



UNIVERSITY  
OF OREGON



# Federal Legislative Priorities

---

April 2013 • Government and Community Relations

## 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 180,000 alumni and friends, including more than 18,000 members (with about 7,000 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 endeavors by managing and administering foundation assets representing privately donated funds. Since 1922, the foundation has received, invested, and distributed private gifts that fund student scholarships, faculty support, academic programs, and building improvements. Distributions are made according to the donors' intention at the request of the university. The foundation also leads advocacy for the UO, and develops, finances, constructs, acquires, and operates facilities for or on behalf of the university. Our goal has remained the same from the beginning: to provide stable financial support for the university while preserving the purchasing power of the university's endowment and trust funds in the future. The board of trustees comprises as many as sixty-five members who contribute funds as well as their time and talents in order to help the foundation and the university grow and prosper. Board members 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 and guardians for the university and serve as volunteers in a variety of fulfilling roles.

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Cover photo and above: the center atrium of the newly remodeled Allen Hall



# Message from the President

**April 2013**

Greetings to Oregon's Congressional Delegation.

On behalf of the University of Oregon, thank you for your support and advocacy for Oregonians and for the promise of higher education.

Your commitment to the education of Oregonians and to bringing the wealth of discovery and innovation to our state is impressive. It is in keeping with the animating spirit of public higher education that has fueled our nation's prosperity ever since President Lincoln took time out during the Civil War to sign the Morrill Act, the federal legislation that created land grant universities and the national commitment to public research universities. President Lincoln knew higher education was the key to individual social and economic mobility, and as a consequence, to the general public interests of our society. Access to education underlies the very idea of our democracy.

Given both state and federal budget instability, we have an urgent interest in asking Congress and the administration to maintain funds for research and student aid, the foundation of the partnership between the federal government and our nation's universities.

## **ABOUT PRESIDENT MICHAEL R. GOTTFREDSON**

Michael Gottfredson is the seventeenth president of the University of Oregon. From 2000 to 2012, he served as executive vice chancellor and provost and professor of criminology, law, and society at the University of California at Irvine. Prior to UC-Irvine, he served in several positions at the University of Arizona from 1985 to 2000, including interim senior vice president for academic affairs and provost, vice provost, and vice president of undergraduate education.



It is well understood that higher education results in economic and social mobility for individuals and the betterment of society. Between external research awards, campus visitors, and nonresident tuition, the UO is also a magnet for economic activity that would not otherwise be available to our state.

Together, we can anticipate and achieve a more hopeful future for Oregonians.

A handwritten signature in black ink that reads "Michael R. Gottfredson". The signature is written in a cursive, slightly slanted style.

Michael R. Gottfredson  
President

Other academic positions President Gottfredson has held include associate professor at Claremont Graduate University; associate professor of sociology, University of Illinois at Urbana-Champaign; assistant professor at the Graduate School of Criminal Justice, State University of New York at Albany; and director of the Criminal Justice Research Center in Albany, New York.

# 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 269 comprehensive academic programs within seven schools and colleges—architecture and allied arts, arts and sciences, business, education, journalism and communication, law, and music and dance.

## GRADUATE PROGRAMS RANKED IN THE TOP 20 OR TOP 20 PERCENT

- Anthropology
- Biology
- Business (MBA)
- Community and Regional Planning/  
Public Administration
- Comparative Literature
- Creative Writing
- Dispute Resolution
- Education
- Entrepreneurship
- Environmental Law
- Geography
- Geological Sciences
- Interior Architecture
- Landscape Architecture
- Legal Research and Writing
- Physics
- Psychology
- Special Education
- Sports Marketing
- Sustainable Business Practices
- Sustainable Design

Sources: (1) National Research Council 2010 (highest ranking on characteristics rated by faculty members in the field as most important)  
(2) U.S. News & World Report, 2013 graduate school rankings  
(3) Poets and Writers, 2012 rankings  
(4) DesignIntelligence rankings 2012 and 2013  
(5) Journal of Planning Education and Research, 2004, 24:6  
(6) The Aspen Institute, 2011–12 MBA rankings  
(7) Forbes.com, January 26, 2010, Top 15 Biggest Small-Business Competition  
(8) Wall Street Journal, September 16, 2006  
(9) Net Impact, Business as Unusual 2012

## AMONG THE BEST

Of more than 4,000 institutions of higher education in the country, the University of Oregon is one of sixty-two 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 (FY) 2012, UO faculty members secured nearly \$111 million in grants, contracts, and other competitive awards.



**Geraldine "Geri" Richmond**, a chemist at the University of Oregon, was **appointed to the National Science Board (NSF)** in fall 2012. Richmond was nominated by President Obama to the twenty-five-member board. The board establishes the policies of the NSF, approves new programs

and awards, and serves as an independent body of advisors to the president and Congress on policy and education matters related to science and engineering.

Candidates for the National Science Board must be broadly experienced individuals with records of distinguished service. Recommendations are made by the board, and nominations are made by the president.

Inducted into the National Academy of Sciences in 2011, Richmond was recently awarded the American Physical Society's 2013 Davison-Germer Prize in Surface or Atomic Physics, and she received the American Chemical Society's 2013 Charles Lathrop Parsons Award for her advocacy on behalf of higher education, science policy and women scientists.

Richmond cofounded the Committee on the Advancement of Women Chemists (COACH), an organization that provides mentoring and support to women scientists around the globe, and she's been a long-time advocate for women in science.

**UO STUDENTS**

The University of Oregon tied for sixth nationally for its number of Benjamin A. Gilman International Scholarship recipients for spring 2013 awards. A total of 2,300 scholarships were awarded for the 2013–14 academic year, and the UO was one of five universities or colleges that produced ten recipients each.

Gilman Scholarships are available to U.S. undergraduates who are also eligible for the U.S. Pell grant program for students of limited financial means. The scholarships allow recipients to pursue their academic studies abroad, preparing them for roles in an increasingly global economy.

**All of the UO's ten Gilman Scholarship recipients were Oregon residents.** Overall, 52.6 percent of UO students who completed applications this year for Gilman Scholarships received them. Three students received the maximum \$5,000 grant and another five received grants above \$4,000. No one received less than \$3,000.

The UO tied for sixth place with the University of Massachusetts Amherst, University of California at Santa Barbara, North Carolina State University, and Boston College. The University of California at Berkeley topped the list with thirty-six recipients, followed by George Washington University with twenty-one.

The University of Oregon was named one of the **100 best values** in public colleges by *Kiplinger's Personal Finance* magazine. Kiplinger's ranks public, four-year institutions each year to produce its list of those that combine outstanding education with economic value.

**The UO is on this year's list because of "its high four-year graduation rate, low average student debt at graduation, abundant financial aid, a low sticker price and overall great value," the magazine said.**

The UO is one of five Pac-12 universities on the best values list, following UCLA (No. 6), University of California at Berkeley (No. 8), University of Washington (No. 17) and University of Colorado at Boulder (No. 88).

"We applaud this year's top 100 schools for their



efforts to maintain academic standards while meeting the financial needs of their students," said Janet Bodnar, editor of *Kiplinger's Personal Finance*.

The Kiplinger's survey evaluates more than 500 public institutions based on quality measures including admission

rate, test scores of incoming freshmen, four- and six-year graduation rates, and cost information about tuition, fees, room and board, and financial aid for in-state and out-of-state students.

The annual public school rankings appear in Kiplinger's February 2013 issue.

**SUCCESS AFTER GRADUATION**

Nobel Prize Winners . . . . . 2  
 Pulitzer Prize Winners . . . . . 10  
 Rhodes Scholars . . . . . 19  
 Marshall Scholars . . . . . 4  
 Oregon Governors . . . . . 7  
 U.S. Senators . . . . . 8  
 Generals . . . . . 42  
 Admirals . . . . . 5  
 U.S. President's Cabinet members . . . . . 2  
 U.S. Representatives . . . . . 19  
 Olympic Athletes in Track and Field since 1908 . . . 83

**SOME DISTINGUISHED UO ALUMNI**

U.S. Senator Ron Wyden	Senator Mark Hass
Congressman Peter DeFazio	Senator Arnie Roblan
Congressman Greg Walden	Speaker of the House Tina Kotek
Congresswoman Suzanne Bonamici	Rep. Phil Barnhart
Chief U.S. District Judge Ann Aiken	Rep. Chris Gorsek
U.S. Atty. Amanda Marshall	Rep. Wally Hicks
Governor John Kitzhaber	Rep. John Lively
Oregon Atty. General Ellen Rosenblum	Rep. Nancy Nathanson
Senator Lee Beyer	Rep. Ben Unger
Senator Ginny Burdick	Rep. Jennifer Williamson
Senate Republican Leader Ted Ferrioli	Rep. Brad Witt
Senator Bill Hansell	

# About the University of Oregon

## THE UNIVERSITY OF OREGON TODAY

Current enrollment	24,591 (24.3 percent of Oregon University System)
Freshmen incoming GPA	3.57
Freshman mean SAT score (verbal and math)	1,110 (verbal 549, math 559)
UO bachelor's degrees conferred 2011–12	4,272 (27.6 percent of OUS)
UO graduate and professional degrees conferred 2011–12	1,326 (27.9 percent of OUS)
UO portion of OUS budget	18.6 percent (FY2013 operating budget)
UO 2012–13 projected revenues	\$829,805,000
2012–13 projected state appropriation	\$46,952,000 (after 2012 legislative session)
State allocation percentage of 2012–13 budget	5.7 percent

## TOP 40 FEEDER HIGH SCHOOLS FROM ACROSS OREGON, FALL 2012

	Freshmen	All Students		Freshmen	All Students
South Eugene High School	83	490	North Eugene High School	18	144
Sheldon High School (Eugene)	53	393	Ashland High School	29	143
Churchill High School (Eugene)	34	263	Cleveland High School (Portland)	35	142
Southridge High School (Beaverton)	68	241	Clackamas High School	27	132
Sunset High School (Beaverton)	47	236	Central Catholic High School (Portland)	26	128
West Linn High School	55	216	Marist High School (Eugene)	26	124
Westview High School (Portland)	39	205	Roseburg High School	12	121
Lincoln High School (Portland)	41	199	Crescent Valley High School (Corvallis)	16	110
Grant High School (Portland)	49	196	Corvallis High School	11	108
Tualatin High School	39	196	David Douglas High School (Portland)	26	108
Lakeridge High School (Lake Oswego)	29	194	Sherwood High School	30	105
Lake Oswego High School	30	189	Mountain View High School (Bend)	14	103
Wilson High School (Portland)	23	183	Sprague High School (Salem)	15	102
Jesuit High School (Portland)	37	172	Aloha High School	25	100
Tigard High School	34	169	Cottage Grove High School	19	94
Summit High School (Bend)	46	167	Wilsonville High School	11	94
Willamette High School (Eugene)	23	153	South Medford High School	10	90
Springfield High School	20	152	North Medford High School	21	88
Beaverton High School	34	149	Bend High School	20	86
Thurston High School (Springfield)	26	148	Glencoe High School (Hillsboro)	12	86

## ENROLLMENT BY SCHOOL OR COLLEGE AND STUDENT LEVEL, FALL 2011

	Undergraduate	Graduate	Total
School of Architecture and Allied Arts	1,122	556	1,678
College of Arts and Sciences	12,825	1,359	14,184
Lundquist College of Business	3,434	206	3,640
College of Education	892	508	1,400
Graduate School	—	41	41
School of Journalism and Communication	1,893	96	1,989
School of Law	—	548	548
School of Music and Dance	301	149	450
Other	362	299	661
<b>Total</b>	<b>20,829</b>	<b>3,762</b>	<b>24,591</b>

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



# About the University of Oregon

## TOP 10 STATES BY ENROLLMENT, FALL 2012

State	Students
Oregon	12,963
California	4,504
Washington	889
Colorado	288
Hawaii	243
Nevada	173
Arizona	172
Illinois	162
Texas	146
Idaho	117

## TOP 10 COUNTRIES BY ENROLLMENT, FALL 2012

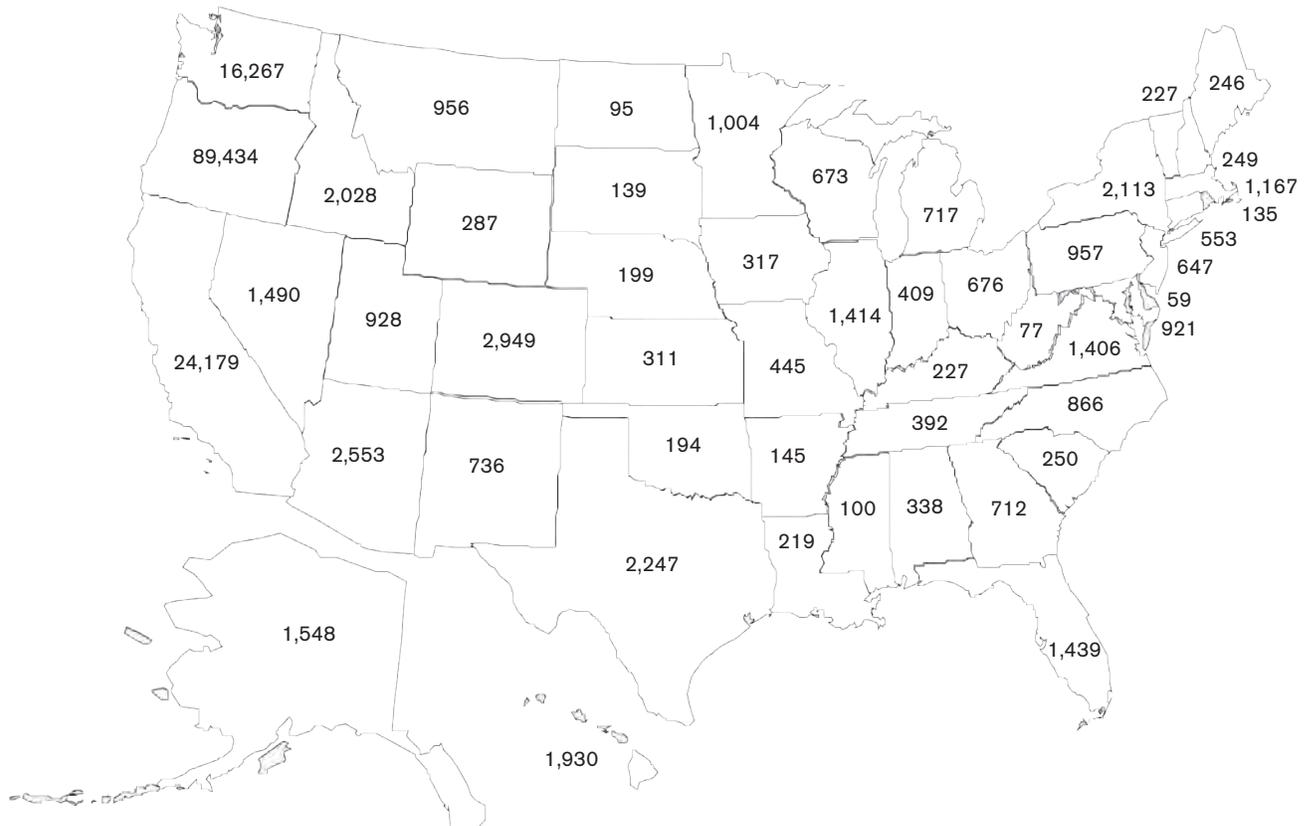
Country	Students
China	1,491
Republic of Korea	190
Japan	121
Saudi Arabia	103
Taiwan (ROC)	90
Canada	63
Germany	35
India	35
Vietnam	23
Kuwait	21

## TOP 10 COUNTRIES WHERE UO STUDENTS STUDY ABROAD, 2012

Country	Students
Italy	142
Spain	134
Mexico	111
China	77
United Kingdom	77
Japan	55
Argentina	53
France	49
Denmark	41
Ecuador	41

## WHERE UO ALUMNI LIVE TODAY

Total number of living alumni: 194,263



Total number of alumni all-time: 221,008

Canada 2,014	Allied P.O. 208	Puerto Rico 19	Mexico 91
International 10,776	U.S. territories 196	Washington, DC 427	Unknown 13,061

Source: UO Foundation and Alumni Association, 11/15/2012

# Economic Impact

**The University of Oregon is a key driver of the Oregon economy.** Direct spending by the UO, students, and visitors accounted for more than \$1.2 billion in FY2011–12. The total impact of this spending was \$2.45 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 25,473 jobs (full and part-time) in Oregon, with associated household earnings of \$812 million.

**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 \$43.9 million of state income tax in FY2011–12. This offsets 98 percent of the \$44.8 million state appropriation. UO employees alone had \$19.5 million withheld from their paychecks for state income taxes.

**Research activities provide clear support for the Oregon economy.** Research-related activity generated \$110.6 million revenue in FY2011–12. The vast majority of research awards, 98 percent, come from outside the state. For each dollar of state appropriations, UO researchers were awarded \$2.47 of external funding. The ultimate impact of research extends far beyond the initial revenue and spending. Research yields innovations that create jobs and support a higher quality of life for all Oregonians. In a 2011 survey, companies associated with University of Oregon research activities reported total employees of 251 and revenues of \$32.5 million. Since only thirteen of seventeen companies responded to the survey, the total impact is actually higher.

**External funding is an important driver of economic activity.** The University of Oregon is an economic powerhouse in part because of its ability to draw revenue into the state of Oregon from external sources. Nonresident tuition, research awards, and visitor

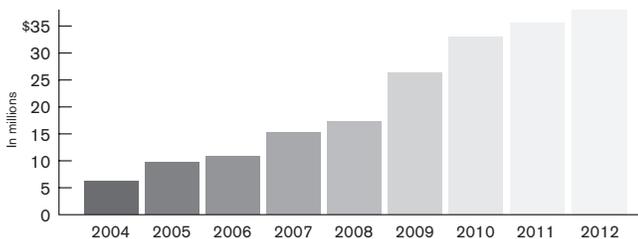


**Universities are rainmakers, growing our economy.** *Altogether, for every \$1 appropriated by Oregon lawmakers, the UO adds \$55 to the economy.*

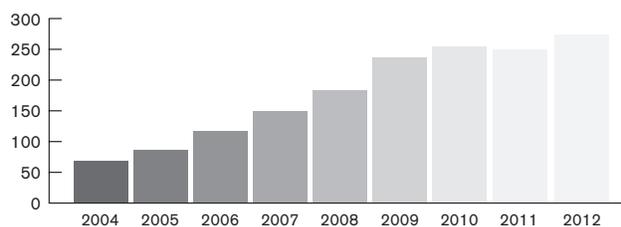
spending accounted for \$486 million of funds drawn into Oregon by the University of Oregon in FY2011–12. This represents 40.4 percent of aggregate spending associated with the University of Oregon.

*Excerpted from The Economic Impact of the University of Oregon FY2011–12 Update by Timothy A. Duy, PhD, director, Oregon Economic Forum, December 2012*

**AGGREGATE REVENUE OF UO RESEARCH-RELATED STARTUPS**



**AGGREGATE IN-OREGON EMPLOYEES OF UO RESEARCH-RELATED STARTUPS**



Source: UO Office of Research, Innovation, and Graduate Education

# Access and Affordability

As a public university, the University of Oregon is committed to providing access for Oregon residents. Over the past twenty years, tuition has become a serious concern for students and their families, the university, and policy makers alike. However, affordable access is more than simply the sticker price. Access to a university education also means providing financial aid and scholarships to reduce the burden and help the student to complete a degree on time.

A student budget includes tuition and fees, room and board, books, and personal expenses. Tuition and fees reflect the “gross” published price for enrolling at the UO. Applying price offsets in the form of financial aid, scholarships, grants, loans, and fee remissions results in an “adjusted” or “net” price. The university has invested heavily in institution-based scholarships to significantly reduce the financial burden on students.

**Compared to other public universities in Oregon, more UO students are able to complete a degree on time.** This has a profound effect on net cost since each additional academic term increases a student’s expenses and limits the opportunity for full-time employment. A comprehensive view of the cost of attending the UO should include direct expenses, price offsets, the expectation of completing a degree and how long it will take to complete it, the debt the student carries following graduation, and the lifetime value of the education received.

## Tuition and fees

Resident undergraduate tuition and fees for 2012-13 are \$9,310. This rate is 16 percent below the average rate of \$11,051 for other public universities in the Association of American Universities (AAU) and is the third lowest among the nine universities in the group of peers established for the UO by the Oregon University System (OUS). Tuition and fee rates have increased, on average, 7.1 percent per year over the past ten years. Adjusted for inflation, annual increases have averaged 4.7 percent.

Tuition levels have varied in proportion to the amount of state appropriation the university has received. As state funding has declined over the past two decades, the UO has had to increase the student’s share of costs to maintain a quality education. The tuition increases for resident students have been held to a minimum in part because of the revenue streams provided by nonresident students, who pay the market value of a UO degree and cover the full cost of instruction. In addition, the university has worked hard to manage its resources efficiently, keeping operating expenses to among the lowest of its peers, thus reducing the cost to students.

## Financial aid and scholarships

Oregon residents have access to a wide variety of financial aid through federal and state government need-based aid and through scholarships provided by the UO. In 2012, 65 percent of UO undergraduates receive financial aid; 26 percent receive federal Pell grants provided to eligible lower-income students and **nearly 38 percent of Oregonians are Pell grant eligible.** Costs not covered by financial aid are covered by employment, loans, personal savings, and family help.

## Student debt

The issue of student debt is serious and growing across the U.S. and the university is striving to keep debt to the lowest levels possible. The UO has the lowest percentage of students with debt among all OUS institutions and the UO’s average debt at graduation per borrower is the third lowest.

Just over half of UO students receive loans for their education. For class of 2011 students who took out loans, the average debt at graduation was \$22,736. Calculated across all graduates (those with loans and those without loans), the average debt for UO graduates was \$12,050.

While the university is taking steps to make the cost of attending as affordable as possible, students and families need to have a clear understanding of and plan for taking on long-term debt. To that end, all first-time, first-year federal student loan borrowers are required to participate in loan entrance counseling before the university will disburse any loan funds to them. In addition, the UO’s Live Like a Duck program provides students information on money management and financial literacy.

## Saving money by completing on time

Affordability depends to a large extent on the likelihood that a student will complete a degree in the shortest amount of time possible since each additional term adds nearly \$7,700 in costs for a resident undergraduate. The short- and long-term costs of obtaining a degree grow significantly if students do not graduate on time, adding to the additional loan debt for each term or year. Extended time to degree also carries a substantial opportunity cost, as students still working on their degree must wait another term or year to find full-time permanent employment.

The UO’s graduation rates are the highest in the OUS and have been increasing. Since 1994, the six-year graduation rate (the conventional yardstick nationally) has grown from 59 to 68 percent. Moreover, a significantly larger percentage of UO students complete the bachelor’s degree in four years than at any other OUS university. The UO’s undergraduates, on average, are more likely to finish their degree, complete their degree faster, spend less overall on tuition, and enter the job market or graduate school sooner than any other public university students in Oregon.

# PathwayOregon

## PELL GRANTS GO FARTHER AT THE UO



Zachary Taylor, member of the first graduating class of PathwayOregon scholars.

The PathwayOregon program is designed to enable more Pell grant-eligible 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 earn a 3.40 high school GPA or higher and are eligible for the federal Pell grant. During the 2011–12 academic year, the total institutional grant and scholarship support for PathwayOregon students was nearly \$2.2 million. While tuition and fee support is significant, the UO understands that it is not sufficient to ensure PathwayOregon students successful undergraduate experiences and timely graduation from the UO. Therefore, in addition to financial aid, all PathwayOregon students work with designated program advisors and receive comprehensive academic and personal support.

The PathwayOregon program welcomed its fourth class of freshmen to the UO in the fall of 2011. This group of 450 freshmen joined 1,021 returning sophomores, juniors, and seniors, bringing the total number of enrolled PathwayOregon students to 1,471.

Of the 1,471 PathwayOregon students who began the 2011–12 academic year, approximately 44 percent are first-generation college students; approximately one-third self-identify as students of color; and more than 15 percent come to the UO from rural Oregon communities. These students have a median adjusted gross income of \$27,731.

At the beginning of each academic year, the PathwayOregon program reviews graduation and retention rates for each cohort of students. UO records indicate that 43.4 percent of the first cohort graduated within four years, which represents 40.5 percent positive change over historical graduation rates for lower-income students, and 24 percent of students in this cohort are still persisting and most will graduate during their fifth year. Additionally, in the fall of 2012, 74.3 percent of PathwayOregon seniors and 80.2 percent of juniors returned to the UO. Among PathwayOregon sophomores, 85.3 percent persisted to the 2012–13 academic year. In comparison, the fall 2012 retention rates for non-lower-income Oregon resident seniors, juniors, and sophomores are 72.4 percent, 78.6 percent, and 83.9 percent, respectively.

### 2011–12 SCHOOL YEAR UNIVERSITY OF OREGON RECIPIENTS OF THE FEDERAL PELL GRANT

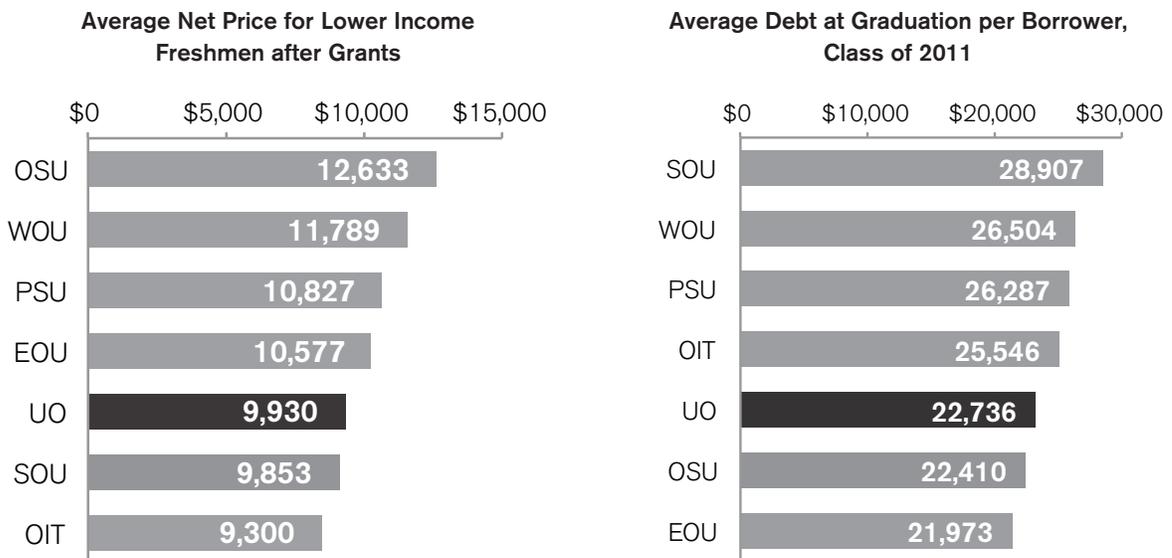
Number of resident undergraduate students receiving Federal Pell grant	4,988
Percentage of resident undergraduate students receiving Federal Pell grant	37.7%
Number of nonresident undergraduate students receiving Federal Pell grant	765
Percentage of nonresident undergraduate students receiving Federal Pell grant	8.8%
Total number of undergraduate students receiving Federal Pell grant	5,753
Percentage of undergraduate students receiving Federal Pell grant	26.3%

Source: UO Office of Enrollment Management

# Access and Affordability

OREGON UNIVERSITY ACRONYMS		
EOU: Eastern Oregon University	OIT: Oregon Institute of Technology	OSU: Oregon State University
OUS: Oregon University System	PSU: Portland State University	SOU: Southern Oregon University
UO: University of Oregon	WOU: Western Oregon University	

## NET PRICE AND STUDENT DEBT BY OUS INSTITUTION



Data for 2010–11. Average net price paid by first-time full-time undergraduates who have a family income of less than \$30,000. Source: IPEDS

Source: OUS 2012 Fact Book

Nearly 47 percent of UO undergraduate students that finished their degrees in the 2010–11 academic year graduated without debt. More than 34 percent of undergraduate Oregonians graduated without debt in the same year. Source: UO Office of Enrollment Management

UO RESIDENT UNDERGRADUATE STUDENT BUDGET: 2012–13	
Tuition and fees	\$9,310
Room and board *	\$10,260
Books and supplies	\$1,050
Personal and transportation	\$2,430
<b>TOTAL</b>	<b>\$23,050</b>
* Room and board based on double occupancy in institutional housing and nineteen meals per week	

Source: UO Institutional Research

UO ANNUAL TUITION AND FEES: 2012–13	
Undergraduate Resident	\$9,310
Undergraduate Nonresident	\$28,660
Graduate Resident	\$14,530
Graduate Nonresident	\$22,198
Tuition and fee rates are based on 15 credit hours for undergraduates and 12 credit hours for graduates.	

Source: UO Institutional Research

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

At the University of Oregon in academic year 2011–12 alone, there was \$104.8 million in federally authorized but unfunded need. If student aid were more fully funded, students would have access to \$272.1 million in student aid. Need is defined as the difference between cost of attendance and expected family contribution.

AY2011–12	Resident undergraduate	Nonresident undergraduate	Resident graduate	Nonresident graduate	TOTAL
<b>Number of students</b>	7,925	2,685	917	1,265	12,792
<b>Need</b>	\$139,600,188	\$70,839,404	\$24,736,119	\$36,947,854	\$272,123,565
<b>Paid</b>	\$95,564,005	\$26,004,762	\$18,790,257	\$26,989,116	\$167,348,140
<b>Unmet need</b>	\$44,036,183	\$44,834,642	\$5,945,862	\$9,958,738	\$104,775,425

## DISTRIBUTION OF STUDENT AID BY CATEGORY

<b>Federal</b>	\$73,600,887	\$17,181,503	\$18,245,182	\$26,694,798	\$135,722,370
Pell Grant	\$21,427,142	\$3,346,508	-	-	\$24,773,650
Federal Supplemental Educational Opportunity Grant	\$955,581	\$90,163	-	-	\$1,045,744
National Science and Mathematics Access to Retain Talent Grant	-	-	-	-	-
Teacher Education Assistance for College and Higher Education Grant	\$1,333	\$12,000	\$65,328	\$8,333	\$86,994
Academic Competitiveness Grant	-	-	-	-	-
Federal Work Study	\$1,330,761	\$127,853	\$123,772	\$184,666	\$1,767,052
Federal Direct Loan (subsidized)	\$27,271,347	\$8,406,990	\$6,710,066	\$8,945,875	\$51,334,278
Federal Direct Loan (unsubsidized)	\$20,097,815	\$4,714,818	\$7,698,708	\$9,603,893	\$42,115,234
Federal Perkins Loan	\$2,516,908	\$483,171	\$9,000	\$1,000	\$3,010,079
Graduate or Professional PLUS Loan	-	-	\$3,638,308	\$7,951,031	\$11,589,339
<b>State aid</b>	\$5,488,673	-	\$92,857	-	\$5,581,530
<b>Institutional aid</b>	\$12,492,511	\$5,452,896	\$972,150	\$932,734	\$21,899,474
<b>Other aid</b>	\$5,504,136	\$5,676,049	\$466,944	\$670,855	\$12,317,984

Source: UO Office of Enrollment Management

# Access and Affordability

## SUMMIT AND APEX SCHOLARSHIPS ENCOURAGE HIGH-ACHIEVING STUDENTS TO ATTEND THE UO

Incoming students who achieve pinnacle academic levels in high school will be rewarded financially with two new scholarships at the University of Oregon that will double or triple scholarship values over current offerings.

The new Summit and Apex Scholarships will be awarded to UO freshmen students starting in fall 2013.

Oregon top scholars are eligible for up to \$20,000 over four years with the Summit Scholarship or \$12,000 over four years with the Apex Scholarship, based on meeting minimum high school grade point averages and minimum scores on SAT or ACT tests.

The scholarships are intended to keep Oregon's highest achieving students in Oregon. The new scholarship program is expected to increase aid to Oregon's incoming students by nearly 50 percent and aims to attract an even greater number of student leaders to the university.

The new scholarship program joins others including PathwayOregon, which covers the difference between other sources of financial aid and the total cost of tuition and fees for academically prepared Oregonians from lower-income backgrounds, the Mary Corrigan and Richard Solari Scholarships for Oregonians from middle-income families, and Diversity Excellence Scholarships.

## TRANSFER STUDENTS BY OREGON COMMUNITY COLLEGE

Lane Community College . . . . .	1,547	Rogue Community College . . . . .	111
Portland Community College . . . . .	435	Mt. Hood Community College . . . . .	105
Chemeketa Community College . . . . .	258	Southwestern Oregon Community College . . . . .	51
Central Oregon Community College . . . . .	151	Blue Mountain Community College . . . . .	28
Umpqua Community College . . . . .	138	Klamath Community College . . . . .	22
Clackamas Community College . . . . .	131	Clatsop Community College . . . . .	19
Linn-Benton Community College . . . . .	119	Treasure Valley Community College . . . . .	13



**UNIVERSITY OF OREGON HAS AN IMPACT ON ALL THIRTY-SIX OREGON COUNTIES**

County	Fall 2012 Enrollment	% Receiving Student Aid	Institutional Student Aid*	Federal Pell Grant Aid	Total Federal Student Aid*	State Student Aid*	Total Student Aid*	Alumni Count*	Vendor Expenditures*
Baker	14	64.3	\$32,049	\$20,541	\$142,495	\$0	\$174,544	162	\$76,104
Benton	334	65.6	554,966	296,217	1,767,369	76,239	2,398,574	1,871	483,583
Clackamas	1,362	64.1	1,577,646	1,336,515	6,688,109	326,015	8,591,770	8,137	3,553,316
Clatsop	59	79.7	94,231	110,976	399,267	52,054	545,552	602	7,073
Columbia	64	82.8	94,638	111,255	495,677	31,935	622,250	405	4,393
Coos	92	77.2	157,879	208,585	814,627	138,838	1,111,344	880	280,221
Crook	26	76.9	32,150	42,625	287,323	10,133	329,606	190	750
Curry	24	83.3	40,418	63,408	225,557	11,700	277,675	192	4,878
Deschutes	549	71.4	751,144	1,209,827	4,599,188	261,722	5,612,054	3,742	523,940
Douglas	270	79.6	416,975	650,299	2,246,672	460,987	3,124,634	1,605	420,689
Gilliam	5	@	6,850	4,400	65,166	2,300	74,316	15	220
Grant	5	@	0	0	0	0	0	68	168
Harney	11	@	19,400	14,717	29,153	27,853	76,416	74	1,000
Hood River	68	70.6	104,191	117,319	417,358	40,850	251,611	363	17,101
Jackson	515	73.4	926,614	1,027,365	3,740,889	431,970	4,722,990	2,246	669,937
Jefferson	13	100.0	28,081	31,250	165,987	8,631	115,504	199	16,784
Josephine	154	77.9	292,184	318,888	1,107,771	119,982	721,009	662	31,000
Klamath	89	76.4	117,998	153,696	700,712	35,950	363,312	530	169,934
Lake	11	63.6	8,662	16,067	58,611	9,612	76,885	68	5,373
Lane	4,048	65.7	4,368,286	7,308,572	32,694,631	2,030,714	37,022,119	27,252	79,214,747
Lincoln	75	81.3	120,771	156,669	609,912	64,482	336,749	705	33,903
Linn	166	71.7	279,335	304,306	1,390,680	117,695	546,611	1,085	567,280
Malheur	24	83.3	37,587	45,797	137,272	19,397	72,635	141	0
Marion	575	72.5	891,508	869,920	4,040,440	260,356	1,602,989	3,733	4,552,404
Morrow	10	80.0	6,444	9,150	43,990	10,881	24,950	62	460,971
Multnomah	1,905	68.6	3,056,714	2,700,966	12,877,307	921,399	16,723,688	19,909	117,756,155
Polk	141	76.6	224,225	188,285	1,031,206	106,780	435,329	1,062	63,382
Sherman	5	@	14,950	7,650	9,150	3,900	28,000	21	0
Tillamook	26	73.1	55,987	59,708	175,769	20,388	252,144	301	16,819
Umatilla	55	65.5	79,218	91,399	301,954	34,981	416,153	436	68,463
Union	25	80.0	65,560	56,484	175,206	19,743	260,509	213	17,226
Wallowa	13	92.3	29,425	25,799	65,450	25,538	120,413	83	502
Wasco	20	75.0	28,945	49,082	172,292	7,800	209,037	264	78,052
Washington	2,051	71.2	2,973,674	2,281,179	11,081,691	614,941	14,670,306	12,140	\$3,868,654
Wheeler	1	@	@	@	@	@	@	19	0
Yamhill	158	81.0	304,124	220,139	1,129,150	54,626	1,487,900	1,046	65,134

@ for counties with masked data, nearly all exceeded the state percentage in financial aid awards \* Financial aid, alumni, and vendor data from FY2011-12

Source: UO Institutional Research

# Federal Budget and Policy Issues, 113th Congress

## General recommendations for 2014

The University of Oregon recognizes that the rising federal debt is unsustainable and that there is bipartisan understanding that significant reductions in budget deficits are necessary to bring the debt under control and achieve long-term prosperity. However, recent budget deficit actions, including sequestration, have concentrated almost entirely on domestic discretionary expenditures, which account for only one-sixth of the budget. Domestic discretionary spending is not the primary cause of the rising federal debt. The University of Oregon supports a continuing commitment to student aid, research, and innovation. Congress and the president must address long-term stability of the federal budget.

The Budget Control Act (BCA) reduced discretionary spending by nearly \$1 trillion by establishing tough annual caps for ten years. Under the BCA spending caps, non-defense discretionary spending will be at its lowest level relative to GDP since 1962. The New Year's Day "fiscal cliff deal" further cut discretionary spending by \$12 billion.

Additional spending restrictions are further damaging the very investments—education, research, and infrastructure—our nation needs to grow our economy. Strategic investments grow the economy; arbitrary spending cuts to critical programs do not.

The University of Oregon asks Congress and the administration to:

### 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 peer-reviewed 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.

## TAX POLICIES AND HIGHER EDUCATION

The FY14 budget is expected to include several tax-related proposals of interest to the University of Oregon. At the time of this publication, the FY2014 budget was not available.

### Preserve and simplify higher education tax

**benefits** A host of tax incentives make college more accessible to students across many income levels and serve to alleviate pressure on the strained budgets of students, families and institutions. It is also broadly acknowledged that the current set of higher education tax credits and the tuition deduction are overly complicated and difficult for taxpayers to correctly use. Higher education associations have long supported legislative efforts to consolidate and simplify these tax incentives in order to maximize their impact and enhance access to higher education

**Preserve charitable giving incentives** Since 1917, our tax laws have incorporated the policy that income

voluntarily given to charitable organizations, and thus not available for personal consumption, should not be subject to tax. U.S. tax policy should continue to encourage individuals to give; the charitable deduction does exactly that. Other tax incentives are also important. They include:

- *Permanently extend the IRA Charitable Rollover*—The IRA Charitable Rollover allows individuals 70½ and older to donate up to \$100,000 from their IRAs and Roth IRAs to public charities, including colleges and universities. The rollover expires December 13, 2013.
- *Preserve tax-exempt bond financing*—Tax-exempt bond financing contributes to the financial health of institutions of higher education. Revenue from operations or from restricted gifts usually does not provide enough funds to build, expand, and renovate the physical plant, property, and equipment needs of a campus and taxable debt is more costly.

Sources: AAU and NACUBO

- 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.

**3) Maintain access to higher education for all students to acquire the knowledge and skills they will need to succeed.**

- Preserve 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.

- Improve the H-1B and employment-based visa programs to attract highly skilled talent to enhance competitiveness.
- Ask Congress to create clear pathways to permanent residency and U.S. citizenship for talented international students who earn U.S. academic degrees.
- Streamline the process for outstanding international scientists and engineers who are teaching and conducting research in the U.S. to achieve similar status.
- Protect existing HEA-Title VI and Fulbright-Hays international programs at the Department of Education to better prepare our citizens for a global workplace.

**4) Preserve and stabilize student aid programs.**

- 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.

**FEDERAL RESEARCH PARTNERSHIP WITH THE UNIVERSITY OF OREGON LEADS TO NATIONAL ACCOLADES: A SAMPLING**

- The UO is among the top twenty universities for licensing return per dollar of federal research investment (Association of University Technology Managers' most recent data).
- The city of Eugene is ranked first for green entrepreneurs 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.
- The UO is among the 108 U.S. universities chosen from 4,633 for top-tier designation of "Very High Research Activity" in the 2010 Carnegie Foundation Classification of Institutions of Higher Education.
- The UO's College of Education—again ranked among the top public university programs by *US News & World Report* for 2013. The College of Education's faculty is also recognized as the top education school—public or private—for funded research per faculty member (\$1,096,900 for a total of \$35.1 million). That is an all-time record for total external dollars for research expenditures at the UO college and the fifth year in a row for the faculty honor.

**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 nearly \$40 million in revenue and employed 270 Oregonians in 2012 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.
- A UO research team won the 2012 NSF-sponsored I-Corps program top prize for SupraSensor, a new company developing a nitrate sensor, which promises to fulfill a need for real-time monitoring of fertilizer application in environmentally sustainable precision agriculture.

# Federal Budget and Policy Issues, 113th Congress

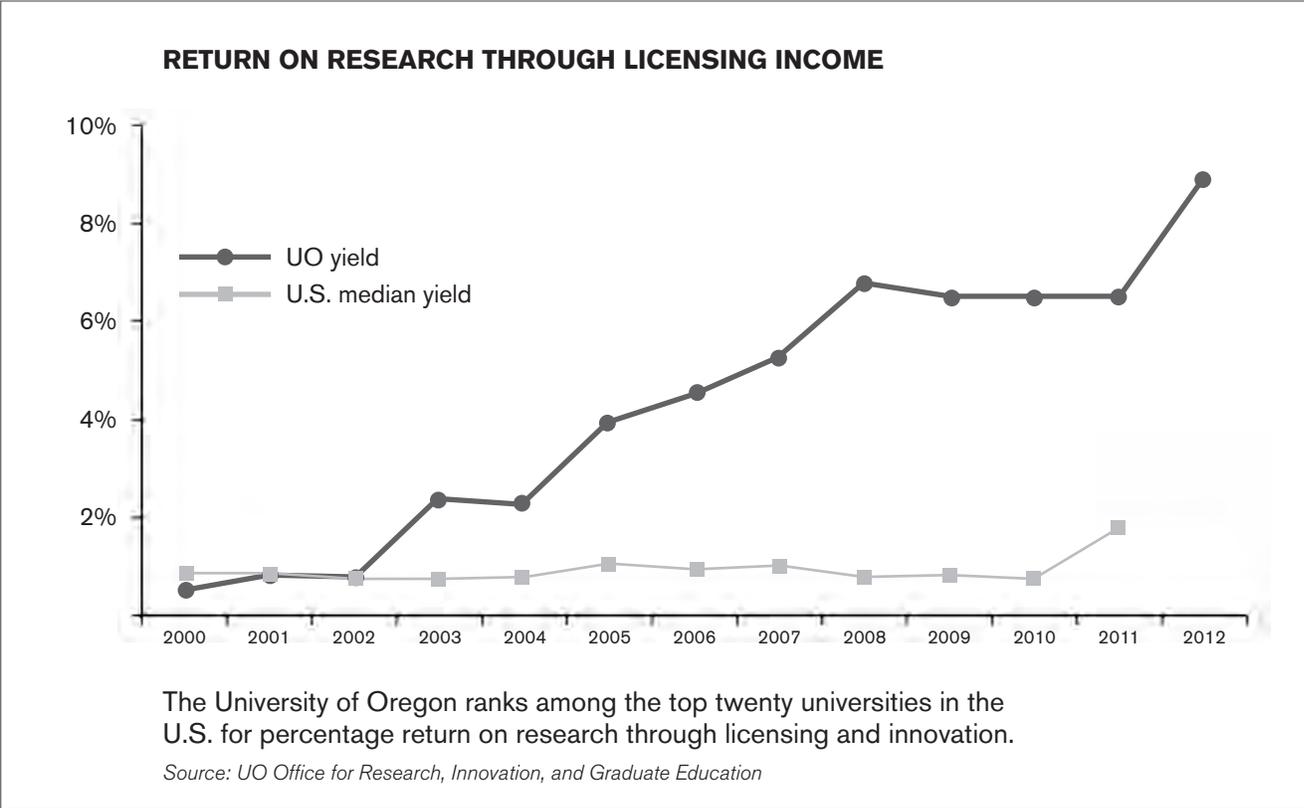
## Research at the UO: Driving Discoveries that Benefit Oregon

Research, both basic and applied, is fundamental to the mission of the University of Oregon and essential to Oregon's economic and civic vitality. Research is very broad at a major university like the UO, and it helps teach students, prepare them for a changing world, and shape society in a multitude of ways.

- Excellence in research *attracts a world-class faculty* to the university.
- Research is an *important part of student learning* at both the undergraduate and graduate level, engaging students in the scholarly work of faculty members, fostering inquiry and experimentation, and developing intellectual rigor and discipline that well prepares students for their futures.
- University scholars *advance the civic, social, and cultural landscape* of our communities and serve as a *resource for state policy makers*.
- Energizing Oregon's economy, UO research *contributes to the creation of new businesses and jobs*.

Basic research conducted by faculty members at the UO—research aimed at advancing the body of knowledge—has contributed to key discoveries in materials, biological mechanisms, energy sciences, and mental and physiologic processes. UO faculty members also engage in applied research that directly impacts such areas as green design, sustainable communities, pre K–12 teaching and learning, and health care. Faculty scholarship underpins economic and public policy, new business approaches, and advances in the creative services sector.

Many of the tangible products and services Oregonians enjoy today were developed from UO faculty research and scholarship—often with little or no external funding—including teaching tools used in school classrooms across the state, the Green Product Design Network, the *Oregon Atlas*, Healthy Democracy Oregon, and the natural learning environments provided for K–6 students and teachers at the Oregon Institute of Marine Biology, to name just a few.



### Licensing New Discoveries

The UO is nationally recognized for basic research discoveries and real world application. In FY12, the UO's Return on Innovation (licensing income divided by research expenditures) was 8.9 percent, ranking the UO in the top twenty U.S. universities.

UO research innovations generated approximately \$8 million in licensing revenue for the Oregon economy in FY 2012. The UO family of entrepreneurial start-up companies numbered twenty-two in FY 2012 and generated more than 270 jobs and nearly \$40 million in company income in Oregon alone. Examples include:

- Perpetua, a Corvallis firm that makes renewable energy solutions for wireless sensors;
- MitoSciences, a Eugene company that provides critical biological tools (antibodies and assays) to aid in the development of diagnostic tests and drugs to treat cancer, neurodegenerative diseases, and metabolic disorders;
- Avant Assessment, a Eugene firm that designs, develops, and provides Web-based language testing software for clients around the globe; and
- Rumblefish, a Portland-based venture that links individual clients to more than one million musical scores for video accompaniment.

### SPONSORED EXTERNAL FUNDING

**Sponsored activity—outside dollars in support of UO research, teaching, and service activities—in FY2012**

- \$121.7 million
- 404 awards
- 194 principal investigators
- 1,017 active grants and contracts
- An average of \$118,000 of federal research dollars per tenure-related faculty member

**Sponsored external funding represents 2.47 times the state appropriation to the UO**

### Interdisciplinary Research:

#### The Future of Discovery and Innovation

Starting decades ago, with the founding of the Institute of Molecular Biology and the Oregon Institute of Marine Biology, the UO has been a place where researchers of different disciplines come together to foster discovery. Professor George Streisinger inspired biologists and chemists to join forces to better understand human genes, and their pioneering work using zebrafish has become an international model in cracking the genetic code of health and disease. Continuing in this tradition is the innovative work in high throughput genomic sequencing, and the systems biology integrating our understanding from molecules to cells to physiological systems.

Michael Posner, National Medal of Science winner and now emeritus professor of psychology, was a UO pioneer in another avenue of interdisciplinary research, linking the biology of the brain to the psychology of how people think, feel, and act. The UO's culture of collaboration allowed Posner and other scientists to integrate work spanning colonies of cells to communities of people.

Insights from brain science are the basis for new models to improve K–12 student learning. Education researchers at the UO lead efforts to measure literacy and mathematics, and the response to school-based interventions. Prevention science scholars are working to reduce adverse outcomes like drug abuse and delinquency in our schools.

The Oregon Humanities Center promotes independent scholarship, both on campus and in the broader community, by supporting humanities research and teaching, fostering collaboration among the disciplines, and sponsoring public programs. Faculty members who conduct their research at the center have been recognized with many prestigious honors and awards, including fellowships from the National Endowment for the Humanities and the American Council of Learned Societies.

In the tradition of turning interdisciplinary research into action for public benefit, UO researchers are making a difference. Professor Geraldine Richmond was named to the President's National Science Board in 2012, the advisory body that sets national policy for science and research.

# Federal Budget and Policy Issues, 113th Congress

## Research at the UO: Driving Discoveries that Benefit Oregon

### **New Research Facilities: Partnerships and Innovation**

The Oregon Nanoscience and Microtechnologies Institute (ONAMI) was established as Oregon's first signature research center in 2003. A key engine to Oregon's growing nanoscience-related industry sector, ONAMI grew out of shared research interests of faculty members at the UO, Oregon State University, and Portland State University, and in collaboration with the Pacific Northwest National Laboratory and Oregon Health & Science University. Today, more than 250 researchers across the state and region make up the ONAMI network. ONAMI's shared instrumentation facilities, especially at the UO's underground Lokey Laboratories, provide access to many millions of dollars' worth of state-of-the-art science instrumentation for Oregon businesses large and small to speed innovation to the marketplace and support research conducted at Oregon universities. Catalyzing external partnerships involving a host of academic, research, business, and entrepreneurial organizations, UO research drives the next frontiers of knowledge and real world application.

The Lewis Integrative Science Building represents the newest hub for interdisciplinary science in Oregon and enables broad partnerships between academic research and private industry, government agencies, and the larger community. Construction of the \$65 million building completed in 2012 contributed directly to the local and state economy. All design team members, consultants, and construction subcontractors were from the state of Oregon. The project created an estimated 75 FTE jobs for more than two years of construction. The contributions to Oregonians will continue, as more sponsored research projects bring dollars that originate outside the state into Oregon's communities.

### **Opportunities for Student Learning through Research**

UO research offers outstanding opportunities for student learning at both the undergraduate and graduate level. Students have unprecedented access to labs and high-tech tools and equipment. Working alongside of faculty members, these students are gaining critical thinking skills and acquiring the "tools" that will prepare them for their future.

Undergraduates at the UO have the opportunity to publish their research in the *Oregon Undergraduate Research Journal* ([journals.oregondigital.org/OURJ](http://journals.oregondigital.org/OURJ)), a peer-reviewed journal for the publication of exceptional research by undergraduates. Several research funding opportunities are available for undergraduates,<sup>1</sup> creating incentives for rigorous and disciplined academic work and engaging students more closely with faculty. Such student-faculty connections are instrumental in improving student success and degree completion.

Students pursue graduate study at the UO in more than ninety masters, doctoral, or law degree programs. These graduate programs are wide ranging, and include humanities, social sciences, and natural sciences, as well as professional programs in law, business, music, dance and the performing arts, architecture, public policy, journalism, and education. Graduate students, regardless of discipline, are mentored closely by faculty members who are world-class experts in their fields. Many take advantage of international opportunities for scholarship and development, and go on to be global leaders.

**Approximately half of UO graduate students—many of whom are attracted to the university from out of state—stay in Oregon after they complete their degrees, contributing materially to Oregon's communities and the knowledge-based economy.**

<sup>1</sup> Undergraduate research funding opportunities include the Undergraduate Research Awards provided by UO Libraries and by the UO Center on Teaching and Learning; the Science, Mathematics and Research Transformation (SMART) Scholarship for Service Program; and the UO Summer Program for Undergraduate Research. See [cascade.uoregon.edu/winter2013/online-extras/undergraduate-research-funding-and-awards/](http://cascade.uoregon.edu/winter2013/online-extras/undergraduate-research-funding-and-awards/).



*Located in the Lewis Integrative Science Building, this new MRI machine was funded in part through a federal grant from the Telemedicine and Advanced Technology Research Center.*

# FY2014 Programmatic Requests

Congress must address the debt and deficit while allocating resources in balanced, strategic ways that give the nation the best chance to improve its future. Education and research are the heart of this effort—universities produce the people, ideas, and discoveries that spur

innovation, make the U.S. competitive, and grow the economy. This section depicts the University of Oregon's priorities across the federal budget and some specific research areas of special emphasis where it seeks support for program funds.

## PROGRAM PRIORITIES FOR FY2014 APPROPRIATIONS (\$ in millions)

	FY2010 Enacted	FY2011 Enacted	FY2012 Enacted	FY2013 House	FY2013 Senate	FY2013 APLU/AAU Estimated (pre seq)*	FY2014 Ask *
<b>COMMERCE—JUSTICE—SCIENCE</b>							
National Science Foundation (NSF)	6,926	6,860	7,033	7,330	7,273	7,393	7,393
National Aeronautics and Space Administration (NASA), <i>Science Mission Directorate</i>	4,469.0	4,945	5,090	5,095	5,021	5,144	5,144
NASA, <i>Aeronautics Research Directorate</i>	497.0	535	570	570	552	570	570
NASA, <i>Space Technology</i>	275	--	575	632	651	642	740
NASA, <i>Space Grant Program</i>	46	46	39	24	40	40	40
National Oceanographic and Atmospheric Administration (NOAA), <i>Oceanic and Atmospheric Research</i>	439	427	384.7	405	415	391	TBD
NIST, <i>Manufacturing Extension Program (MEP)</i>	124.7	128.7	128.4	128.0	128.5	128.5	128.5
<b>DEFENSE</b>							
Dept of Defense, <i>Basic Research (6.1)</i>	2,000	1,947	2,112	2,117	2,127	??	2,270
Dept of Defense, <i>Applied Research (6.2)</i>	4,984	4,453	4,739	4,563	4,599	??	TBD
Dept of Defense, <i>DARPA</i>	2,761	2,835	2,816	2,827	2,875	??	TBD
<b>ENERGY AND WATER DEVELOPMENT</b>							
Department of Energy (DOE), <i>Office of Science</i>	4,904	4,897	4,874	4,824	4,909	4,875	4,875
DOE, <i>Office of Science, Energy Frontier Research Centers</i>	--	100	100	100	100	100	TBD
DOE, <i>Advanced Research Projects Agency for Energy (ARPA-E)</i>	--	180	275	200	312	265	275
DOE, <i>Cross-Agency Energy Innovation Hubs</i>	66 (3 Hubs)	72.9 (3 Hubs)	112.9 (5 Hubs)	--	20 (1 Hub)	113	TBD

\* Subject to change

**PROGRAM PRIORITIES FOR FY2014 APPROPRIATIONS (\$ in millions)**

	FY2010 Enacted	FY2011 Enacted	FY2012 Enacted	FY2013 House	FY2013 Senate	FY2013 APLU/AAU Estimated (pre seq)*	FY2014 Ask *
<b>INTERIOR—ENVIRONMENT</b>							
National Endowment for the Humanities (NEH)	167.5	155	146	132	154.3	146	154
United States Geological Survey (USGS), <i>Water Resources Research Institutes (WRRRI)</i>	6.5	6.5	6.5	0	6.5	6.5	6.5
USGS, <i>Cooperative Fish and Wildlife Research Units</i>	19.3	19.1	18.76	??	18.9	18.8	18.9
Environmental Protection Agency (EPA), <i>Office of Science and Technology</i>	848	813	794	738	799	794	800
<b>LABOR—HEALTH AND HUMAN SERVICES—EDUCATION</b>							
National Institutes of Health (NIH)	31,168	30,688	30,640	30,600	30,723	30,640	32,000
Department of Education Student Aid, <i>Pell grant</i> (maximum award, in real dollars)	4,860 (5,500)	4,860 (5,500)	4,860 (5,500)	4,860 (5,645)	4,860 (5,645)	4,860 (5,645)	4,860 (TBD)
ED Student Aid, <i>Graduate Assistance in Areas of National Need (GAANN) (Javits now included)</i>	31	??	30.8	??	31	31	31
ED Student Aid, <i>Supplemental Educational Opportunity Grant (SEOG)</i>	757	736	735	??	735	735	735
ED Student Aid, <i>Federal Work Study</i>	980	980	977	??	977	977	977
ED Student Aid, <i>TRIO Programs</i>	910	827	840	??	840	840	840
ED Student Aid, <i>GEARUP Programs</i>	323	303	301.4	??	302	301	301
ED International Programs	125	75	74.2	??	75.7	74	74
<b>STATE—FOREIGN OPERATIONS</b>							
Agency for International Development (USAID), <i>Higher Education in Africa</i>	15	15	15	--	15	15	15
USAID, <i>Collaborative Research Support Programs (CRSPs)</i>	31.5	31.5	31.5	--	32	31.5	31.5

\* Subject to change

# FY2014 Programmatic Requests

## BRAIN INITIATIVE



For a decade, the Oregon congressional delegation provided significant support for research and instrumentation, via U.S. Department of Defense funds, to an interdisciplinary project known as “Brain Safety Net”/”Brain, Biology, and Machine.” The project integrated the University of Oregon’s internationally recognized

strengths in cognitive neuroscience, molecular biology, high-performing 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’s collaboration with the Army’s Telemedicine and Advanced Technology Research Center (TATRC) dates to FY2000.

***The administration plans, as part of its FY2014 budget request, a new research initiative***

designed to revolutionize our understanding of the human brain. Launched with approximately \$100 million in the President’s FY2014 Budget, the **BRAIN (Brain Research through Advancing Innovative Neurotechnologies) Initiative** ultimately aims to help researchers find new ways to treat, cure, and even prevent brain disorders, such as Alzheimer’s disease, epilepsy, and traumatic brain injury.

The BRAIN Initiative intends to accelerate the development and application of new technologies that will enable researchers to produce dynamic pictures of the brain that show how individual brain cells and complex neural circuits interact at the speed of thought. These technologies will open new doors to explore how the brain records, processes, uses, stores, and retrieves vast quantities of information, and shed light on the complex links between brain function and behavior.

**The University of Oregon welcomes the administration’s emphasis on brain systems research and we also seek support for opportunities to continue engagement with TATRC.**

The Army’s Telemedicine and Advanced Technology Research Center (TATRC) has had a long history of working cooperatively with the university community on telemedicine and the relationship between computational and biological systems. In particular, the Army Office of Telemedicine has been involved in research with veterans and others with brain injuries and epilepsy. Valuable research includes activities that should continue to determine how brain structure and mental function is impacted by brain injury, and the extent to which these changes can be reversed through neurally inspired therapeutic interventions. Important to results is the use of integrated state-of-the-art brain imaging techniques (functional and structural MRI and dense array electroencephalography (dEEG)) and modern high-performance computing. The multimodal approach of TATRC provides an unprecedented opportunity to understand the complex relationship between brain and human behavior and apply it in military and therapeutic contexts.

## NATIONAL CENTER FOR ENERGY RELIABILITY, AFFORDABILITY, AND SECURITY (NCERAS)

A proposed **national user facility** operated by the National Energy Technology Laboratory (NETL) in cooperation with Oregon State University, the University of Oregon, and Oregon Institute of Technology.

Senator Ron Wyden, chairman of the Senate Energy and Natural Resources Committee, brought together Oregon's research universities and U.S. Department of Energy



facilities for the purpose of developing ways to harness their activities to promote discovery, innovation, and Oregon's economy. NCERAS is the result of that collaboration.

### Project impact on the economy

NETL and its partners in the NCERAS understand the imperative to strengthen infrastructure through research and deployment opportunities in order to catalyze manufacturing jobs in the region and the United States. NETL is seizing the opportunity to take a leadership role in the development of a robust and fully functional integrated energy production, integration, and deployment RD&D approach that will interact with, and impact the national and international energy agenda.

The NCERAS partners have a strong history of creating new technologies and working with existing industry and will bring together a broad range of industry, federal and state government, and university stakeholders, in creating a government-university-industry (GUI) partnership that will form the foundation for NCERAS. To support the innovations necessary to make an "all of the above" energy portfolio a success, a state of the art RD&D facility will be constructed using private-sector financing that will become the cornerstone of a manufacturing industrial park located in the mid-Willamette Valley. By 2016, the NCERAS will be a premier international user facility for promoting, performing, and revitalizing research, education, and training in integrated energy sciences, engineering, technology, and related disciplines. The focus will be toward energy independence and national energy security while creating jobs and enhancing manufacturing capability in integrated, clean energy systems.

The NCERAS will advance proven approaches in bringing together government, universities, and industry

to develop uniquely financed and cooperated state-of-the-art research and education facilities. The most recent example of this approach is the joint initiative between the State of Idaho, three of Idaho's public universities, and the Idaho National Laboratory to develop the Center for Advanced Energy Studies (CAES), a joint institute for education and research with focus on nuclear energy. The CAES is operated as a nonprofit focused on advancing research and education by addressing highly complex problems within the nuclear science and technology field. The CAES, first announced in 2005, created 890 jobs, adding more than \$68 million to the local economy, within just six years. The NCERAS will expand upon the successes of this model by integrating infrastructure, and partnering with gap funding programs, to maximize the deployability of technologies, creating manufacturing jobs in and around the NCERAS complex.

NCERAS will utilize the best of the known success models to ensure its long-term viability. For example, NETL research staff members and university professors will constitute a stable base of tenants who serve as a resource of technology expertise to users and entrepreneurs, providing long-term financial stability. Occupants within NCERAS pursuing new energy businesses and product lines will receive technical assistance from NCERAS partners in science, engineering, and manufacturing. The research agenda will create the knowledge base to rapidly transfer proven systems to technology developers to create fullscale deployable products that will then be manufactured at facilities located within the industrial park developed around the NCERAS facility.

We believe that the implementation of this model will create 500–1,000 jobs directly within five to seven years with an additional 500–1,000 jobs in manufacturing in, or around the NCERAS within ten years. This would result in an economic enhancement of more than \$200 million to Oregon within ten years. As such, the NCERAS will set an example for the adaptation of public policy to the fulfillment of economic stability through job creation, all underpinned with a sound science and engineering base.

*Source: The National Center for Energy Reliability, Affordability and Security (NCERAS) "Return on Investment", March 2013*

# FY2014 Programmatic Requests

## OREGON NANOSCIENCE AND MICROTECHNOLOGIES INSTITUTE (ONAMI)



ONAMI is Oregon's first Signature Research Center. A deep collaboration among Oregon universities, Pacific Northwest National Laboratory, industry, and the investment community, ONAMI accelerates research and commercialization of materials science and related

device and system technologies in Oregon. Since 2004, awards to our research members have grown four-fold, the number of companies using our NanoNet facilities has grown three-fold, and companies in our gap fund portfolio have raised more than \$113 million in leveraged funds.

### Accomplishments

#### *Center for Sustainable Materials Chemistry (CSMC)*

The CSMC is devoted to the development of new methods and new techniques in sustainable chemistry. The focal point for the UO's pioneering green chemistry programs, the CSMC is a nationwide program with state and federal partners such as the National Institute of Standards and Technology, as well as private-sector partners such as Hewlett-Packard and IBM.

In addition to advancing the scientific enterprise, the center aims to transform the next generation of products. Among other projects, researchers are working to produce thinner electronic components and reducing waste in the semiconductor industry to make the production of flat panel television sets greener. Through the center, the UO supports Governor John Kitzhaber's Green Chemistry Innovation Initiative.

Oregon State University is a close partner with the UO in the CSMC. Working together, the two Oregon institutions have produced some significant results, including an electronic switch that outperforms the fastest silicon-based semiconductors, and water based manufacturing techniques that reduce waste and improve productivity. The center has spun off two startup companies and generated more than a dozen U.S. patents.

Another key goal of the CSMC is to prepare students to become the next generation of green chemists. By offering collaborative mentorships, the program aims to broaden graduate student perspectives and opportunities

and shorten the time to degree. Students begin their careers by taking a series of summer immersion courses in semiconductor processing. CSMC programs have placed graduate students in high schools to inspire more Oregon students to go to college, and graduate students have participated in industrial, teaching, or national lab internships to help define their career paths, expand research opportunities, and inspire a love of teaching.

#### *Safer Nanomaterials and Nanomanufacturing Initiative (SNNI)*

The goal of SNNI is to develop new nanomaterials and nanomanufacturing approaches that offer a high level of performance, yet pose minimal harm to human health or the environment. The initiative brings together chemists, biologists, materials scientists, and engineers from the Oregon Nanoscience and Microtechnologies Institute to pioneer new approaches to the design, production, and use of nanomaterials. SNNI has been developed in partnership with and funded by the Air Force Research Laboratory.

Research under the initiative merges the principles of green chemistry and nanoscience to produce safer nanomaterials and more efficient nanomanufacturing processes in the context of producing nanoparticles and nanostructured materials for applications in fields such as in photovoltaics, nanoelectronics, and sensing.

In addition to greening the production of nanomaterials, SNNI seeks to understand the biological and environmental impacts of nanoparticles. As part of an international research community, it is [1] working with organizations to develop reference materials and standard practices, [2] creating well-characterized nanomaterial libraries, and [3] developing effective methods protocols for both physico-chemical characterization and biological effects assays for many different types of engineered nanomaterials. Distinctive features of the research portfolio include the critical importance of using only well-characterized nanomaterials and acquiring rich information sets from biological impacts studies. This approach establishes a foundation of fundamental knowledge and advances predictive strategies based upon structure-activity relationships. A long-term commitment to this strategy is required because it is simply not practical to test all significant permutations of nanoparticles (composition, size, shape, surface functionalization, etc.) in bioassays to assess safety.

## BIOLOGY AND THE BUILT ENVIRONMENT (BIOBE)



Buildings are complex ecosystems that house trillions of diverse microorganisms interacting with each other, with humans, and with their environment. The vision of the Biology and the Built Environment (BioBE)

Center, located at the University of Oregon, is to develop hypothesis-driven, evidence-based approaches to understand the “built environment microbiome.” BioBe is training a new generation of innovators and practitioners at the architecture-biology interface. The goal is to optimize the design and operation of buildings to promote both human health and environmental sustainability. BioBE addresses fundamental questions about architectural practices and the built environment microbiome. These questions include but are not limited to: What dispersal vectors (e.g., ventilation versus human occupancy) significantly influence the built environment microbiome? What attributes of the built environment (e.g., building materials versus interior temperature) shape microbial community composition indoors? How do the drivers of microbial biodiversity in the indoor environment vary with climate, geography, and building use?

*Current Funding: BioBE's work is currently funded through a grant from the Alfred P. Sloan Foundation, which provided \$1.8 million to the center over three years (with an opportunity for \$3 million over five years).*

Context for special emphasis: The study of the microbial ecology of indoor environments is an area of emerging interest for federal research agencies and will likely require policy maker attention and focus to encourage the necessary investment in this important new field. BioBe seeks advice on research agencies most likely to lead initiatives in this category. Possible funding sources include U.S. Department of Energy, U.S. Department of Defense, National Institutes of Health, and the U.S. Department of Homeland Security.



*BioBe team members (left to right): microbiologist Jessica Green, architect G.Z. “Charlie” Brown, and microbiologist Brendan Bohannon*

### EMERGING BIOBE RESEARCH FEATURED IN FEBRUARY 2012 SCIENCE MAGAZINE

“Jessica Green, a microbiologist at the University of Oregon, heads the Biology and the Built Environment (BioBE) Center ... As studies like Green’s building ecology analysis progress, they should shed light on how indoor environments differ from those traditionally studied by microbial ecologists.



‘It’s important to have a quantitative understanding of how building design impacts microbial communities indoors, and how these communities impact human health,’ Green says.”

# FY2014 Programmatic Requests

## SURFACE TRANSPORTATION REAUTHORIZATION

*The 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, paleontological, and ecological collections for future generations, and a broad-based public-private partnership that serves local, state-wide, national, and international audiences.

The museum's Research Division operates under annual ODOT contracts of about \$1 million–\$2 million for this archaeological and historical work—all 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 \$1.6 million in private funds. The new exhibit space will open to the public in fall 2013. The UO seeks funds from government and philanthropic partners for phase 3, an expanded and consolidated research laboratory space, that will also house paleontological collections from around the state.

When completed, the new research and collections facility will allow the UO to continue to fulfill its responsibility as a key partner in facilitating the construction of transportation facilities throughout the state of Oregon and 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 resilient 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, Salem, Springfield, and a partnership with the Lane Council of Governments. Medford is slated for partnership in 2013–14.

### **Summary**

*Program Areas: Surface transportation reauthorization; Discretionary or competitive funds*

General Project Request: Authorize and fund programs in applied, cross-disciplinary, university efforts focusing on transportation and community resilience 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, particularly in support of university-community partnerships that 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 involves the utilization of existing university expertise (faculty members and students) 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. More than 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. Following two national replication workshops with more than forty universities across the United States, it is clear that there is vast interest in instituting similar models of applied, cross-disciplinary education models. With federal support, SCI can quickly scale up its replication, outreach, training, and mentoring of new efforts. Currently replication efforts are already in place in Pennsylvania, Iowa, Minnesota, and California.

### **University Transportation Centers**

We also encourage continued funding for University Transportation Centers (UTC's) to focus on sustainable transportation and healthy communities. UTC's 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 National Institute for Transportation and Communities (NITC), and previously the Oregon Transportation Research and Education Consortium (OTREC), is an important partner for the UO, and has supported more than forty grants for UO faculty members for more than \$1,800,000, in addition to supporting student scholarships and other student activities.

## APPENDIX—ISSUE OF INTEREST

# A Public Institutional Board for the University of Oregon: Priorities, Authorities, and Expected Outcomes

### UO Priorities

- Provide qualified Oregonians of all income levels the opportunity to attend the University of Oregon
- Advance the educational attainment goals of the state (“40-40-20”)
- Operate with innovation and efficiency
- Be accountable to the Oregon Legislature and the public
- Clear the pathway to long-term financial sustainability
- Have a governing board that is knowledgeable about the UO and focused on fulfilling the university’s public mission

### Critical statutory authorities needed

Broad authority to manage the affairs of the university, including:

- 1. Hiring, evaluating, reappointing, and terminating the president.** A university president must have a single, unambiguous reporting line. For the UO, that line must be to the institutional board. The ability to hire, reappoint, and fire the president should be held by a public board fully focused on the broad and complex mission of the UO in the context of its statewide, national, and international roles; this will ensure that the university is served by the best possible leader. Vesting these decisions in individuals who are knowledgeable about the institution’s operations and challenges and who are in a position to consult with the many constituencies of the university will result in a more thorough, inclusive, and accountable process that best serves Oregon.
- 2. Issuing revenue bonds.** Educating students to be prepared for their future requires modern facilities. To provide the academic infrastructure needed to advance the state’s 40-40-20 educational goals, the UO needs access to capital. A public institutional board should have the authority to approve all debt except for state-issued bonds. A public UO board will have the same fiduciary obligations as any other state board.

Currently, the UO does not have adequate access to capital even though it has long-term debt capacity and interest rates are at historic lows. The university cannot directly issue higher education revenue bonds secured exclusively by its own revenue streams despite the fact that these bonds would not be an obligation of the state. The university may not borrow money, issue debt, or authorize capital construction projects. The current process requires the university to revisit financing, fundraising, and planning multiple times before a project may proceed, which often takes years. Consequently, the UO faces difficulties in determining the best way to finance capital construction projects synergistically with fundraising and campus planning processes.
- 3. Setting tuition.** As a public university, the UO is committed to providing access for Oregon residents. Tuition policy should be developed in the context of the university’s mission, student characteristics, and funding dynamics, with the aim of maximizing opportunities for qualified students to attend. Over the past twenty years, tuition has become a serious concern for students and their families, the university, and policy makers alike. However, affordable access is more than simply the sticker price. For example, being able to complete a degree on time has a profound effect on net cost to a student—each additional academic term increases a student’s expenses and limits the opportunity for full-time employment. Having greater capacity to leverage philanthropy to support scholarships and fee remissions will help to offset losses in state support and enable students to complete their degree within a manageable time. An institutional board would continue to have the authority to set tuition and fees for graduate and nonresident students, as Oregon’s public universities do now.
- 4. Management and control of property.** With the establishment of a public institutional board, the people of Oregon would not lose their long-term, generous investment in existing UO facilities. Those facilities would continue to be dedicated to the university’s public mission in perpetuity. The State of Oregon would retain ownership of existing UO facilities, and new facilities acquired under a UO board would be owned by the university, which will remain a public entity, dedicated to serving the interests of Oregonians.

**By 2020, under an institutional board, the UO would:**

- increase the university resources that are available to support access for Oregonians
- retain more entering full-time freshmen to their second year
- significantly increase the percentage of students completing a bachelor's degree in four years, thereby saving students thousands of dollars in additional college expenses
- increase the enrollment of Oregon community college transfers
- increase the number of bachelor's degrees produced, advancing the 40-40-20 goals
- rank among the top universities nationally in per faculty R&D expenditures
- reduce the time it takes to undertake and complete major capital projects
- increase the innovation and economic development capacity of Oregon and its communities by having authority to make critical technology and equipment purchases.

**Expected outcomes**

- 1. Improved access for Oregon students.** Making college accessible for Oregonians means not only opening the door but also helping students through to degree in a timely fashion in order to moderate their debt burden. Having an institutional board provides an important vehicle for increasing philanthropy for scholarship and support programs like PathwayOregon for Oregon's lower-income students, the Solari Scholarships for middle-income Oregon students, and the Summit and Apex scholarships for high-achieving Oregonians.
- 2. Greater efficiency and innovation.** Despite declines in state funding over the past twenty years, the UO has operated at approximately the same cost per student, adjusted for inflation. Under an institutional board with the necessary statutory authorities, the UO would be better able to make strategic investments in facilities and technology, serving more students in the most efficient way possible. With authority to issue revenue bonds, the UO could accelerate the timeline for completing capital projects and could enter into lease-purchase agreements for critical technology and other equipment without becoming mired in layers of bureaucracy. Already ranked among the top twenty universities in the U.S. for percentage return on research through licensing and innovation, the UO will be able to attract and retain more top faculty members to further improve its performance.
- 3. More degrees and increased research benefits for Oregon.** With greater access and support for students and flexibility to innovate and expand capacity, the UO expects to produce better outcomes for Oregon. The most critical outcomes are degrees awarded and research dollars per faculty member. While the UO currently shows healthy growth on both measures, the benefits of having an institutional board with the authorities listed above will mean more degrees and per-faculty R&D expenditures by 2020 than would be possible under the current structure.
- 4. Broader and deeper accountability.** Under a public institutional board, the UO's Achievement Compact would have a sharper focus on student success targets, ensuring the UO's contribution to the state's 40-40-20 goals. In addition, an institutional board would be able to monitor and advance the research and innovation goals that are essential to the UO's public mission and regional and statewide economic development. Finally, a UO board will have a better understanding of the institution's objectives and performance, weaving accountability much more tightly into the fabric of the university.



*The Erb Memorial Union building is the heart of student life at the University of Oregon.*

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