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.
NEW STUDENT ORIENTATION

Thursday September 19, 2002

MORNING

9:00-9:30  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 email 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

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

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

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1/16</td>
<td>Tutorial Lesson #01</td>
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<tr>
<td>1/23</td>
<td>Tutorial Lesson #02</td>
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<tr>
<td>1/28</td>
<td>CIB Lesson #4</td>
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<tr>
<td>2/04</td>
<td>CIB Lesson #5</td>
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<td>2/11</td>
<td>Tutorial Lesson #03</td>
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<tr>
<td>2/18</td>
<td>CIB Lesson #9</td>
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<tr>
<td>2/25</td>
<td>Tutorial Lesson #04</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1/28</td>
<td>Powerpoint Project Outline/Flowchart</td>
</tr>
<tr>
<td>2/06</td>
<td>Display Ads - AAD Theme Specific</td>
</tr>
<tr>
<td>2/13</td>
<td>Powerpoint Story Boards</td>
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<tr>
<td>3/04</td>
<td>Powerpoint Prototype</td>
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</tbody>
</table>

### 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.

**Requirement - Graduate Students Only**

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

### 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.

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

**Requirement - Graduate Students Only**

- **Powerpoint Case Study:**
  Present an needs assessment for an organizations use of a Powerpoint presentation, or an analysis, and prescription on the effectiveness of an existing Powerpoint presentation
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/DW Tutorials & 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.

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<tr>
<th>DAY</th>
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<th>SESSION</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>4/01/03</td>
<td>Syllabus, Web Design, Software, Resources</td>
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<td>Thursday</td>
<td>4/03/03</td>
<td>Project Criteria, Intro FW/DW</td>
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<td>Tuesday</td>
<td>4/08/03</td>
<td>Intro Fireworks, Project Identification</td>
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<td>Thursday</td>
<td>4/10/03</td>
<td>Content Issues: Text, Images, Other</td>
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<tr>
<td>Tuesday</td>
<td>4/15/03</td>
<td>Webmaps Due, Design/Production Issues</td>
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<td>Thursday</td>
<td>4/17/03</td>
<td>Exercises Due: FW/DW</td>
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<td>Tuesday</td>
<td>4/22/03</td>
<td>Templates: FW/DW</td>
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<td>Thursday</td>
<td>4/24/03</td>
<td>Storyboards Due, Project Management</td>
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<td>Tuesday</td>
<td>4/29/03</td>
<td>Work Session</td>
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<td>Thursday</td>
<td>5/01/03</td>
<td>Site Architecture, Navigation, Functionality</td>
<td>MIDTERM DUE</td>
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<td>Tuesday</td>
<td>5/06/03</td>
<td>Front-End, Secondary drafts, Work Session</td>
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<td>Thursday</td>
<td>5/08/03</td>
<td>Work Session</td>
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<td>Tuesday</td>
<td>5/13/03</td>
<td>MultiMedia, Flash Case study</td>
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<td>Thursday</td>
<td>5/15/03</td>
<td>Case Studies -</td>
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<td>Tuesday</td>
<td>5/20/03</td>
<td>Site Checkpoint - Individuals</td>
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<td>Thursday</td>
<td>5/22/03</td>
<td>Work Session</td>
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<td>Tuesday</td>
<td>5/27/03</td>
<td>Site Troubleshooting</td>
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<td>Thursday</td>
<td>5/29/03</td>
<td>Project Work</td>
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<td>Tuesday</td>
<td>6/03/03</td>
<td>Project Work</td>
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<td>Thursday</td>
<td>6/05/03</td>
<td>Project Work</td>
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<tr>
<td>Tuesday</td>
<td>6/10/03</td>
<td>Final Presentations - 6pm if no conflicts, otherwise 8:00pm</td>
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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 (bitmap 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. ☐ jpeg ☐ pct ☐ 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/~aalabs.

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

AAA Computing Services Overview

See http://darkwing.uoregon.edu/~aalabs for current information.
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.

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

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.

<table>
<thead>
<tr>
<th>Department</th>
<th>Contact</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>Helga Wood</td>
<td>346-3656</td>
</tr>
<tr>
<td>Art History</td>
<td>Laurel Dunn</td>
<td>346-3675</td>
</tr>
<tr>
<td>Art</td>
<td>Bonnie Lawrence</td>
<td>346-3610</td>
</tr>
<tr>
<td>Landscape Architecture</td>
<td>Diane Gammell</td>
<td>346-3534</td>
</tr>
<tr>
<td>Planning, Public Policy and Management</td>
<td>Zudegi Tala</td>
<td>346-3808</td>
</tr>
<tr>
<td>Arts &amp; Administration</td>
<td>Maia Howes</td>
<td>346-3639</td>
</tr>
<tr>
<td>Historic Preservation</td>
<td>Maia Howes</td>
<td>346-3639</td>
</tr>
</tbody>
</table>

See http://darkwing.uoregon.edu/~aalabs for current information
Leave Fridays Free!

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

- Advising Sessions for following term
- 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.

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

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

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 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>.
Leadership and Ethics
Reference List


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


Public relations (PR) professionals can improve their performance by applying the Golden Public Relations Dictum, getting clients to lead for results. Effective leaders are not those who get things done themselves but those who can get other people to lead others to achieve results. The challenge for PR professionals is getting their clients to motivate their subordinates to take responsibility for their organizations' success. The first rule of the Golden Dictum is motivating organizational members through convincing leadership talks and not simply through presentations. The second rule is evaluating leadership effectiveness based on one's ability to motivate others to lead for results. The third and final rule is getting others to lead for results through concrete actions.
A frank discussion of recent controversies in the arts—in particular those involving funding policies of the National Endowment for the Arts—serves as a moral and political barometer for a land divided over funding priorities


The Center for Business Ethics is dedicated to promoting ethical business conduct in contemporary society. With a vast network of practitioners and scholars, and an expansive multimedia library, the center provides an international forum for benchmarking and research in business ethics. The center helps corporations and other organizations strengthen their ethical cultures through educational programming and consulting.


The Council for Ethics in Economics is a worldwide association of leaders in business, education, and other professions working together to strengthen the ethical fabric of business and economic life. The Council identifies and responds to issues important for ethical economic practices and assists in the resolution of these issues locally, nationally, and internationally.
Theories of Culture

In Social Science

In the Arts and Humanities

Study and Teaching

Cultural Dimensions in Public Policy

General Considerations

Cultural Identity Nationalism Democracy

Cultural Awareness Legislation and Activities

Multiculturalism Cultural Pluralism

Educational Issues

Arts Education

The Cultural Sector

Definitions

Commercial Entities

Arts and Humanities Agencies

Associations

Arts Organizations

Non-Profit

Controversies in the Cultural Sector

Cultural Institutions: from Artists' Spaces to Zoos

Educational Institutions

Libraries Historical Societies

Museums

Performing Arts

Theme Parks Zoos

Visual Arts

Cultural Policy Studies

History

Academic Programs

Public and Private Involvement in the Arts and Humanities

Public Support

History

Federal

State/Regional

Local

Funding debates

Comparative International

Private Sector Support

History

Patronage and Individual Donors

Corporate Initiatives

Foundations

Responsibility

Volunteerism

Cultural Policy Bibliography

http://www.culturalpolicy.org/pubsub/ht#06
Theories of Culture


Schmidt Campbell Mary. Privatization of Culture. New York University New York NY:

In Social Science


In the Arts and Humanities


Study and Teaching


http://www.culturalpolicy.org/pubsbus.htm#06
Fukuyama Francis. "Immigrants and Family Values." Commentary 1993 95.5.


Cultural Awareness Legislation and Activities


Multiculturalism Cultural Pluralism


**Arts Education**


Mode Robert. *Public Policy in Art Education.* Washington DC:


**Arts Organizations**


**Non-Profit**


**Controversies in the Cultural Sector**

Museums


Performing Arts


**Public Support**


Wyszomirski Margaret. *The New Policy Puzzle: Examining the Possibilities.* Washington:


Federal


Funding debates


Sparks John. "Newt Bashing is No Way to Defend the Arts (But Rebutting Bad Logic Is)." Symphony July-August 1997: 71.


Comparative International


Private Sector Support


http://www.culturalpolicy.org/pubsrch.htm#06


**Foundations**


**Responisibility**


**Volunteerism**


**Support Strategies**


**Alternative Funding Options (trusts trusteeships lotteries etc.)**


http://www.culturalpolicy.org/pubsub5.html#06

Wyszomirski Margaret. *Policy Images Nonprofit Organizations and the Istook Amendment.* San Francisco:


Federal


Content Regulation


Wyszomirski Margaret. *Policy Images Nonprofit Organizations and the Istook Amendment.* San Francisco:


Federal


Regulation and Preservation of Cultural Property


Intellectual Property


**Community Development Projects**


**Public Art and Monuments**


**Festivals and Fairs**


**Education and Schools**


**Issues in Globalization**


**Comparative Cultural Policy**


Cultural Property


Bilateral and Multilateral Agreements


International Organizations


Cultural Exchange


Glade William. The USIA and Arts Promotion and Cultural Tourism. Albuquerque NM:


Technological Issues


Audiences for Culture


### Participation Rates


### Culture and the Mass Media

Telecommunications


Deregulation


Internet and Networked Environments


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.
Research Ethics Resources on the World Wide Web

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/units/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://vpre2.admin.arizona.edu/index.html) 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/browsing/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/obasl) 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.

http://www.indiana.edu/~poynter/tre-onlin.html
Why College Costs So Much

And will only get worse.

THE setting is a university administration office. The scene is a meeting between the university president and a group of parents. The meeting begins when one vocal father, an executive with an electronics company, demands to know why the cost of attending a private university has risen 79 percent. Undeterred, the father points out that over the same period the Consumer Price Index has gone up 27 percent and the median family income has gone up just 27 percent. The president answers enigmatically, "But we have made enormous economies elsewhere." "But we caught germs just a minute ago," the father demands. "There is a case of Baumol's disease going around." The parents recite, "Baumol's disease! That's it!" But it's not a disease in the traditional sense. But it's real nevertheless.

More about the phenomena 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 1968 could expect to pay $250,000 tuition at a top college.

Tuition inflation was also the topic of the 1988 National Commission on the Cost of Higher Education report 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. A poll's results were published in The Economist in 1995. When asked if the cost of a college education was a problem, 77 percent of those surveyed said yes. The same number said yes when asked if the rising cost of college was a problem for their families.

If parents are concerned, so are students. According to a recent study by the American Council on Education, 74 percent of students say that tuition is their top concern.

"We are not alone," says Kenneth O. Shaw, chancellor and president of Syracuse University. "From expense budgets, 350 staff positions were eliminated in the past year alone to compete for top students and diversify the student body. On average, for example, the cost of delivering these services goes up, on average, 5 percent per year, including administrative support staff plus a high-quality library and up-to-date facilities to do the job. I know you wouldn't settle for less." He thinks to herself, "Darned Baumol's disease. Wonder if the chem lab is working on a vaccine?"

The Bottom Line

Syracuse University operations revenues and expenses, 1990-1991 (in millions)

<table>
<thead>
<tr>
<th>Revenues</th>
<th>Total 1991</th>
<th>Expenses</th>
<th>Total 1991</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student tuition</td>
<td>$314.2 (56%)</td>
<td>Instruction, academic support services</td>
<td>$160.4 (26%)</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>$44.9 (8%)</td>
<td>Student financial aid</td>
<td>$108.4 (21%)</td>
</tr>
<tr>
<td>Food service</td>
<td>$35.6 (6%)</td>
<td>Auxiliary enterprises</td>
<td>$78.0 (14%)</td>
</tr>
<tr>
<td>Administration, institutional expenses</td>
<td>$42.6 (8%)</td>
<td>Operations and maintenance of physical plant</td>
<td>$141.7 (26%)</td>
</tr>
<tr>
<td>Enrollment income</td>
<td>$16.7 (3%)</td>
<td>Student services</td>
<td>$19.7 (4%)</td>
</tr>
<tr>
<td>Other sales/services</td>
<td>$16.6 (3%)</td>
<td>Other</td>
<td>$16.6 (3%)</td>
</tr>
<tr>
<td>Student aid</td>
<td>$27.8 (5%)</td>
<td>Student services</td>
<td>$19.7 (4%)</td>
</tr>
</tbody>
</table>

Kenneth A. Shaw is chancellor and president of Syracuse University. Don A. Black is professor of economics and senior research associate of the Center for Policy Research at the Maxwell School at Syracuse.
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.

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