%)

Source: Syracuse University

The New York Times

campus. But most of it went to faculty and staff compensation, which was barely competitive.

Paradoxically, technology is partly to blame. Students want majors that promise a high monetary return after graduation — information technology, for example, or aerospace engineering, pre-med biology or chemistry concentrations. Between 1970 and 1995, the number of computer science degrees rose by 900 percent and engineering degrees by 38 percent, according to the federal Department of Education. These are the most expensive forms of instruction to deliver because of the cost of essential hardware and software and faculty. The average salary of an engineering full professor is $91,000, while a professor of English — a far less expensive major — of the same rank earns $64,000.

But what's also happening here is Baumol's disease, an affliction common to service institutions like hospitals and higher education. Reduced to its essence, the condition explains why productivity in service industries lags behind that of manufacturing, and probably always will.

The good news is that the disease isn't contagious, nor is it terminal. The not-so-good news is that it is a chronic condition for which a cure has yet to emerge.

According to its namesake, William J. Baumol, any service that is inherently labor intensive — education, law, social work, health care — will experience a productivity gap when compared to "hard" industries. That is, the cost of delivering these services goes up, not down, over time.

Dr. Baumol, director of the C.V. Starr Center for Applied Economics at New York University, likes to explain the disease by using Mozart as an example. In

the centuries since the composer's death in 1791, playing one of his quartets for string still requires four instruments and four players and the same number of minutes. No way has ever been found to make this process more efficient, even though huge gains in industrial productivity have occurred during the same time.

Consider the health-care industry. Since 1948 the cost of a visit to the doctor has risen 100 percent in dollars of constant purchasing power and the cost of a day in the hospital has risen 700 percent. Some would argue that many efficiencies — shorter hospital stays, more outpatient procedures — have been realized. But these have been more than offset by the high cost of the technologies, new drugs and better trained providers that today's medical miracles depend on. And for the most part, doctors still see one patient at a time, perform one surgery at a time and write one prescription at a time.

Education provides another example. Compare the starting wages of two scholars: An assistant professor in economics starts teaching in 1982; his graduate student starts her first job in academe in 2000. The real (inflation adjusted) costs of putting an assistant professor into the classroom has increased 67 percent over 18 years. Yet the number of students taught by each has remained constant. No increase in productivity but a higher cost for the institution.

To increase this new and costlier professor's productivity, the university could require her to teach larger classes (not popular among students or faculty because of diminished educational quality) or require her to teach more classes (not popular among faculty members, the best of whom are sought by institutions that offer a *reduced* teaching load). Another option is spreading responsibilities to more teaching assistants and adjunct faculty (not popular among students and parents, who say that the teachers are less qualified).

It turns out Dr. Baumol is right. Colleges and universities must rely on the labor-intensive process of teaching and discovery. Human beings are heavily involved in every step of the education experience from admissions through commencement. And it is in the classroom, albeit augmented with the latest technology, that the reason for our existence becomes evident.

"Wait," says the disbelieving father, "what about the fat endowments we've been hearing about? Can't those millions cure this disease and reduce tuition?"

"It's true," says the university president, "our endowment has grown." She goes on to explain that only heavily endowed universities like Princeton and Harvard have enough unrestricted funds to use for tuition relief. Endowments are usually limited by donors who are supporting particular programs.

"Well, passing along prices like that would kill my business!" the father exclaims.

"But that's my point," she says. "For the last 25 years, despite all the price increases, international students are flocking to our universities and paying full cost. Their numbers have increased by 108 percent. We must be doing something right.

"Don't be deceived that your sons and daughters can be educated on the cheap. It still takes a dedicated faculty and strong support staff plus a high-quality library and up-to-date facilities to do the job. I know you wouldn't settle for less."

She thinks to herself, "Darned Baumol's disease. Wonder if the chem lab is working on a vaccine?" ■

THE EUGENE EFFECT

OREGON'S QUIRKY COLLEGE TOWN HAS A DUAL
PERSONALITY THAT INDULGES HIGH CULTURE AND
COUNTERCULTURE, FINE RESTAURANTS
AND FUNKY STREET BAZAARS. **MARTIN BOOE**
MELLOWS OUT, SETTLES IN AND EXPLORES IT ALL.

PHOTOGRAPHY BY SANDRA JOHNSON