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# Research: more than just hard science

By Carrie Dennett  
Emerald Associate Editor

Mention research, and most people think of test tubes and white lab coats. This picture, however, doesn't account for the broad spectrum going on daily at the University.

"There's research going on in every corner of the University," said John Moseley, University vice president for research.

All this research brings in big money, too. In 1990-91, research awards brought about \$38.5 million to the University — 19.3 percent of the University's total income.

And no, the bulk of this money doesn't come from the "hard sciences." In 1989-90, the entire College of Arts and Sciences, which comprises the sciences as well as arts and letters, brought \$19.5 million in research awards. However, the College of Education, which is considerably smaller, brought in \$10.5 million.

"The largest single entity (for research awards) used to be the Institute for Molecular Biology, which is still very large in terms of grant funds," Moseley said, "but now it's the Center for Human Development, which is in special education."

The amount of research awards has grown over the years, with this year's total expected to reach \$40 million, twice the 1983-84 total, he said.

And while the money keeps coming, so does the prestige. The November 1990 issue of *Science Watch* magazine cites the University as producing research papers that have as much or more influence than papers from the country's most prestigious institutions.

The article ranked the University 10th in the biological sciences and 25th in the physical sciences, based on the its "citation impact" — the average number of times each published paper was cited in other scientific publications.

The University had a citation impact of 4.58 in the biological sciences, compared with 3.91 for Johns Hopkins, 4.11 for Washington and 4.54 for Yale. The highest was Rockefeller University, with a citation impact of 7.96.

Oregon scored a 2.48 in the physical sciences, with top honors going to the University of California at Santa Cruz, with a citation impact of 4.56.

Only 15 schools appeared in both top 25 lists, including two "surprises" — Oregon and Santa Cruz.

"While fielding only a fraction of the papers of most of the other 13, UCSC and the University of Oregon produced papers that really counted," the article said. "That the two appear on both lists reflects excellence in research across a wide range of fields."

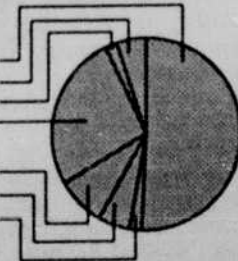
The University is clearly making its mark in the world

## University Research SS: the Comings and Goings

Total 1990-91 UO Income: \$199,511,584  
Total 1990-91 Research Awards: \$38,454,502 (19.3% of total income)

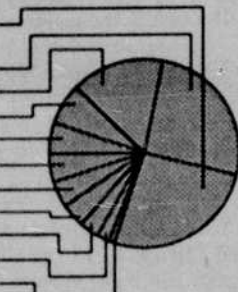
### Research Award Recipients 1990-91

College of Arts and Sciences 56.1%  
Sciences 50.2%  
Social Sciences, Humanities 4%  
Other Arts and Sciences 1.9%  
College of Education 27.1%  
Cross-collegial Research Centers and Institutes 10.3%  
Other Schools and Colleges 4.6%  
Other Institutional Units 1.9%



### Research Award Sources 1990-91

Department of Education 27.2%  
Department of Health and Human Services 25%  
National Science Foundation 15.1%  
Department of Commerce 5.9%  
Department of Energy 5%  
Private Foundations 3.9%  
Corporations 3.7%  
Department of Defense 3.6%  
Other Federal 3.1%  
Other Private 2%  
Other Public 0.5%



Graphic by Carrie Dennett

## UNIVERSITY RESEARCH



first in a series

of research, but with so many faculty trying to successfully compete for grants and complete their research, some people have criticized that teaching has been given a low priority status.

The University is one of 150 comprehensive research universities in the country. These schools have both undergraduate and graduate programs, and a substantial portion of the faculty have research responsibilities in addition to their teaching load.

Moseley said these schools, which make up the top rank of all higher education institutions, are thought to provide the highest quality and most up-to-date education.

"In order to do that, you've got to have faculty members who are really operating at the cutting edge of knowledge," he said. "We don't know everything — knowledge is not static."

"When faculty members participate in the development of new knowledge, they should be better teachers," Moseley said. "It doesn't always work that

way, but it certainly doesn't work in reverse."

Moseley said the administration has for some time understood the need to relate research to teaching but is now being more explicit about it.

Moseley said a number of programs that are being funded out of the University's Strategic Plan are meant to strengthen the tie between teaching and research. For example, the 1992-97 Strategic Plan calls for developing the Oregon Model: high-quality undergraduate education in a comprehensive research university. The model would increase the involvement of undergraduate students in faculty research.

Moseley said research is especially important in graduate education, because most graduate programs can't exist without research.

"A graduate education is designed to teach the student how to develop new knowledge," he said. "Not just how to use existing knowledge and apply it, but how to contribute to the development of new knowledge."

The Strategic Plan credits strong research and graduate programs with attracting leading faculty members. At the same time, outstanding graduate students come to study with experts in their fields, which in turn improves the quality of undergraduate classes taught by graduate teaching fellows.

"We compete for faculty with the top universities in the country," Moseley said, adding that this is not quite as true with students.

"We can't say, on average, that our students are the same quality as those at Berkeley,"

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