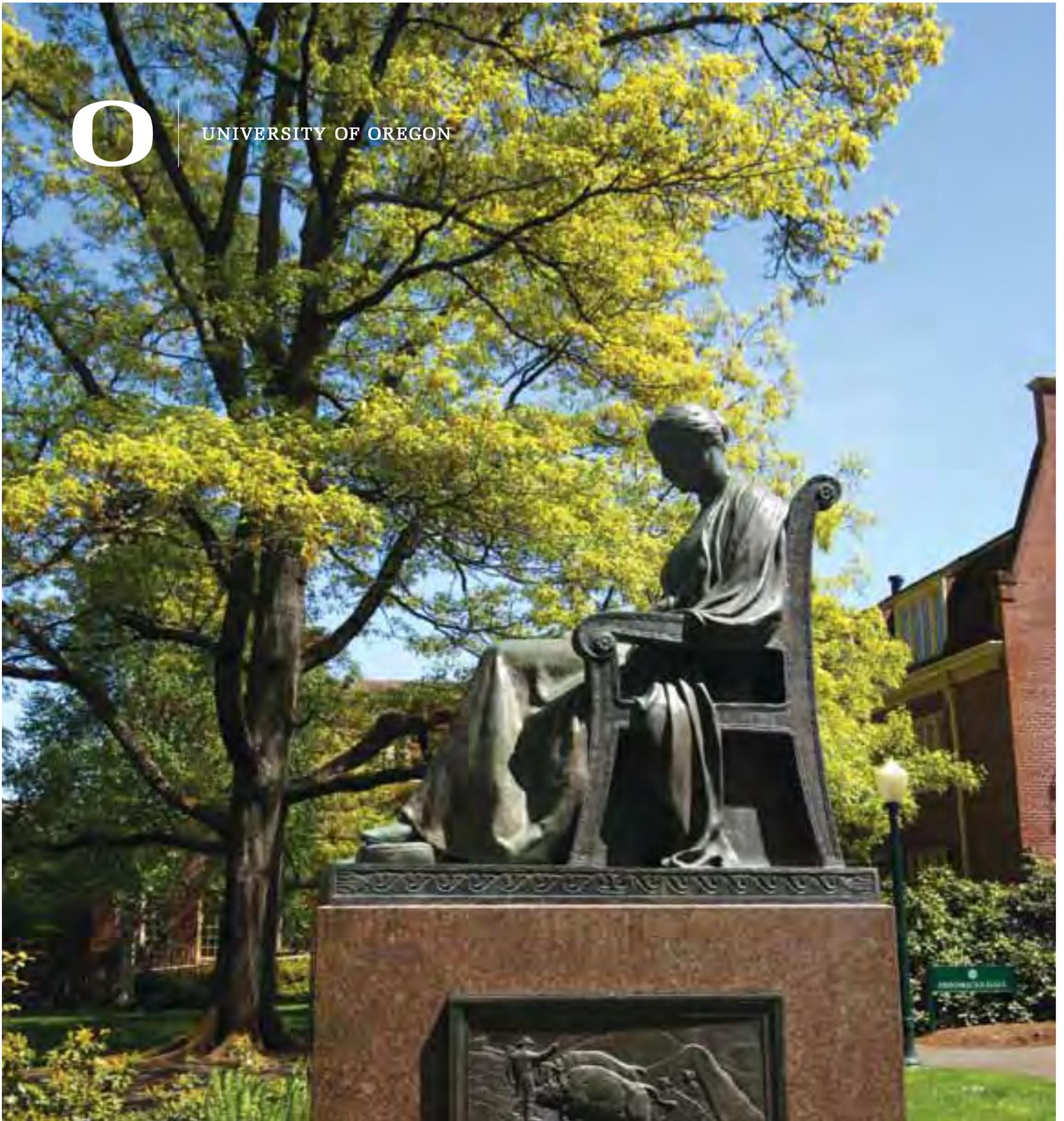




UNIVERSITY OF OREGON



Federal Legislative Priorities

March 2011 • Public and Government Affairs

UO ALUMNI BOARD OF DIRECTORS

The University of Oregon Alumni Association exists to foster lifelong connections with the University of Oregon. The Alumni Association serves more than 155,000 alumni and friends, including more than 18,000 members (with about 4,000 life members).

Through the UO Alumni Association, alumni stay connected to the university through *Oregon Quarterly* magazine, electronic websites, newsletters and e-mails, campus events such as Homecoming and class reunions, and watch parties, receptions, and signature events held throughout the U.S. and around the world. Career services, mentoring, and travel programs are also available to members. The board of directors is the governing body of the University of Oregon Alumni Association. It is composed of twenty-four geographically selected regional directors from Oregon, four regional directors from areas outside the state, twelve directors at large, three faculty representatives, a representative each from the College of Education and the School of Law, and ex officio members selected from various campus departments and organizations.

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UO FOUNDATION BOARD

The University of Oregon Foundation supports and assists the University of Oregon in its activities by management and administration of foundation assets representing privately donated funds, by leading advocacy for the university, and by developing, financing, constructing, acquiring, and operating facilities for or on behalf of the university. Since 1922, the foundation has received, invested, and distributed private gifts that funded student scholarships, faculty support, academic programs, and building improvements. Distributions have always been made according to the donors' intention. Our goal has remained the same from the beginning: to provide stable financial support for the university while preserving the purchasing power of endowment and trust funds in the future. The board of trustees comprises as many as sixty-five members who donate considerable time and effort in the interest of helping the foundation and the university grow and prosper. They are selected for their professional expertise and consistent support. The board's main responsibilities include hiring the foundation's president and CEO and overseeing the management and administration of the foundation and its assets. Board members are advocates for the university, and serve as volunteers in a variety of fulfilling roles.

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Message from the President

MARCH 2011

Greetings to Oregon's Congressional Delegation.

On behalf of the University of Oregon, thank you for your public service. It has been my pleasure to work with you since I began my tenure at the UO in July 2009.

The important role of the federal government at the UO can easily be stated in that it is the university's largest financial contributor. In fact, the combination of federal research grants and federal support for student loans and grants is *more than five times* the amount we receive in state support.

We recognize that constrained federal funding means that Congress and the administration must make difficult choices. This document provides information on how strategic federal investments give opportunity to our greatest assets—our people—and also create companies, jobs, and technologies that will drive our future economy.

The University of Oregon's refrain at this moment in its history is "It's time to be bold." It is driving our efforts to re-imagine the public university in how we are governed and funded; it is driving our invigorated recognition of the excellence of our faculty and student scholarship; it is driving our outreach to underrepresented students and our partnerships with education, business, and industry across the state.

The stakes are too high to settle for the status quo.



We honor the long-standing and historic federal commitment to higher education, and our robust partnership with federal agencies and Oregon's Congressional delegation. Together, let's proactively and strategically meet Oregon's demands, and the nation's demands for excellence, innovation, educational attainment, and prosperity.

A handwritten signature in black ink, which appears to read "R. Lariviere". The signature is fluid and cursive, with a long horizontal stroke at the end.

Richard W. Lariviere
President

A special note of appreciation

Rich Linton, vice president for research and graduate studies, announced last year his plans to leave the University of Oregon in June 2011. Rich provided more than a decade of leadership, making him one of the longest serving vice presidents for research currently within the Association of American Universities and within the history of the University of Oregon. I greatly appreciate his service, particularly in representing the university's important work with federal policymakers and agencies.

About the University of Oregon

MISSION STATEMENT

The University of Oregon is a comprehensive research university that serves its students and the people of Oregon, the nation, and the world through the creation and transfer of knowledge in the liberal arts, the natural and social sciences, and the professions. The University of Oregon is a student-centered research university that offers 272 academic programs within seven schools and colleges—architecture and allied arts, arts and sciences, business, education, journalism and communication, law, and music and dance.

AMONG THE BEST

Of more than 4,000 institutions of higher education in the country, the University of Oregon is one of sixty-three public and private institutions in the United States and Canada selected for membership in the exclusive Association of American Universities (AAU). The University of Washington and the University of Oregon are the only institutions in the entire Pacific Northwest and northwestern United States that hold membership in the AAU. The AAU is an invitation-only association of research universities that includes Stanford, UC Berkeley, Harvard, MIT, and other world-leading universities.

UO FACULTY

The quality of faculty research is a point of pride at the University of Oregon, which consistently ranks high among research universities in attracting research grants, offering fellowships, and producing scholarly articles. In fiscal year 2009–10, UO faculty members secured more than \$135 million in grants, contracts, and other competitive awards.

Three University of Oregon physicists—**Dietrich Belitz**, **Davison Soper**, and **Steven van Enk**—are among 233 scientists chosen as 2010 fellows by the American Physical Society (APS). The APS Fellowship Program was created to recognize members who may have made advances in knowledge through original research and publication, or made significant innovative contributions in the application of physics to science and technology. They may also have made significant contributions to the teaching of physics or service and participation in APS activities.

Belitz, who joined the Department of Physics in 1987, was cited by the APS for his work “on classical and quantal phase transitions, and the nature of phases affected by generic scale invariance.” A professor of physics who specializes in condensed-matter physics, Belitz served as head of the physics department in

1998–2004 and as associate dean for natural sciences in the College of Arts and Sciences from 2004 to 2010. He is a member of both the Institute of Theoretical Science and the Institute of Materials Science at the UO. He earned his doctoral degree in physics in 1982 from the University of Technology, Munich.



Soper, a member of the UO Institute of Theoretical Science, was chosen “for seminal work in perturbative quantum chromo dynamics, especially proving theorems on factorization, which play a crucial role in interpreting high-energy particle collisions.” Soper joined the UO in 1977 and specializes in theoretical high-energy physics and in the development of mathematical schemes used for calculations in particle physics. He won the J.J. Sakurai Prize for Theoretical Physics, one of the most prestigious awards in physics, in 2009, also by the APS. Soper, a member of the UO Center for High Energy Physics, earned his doctoral degree in 1971 from Stanford University.

Van Enk, who joined the physics department in 2006, was picked for his “pioneering contributions in theoretical quantum information and quantum optics, including entanglement verification, quantum communication and teleportation, and angular momentum of photons. Van Enk, also a member of the Institute of Theoretical Science, teaches courses in optics, quantum mechanics, and physics fundamentals. His research specialty is theoretical optical physics and quantum information. He earned his doctorate in physics in 1992 from the University of Leiden, did postdoctoral work at the Max Planck Institute of Quantum Optics in Germany, spent three years at the California Institute of Technology, and conducted research for Bell Labs for six years in New Jersey before coming to the UO.

About the University of Oregon (continued)

UO STUDENTS

Students from across the state, nation, and world come to the University of Oregon for its academic reputation, the physical beauty of the campus and surroundings, and its size. It is a small public research university by national standards, but provides students with the learning opportunities of a major research university. The University of Oregon's reputation as a student-centered research university means that students receive individual attention from dedicated faculty members.

Student Profile: Josh Lupton, Marshall Scholar

University of Oregon senior Josh Lupton, right, of Joseph, Oregon, has been selected to study at the University of Cambridge in England in 2011–12 as a prestigious Marshall Scholar. He is the fourth Marshall Scholar from the UO in the scholarship program's fifty-six-year history, and the second in two years. Studying in the biology department, he will research how neurons form synapses. After completing a master's degree in public health, he plans to become a clinical physician.

Lupton's family moved to Joseph after he graduated from high school in Forest Grove, and he has since spent summers in Eastern Oregon and worked under an emergency room physician in Joseph during one break from school.

Lupton, who holds a 4.10 grade point average at the UO, also serves with Volunteers in Medicine in Eugene, helping to provide free primary medical and mental health services to more than 75,000 Lane County residents who have no health insurance. He is copresident of the UO Pre-Med Society and enjoys backpacking, hiking, snowboarding, and other outdoor activities.

The Marshall Scholarship was established in 1953 by the British Parliament to honor former U.S. Secretary of State George Marshall and to commemorate the ideals of the Marshall Plan, which was a force in rebuilding Europe after World War II.

As many as forty Marshall Scholars from the U.S. are chosen each year. The scholarships cover university fees, cost-of-living expenses, books, and research fees for two years, with the possibility of one-year extensions.



UO ALUMNI

2010 Distinguished Service Award recipients

The Distinguished Service Award is presented to individuals who by their knowledge and skills have made a significant contribution to the cultural development of Oregon or society. The Distinguished Service Awards, determined by the UO faculty following a vote in the University Senate, are presented annually to up to three recipients.

Jan Eliot is the creator, writer, and artist of the internationally syndicated cartoon *Stone Soup*. Appearing in more than 200 U.S. newspapers as well as in six other

countries, *Stone Soup* draws from Eliot's own experience as a single mother raising two daughters. Collections of her cartoon strip have been published in several compilations, including the most recent, *This Might Not Be Pretty*. She is a 1977 graduate of the UO's Robert Donald Clark Honors College.

Don Tykeson parlayed a minority interest in Eugene-based Liberty Communications in 1963 into management of the company as it became one of the largest cable television systems in the United States until it was sold to TCI in 1983. Tykeson has since been involved in management

and ownership of television, pager, and cable companies in Oregon and the West Coast. He also directs the Tykeson Family Charitable Trust, which funds health care and medical research, education, and art initiatives. Tykeson graduated from the UO in 1951.

Terry McDonald, executive director of the St. Vincent De Paul Society of Lane County, oversees programs that assist more than 84,000 people each year. This assistance includes 1,000 units of housing, the creation of 350 jobs, job training for as many as 800 people each year, and a wide variety of recycling businesses that support the organization's social actions. McDonald, a 1971 UO graduate, succeeded his father as only the second director of the organization since its beginnings in 1953. He has overseen growth from a few local thrift stores to a multimillion-dollar social and environmental agency.

THE UNIVERSITY OF OREGON TODAY

Current enrollment	23,389 (24.1 percent of Oregon University System)
Freshmen incoming GPA	3.52
Freshman mean SAT score (verbal and math)	1,104 (verbal 550, math 555)
UO bachelor's degrees conferred 2009–10	3,796 (28 percent of OUS based on 2008–9 data)
UO graduate and professional degrees conferred 2009–10	1,272 (26 percent of OUS based on 2008–9 data)

UO FRESHMEN AND ALL STUDENTS FROM ACROSS OREGON, FALL 2010

	Freshmen	All Students		Freshmen	All Students
South Eugene High School	69	508	Liberty High School (Hillsboro)	22	77
Sheldon High School (Eugene)	67	371	Sherwood High School	22	81
Tigard High School	51	171	Glencoe High School (Hillsboro)	21	74
Lincoln High School (Portland)	47	257	Marist High School (Eugene)	21	133
Sunset High School (Beaverton)	47	253	South Medford High School	21	97
Southridge High School (Beaverton)	46	236	South Salem High School	21	103
Lakeridge High School (Lake Oswego)	44	231	Wilsonville High School	21	107
Tualatin High School	44	197	Century High School (Hillsboro)	19	84
Jesuit High School (Portland)	43	168	North Eugene High School	19	148
West Linn High School	41	206	Roseburg High School	18	96
Wilson High School (Portland)	40	210	Redmond High School	17	62
Churchill High School (Eugene)	37	256	Centennial High School (Portland)	16	51
Grant High School (Portland)	35	184	Crater High School (Central Point)	15	52
Clackamas High School	34	139	Canby High School	14	68
Central Catholic High School (Portland)	33	141	Mountain View High School (Bend)	14	97
Beaverton High School	31	156	Philomath High School	14	41
Summit High School (Bend)	30	142	Rex Putnam High School (Milwaukie)	14	68
Ashland High School	29	124	Saint Mary's Academy (Portland)	14	38
Cleveland High School (Portland)	27	127	Sprague High School (Salem)	14	111
Lake Oswego High School	27	217	Springfield High School	14	145
Crescent Valley High School (Corvallis)	25	125	Bend High School	13	83
Aloha High School	24	122	Newberg High School	13	85
Corvallis High School	23	122	Franklin High School (Portland)	12	61
Willamette High School (Eugene)	23	151	Grants Pass High School	12	87
David Douglas High School (Portland)	22	104			

ENROLLMENT BY SCHOOL OR COLLEGE AND STUDENT LEVEL, FALL 2010

	Undergraduate	Graduate	Total
School of Architecture and Allied Arts	1,106	564	1,670
College of Arts and Sciences	12,521	1,285	13,806
Lundquist College of Business	3,109	264	3,283
College of Education	843	521	1,364
Graduate School	—	50	50
School of Journalism and Communication	1,419	115	1,534
School of Law	—	575	575
School of Music and Dance	312	160	472
Other	314	321	635
Total	19,534	3,855	23,389

Except where noted, data provided by University of Oregon Office of Institutional Research

About the University of Oregon

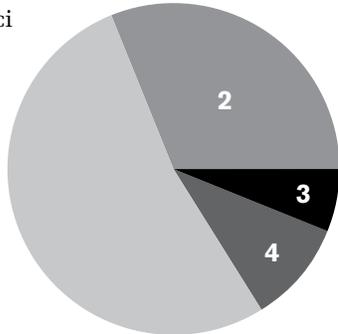
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SOME DISTINGUISHED UO ALUMNI

U.S. Senator Ron Wyden
 Congressman Peter DeFazio
 Congressman Greg Walden
 U.S. District Court Chief Judge Ann Aiken
 Governor John Kitzhaber
 Senator Lee Beyer
 Senator Suzanne Bonamici
 Senator Ginny Burdick
 Senator Ted Ferrioli
 Senator Mark Hass
 Senator David Nelson
 Rep. Phil Barnhart
 Rep. Tina Kotek
 Rep. Nancy Nathanson
 Rep. Arnie Roblan
 Rep. Jefferson Smith
 Rep. Brad Witt
 Portland Mayor Sam Adams

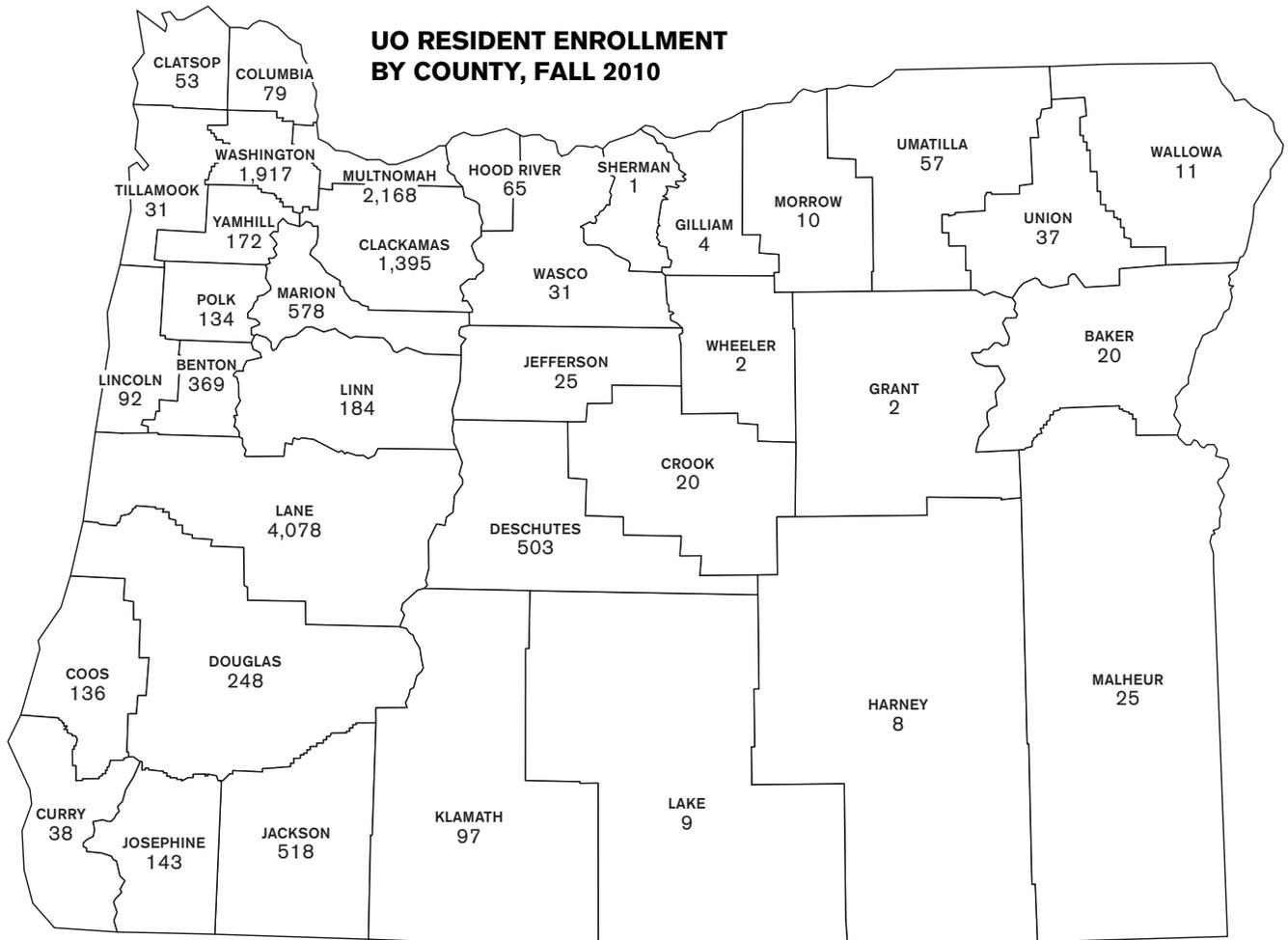
SUCCESS AFTER GRADUATION

Nobel Prize Winners	2	U.S. Senators	7
Pulitzer Prize Winners	10	Generals	39
Rhodes Scholars	19	Admirals	5
Marshall Scholars	4	U.S. President's Cabinet members . . .	2
Oregon Governors	8	U.S. Representatives	11
Olympic Athletes in Track and Field since 1908	74		



ENROLLMENT BY RESIDENCY AND CLASS LEVEL, FALL 2010

1 Resident undergraduate	12,270 (53 percent)
2 Nonresident undergraduate	7,264 (31 percent)
3 Resident graduate	1,487 (6 percent)
4 Nonresident graduate	2,368 (10 percent)



TOP 10 STATES BY ENROLLMENT, FALL 2010

State	Students
California	3,398
Washington	705
Colorado	246
Hawaii	196
Nevada	139
Illinois	105
Idaho	103
Arizona	100
Alaska	90
Texas	60

TOP 10 COUNTRIES BY ENROLLMENT, FALL 2010

Country	Students
People's Republic of China	.649
Republic of Korea	.208
Japan	.147
Taiwan (ROC)	.120
Saudi Arabia	.96
Canada	.52
Germany	.35
Hong Kong	.36
India	.32
Vietnam	.26

TOP 10 COUNTRIES WHERE UO STUDENTS STUDY ABROAD, 2010

Country	Students
Italy	135
Spain	99
Mexico	89
Japan	78
Argentina	57
Germany	48
China	45
Denmark	44
United Kingdom	38
France	36

WHERE UO ALUMNI LIVE TODAY

Total Number of Alumni: 206,648

Total Number of Living Alumni: 165,009



Economic Impact

SUMMARY

The University of Oregon is a key driver of the Oregon economy. Direct spending by the UO, students, and visitors accounted for over \$1 billion in FY2009–10. The total impact of this spending was nearly \$2 billion.

The University of Oregon creates and supports thousands of jobs, supporting households throughout the state. Using conservative estimates, the UO directly and indirectly supports 13,247 jobs in Oregon, with associated household earnings of \$658 million.

The University of Oregon effectively leverages state support via external funding sources. State appropriations account for just 7.8 percent of UO revenue. To adequately fulfill its mission, the UO compensates for low state support by relying on nonresident students, federal aid for tuition, and federal research funding. As a consequence of this external support, the UO generates \$33.64 of economic activity for each dollar of state appropriation.

The net cost to the state of supporting the University of Oregon is well below the state appropriation. Household earnings supported by the University of Oregon generated an estimated \$35.5 million of state income tax in FY2009–10. This offsets 61 percent of the \$58.5 million state appropriation.

Research activities provide clear support for the Oregon economy. Research-related activity generated \$125.4 million, or 16.7 percent, of UO total revenue in FY2009–10. The vast majority of research awards, 92 percent, come from outside the state. For each dollar of state appropriations, UO researchers were awarded \$2.14 of external funding. The ultimate impact of research extends far beyond that of the initial revenue and spending. Research yields innovations that create jobs and support a higher quality of life for all Oregonians.

The total economic impact of the University of Oregon is likely underestimated. The report uses conservative estimates of direct spending; for example, estimates of visitor activity supported by the presence of the UO are underestimated. Moreover, the impact of firms supported by UO research is not included (this could be a topic for future research). Finally, the UO performs a wide array of community services, such as job matching, internship programs, and cultural events that contribute to the state's economy but are beyond the scope of this report.

TOTAL UO ECONOMIC FOOTPRINT

Table 1 (see page 10) presents a summary of the total economic footprint of the University of Oregon. Over \$1 billion of direct spending in the Oregon economy—a conservative estimate—can be attributed to the UO. The total impact of this spending is \$1.97 billion. Consider that according to the Bureau of Economic Analysis, Oregon's state domestic product totaled \$166 billion in 2009. This means that the university was tied to \$1 out of every \$84 of the state's economy. Further consider that the UO's state appropriation was \$58.5 million in FY2009–10. Thus for every \$1 of state appropriation, the UO contributes \$33.64 to the state economy.

In addition, \$658 million of household earnings and 13,256 jobs in the state of Oregon can be attributed to the UO. Note that these are conservative estimates. The true impact of the UO on the state economy is likely to be even greater than the substantial impact these numbers imply.

Fiscal Impact on the state of Oregon

The purpose of a public entity such as the University of Oregon is to encourage the creation of public goods, in this case the formation of human capital, an activity that provides far-ranging benefits to a region's economy. As such, it should not be expected that public entities "turn a profit" for the supporting government agency. That said, one can construct an estimate of the fiscal impact to the state attributable to the University of Oregon that illustrates that the cost of state support to the university is largely offset by the revenue the state receives that is derived from the economic activity supported by the UO.

Using the estimated household earnings presented in Table 1, we can derive an estimate of the corresponding state income tax. At issue, though, is the appropriate estimate of the average tax rate. An exact calculation of the income taxes collected is impossible without detailed knowledge of the incomes of all the persons who benefit from the economic impact of the UO.

Oregon's marginal income tax quickly rises to 9 percent on income above \$7,650, with higher marginal rates beginning at the \$125,000 level. Using the 9 percent marginal rate is clearly too generous considering deductions and exemptions from taxable income. A recent study by ECONorthwest, a regional consulting

firm, estimates the impact of a \$23.4 billion increase in Portland-area incomes would contribute an additional \$1.3 billion in state income taxes, an average rate of 5.6 percent. Using a slightly smaller 5.4 percent estimate (thus continuing the methodology of this report to use conservative estimates), economic activity generated by the University of Oregon supported \$35.5 million of state income tax in FY2009–10.

Again, this is likely a conservative estimate. For example, this estimate does not include the property taxes associated with the commercial and residential properties supported by the economic activity generated by the UO. Note also that taxes withheld for University of Oregon employees alone amounted to \$16.2 million, or almost half of the estimated total increase in income taxes collected.

For comparison, the state appropriation to the University of Oregon was \$58.5 million in FY2009–10. Using the estimates above, the state receives \$35.5 million in taxes as a result of the investment in the UO, leaving a net cost to the state of just \$23 million.

Comparisons with Other Universities

Table 2 (see page 10) reports the results of two recently released economic impact studies for the University of Washington and the University of Iowa. The studies follow a methodology similar to that of this report, with an important exception that both used a final demand multiplier of 2.3. In contrast, this report applies a variety of multipliers, all of smaller magnitude. If this study used the 2.3 multiplier, obviously the UO estimated impact

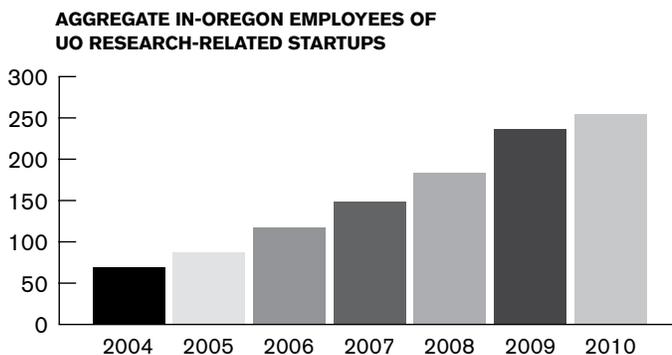
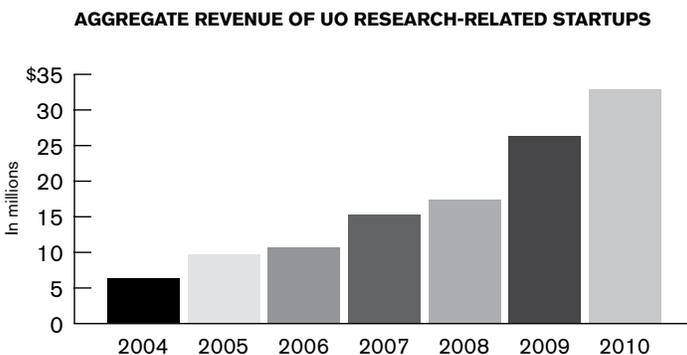
would need to be adjusted higher.

Note that the UO’s total impact of \$33.64 per dollar of state appropriation compares favorably to these studies. If the \$6.4 million of state funding for debt payments on UO projects is included, this ratio falls to a still high \$30.34.

What accounts for such a high impact relative to these other institutions? Notice that the percentage of state support relative to direct spending is much lower for the UO, only 5.5 percent. The comparable figures for University of Washington and University of Iowa are 10 percent and 14.6 percent, respectively. As the state’s relative contribution to direct spending falls, the UO needs to find alternative revenue sources (for example, higher tuition) to support its mission. To date, the UO has been successful in identifying that additional revenue necessary to adequately fund a major research university, in the process expanding the UO’s economic footprint in the state.

Mathematically, as the state’s support declines toward zero, the total impact per dollar of state contribution will rise toward infinity. This suggests that unless the relative decline in the state’s contribution to the UO is arrested quickly, impact per appropriation dollar will become a meaningless metric by which to compare the economic effectiveness of state contributions to higher education.

Excerpted from “The Economic Impact of the University of Oregon FY2009–10” by Timothy A. Duy, PhD, Director, Oregon Economic Forum, December 2010



Source: UO Office of the Vice President for Research and Graduate Studies

Economic Impact

(continued)

TABLE 1: ESTIMATED TOTAL ECONOMIC IMPACT OF THE UNIVERSITY OF OREGON, FY2009–10

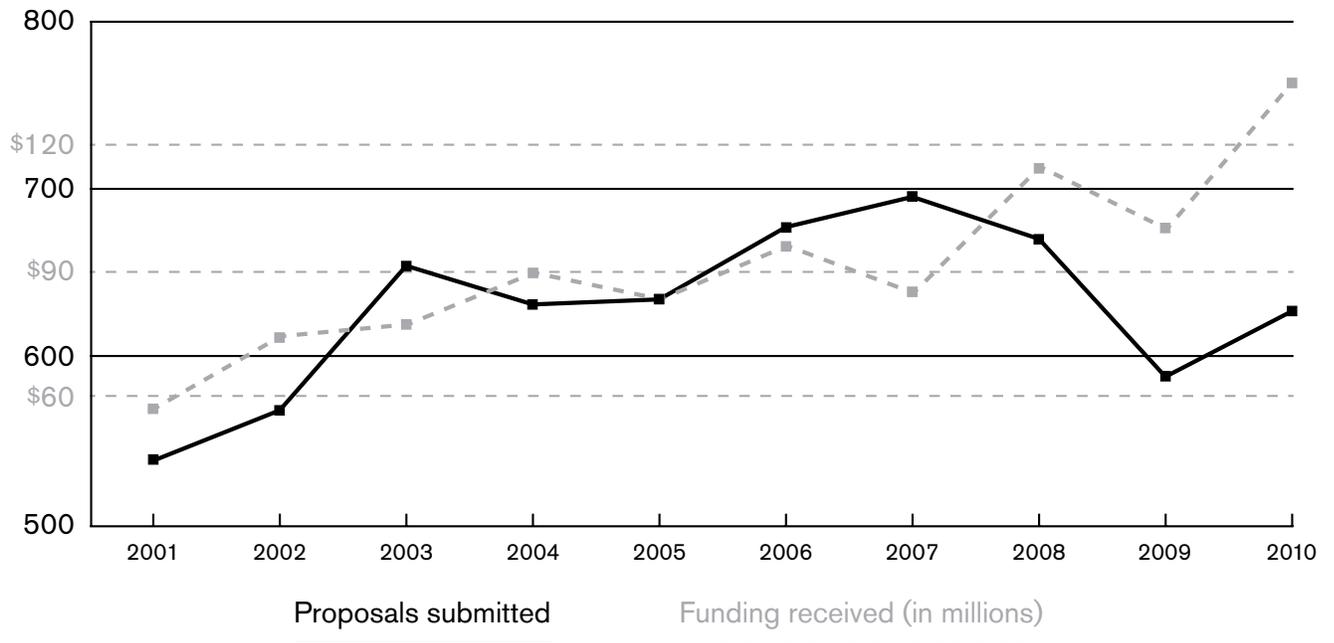
	Direct Expenditures	TOTAL IMPACT		
		Output	Earnings	Jobs
UO Direct Spending	\$644,818,001	\$1,275,514,488	\$450,985,710	6,242
Off Campus Student Spending	231,925,126	356,886,747	96,573,511	3,917
Construction	176,935,393	324,888,769	107,010,526	2,932
Visitor	6,395,648	10,821,436	3,350,893	157
Total	\$1,060,074,168	\$1,968,111,440	\$657,920,640	13,247
Estimated State Income Tax (5.4 percent of earnings)			\$35,527,715	

TABLE 2: A COMPARISON OF ECONOMIC IMPACT PER STATE APPROPRIATION

	Fiscal Year	State Appropriation	Direct Spending	Total Impact	Total Impact per Dollar of State Appropriation
University of Oregon	2009–10	\$58.5 million	\$1.1 billion	\$1.97 billion	\$33.64
University of Washington	2008–9	401.7 million	4.0 billion	9.1 billion	22.46
University of Iowa	2008–9	379.4 million	2.6 billion	6.0 billion	15.81

Source: "The Economic Impact of the University of Oregon FY2009–10" by Timothy A. Duy

RESEARCH PROPOSALS SUBMITTED AND FUNDING RECEIVED FY2001 TO FY2010



Source: UO Office of the Vice President for Research and Graduate Studies

TRANSFER STUDENTS BY OREGON COMMUNITY COLLEGE

Lane Community College	1,548	Rogue Community College	111
Portland Community College	447	Mt. Hood Community College	87
Chemeketa Community College	215	Southwestern Community College	69
Central Oregon Community College	162	Blue Mountain Community College	29
Umpqua Community College	130	Klamath Community College	20
Linn-Benton Community College	121	Treasure Valley Community College	17
Clackamas Community College	114	Clatsop Community College	15

STUDENT FINANCIAL AID, ALUMNI, AND EMPLOYEE DATA BY COUNTY

County	Fall 2010 Enrollment	% Receiving Student Aid	Institutional Student Aid*	Federal Student Aid*	State Student Aid*	Total Student Aid*	Alumni Count*	Employee Count*	Employee Payroll*#	Vendor Expenditures*
Baker	20	75	\$10,394	\$95,184	\$17,691	\$123,269	170	3	\$20,443	\$74,674
Benton	369	65.6	368,219	1,438,563	81,274	1,888,056	1,576	136	1,961,268	1,799,358
Clackamas	1,295	62.3	1,090,935	5,583,255	343,613	7,017,803	7,186	237	1,066,694	3,422,954
Clatsop	53	67.9	51,692	468,589	48,964	569,245	561	10	20,203	22,441
Columbia	79	78.5	67,876	409,407	34,989	512,272	393	12	36,701	5,078
Coos	136	80.1	156,630	929,298	108,267	1,194,195	840	51	1,075,219	240,920
Crook	20	50	25,399	154,649	13,373	193,421	170	2	16,873	5,230
Curry	38	81.6	53,228	286,550	44,668	384,446	188	6	34,579	9,093
Deschutes	503	68.6	457,362	4,651,815	396,505	5,505,682	3,344	85	864,217	340,671
Douglas	248	78.2	282,603	1,557,050	364,793	2,204,446	1,529	57	661,418	384,374
Gilliam	@	@	-	-	-	-	14			
Grant	@	@	-	-	-	-	71			97,829
Harney	@	@	-	-	-	-	70	1	3,510	1,264
Hood River	65	73.8	96,231	470,219	70,378	636,828	328	18	88,766	7,539
Jackson	518	78.8	639,210	3,249,688	351,185	4,240,083	2,136	68	325,796	195,387
Jefferson	25	72	30,734	243,137	20,672	294,543	153	6	64,559	23,458
Josephine	143	77.6	182,712	1,154,914	154,579	1,492,205	628	16	27,889	61,765
Klamath	97	78.4	81,247	646,321	45,171	772,739	522	19	69,529	16,174
Lake	9	77.8	7,200	78,505	18,560	104,265	69	1	10,000	737
Lane	4,078	65.3	2,978,309	29,610,327	2,504,419	35,093,055	24,158	8,436	223,548,051	91,453,429
Lincoln	92	79.3	82,725	712,786	74,608	870,119	679	17	104,386	94,390
Linn	187	71.1	196,319	1,261,340	90,079	1,547,738	1,165	90	1,757,742	448,783
Malheur	25	68	9,916	209,899	5,962	225,777	161	3	7,288	7,421
Marion	578	72	554,330	3,548,520	267,326	4,370,176	4,301	134	634,631	5,347,687
Morrow	@	@	-	-	-	-	60	1	2,960	27,996
Multnomah	2,168	66.1	2,158,497	13,223,151	889,005	16,270,653	22,817	601	5,540,268	66,606,473
Polk	134	80.7	152,900	580,913	36,392	770,205	392	20	158,605	53,374
Sherman	@	@	-	-	-	-	22	1	3,018	
Tillamook	31	64.5	34,374	173,507	9,143	217,024	300	3	159,543	11,516
Umatilla	57	66.7	71,787	496,708	33,075	601,570	441	10	25,771	162,817
Union	37	75.7	65,310	304,361	23,153	392,824	209	9	70,929	17,910
Wallowa	@	@	-	-	-	-	88	5	20,189	
Wasco	31	71	27,815	271,811	14,824	314,450	268	8	43,459	13,290
Washington	1,917	71.1	1,648,837	8,749,983	523,731	10,922,551	7,035	345	1,823,890	2,652,732
Wheeler	@	@	-	-	-	-	20			78
Yamhill	172	79.1	193,945	1,123,863	89,510	1,407,318	986	42	304,167	298,957

@ Some counties have masked data due to FERPA regulations. Nearly all exceeded the state percentage in financial aid awards

* Financial aid, employee, and vendor data from FY2009-10 # Includes student workstudy payroll

Access and Affordability

The University of Oregon provides a high-quality education to a large number of Oregonians at a comparably affordable price. In fall 2010, a record number of freshmen who were accepted chose to attend the UO, and 2011 early figures are outpacing current enrollment figures.

The University of Oregon receives less state funding per full-time student than any other OUS institution. This is contrary to flagship institutions in other states, which are typically funded at higher amounts than their counterparts. The UO is last in state funding per full-time student compared to other public Association of American Universities (AAU) members.

PATHWAY OREGON: A MODEL PROGRAM

The PathwayOregon program is designed to enable more lower-income Oregonians to earn their undergraduate degrees from the UO with reduced reliance on student loans. Specifically, through a combination of state, federal, and institutional grants and scholarships, PathwayOregon promises to cover the cost of tuition and fees for in-state students who meet UO admission requirements and lower-income criteria established by the UO Office of Student Financial Aid and Scholarships.

PathwayOregon students who have both the great-

est financial need and the highest high school GPAs are also considered for housing awards, which provide the equivalent of room and board in residence halls. During the 2009–10 academic year, the total institutional grant and scholarship support for PathwayOregon students was nearly \$1.3 million. In addition to financial aid, all PathwayOregon students receive comprehensive academic and personal support to help assure them successful undergraduate experiences and timely graduation from the UO.

The PathwayOregon program began its second year by welcoming 440 freshmen to the UO in the fall of 2009. These students joined 372 returning PathwayOregon sophomores, raising the total number of participants to 812. These students reported a median parental adjusted gross income of \$28,787; more than 40 percent indicated that they are first-generation college students; nearly 32 percent self-identified as students of color; and more than 17 percent came to Eugene from rural Oregon communities.

In the current 2010–11 academic year, 415 new PathwayOregon freshmen are enrolled, bringing the total number of enrolled program participants to more than 1,100.

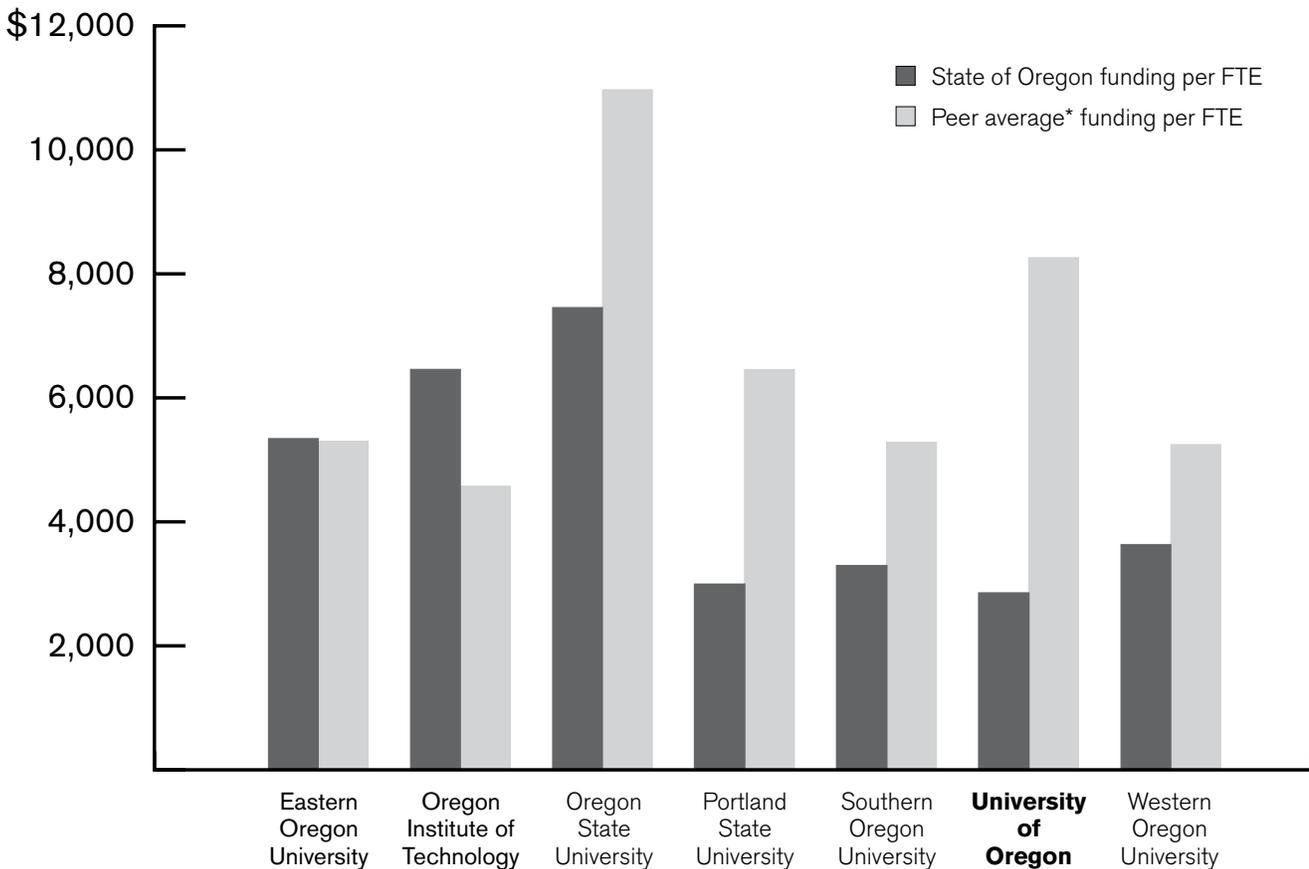


FUNDING COMPARED TO PEER UNIVERSITIES, FY 2009*

	12-Month FTE Enrollment	State Appropriation	Funding per FTE	Resident Undergraduate Tuition and Fees
University of Oregon	21,199	\$60,581,643	\$2,858	\$6,435
Indiana University, Bloomington	39,002	237,133,227	6,080	8,231
University of California at Santa Barbara	23,118	177,285,000	7,669	8,386
University of Colorado at Boulder	29,329	0	0	7,278
University of Iowa	28,002	290,677,000	10,381	6,544
University of Michigan, Ann Arbor	45,885	326,674,000	7,119	11,037
University of North Carolina at Chapel Hill	26,633	518,276,506	19,460	5,397
University of Virginia—main campus	24,342	153,385,911	6,301	9,490
University of Washington—Seattle campus	42,901	384,809,897	8,970	6,802
Peer average (excludes University of Colorado)	32,840	261,030,193	8,247	7,896

Source: IPEDS Peer Analysis System

**FUNDING PER STUDENT FOR OUS INSTITUTIONS COMPARED TO PEER INSTITUTIONS (2008–9)
STATE APPROPRIATION PER TWELVE-MONTH STUDENT FTE**



* For the purposes of this comparison, "peer universities" are defined by OUS for each institution within the OUS system

Big Ideas at the University of Oregon

As a central component of the overall academic plan, the University of Oregon selected five “big ideas” in 2009 as both broad themes and specific projects for the university to undertake over the next few years. Building on our strengths, these bold thematic initiatives combine successful programs with ambitious goals to inspire and focus scholarship that will reposition the university and benefit our community, state, and society at large. Each initiative will include multiple component projects that connect campus with local, state, and federal areas of interest.

GLOBAL OREGON: SKILLS FOR A CONNECTED PLANET

Our world is becoming increasingly interconnected as technology, global markets, and migration bring cultures together in new ways. Regardless of their chosen professions, tomorrow’s college graduates will need international cross-cultural skills.



Global Oregon will make the UO a premier institution for students who want to become citizens of the world by addressing three key themes that reflect major global challenges: sustainability, migration, and translation of language, culture, context, religion, and history. Drawing on outstanding professional schools, expertise in every world region, and world-class research opportunities, Global Oregon will create individualized opportunities for students to gain a practical tool box of core competencies to address the global issues that will affect every community in the future. Foremost among these skills will be multilingualism, personal international experience, cross-cultural mastery, and historical awareness.

Areas of federal engagement

- Support for Title VI international education programs, including area language studies and Fulbright-Hays international programs at the Department of Education to better prepare citizens for a global workplace
- Action on the recommendations of the Commission on the Abraham Lincoln Study Abroad Fellowship Program, including enactment of the Paul Simon Study Abroad Foundation and other efforts to create incentives for U.S. students to study abroad in a wide array of nations and regions

THE AMERICAS IN A GLOBALIZED WORLD: LINKING DIVERSITY AND INTERNATIONALIZATION

In order to succeed at home and abroad, our graduates must understand the multicultural dynamics of their state, their nation, and their geographic neighbors in our hemisphere.

The Americas in a Globalized World initiative will use an interdisciplinary approach to prepare our students to face the challenges of globalization and succeed in a world of constant migration, shifting demographics, and cross-cultural influences. Leveraging faculty expertise and successful academic programs including the Spanish language program, the ethnic studies department,



the state’s first degree program in Latin American studies, and related research centers, this initiative will help us respond to the challenges and opportunities of increasing the diversity of Oregon, the U.S., and the wider world.

Areas of federal engagement

- Support for Title VI international education programs, including area language studies and Fulbright-Hays programs
- Support for the National Endowment for the Humanities, a resource for teaching and scholarship related to The Americas initiative
- Create clear pathways to permanent residency and U.S. citizenship for youths such as the DREAM Act, considered by the U.S. Congress in 2010

THE GREEN PRODUCT DESIGN NETWORK INITIATIVE

This initiative aims to accelerate innovation to bring greener products to the market. It addresses society's demand for greener products (e.g. inventing replacements for materials such as bisphenol-A (BPA)).

It seeks to propel innovation ahead of looming chemicals policy (REACH in Europe, TSCA reform in the U.S. and green chemistry regulations in California) that



could otherwise stifle economic prosperity and competitiveness. It seeks to spur new business opportunities, create new jobs, and offer U.S. companies a competitive advantage in the global market. It leverages the UO's leadership in sustainability and greener technologies and the UO's well-established culture of interdisciplinary education and research.

The Green Product Design Network will take a systemic, interdisciplinary approach to invent greener products; discover the best business models and practices to deliver these innovations to society; and improve understanding about how new products affect the environment, our economic structures, and society.

Areas of federal engagement

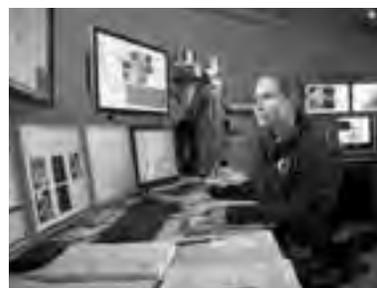
- Invest in university research including from such sources as the National Science Foundation, the Environmental Protection Agency, and the National Institute of Environmental Health Sciences
- Support growth and expansion of undergraduate curricular reform and graduate interdisciplinary training programs that produce nimble, collaborative innovators of greener materials and products, such as the NSF TUES and IGERT programs
- Support programs within agencies that help universities engage in P-12 education to encourage the best and brightest U.S. students to pursue careers and advanced degrees in fields that contribute to greener products: chemistry, design, business, policy, and communications
- Support funding for university-industry research partnerships that promote green innovation such as those in the NSF, DOE, DOC, and EDA
- Support policy initiatives that make innovations in greener materials and products a priority and levels the playing field, allowing those products to compete with entrenched technologies

HUMAN HEALTH AND PERFORMANCE: TRANSLATIONAL RESEARCH

This initiative is aimed at improving human performance. According to the National Institute of Medicine, scientific discoveries currently take an average of seventeen years to move from the research bench to the patient bedside. Translational research speeds up this process by enabling researchers and clinicians in the field to work together to turn research findings into treatments and applications.

By expanding current research partnerships, this initiative will lead to faster "bench to bedside" application

of research results to benefit Oregonians with health problems ranging from strokes to cancer, from impaired eyesight to mental illness. The program will also increase field



research and clinical experiences for UO students, leading to greater success in their postgraduate careers. In addition, the program will enhance community service and outreach through testing, applied research, and educational programs for the public.

Areas of federal engagement:

- Invest in university research including such sources as the National Institutes of Health
- Increase investments in federally funded scientific research in the life sciences that are systematic, reliable, and long term, including full-funding for the America COMPETES Act
- Support university partnerships with medical facilities. (An emerging opportunity involves University of Oregon collaborations with Peace Health)

Big Ideas at the University of Oregon (continued)

THE SUSTAINABLE CITIES INITIATIVE

The UO prepares students for leadership roles in the professions that drive sustainability efforts. Few universities can match the UO's position as a powerhouse in sustainable design with related efforts in business, law, design, planning and public policy, journalism, and arts and sciences.



This initiative aims to establish the University of Oregon as a think and do tank for policymakers, professional practitioners, agencies, and companies seeking to make cities more ecologically, socially, and economically sustainable. It will provide UO students with career-making opportunities for applied learning and

service, especially in Oregon communities, and catalyze our faculty's ability to compete for federal, state, philanthropic, and corporate funding for research in creating sustainable cities.

Areas of federal engagement

- Authorize and fund the federal Livable and Sustainable Communities Initiative, a partnership of the Department of Housing and Urban Development, the U.S. Department of Transportation, and the Environmental Protection Agency
- Authorize and fund active transportation and benchmark research activity within the Surface Transportation reauthorization, including University Transportation Centers like the Oregon Transportation Research and Education Consortium (OTREC)
- See an accompanying Sustainable Cities authorizing opportunity associated with the surface transportation reauthorization discussed in more detail on page 27.



Federal Budget and Policy Issues, 112th Congress

The University of Oregon supports the Administration's FY2012 proposed budget's continuing commitment to scientific research and innovation. The president's budget, while freezing discretionary spending and taking other steps to reduce deficits, invests in research that will help us grow our economy and helps students by enabling lower income students to attend college by maintaining the maximum Pell Grant at its current level.

GENERAL RECOMMENDATIONS FOR THE 112th CONGRESS AND ADMINISTRATION

1) Reaffirm and strengthen the government-university partnership.

- The federal investment in university-based research should continue to serve two vital national purposes by first, supporting critical research and, second, educating the next generation of scientists, engineers, and scholars
- Research projects should be selected based upon scientific merit as judged by leading scientists in a particular field
- Universities must ensure that those who receive government funding conduct research responsibly and with integrity
- Because the federal government invests in university-based research to benefit the public through the knowledge it yields and the students it educates, the federal government should provide its share of the costs of that research; this includes its portion not only of the direct costs of conducting the research but also of the necessary costs of research facilities, infrastructure, and regulatory compliance
- Federal regulations should be designed to foster effective compliance but should not be unnecessarily burdensome or extend beyond their appropriate purview into institutional governance, which should remain a core responsibility of the university's administration and faculty

2) Provide sustained and balanced growth for basic scientific research.

- Increase investments in federally funded scientific research in both the physical and life sciences that are systematic, reliable, and long-term; include full funding and implementation of the America COMPETES Act

3) Expand access to higher education to provide opportunities for all students to acquire the knowledge and skills they will need to succeed in the competitive global environment of the twenty-first century.

- Enhance K-12 STEM education, increase graduate fellowships and traineeships, and expand the Defense Department's National Defense Education Program and National Security Education Program (NSEP)
- Aim to attract underrepresented minorities and women to studying and undertaking careers in STEM fields
- Create new sources of competitive federal research funding targeted to exceptional young scientists and engineers, such as the National Institutes of Health's Pioneer Awards
- Improve the H-1B and employment-based visa programs to attract highly skilled talent to enhance competitiveness

4) Strengthen the government's commitment to the humanities and social sciences to better prepare the nation and its citizens to understand and solve global issues.

- Strengthen the capacity of the National Endowment for the Humanities to support teaching and scholarship in these areas
- Increase funding for social sciences research at the National Science Foundation and other appropriate agencies

5) Expand access to higher education to provide opportunities for all students to acquire the knowledge and skills they will need to succeed in the competitive global environment of the twenty-first century.

- Fund student aid programs
- Improve federal education tax credits and tuition tax deductions
- Continue efforts to enhance student loan borrower benefits to help ensure that all students are able to pay for their college experience and manage their debts
- Ask Congress to create clear pathways to permanent residency and U.S. citizenship for talented international students who earn U.S. academic degrees

Federal Budget and Policy Issues, 112th Congress

(continued)

- Streamline the process for outstanding international scientists and engineers who are teaching and conducting research in the U.S. to achieve similar status
- Support the Paul Simon Study Abroad proposal and other efforts to create incentives for U.S. students to study abroad in a wide array of nations and regions
- Strengthen existing HEA-Title VI and Fulbright-Hays international programs at the Department of Education to better prepare our citizens for a global workplace

A ONE-YEAR LOOK AT STUDENT AID AND UNMET NEED AT THE UNIVERSITY OF OREGON

At the University of Oregon in academic year 2009–10 alone, there was \$79.4 million in federally authorized but unfunded need. If student aid was more fully funded, students would have access to \$213.7 million in student aid.

AY2009–10	Resident undergraduate	Nonresident undergraduate	Resident graduate	Nonresident graduate	TOTAL
Number of students	7,117	1,828	1,004	1,213	11,162
Need	\$109,448,001	\$40,912,473	\$25,089,009	\$38,324,734	\$213,774,217
Paid	\$76,109,980	\$16,245,319	\$18,165,973	\$23,833,590	\$134,354,862
Federal	\$62,243,066	\$11,279,355	\$18,895,657	\$24,693,283	\$117,111,361
Pell Grant	\$17,468,571	\$2,162,122	0	0	\$19,630,693
Federal Supplemental Educational Opportunity Grant	\$1,056,403	\$127,250	0	0	\$1,183,653
National Science and Mathematics Access to Retain Talent Grant	\$580,882	\$19,327	0	0	\$600,209
Teacher Education Assistance for College and Higher Education Grant	\$10,666	\$13,333	\$71,332	\$8,000	\$103,331
Academic Competitiveness Grant	\$424,785	\$99,346	0	0	\$524,131
Federal Work Study	\$1,418,758	\$173,610	\$206,729	\$231,933	\$2,031,030
Federal Direct Loan (subsidized)	\$23,504,131	\$5,210,760	\$7,498,616	\$8,733,826	\$44,947,333
Federal Direct Loan (unsubsidized)	\$16,677,958	\$3,302,979	\$8,387,533	\$9,570,597	\$37,939,067
Federal Perkins Loan	\$1,100,912	\$170,628	\$6,333	\$1,800	\$1,279,673
Graduate or Professional PLUS Loan	0	0	\$2,725,114	\$6,147,127	\$8,872,241
State aid	\$6,810,684	0	\$182,633	0	\$6,993,317
Institutional aid	\$8,606,936	\$3,051,554	\$377,255	\$540,790	\$12,576,535
Other aid	\$3,013,731	\$3,637,105	\$130,479	\$188,512	\$6,969,827
Gap	\$33,338,021	\$24,667,154	\$6,923,036	\$14,491,144	\$79,419,355

Source: UO Office of Enrollment Management

The Center for Asian and Pacific Studies (CAPS) is now a U.S.

Department of Education Title VI National Resource Center for East Asian Studies. CAPS is one of twenty-two such centers in the U.S. designated for 2010–13. The recognition carries a four-year, \$1.8 million grant. East Asian educational programs in kindergarten through twelfth grade will be expanded across Oregon. The center has more than forty participating faculty members.



The Title VI grants to CAPS and the Center for Applied Second Language Studies (CASLS) represent essential federal support for critical area language studies and research activity.

associations support a broad array of student aid programs funded by the Department of Education. These include Pell grants, Supplemental Educational Opportunity Grants (SEOG), Perkins Loans, Federal Work-Study, LEAP, TRIO, and GEAR UP. The University of Oregon is concerned that elimination and simplification of programs intended to serve graduate students and underrepresented populations will harm access to higher education for these students.

International Education

The University of Oregon is an international university that has made a significant and sustained investment in language study and international education programs. The University of Oregon strongly supports efforts to encourage the exchange of scholars and students such as the Paul Simon Study Abroad bill as previously introduced. Participation in study and internship abroad programs at the UO has doubled over the past decade. Currently, almost 30 percent of undergraduates at the UO study abroad during their undergraduate careers, making the University of Oregon one of the most international public universities in the country.

The University of Oregon sponsors about 165 study-abroad programs in more than ninety countries. According to the Open Doors 2007 Report on International Educational Exchange (published by the Institute of International Education), the UO ranks among the top twenty public research institutions for the percentage of undergraduates who participate in study-abroad programs.

The UO also welcomed more international students (about 1,400) to campus in fall 2009 coming from nearly ninety countries. Less commonly taught languages are a critical component in our efforts to promote proficiency in an increasingly interconnected and globalized world. Only nine percent of postsecondary students study less commonly taught languages such as Arabic, Chinese, Hebrew, Hindi, Indonesian, Korean, Persian, Portuguese, Russian, Swahili, or Yoruba, among many others. Considering the social, cultural, and economic importance of these languages, Congress should increase the percentage of U.S. students studying them by bolstering support for Title VI International Education and the National Security Education Program (NSEP).

Funded by the National Security Language Initiative, the University of Oregon is leading the effort to increase language fluency with its Chinese Flagship program

SPECIFIC RECOMMENDATIONS FOR FY2012

Federal Student Aid Programs

The University of Oregon appreciates the administration’s efforts to protect the Pell Grant at FY2010 funding levels of \$5,550. We are concerned about the proposed elimination of year-round awards that allowed for summer funding.

First, the elimination of summer Pell grants will likely reduce the number of Pell-eligible students taking summer courses. Students who needed the Pell grant to pay summer tuition are likely to seek summer courses elsewhere, or to take fewer courses. The Obama administration experimented with providing Pell grants for a summer term for the first time in summer 2010, and the impact to the UO was significant. In summer 2009, the University of Oregon provided 129 students with \$118,416 for an average of \$918. With eligibility for summer increased, in 2010, we experienced almost a nine-fold increase in the number of recipients. This past summer 1,147 students received a total of \$1,461,944 for an average of \$1,275.

The United States has made great progress in providing educational opportunity for all. Since 1973, the share of the nation’s workforce with a college degree or higher has doubled. This growth would not have been possible without the partnership between the two largest sources of financial support for college students: the federal government and postsecondary education institutions.

The U.S. economy requires that an increasing share of the workforce has an undergraduate or advanced college degree. In order to meet that need and to overcome existing inequalities in college access, the nation must invest greater resources in federal need-based grant aid for low-income students.

The University of Oregon and higher education

Federal Budget and Policy Issues, 112th Congress

(continued)

run by the Center for Applied Second Language Studies (CASLS), a partnership with the Portland Public School District.

Federal Research Programs Fuel Oregon's Research Enterprise

The University of Oregon commends the administration's budget proposal that maintains funding for research. Federal research agencies are the primary funder of research that occurs at the University of Oregon.

Of the more than \$130 million in sponsored research that took place at the University of Oregon last year, more than 90 percent was funded by federal agencies. The National Science Foundation (NSF), National Institutes of Health (NIH), Department of Energy (DOE) Office of Sciences, and other federal research agencies are important funders of university research. The National Science Foundation, for example, plays a key role in funding discoveries that drive the nation's economy, improve our quality of life, and enhance national security. NSF investments reach faculty members throughout an institution, which gives the agency broader impact on university campuses than any other federal agency. NSF is also an important supporter of graduate education programs, including its Graduate Teaching Fellows in K-12 Education (GK-12) program. DOE is the leading source of federal funds and

facilities for research in the physical sciences, providing a significant percentage of federal investment in these disciplines. In subfields such as high-energy physics, DOE is the primary government sponsor. The agency also ranks high in support for research in computational science and sponsors significant research and user facilities for the biological and environmental sciences. NIH-supported scientists are ready to spark the next revolution in health care.

TAX POLICIES AND HIGHER EDUCATION

The FY12 budget includes several tax-related proposals of interest to the University of Oregon.

The budget would make permanent the American Opportunity Tax Credit (AOTC) and index for inflation the \$2,000 tuition and expense amounts, as well as the phase-out thresholds. The proposal also would extend through 2012 the deduction for qualified tuition and related expenses.

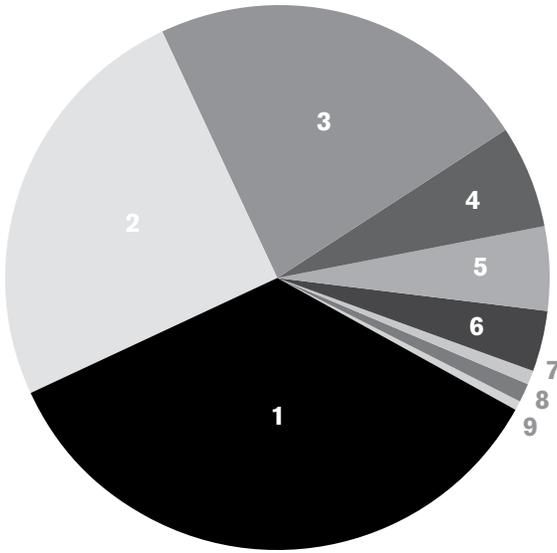
The budget proposes to limit the value of itemized deductions, including the deduction for charitable contributions to organizations such as colleges and universities, to 28 percent for high-income taxpayers. It also proposes to extend the IRA charitable rollover through 2012. The budget also proposes to make permanent the research and experimentation tax credit, and to increase the rate of the alternative simplified research credit from 14 percent to 17 percent.

Federal Research Partnership with the University of Oregon leads to National Accolades: A Sampling

- Ranked First for Green Entrepreneurs—City of Eugene by *Entrepreneur Magazine*, August 2010. "Innovation Nation—Green Sciences: Where Capitalism Meets Eco-Consciousness"
- The UO is in the top 3 percent nationally for research activity
- Carnegie Foundation, January 2011—the UO is grouped with 108 elite universities out of 4,633 as rated research intensive
- The UO's College of Education—ranked number one public university program for the second consecutive year by *US News & World Report*
- Top twenty in the country for licensing return per dollar of federal research investment (Association of University Technology Managers' most recent data)

Federal Research Partnership with the University of Oregon creates new companies and new jobs for Oregonians

- Oregon companies tied to University of Oregon research *generated over \$32.9 million in revenue and employed 255 Oregonians* in 2010 alone
- The UO portfolio of spinout and start-up companies grew strongly this decade despite the economic downturn
- In aggregate, UO portfolio companies (research-related start-ups) set a new record for employment and revenue in every year since 2001
- Income from out-licensing of innovations has seen twenty-four-fold growth in ten years with \$39 million in cumulative revenue since FY2001



TOTAL FEDERAL AND FEDERAL FLOW-THROUGH FUNDS RECEIVED FY2010

1	Department of Health and Human Services . . .	\$43,991,792 (35 percent)
2	Department of Education	31,526,268 (25 percent)
3	National Science Foundation	28,949,229 (23 percent)
4	Department of Defense	7,479,722 (6 percent)
5	Department of Energy	6,057,340 (5 percent)
6	Other Federal Agencies	4,691,872 (4 percent)
7	Department of Transportation	939,223 (1 percent)
8	National Endowment for the Humanities	933,224 (1 percent)
9	Department of the Interior	813,393 (0 percent)

Source: UO Office of Research Services and Administration



Surface Transportation Authorization

The five-year surface transportation authorization is an area of interest for the University of Oregon, presenting opportunities to advance competitive and discretionary research that serves the federal interest.

ARCHAEOLOGICAL TRANSPORTATION RESEARCH LABORATORIES

The University of Oregon is an essential partner in nearly every state or federally sponsored road and bridge project that occurs within the state of Oregon. Since the 1970s, the UO Museum of Natural and Cultural History has had an agreement with the Oregon Department of Transportation (ODOT) for university researchers to use the tools of archaeology to identify, interpret, and preserve significant historic and prehistoric artifacts found during highway projects.

The project provides a model for efficient archaeological and environmental compliance through a cooperative arrangement between a state transportation agency and a university-based institution



that includes the public dissemination of its findings; the federally mandated storage of historical, archaeological, and ecological collections for future generations; and a broad-based public-private partnership that serves local, statewide, national, and international audiences.

The museum's Research Division operates with an annual ODOT contract of about \$2 million for this archaeological and historical work—most of it related to highway, bridge, and other transportation-related projects.

SUMMARY

Project Request: The University of Oregon seeks competitive or discretionary funds of \$4.75 million from the surface transportation reauthorization to consolidate research labs and operations dedicated to facilitating construction of highways, bridges, and other transportation projects throughout the state of Oregon.

Current facilities are antiquated and scattered widely across the UO in five separate buildings. A consolidated and modern research facility will provide greater efficiencies in expediting the planning, construction, and environmental compliance for highway and other federal- and state-funded transportation projects.

Under the leadership of Jon Erlandson, museum director and professor of anthropology, the UO completed a new collections storage facility in summer 2009 that added about 7,000 square feet to the existing museum building. The project was the first of three phases planned to expand and update the museum's research laboratories, collections facilities, and public exhibit spaces. The museum is currently expanding and updating its public exhibition spaces (phase 2) with roughly \$2 million in private funds. The UO seeks funds from the Oregon State Legislature and the surface transportation reauthorization for phase 3, an expanded research laboratory space.

When completed, the new collections facility will allow the UO to continue to fulfill its responsibility as the official state-mandated repository for archaeological and paleontological collections found on public lands. The museum also provides consulting services and curation support for other local, state, and federal agencies—including forensic work for law enforcement entities—and private-sector corporations.



SUSTAINABLE CITIES INITIATIVE

How the Surface Transportation Reauthorization can support universities to move the nation forward

For the first time in history, the majority of humans live in cities. This unprecedented shift has been accompanied by equally unprecedented changes in the relationship between humanity and the global ecosystem, an epidemic rise in obesity, and lack of transportation choices for many Americans. To meet this urgent challenge, researchers at the University of Oregon have formed the Sustainable Cities Initiative to assist cities and regions evolve toward more sustainable and active forms of



transportation that integrate transportation and land use into vibrant, healthy, and livable communities.

Work to date includes large-scale engagement with the cities of Gresham and Salem and a partnership with the Lane Council of Governments.

SUMMARY

Program Areas: Surface transportation reauthorization; HUD-DOT-EPA Livability initiative; Discretionary or competitive funds

Project Request: Authorize and fund programs in applied, cross-disciplinary, university efforts focusing on transportation and livability from the research title and evaluation components of the surface transportation reauthorization. This support should aim to integrate research, education, community service, and public outreach so that knowledge generation and instruction can be quickly transferred to community implementation. Specifically, programs should emphasize social science fields as keys to making sustainable transportation work. Policies, design, economics, and development are often as or more important in dictating sustainable transportation futures than engineering and technological efficiencies, so these fields need greater access to federal funds, and universities without engineering departments should not be disqualified for such funding.

University-Community Partnerships—As local governments and the federal government scale back their activities, federal matching support to universities will be a useful method of leveraging university resources in creative ways, and particularly in support of university-community partnerships, to substitute for or mitigate the loss of programs that can no longer be funded. We recommend direct support for new models of technology transfer that involve the utilization of existing university expertise (faculty and student) to assist local communities around issues of sustainable transportation and livable communities. For example, the University of Oregon's SCI program currently integrates twenty-eight different classes and twenty-five different faculty members across ten different disciplines to serve city-identified goals throughout Oregon yearly. Over 500 students give more than 80,000 hours per year of service. New educational models such as this can serve as a new technology transfer model that simultaneously gives students hands-on learning and helps accelerate changes that many cities are desperately interested in.

Applied Research Clearinghouse—The university urges support for an "Applied Research Clearinghouse," a multi-disciplinary research and information clearinghouse that can help communities realize their livability and sustainability goals, and can improve policies and public processes around these issues. Specifically, this clearinghouse will provide the means for Universities to turn federally supported research on livability into something used or implemented by local governments, businesses, and NGOs across the nation. Thus, the clearinghouse will be a program of active translation and transmission, rather than a passive repository of research materials. Through this support, the research title will provide opportunities to strengthen partnerships between communities and universities, and accelerate change toward sustainability.

University Transportation Centers—We also encourage continued funding for University Transportation Centers (UTCs) to focus on sustainable transportation and healthy communities. UTCs are particularly well positioned to carry out cost-benefit return and performance analysis of federal transportation infrastructure investments. Using the skills and knowledge of universities across a spectrum of disciplines, they can help governments determine whether taxpayers are getting their money's worth from investments in highways and transit, judged from a broad range of costs and benefits, including economic, fiscal, social, and environmental factors, and incorporating opportunity cost analysis. Providing such tools to communities will modernize transportation decision-making and address changing transportation needs. The Oregon Transportation Research and Education Consortium (OTREC—Oregon's UTC) is an important partner for the UO, and has supported forty-one grants for UO faculty members for a total of \$1,886,983.

Surface Transportation Authorization

(continued)

PROJECT TREK

Making Public Transportation Available to Persons with a Cognitive Impairment



Bringing together education and computational sciences researchers, this research activity is helping to identify

supports needed to ensure that people with cognitive impairments are able to access communities via public transportation.

SUMMARY

Program Area: U.S. Department of Transportation United We Ride

Housed with the U.S. Department of Transportation, United We Ride is a federal interagency initiative aimed at improving the availability, quality, and efficient delivery of transportation services for older adults, people with disabilities, and individuals with lower incomes. The United We Ride initiative was started by the Coordinating Council on Access and Mobility (CCAM), a federal interagency council established by President George W. Bush by Executive Order in 2004. The CCAM oversees activities and makes recommendations that advance the goals of the order: simplify customer access to transportation, reduce duplication of transportation services, streamline federal rules and regulations that may impede the coordinated delivery of services, and improve the efficiency of services using existing resources. Chaired by the secretary of transportation, the council is composed of the secretaries of health and human services, education, labor, veterans affairs, agriculture, housing and urban development, interior, and justice as well as the commissioner of the Social Security Administration and the chairperson of the National Council on Disability.

Project request: The research title of the Surface Transportation bill should provide competitive funding opportunities for research activity that will address questions about how to ensure that people with cognitive impairments access transit. Programs like United We Ride have a history of successfully managing this kind of research engagement.

The University of Oregon seeks research funds to support research and demonstration activities that focus on the capacity and resources of public transportation systems to address the needs, barriers, and desires for travel of people with cognitive impairments. University of Oregon education professor McKay Sohlberg and computer and information science professor Stephen Fickas, working with the federal United We Ride program, are examining whether certain tools and devices can help people with cognitive impairments better access mass transit. Research and development will be carried out in the area of travel prompts delivered by assistive technology.

Phase 1 Accomplishments—In the first phase of the project, researchers and developers identified problems and corresponding solutions. A comprehensive model of transportation was developed that was inclusive of a specific population: travelers with cognitive impairments. This population is often left out of transportation support systems. The result of the project was a new model called ACTS: Activities of Community Travel. The ACTS model defines the fine-grained activities or steps that one must complete to successfully travel in a community. Further, the model specifies the knowledge and skills a person needs for each step. The model is the first of its kind and has been validated nationwide by a consortium of travel trainers and para-transit transportation workers. The model has been disseminated through its own website, allowing travel trainers across the country to make use of it. It has guided subsequent experimental work evaluating methods for orienting and supporting travelers with cognitive impairments when they are out in the community.

Phase 2 Objectives—In Phase 1, we built the model necessary to generate travel solutions for people with a cognitive impairment: it pointed the way toward community access through the use of public transportation. However, it also made clear that there were support people necessary for a successful trip: (a) a person who can help with trip-planning; (b) a help-center that can aid a user who is lost or confused while on route. In phase 2, we propose to link the traveler (user) with support personnel using the Internet. We will develop a web-based tool that allows someone to do trip-planning for a specific user. We will develop a means to deliver prompting and information to the user while on the trip using a standard cell-phone. We will develop a web-based tool that allows a help-desk (e.g., a call-center at a transit agency) to view information about callers, including their current location, trip transit points, skill in using a bus, or other impairments that might cause them problems on the trip. In summary, phase 2 proposes to actually link the ACTS model with assistive technology. A primary goal of the project will be to make that technology easily accessible and adoptable by travel-trainers and transit agencies around the country. Sohlberg and Fickas have field-tested results that show that this is a highly viable approach to public-transportation accessibility by people with a cognitive impairment.

EAST 13th AVENUE AXIS—“GREEN-STREETING” A MULTIMODAL CONNECTOR

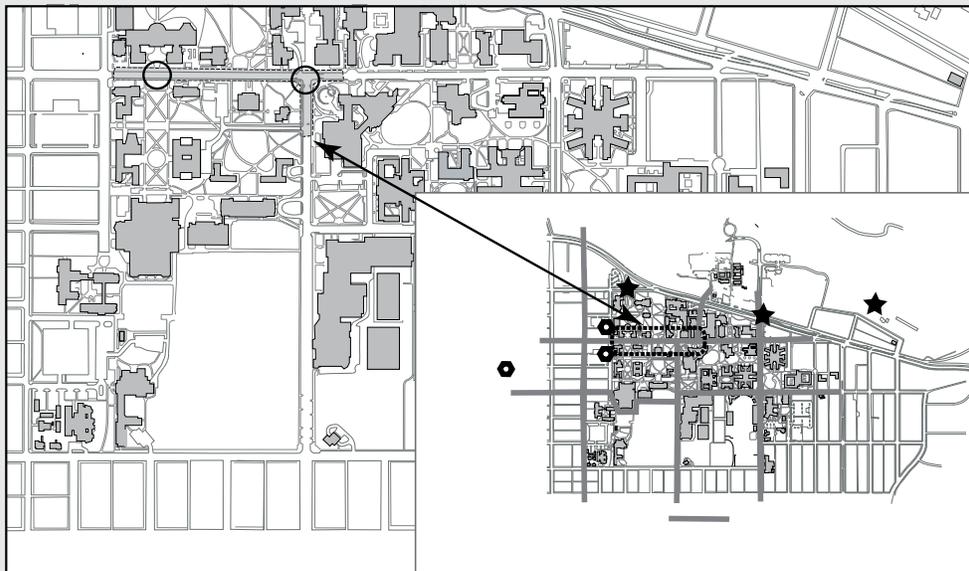
The central area of campus is largely used as a pedestrian zone, with the East 13th Avenue Axis (from Kincaid to University streets) also serving as an access point for public safety vehicles, service vehicles, and after-hours transit. Once a busy city arterial, a section of East 13th Avenue was closed in 1971 by agreement between the

university and the city of Eugene. A gradual transformation of the avenue is occurring as many street features associated with the axis, such as curbs, parking strips, sidewalks, and roadbed, are altered as the avenue continues to evolve into a bicycle and pedestrian mall.

SUMMARY

Project Request: The \$2 million project will demonstrate best practices for converting auto-oriented city streets to multimodal corridors. It repurposes a city street to predominantly pedestrian and nonmotorized transportation. Closed by agreement with the city of Eugene since 1971, the East 13th Avenue axis is now used largely as a high-priority corridor to facilitate the movement across the University of Oregon campus of pedestrians, bicyclists, and permitted motorized vehicles (including safety, service, and transit). More than a pedestrian zone, the project will demonstrate features that are essential to ensuring the safe and efficient mix of the range of transportation modes now seen in any urban area including

public safety, para-transit vehicles for people with disabilities, and off-hours transit that connects to the Lane Transit District system. The project will use paving, planters, curb removal, and similar actions to improve functionality and safety of the corridor. It will also help address bicycle parking and storm-surface water mitigation needs in ways that enhance the beauty of the University of Oregon campus. Coupled



with university programs aimed at preparing students and practitioners to consider livability and sustainability in planning and urban design, the project will be a showcase for ways an institution's built environment improves the educational experience of students while demonstrating best practices in place. The project will also showcase how cities can convert streets designed primarily for automobile use into streets that can accommodate a variety of transportation modes.

The federal interest in East 13th Avenue Axis: The project will demonstrate the conversion of auto-oriented streetscapes to corridors used predominately, but not exclusively, by pedestrians and nonmotorized modes of transportation. The East 13th Avenue Axis multimodal corridor will showcase ways to dedicate corridor functions to particular purposes such as movement of pedestrians, safe transit of bicyclists, and the continued presence of off-hours transit, para-transit vehicles throughout peak periods of corridor use, and service vehicles.

Areas of Special Research Emphasis

In light of the moratorium on congressional interest projects for FY2011 and FY2012, the University of Oregon is hopeful that previous investments have led to agency relationships that may sustain support through discretionary and competitive funding opportunities. We highlight these areas of special emphasis to urge your continued interest and support for these projects and encourage a funding environment that allows for sustained agency investments in them.

OREGON NANOSCIENCE AND MICROTECHNOLOGIES INSTITUTE (ONAMI)



ONAMI is a collaboration involving the University of Oregon, Oregon State University, Portland State University, and Oregon Health & Science University, their industry partners, and other entities such as the U.S. Department of Energy's Pacific Northwest National Laboratory. This partnership is supported by the state of Oregon and the world-leading "Silicon Forest" high technology industry in Oregon and southwest Washington.

1. ONAMI Safer Nanomaterials and Nanomanufacturing (SNNI) (Air Force Research Laboratory)

Source of Federal Funds: Department of Defense, Air Force Research Laboratory

The goals of the Safer Nanomaterials and Nanomanufacturing Initiative (SNNI) are to develop new nanomaterials and nanomanufacturing approaches that offer a high level of performance, yet pose a minimal threat to human health or the environment. Although these efforts are widely recognized as critical to advance nanotechnology and capitalize on the nation's significant investment in this field, there have not been competitive funding opportunities to support these efforts. Over the last five years, SNNI has worked closely with AFRL to establish this initiative as the leading effort in the nation that merges the principles of green chemistry and nanoscience to produce safer nanomaterials and more efficient nanomanufacturing processes. This initiative is confronting concerns about the biological impact of nanoparticles. As part of an international research community, the initiative's researchers are developing standards, well-characterized material libraries, and precise methods for biological or environmental impact assessments. Additionally, ONAMI partners across many research disciplines develop and share green nanoscience best practices to ensure that nanotechnology's potential will be realized in a safe, responsible, and cost-effective manner. By coupling the advances in all areas of ONAMI research with its world-class expertise in green chemistry and microproducts, ONAMI is creating high-performance materials, devices, and systems that do not

undermine human health or the environment. Feedback from AFRL confirms that the work conducted within SNNI has been critical to their mission because they don't have the time or resources to investigate nanoparticle toxicity or to develop needed synthetic methods to support innovation within their programs. In addition, the work within the SNNI is preparing them to address anticipated needs to document the safety and appropriate use of nanoparticles.

Context for special emphasis: The UO seeks congressional attention and oversight to encourage research priorities that will allow for safer, greener innovation and discovery. This includes pursuing opportunities in both the authorization and appropriations committees to ensure such funding is available and to help preserve close working relationships already established between the UO and the AFRL

2. ONAMI Army Research Lab (Army Research Lab Sensors and Electron Devices Directorate)

Since FY2007, there has been a growing collaboration between the University of Oregon, the U.S. Army Research Laboratory (ARL), and ONAMI partners to unite nano- and micro-scale scientists and technologists from all four of Oregon's research universities and the Pacific Northwest National Laboratory. The ARL has supported numerous collaborative projects led by ONAMI that have contributed to defense needs for sustainable energy generation, high-volume production of nanomaterials, and other mission requirements. The research partnership between ONAMI and ARL supports a long-term investment in new technologies and materials that will support the future needs of the military and the defense industrial base workforce in Oregon.

Context for special emphasis: Thanks to U.S. Senator Ron Wyden, the ONAMI-ARL program was funded for the period FY2007 through FY2009 with a three-year authorization. When that authorization ended, Senator Wyden continued the project with the agency's support as a congressional interest project. Having been previously authorized and funded, the University of Oregon seeks continued agency and administration support. Congressional support for agency inclusion continues to be vital.

BRAIN SAFETY NET

This interdisciplinary project integrates the University of Oregon's internationally recognized strengths in cognitive neuroscience, molecular biology, high-performance computing, and imaging technologies to investigate the fundamental processes of the human brain and



mind, and pioneers the use of the latest functional magnetic resonance imaging (fMRI) and electroencephalographic (EEG) techniques. The UO has a decade-long relationship with the Army's Telemedicine and Advanced Technology Research Center (TATRC) and has developed a shared vision translating discov-

eries that flow from UO research to address practical medical needs and technologies for neurorehabilitation. Key partners include the UO's Lewis Center for Neuroimaging (LCNI), and the UO Neuroinformatics Center (NIC), as well as two UO spin-off companies, Electrical Geodesics Inc. (EGI) and Cerebral Data Systems (CDS) based in the UO's Riverfront Research Park.

Source of Federal Funds: Department of Defense, Army Research, Development, Technology, and Evaluation (RDTE) account

Current aims include: 1. applying fMRI data to assist the rehabilitation of injuries that directly (e.g., traumatic brain injury) or indirectly (e.g., spinal cord injury or limb amputation) affect the organization of brain functions, 2. developing lines of transgenic mice that reversibly model the effects of damage to specific brain regions, and 3. extending an Internet-based neurological data analysis and computational infrastructure for

clinical applications. In short, our research will guide the optimization of neurally motivated behavioral interventions and assistive or prosthetic technologies for individuals suffering from a range of neurological or physical impairments. Such findings will be relevant to both military and civilian healthcare concerns. We will continue work with TATRC and other funding agencies to acquire a next-generation fMRI instrument for brain imaging (functional and structural MRI coupled to state-of-the-art dense-array EEG), integrated with genetic and behavioral analyses and advanced computational modeling. The combination of instrumentation will probably constitute the first advanced multimodal (fMRI-dEEG) neuroimaging system supported by a high-performance computing cluster.

Context for special emphasis: Instrumentation grants for expensive bioscience instrumentation such as fMRIs typically are awarded to large research universities that house medical schools having many researchers supported by the National Institutes of Health. While the UO is internationally recognized as a leader in neuroscience research, the qualifying criteria for instrument grant eligibility, especially within the National Institutes of Health's shared instrumentation and core facilities programs, often prevent smaller research institutions without medical schools from successfully competing. The UO will require assistance in ensuring competitive funding in various research agencies is as flexible as possible in their instrumentation grants criteria. The UO will also work with TATRC to assess alternative funding options for sustenance of our long-standing and deep collaboration. TATRC is generally dependent on congressional interest project funding, and we are hopeful that it might secure additional funding to provide competitively awarded grants as a means to maintain relationships with key partners such as the UO. Congressional support to that end would be most valuable.



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