

Student Academy to Inspire Learning



UNIVERSITY OF
OREGON



A Note from

BRUCE BLONIGEN

Co-founder of SAIL

Bill Harbaugh and I founded the Student Academy to Inspire Learning (SAIL) twenty years ago to increase access to higher education for underrepresented students. As economists, we saw the need to reach students early—namely middle and high schoolers from low-income backgrounds—and show them what college could be.

We began with a simple idea: host an economics camp on campus for eighth graders. Teachers selected students with college potential but challenging circumstances.

That first summer, eighteen students came—many of whom had never been on a college campus. Some faced serious hardships, yet the experience of being here, meeting professors, and seeing themselves in this space was transformative.

The program grew quickly. Psychology faculty joined in, offering hands-on activities. Eventually, SAIL served 500–600 students annually with more than 15 different camps and a residential program where students stayed in dorms and attended college-level classes.

Faculty involvement is a cornerstone of SAIL and makes it unique compared to other pipeline programs. Scores of UO professors volunteer their time each summer, creating meaningful connections that demystify higher education. For students, meeting faculty in a casual, supportive setting is powerful. For faculty, it's a chance to make college more accessible and give back. This level of commitment by our faculty has been very meaningful to our donors as it represents a shared partnership to make the world better.

One of my worries when we started the program was that the impact of a one-week camp in the challenging lives of our students would be small. It turns out that helping them envision their life as a college student empowers them to truly achieve that dream. And SAIL's impact is clear. Since 2005, more than 5,100 Oregon students have attended, 99 percent have graduated high school, and 97 percent have pursued higher education. One of our first students, Anthony Castro—featured later in this volume—is now pursuing a Ph.D. in economics at UO.



We're expanding to UO Portland and strengthening partnerships with local schools. With renewed support, we are excited to extend the SAIL experience—inviting students from across Oregon to immerse themselves in college life through a residential program that fosters confidence, connection, and a sense of belonging. This next chapter is about growth: creating transformative opportunities that inspire students to see themselves on a college campus, not just as visitors, but as future scholars and leaders.

—Bruce Blonigen, Edward Maletis Dean of the Lundquist College of Business





WHO WE **ARE** MEET THE SAIL ADVISORY BOARD

Participating on the SAIL Advisory Board is just one way faculty, staff, and university leaders are giving back to the next generation of students. Board members support scholarship selection, promote the program, and provide critical feedback to strengthen SAIL's impact—creating a brighter future for Oregon youth.

ANDY KARDUNA, Professor and Department Head of Human Physiology

RAGHUVVEER PARTHASARATHY, Professor of Physics

KEVIN HATFIELD, Assistant Vice Provost for Undergraduate Research and Distinguished Scholarships

AMY HUGHES GIARD, Assistant Vice Provost for First-Year and Transition Student Experience

MARITZA RUIZ, Director of SAIL

SARA HODGES, Professor of Psychology

BRUCE BLONIGEN, Edward Maletis Dean, Lundquist College of Business, and Philip H. Knight Professor of Social Science

GRANT SCHOONOVER, Vice Provost for Undergraduate Education and Student Success

OUR VISION

We envision a future where every student—regardless of background, income, or circumstance—has the opportunity to thrive in college and beyond.



OUR MISSION

Through hands-on academic experiences, faculty mentorship, and exposure to campus life, SAIL inspires and equips high school students to pursue higher education and succeed.



OUR VALUES

CENTERING STUDENTS

INSPIRING LOVE OF LEARNING

DIVERSITY, EQUITY & INCLUSION

ACCESSIBILITY

COMMUNITY

INNOVATION





WHO WE SERVE

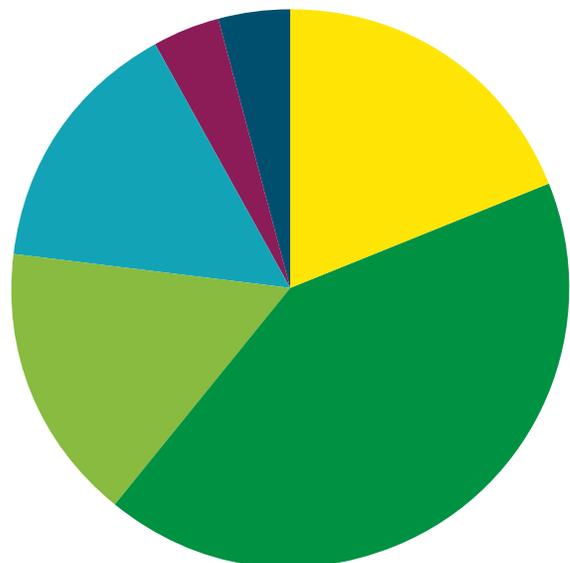
SAIL is dedicated to supporting pre-college students who are:

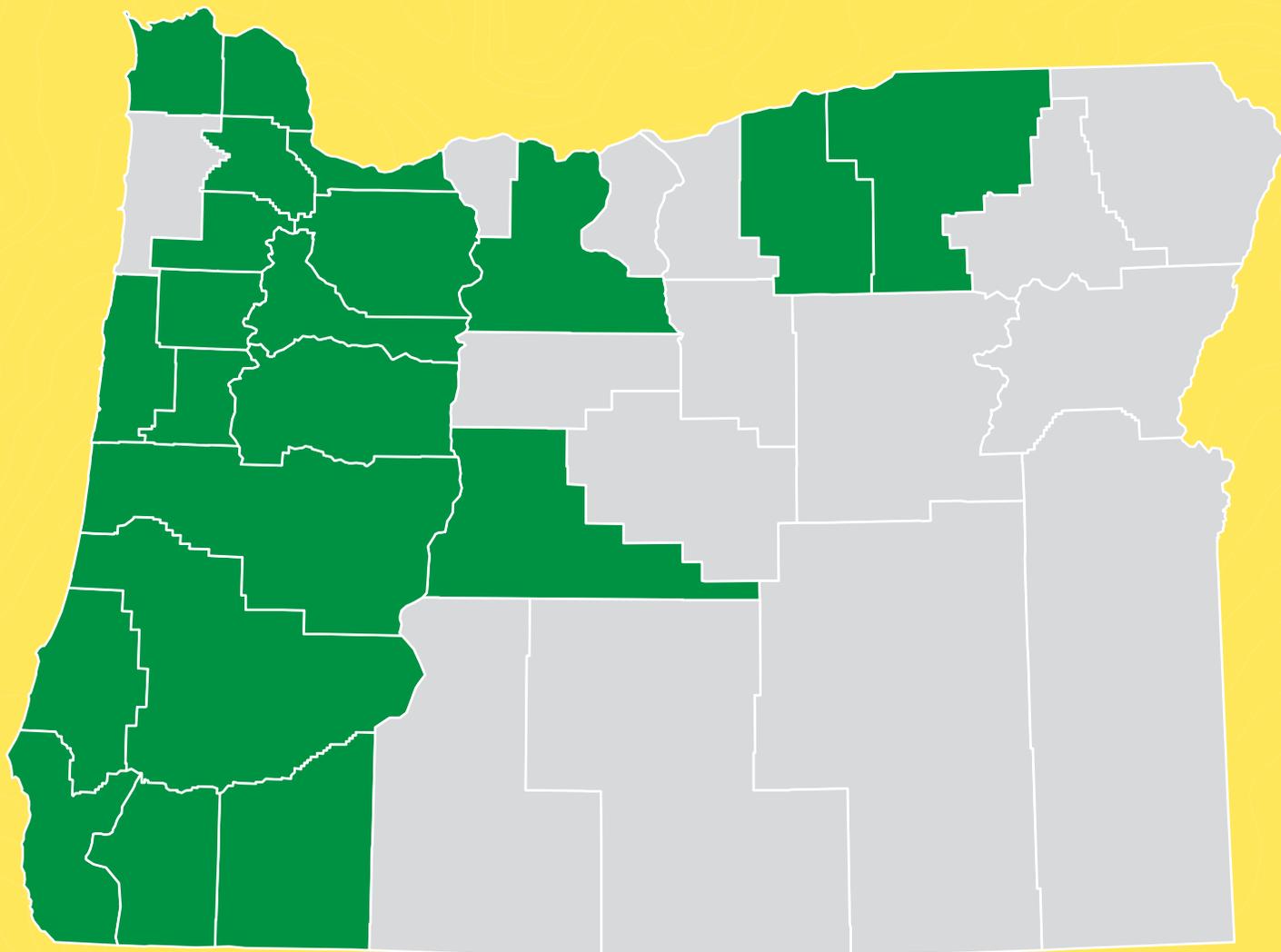
- From low-income families
- Oregon residents
- Currently enrolled in high school

Participants are often the first in their families to pursue higher education and come from a diversity of backgrounds.

60%
OF SAIL PARTICIPANTS
ARE FIRST-GENERATION

- Hispanic or Latino **42%**
- White **19%**
- Asian **16%**
- Black or African American **15%**
- American Indian or Alaskan Native **4%**
- Native Hawaiian or Other Pacific Islander **4%**





WHERE OUR STUDENTS COME FROM

BENTON COUNTY: Corvallis, Philomath

CLACKAMAS COUNTY: Canby, Clackamas, Gladstone, Happy Valley, Lake Oswego, Milwaukie, Oregon City, Sandy

CLATSOP COUNTY: Astoria, Warrenton

COLUMBIA COUNTY: St. Helens

COOS COUNTY: Coos Bay, North Bend

CURRY COUNTY: Langlois

DESCHUTES COUNTY: Bend, La Pine, Redmond, Sisters

DOUGLAS COUNTY: Gardiner, Reedsport, Roseburg

JACKSON COUNTY: Ashland, Central Point, Phoenix

JEFFERSON COUNTY: Warm Springs

JOSEPHINE COUNTY: Grants Pass, Merlin, Selma, Williams

LANE COUNTY: Alvadore, Blachly, Blue River, Coburg, Cottage Grove, Deadwood, Dexter, Dorena, Elmira, Eugene, Fall Creek, Junction City, Leaburg, Lowell, Marcola, McKenzie Bridge, Oakridge, Pleasant Hill, Springfield, Veneta, WALTERVILLE, Walton, Creswell

LINCOLN COUNTY: Lincoln City, Toledo

LINN COUNTY: Harrisburg, Lebanon, Sweet Home, Brownsville, Albany

MARION COUNTY: Aumsville, Gervais, Hubbard, Jefferson, Keizer, Salem, Silverton, Woodburn

MORROW COUNTY: Boardman, Irrigon

MULTNOMAH COUNTY: Fairview, Gresham, Portland, Troutdale, Wood Village

POLK COUNTY: Dallas, Independence, Monmouth

UMATILLA COUNTY: Hermiston, Milton-Freewater, Pendleton, Stanfield, Umatilla

WASCO COUNTY: Maupin

WASHINGTON COUNTY: Aloha, Beaverton, Cornelius, Forest Grove, Hillsboro, Tigard, Wilsonville

YAMHILL COUNTY: Dayton, McMinnville, Sheridan, Yamhill

IMPACT AT A GLANCE

100%

WOULD RECOMMEND SAIL TO OTHER STUDENTS—BASED ON A 2025 SURVEY

5,100+

STUDENTS HAVE ATTENDED SAIL



Each year

1,200+

HIGH SCHOOL STUDENTS MEET WITH SAIL'S PEER MENTORS

200+

LANE COUNTY STUDENTS PARTICIPATE IN SAIL'S SUMMER DAY CAMP



99%

FOUR-YEAR
HIGH SCHOOL
GRADUATION RATE

97%

OF PARTICIPANTS
ENROLL IN
HIGHER EDUCATION

**Finding
their flock**

96%

ARE MORE
INTERESTED
IN ATTENDING
UO AFTER SAIL

45

PARTICIPANTS
JOIN THE UO
EACH YEAR
ON AVERAGE

WELCOME SAIL STUDENTS

SAIL

OVER THE YEARS

2005:

Economics professors Bruce Blonigen and Bill Harbaugh launch SAIL as a week-long summer camp with eighteen students in attendance.

2010:

Having received its first gift, SAIL is able to invite more students over the summer. The University of Oregon also appoints SAIL's first director, Lara Fernandez, who works to partner with local high schools to provide year-round peer mentorship.

2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015





2014:

An endowment is created for SAIL, ensuring sustained support so the program can continue to make a positive impact in students' lives. It also creates new opportunities for growth.

2019:

SAIL's reach expands across the state of Oregon with the launch of an overnight residential program, giving teens an even more immersive pre-college experience. More than 350 high school students are able to participate.

2025:

Demand continues to grow for SAIL programming. Each year, SAIL sees a 30 percent increase in interest. The number of participants pursuing a degree at the University of Oregon has also risen dramatically.

2016

2017

2018

2019

2020

2021

2022

2023

2024

2025





SET SAIL FOR SUMMER

For twenty years, SAIL's summer camps have provided a dynamic and immersive college experience for low-income and first-generation Oregon high school students. Each summer, students come to the University of Oregon for a week of learning, fun, and camaraderie. For many, it's their first time setting foot on a college campus.

Through connections with UO faculty members, college students, and advisors, students are able to envision a future in higher education. Psychology professor Sara Hodges is one of the many faculty members who dedicate their time to SAIL to help students dream big and feel like they belong.

"SAIL demystifies college; it humanizes professors. It legitimizes being a nerd. We love to do what we do—all of it is nerdy," she said.

Each day, SAIL's faculty partners invite students to participate in hands-on activities that bring academic subjects to life, including conducting psychology experiments, doing environmental fieldwork, playing economics games, and creating studio sound effects. These experiences are designed to spark curiosity and deepen understanding.

"It is great to help students, who might not have college on their radar, see

the value of higher education," human physiology professor Andy Karduna said. "By bridging physics and physiology, we're showing students that science is not only interconnected—it's accessible. The experience they have in our anatomy lab is often one of the most impactful experiences of the week."



Students choose the areas of study that interest them the most. In recent years, SAIL has offered psychology, linguistics, physics, physiology, business, economics, math, English, cinema studies, world cultures and languages, Latinx studies, sociology, computer science, environmental studies, and education.

HIGHLIGHTS OF THE WEEK

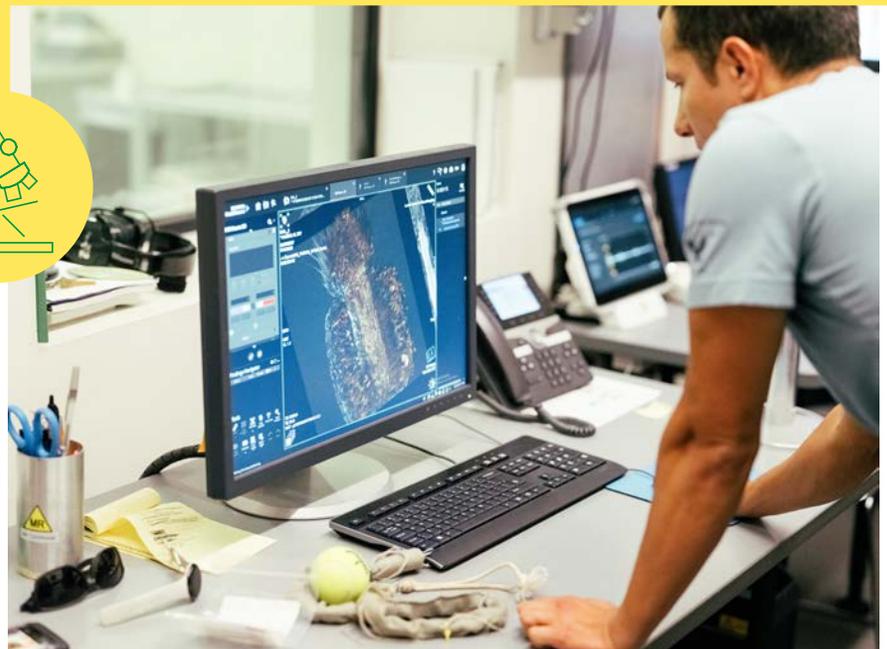


A Warm Welcome

Arriving on campus Monday morning, the students check in and are greeted by SAIL staff and peer leaders. A bag of swag—including a SAIL T-shirt, backpack, notebooks, water bottle, and snacks—awaits them. At the welcome session, the program directors walk the students through the exciting week ahead.

“Our campus is full of spaces that are intended to be used. Students can see themselves here.”

—RAGHUVeer PARTHASARATHY,
PROFESSOR OF PHYSICS



Hands-On Learning

Joining the other students on their academic track, participants break the ice with a fun activity before attending their first faculty session of the week. Students get the opportunity to connect with faculty each day of camp, exploring a variety of subjects. In the physics and physiology track, they’ll learn how a high-powered MRI works and explore tools like electron microscopes.

Finding Community

Throughout the week, students build connections with peers, mentors, faculty, and staff. On Friday afternoon, faculty and campus partners join students for a picnic at the UO's outdoor volleyball court. This is a time to enjoy lunch together, participate in group activities like volleyball and basketball, and celebrate their accomplishments.



Quack Hacks

Each afternoon, the students attend a "Quack Hacks" session that provides information they need to know to flourish as a college student. These serve as introductions to academic pathways, financial literacy, and programs that can help them succeed once they become a Duck. They also give students a window into campus life. UO students lead SAIL participants on a campus tour and walk them through the recreation center, a key resource for student well-being.



Graduation Ceremony

At the end of the week, individual groups hold graduation ceremonies, where each student receives a certificate of completion and a rubber duck to take home. Peer leaders select up to three students who they feel went above and beyond throughout the week for special recognition. After the ceremony, students return home and look forward to what's next on their journey to college.



Anthony Castro

When Anthony Castro was a seventh-grader, two professors came to Springfield Middle School to invite him and other students in his algebra class to a new summer camp at the University of Oregon focused on economics.

Castro had never stepped foot on the UO campus but thought the camp sounded like a fun way to spend a week during summer.

That's how Castro became part of the first group of middle school students to attend the new camp, now called the Student Academy to Inspire Learning. That experience—spending a week on a college campus and playing economics-themed games—proved to be a life-changing experience for Castro.

Now twenty years later, Castro holds two bachelor's degrees, three master's degrees, and is working toward his Ph.D. in economics at the UO.

"It's probably the most fun week that you'll have in an academic setting in your life," he said. "At least it was for me."

Castro was enthralled with the games that Bruce Blonigen and Bill Harbaugh, the two economics professors who founded SAIL, came up with for the middle schoolers at that first camp.

"Everything was interactive, so there was never a dull moment for our young minds," he said.

What made the activities so captivating was the use of incentives—specifically, quarters the professors handed out as rewards in the games. Students could cooperate, or they could stab each other in the back, playing economics games like the Prisoner's Dilemma. Along the way, the students were learning basic lessons about game theory.

Castro's ruthless game play gave him enough winnings to buy a smoothie at the EMU at the end of the day. Spending time on a college campus also made a big impression on Castro.

"It was very open, with big spaces, built for people bigger than me," he said. "I liked being on campus and being able to walk from building to building. It just felt like a lot more freedom than being at a middle school or high school."

Even before his first experience with SAIL, Castro was academically proficient. While his parents had not gone to college, they made sure school was a priority, but it was up to him to decide whether to pursue higher education.



“So it was almost the minute they recruited us for the camp, I was like, ‘Oh, well then, college is clearly the answer, that’s where I should be going.’”

Castro ended up enrolling at Oregon, where he double majored in mathematics and economics, with a minor in business. He played snare drum in the Oregon Marching Band during some fun years for Oregon football, including trips to the Fiesta and Alamo bowls, two visits to the Rose Bowl, and one to the national championship game in Dallas. At the title game, he played the national anthem with Lady Antebellum and got to hang out on the sideline with Jimmy Kimmel and his sidekick, Guillermo Rodriguez.

“It was a really good time to be in the marching band,” he said.

Castro is now in his third year of a five-year economics doctoral program. He aspires to be a professor, doing both research and teaching, somewhere on the West Coast.

When he thinks back on his experience with SAIL as a middle schooler, Castro remembers how fun it was to be on a college campus, to win some quarters, and to eat french fries in the Carson dining hall.

“That was like a high point of my time, these activities. You’re not just learning. You’re having fun while you learn.”





Arianna Miasnik

SAIL isn't college but it provides a glimpse of what college life and college vibes are like, said Arianna Miasnik, who participated in the summer program.

"We were brought in to so many buildings and so many classes," she said. "Our leaders were college students. It's a good way to see what the vibe will look like in the next few years."

Miasnik, a senior at Centennial High School in Gresham, said her favorite session was an English class led by Anna Carroll, a senior instructor of English.

"She really helped us get into our college essays," she said. "She got us out of our shells with word games and ice breakers, and real college professors came and helped us with our essays."



She found SAIL to be a very welcoming community where it was easy to make friends.

"The thing I took away from SAIL is that it brought me out of my shell," she said. "I was a lot more open to new experiences and meeting new people. It surprised me how easy it was to connect with that small group of people."

At the end of each day, students would gather to talk about their experience and about the window into college life that SAIL provides.

"It was a good reminder at the end of every single day that college is so doable," she said.





SARA HODGES
LUCY WITMORE
JENNA DEACON
SUEE HANE

SAI



“I think sharing our campus is really important. There are high school students living nearby who may never have set foot on this campus. It’s their university, and we should be inviting them and encouraging them. We are telling these students, you belong here, and other people like you are here. We’re here because we like to learn. SAIL says, you absolutely belong. This whole program is set up for you.”

—**SARA HODGES**, PROFESSOR OF PSYCHOLOGY, WHO HAS BEEN INVOLVED WITH SAIL SINCE 2007 AND HAS BEEN A MEMBER OF THE SAIL ADVISORY BOARD SINCE 2021



Lina Nyamute

Lina Nyamute attended SAIL the past two summers, and the experience has confirmed her goal of attending college.

“I have always been a future-forward person,” she said. “College is something I’ve been thinking about for a couple of years.”

The University of Oregon is near the top of her list.

“It’s local. It’s a really good school with some really great programs, and it’s a lot cheaper than going to an out-of-state school,” she said. “It’s really convenient that we have such a great college so nearby to where we live.”

Nyamute is a sophomore at Springfield High School and first heard about SAIL in middle school. Her favorite session in last summer’s SAIL week was introduction to Swahili.

“It’s a very interesting language,” she said. “I like African languages. The professor was upbeat and energetic, and it was easy for me to pay attention.”

The overall experience changed the way she thinks about college.

“It was really interesting to see all these different cultures,” she said, “and to see how many different pathways you can



take when you come to the UD. So many different people from so many different backgrounds—I thought that was really cool.”

Attending SAIL has helped Nyamute worry a little bit less about the mechanics of attending college.

“It’s made me more realistic about college,” she said. “When you’re a kid and you think of college, you think about the things you need to worry about like finances and dorms and all the classes.”

SAIL, she said, “helped me not stress about all that.”



Claim [only] solution $(\frac{1}{3}, \frac{1}{3}, \frac{1}{3})$

$$a_2^* = (p(R), p(S), p(P))$$

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$$a_2^* = (\frac{1}{3}, \frac{1}{3}, \frac{1}{3})$$

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R	0, 0	-1, *	1, -1
P	1, -1	0, 0	-1, 1*
S	-1, 1*	1, -1	0, 0

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$$EU_1(P, a_2^*) = p(R)$$

$$EU_1(S, a_2^*) = p(R)$$



“One of my favorite sessions is a rock-paper-scissors tournament. Every student gets a couple quarters, and each time they win, they get someone’s quarters. We do this until there is one champion. That’s a game that everyone has played, and what’s really cool is showing students the game theory of rock-paper-scissors. Students learn the optimal strategy, which is you’re supposed to randomize your throws.”

—**JONATHAN DAVIS**, PROFESSOR OF ECONOMICS





Diego Valdivia Camacho

When Diego Valdivia Camacho's parents asked him last spring if he wanted to attend SAIL at the UO, checking out classes and campus, he was on board.

"It sounded like a fun way to spend a week of summer, getting a free education, with people of my age," said the Sheldon High School senior.

His favorite class was a Cinema Studies session, where the students squashed and smashed fruits and vegetables to make sound effects.

"I'd never done anything like that before," he said. "It was a lot of fun."



Before SAIL, he was planning to attend college, but attending SAIL "made me look at the UO as a much more real option for me." He's not sure what he wants to study in college, but he's interested in forensic science and criminal justice.

Overall, he said, the week was "a really amazing experience."

"We learned so much about different programs at the UO and different scholarships you can apply for," he said. "I made friends, and I really bonded with a lot of mentors I met there, people I could go to with any questions I had."

"It definitely made college feel a lot more real," he said.



“This past summer, I did three days with students centered around sound recording and sound design for film. We spent some time learning about film and doing ADR, automated dialogue replacement. We did a scene from Toy Story and the students got to do the voices and the footsteps. Then the next day, we destroyed fruits and vegetables to make horror movie sound effects. Who doesn’t want to break some fruits and veggies in the name of education?”

– ANDRE SIROIS, AKA DJ FOOD STAMP, AN INSTRUCTOR AND MULTIMEDIA SUPERVISOR IN THE CINEMA STUDIES DEPARTMENT







Yair Suarez

Yair Suarez wants to go into medicine because he wants to give back to his community.

Spending a week this summer on the UO campus in the SAIL program helped make that dream feel a bit more achievable, he said.

“It definitely made it more real,” he said.

Before attending SAIL, he knew that the UO was a big school, and he worried that “I’d

be really insignificant in those big classes.”

“I found out if you seek out and talk to professors and get closer to the front of the class, it does make a difference,” he said.

A senior at McKay High School in Salem, Yair wrestles and plays violin in the school orchestra. He heard about SAIL from a friend. He attended the physiology track, which included visiting the UO’s Cadaver Lab. Located in the basement of Klamath Hall, the lab houses up to eight human cadavers, donated each spring to the UO so students taking advanced anatomy can dissect them.

“It was really interesting, actually seeing the body in person, the inside of it, not just seeing it in a textbook,” Yair said.

He also enjoyed the climbing wall session in the Student Recreation Center.

“The big takeaway was there’s a lot more to campus than there is from an outside perspective,” he said. “There are so many opportunities, especially at the UO.”

“If I want to make the best use of whatever college I get admitted to, you have to search a lot for those opportunities.”





UNIVERSITY OF OREGON
Student Academy to Inspire Learning
Yair J.
he/him



OREGON



Diana Contreras Vasquez

When Diana Contreras Vasquez attended SAIL, it marked the first time someone told her that she had the potential to go to a four-year college.

That was three years ago. Now Contreras Vasquez is a sophomore at the University of Oregon, studying Family and Human Services.

“I doubted myself when it came to academics” in high school, she said. “I thought college would be too hard for me.”

During SAIL, she said, she met students, mentors, and instructors who had similar experiences as she had, “and I saw myself going on to something bigger.”

SAIL, she said, “really changed my perspective on how much I was able to do.”

Contreras Vasquez attended Willamette High School in Eugene and is a first-generation college student. After attending SAIL before her senior year in high school, she got more serious about academics. She remembers thinking, “I’m envisioning myself in college, and I’m really excited. It’s possible I can go here.”



Paying it back, she served as a counselor at last summer’s SAIL session in the English, Cinema Studies, and College of Design program.

“I saw kids envisioning themselves doing this in college,” she said. “They got excited about it and were super engaged, asking questions about what we thought. I saw this group was really motivated.”

SUPPORT BEYOND SUMMER



When summer ends, SAIL continues to meet students where they're at and provide the support they need to take steps toward their futures.

The Power of Peer Mentorship

Throughout the school year, SAIL's peer mentors visit high schools in the Eugene-Springfield area and connect with students across the state online to provide regular one-on-one guidance and support. These mentors are more than just college students—many have walked in the same shoes as the teens they're helping, having been SAIL students themselves. When high school students see someone they can relate to succeeding in their own college experiences, they are inspired to believe they can too. This is the real power of peer mentorship.



KEEPING SENIORS ON TRACK

Peer mentors meet with each high school senior every few weeks as they work to plan and prepare for their college experience. During these sessions, they provide consistent support, real-world advice, and encouragement, helping keep them on track.



DECODING COLLEGE PREP

As deadlines approach, peer mentors help SAIL students file for financial aid, apply for scholarships, write essays, and fill out college applications. Mentors are equipped to unpack the process and answer students' burning questions.



BUILDING CAREER READINESS

SAIL's peer mentors also work to prepare high school students for life, beyond their college experiences. By connecting teens with internship opportunities and providing guidance for resume writing, they work to help SAIL students pursue a wide range of opportunities.



Making Campus Connections

SAIL's summer day and residential camps are not the only opportunities students have to connect with the campus experience. Partnering with schools across the state, SAIL brings hundreds of students to events at the University of Oregon's Eugene campus during the academic year. These experiences continue to open the door to curiosity and academic exploration.

UNDERGRADUATE RESEARCH SYMPOSIUM

Each spring, high school students visit the symposium to see how undergraduate students are carrying out research and creative endeavors spanning the humanities, sciences, arts, and social sciences.

BIOMECHANICS DAY

The UO's Human Physiology Department's biomechanics and neurophysiology labs host Biomechanics Day each year, which creates an opportunity for local high school students to tour university labs, view demonstrations of equipment, and attend research talks.

FOREIGN LANGUAGE AND INTERNATIONAL STUDIES DAY

With dozens of presentations, workshops, and more, this event gives students the opportunity to explore languages, food, and cultural activities. High school students get a window into the world.



LOOKING AHEAD

Expressing Gratitude, Expanding Access

For two decades, SAIL has transformed lives by opening doors to higher education for students who might not otherwise see college as part of their future. Through immersive summer programs, year-round mentoring, and expanding statewide outreach, we continue to build a community rooted in equity, inspiration, and opportunity.



As we look ahead, our commitment remains strong: to reach more students, deepen our impact, and ensure that every young person, regardless of background, has the chance to thrive in higher education. This work is only possible because of the generosity and belief of donors like you.

Your support is more than a gift—it's a legacy. It's the spark that ignites a student's confidence, the bridge that connects them to college, and the foundation for a brighter, more inclusive future. Thank you for being part of the SAIL journey.

Let's keep moving forward—together.

Invest in the Future: Sustain and Expand SAIL's Residential Program

SAIL's residential program is a transformative experience that helps Oregon students envision themselves as college-bound—and as future Ducks. Each summer, students stay in campus dorms, attend college-level classes, and immerse themselves in university life. This experience builds confidence,

SINCE THE
FIRST GIFT,
DONATIONS HAVE
BEEN CRITICAL
TO SAIL'S ABILITY
TO SERVE
OREGON YOUTH,
FUNDING
5,000
STUDENTS AND
COUNTING.

independence, and a lasting sense of belonging.

To sustain and expand this life-changing opportunity, we are seeking philanthropic support. A gift of \$2,000 sponsors one student's full participation, covering housing, meals, transportation, and materials.

Your investment ensures that SAIL can continue to grow, reach more students across the state, and remove barriers to higher education. Together, we can open doors, change lives, and empower the next generation of leaders to thrive at the University of Oregon and beyond.

Expanding Outreach to Portland and Beyond

We're also expanding our reach through new programming at the Portland campus and deepening our high school partnerships in Eugene, Springfield, and surrounding communities—meeting students where they are with peer mentorship and college-readiness resources.

To learn more about investing in SAIL, please email sailstaff@uoregon.edu.



A Note from

GRANT SCHOONOVER

Vice Provost for Undergraduate Education and Student Success

I arrived at the University of Oregon just as the first SAIL participants were graduating from high school and enrolling in college. What was evident then—and even more clear now—is that when we invite low-income high school students to campus for a week of learning and connection, we make a promise that extends far beyond a single summer.

My introduction to SAIL came through a lunch invitation to join Bruce Blonigen and other faculty in welcoming five new first-year UO students who attended a SAIL summer camp. Over slices of pizza and laughter, the message was simple: we are here for you and invested in your success. More than words, this commitment translated into a network of support—a small group of faculty and staff at the ready—to help ease the college transition and accelerate the pursuit of each student's individual goals. For these students, it meant quick connections to math and writing tutoring, personalized advising, and opportunities for work-study and faculty-directed research projects from day one.



Today, SAIL's reach is broader than ever, serving more than 1,200 high school students and welcoming an average of 45 SAIL alumni to campus as newly admitted Ducks each year. This remarkable growth is only possible because of the unwavering dedication of UO faculty and the generosity of donors who ensure SAIL's summer camps and year-round support are accessible to students at no cost.

Without SAIL, many deserving students would miss out on the chance to earn their college degree. This program opens doors for these students and their families and equips them with the support and resources they need to make their college dreams a reality.

When you invest in SAIL, you invest in the future of Oregon. You help change lives, strengthen communities, and ensure that every student has the chance to succeed—not just to get here, but to thrive here.

Beyond access, SAIL is about success. Thank you for being part of this journey.



TO LEARN MORE ABOUT INVESTING IN SAIL, PLEASE VISIT [SAIL.UOREGON.EDU/DONATE](https://sail.uoregon.edu/donate)





 sail.uoregon.edu