Category I Proposal Transmittal Sheet
Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin – Oregon State University

For instructions, see http://oregonstate.edu/ap/curriculum/catI.html. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal
☐ New degree program
☐ New certificate program or administrative unit
☐ Major change in existing program
☐ Establishment of a new College or Department

Abbreviated Proposal
☐ Rename of an academic program or unit
✓ Reorganization – moving responsibility for an academic program from one unit to another
☐ Merging or splitting an academic unit
☐ Termination of an academic program or unit
☐ Suspension or reactivation of an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: http://www.oregonstate.edu/aca/aca-forms.html

Title of Proposal:
Reorganize the College of Health & Human Sciences
Into the College of Public Health & Human Sciences

Effective Date:
July 1, 2011

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

Susan Ishihara 3-4-11
Chair, Design & Human Environment

Jennifer Post 3-7-11
Dean, Health & Human Sciences

Chair, Human Development & Family Sciences

Chair, Nutrition & Exercise Sciences

Chav, Public Health

Marie Harvey 3-2-11
Abbreviated Category I Proposal to
Reorganize the College of Health & Human Sciences
Into the College of Public Health & Human Sciences

Executive Statement

This Abbreviated Category I proposal reorganizes the College of Health & Human Sciences into the College of Public Health & Human Sciences. In so doing, the Departments of Human Development & Family Sciences, Nutrition & Exercise Sciences, and Public Health have been dissolved and reorganized into the School of Biological & Population Health Sciences and the School of Social & Behavioral Health Sciences. The Department of Design & Human Environment remains a department in the College; it has a strategic plan to become a School of Design & Human Environment and align with a different college, which will be presented in a subsequent Abbreviated Category I proposal.

The College is also pursuing accreditation by the Council on Education for Public Health (CEPH) as a college of public health. If the application to become a CEPH-accredited college of public health is successful, accreditation will take effect in 2014.
Abbreviated Category I Proposal to
Reorganize the College of Health & Human Sciences
Into the College of Public Health & Human Sciences

CPS Tracking #: 81646
March 2011

Institution: Oregon State University
Proposing college: College of Health & Human Sciences
Date submitted: March 4, 2011
Proposed effective date: July 1, 2011

A. Title of the proposed instructional, research, or public service unit. For name changes, give both the current and proposed names. Describe the reason(s) for the proposed change.

Current name of the College and its academic units
The College of Health & Human Sciences is currently organized into four academic units:
  Department of Human Development & Family Sciences
  Department of Nutrition & Exercise Sciences
  Department of Public Health
  Department of Design & Human Environment

Proposed name of the College and its academic units
The College will be renamed the College of Public Health & Human Sciences and will be organized into three academic units:
  School of Social & Behavioral Health Sciences
  School of Biological & Population Health Sciences
  Department of Design & Human Environment

Through this Abbreviated Category I proposal, we are proposing to create a College of Public Health & Human Sciences, which will consist of the School of Biological & Population Health Sciences, the School of Social & Behavioral Health Sciences, and the Department of Design & Human Environment. Approval of the reorganization proposed in this Abbreviated Category I has been conducted by votes of the faculty in each of the academic units, with the outcome being overwhelmingly in favor of the proposal.

The College of Health & Human Sciences (CHHS) is pursuing accreditation by the Council on Education for Public Health (CEPH) as a college of public health, which will be named the College of Public Health & Human Sciences (CPHHS). If the application to become a CEPH-accredited college of public health is successful, accreditation will take effect in 2014.

To be a CEPH-accredited college of public health, the College must meet or exceed program standards in five core areas of public health: biostatistics, epidemiology, health promotion & health behavior, health management & policy, and environment, safety & health. In addition, a public-health perspective is to be integrated into each of the college’s academic units. The five public health core areas are currently programs within the Department of Public Health, but in an integrated college of public health, the five programs cannot reside in a single department. In addition, OSU’s organizational guidelines require that academic units have at least 20 faculty members, and none of the core public health program areas meets OSU’s minimum size standard to become a stand-alone academic unit. To simultaneously meet
the CEPH-accreditation requirement to integrate public health programs throughout the College while meeting the University’s academic unit-size requirement, the departments of Public Health (PH), Human Development & Family Sciences (HDFS), and Nutrition & Exercise Sciences (NES) will be dissolved and reorganized into two schools: the School of Biological & Population Health Sciences (BPHS) and the School of Social & Behavioral Health Sciences (SBHS).

<table>
<thead>
<tr>
<th>New college name:</th>
<th>College of Public Health &amp; Human Sciences</th>
</tr>
</thead>
</table>
| New school names:          | School of Biological & Population Health Sciences  
                            | School of Social & Behavioral Health Sciences |
| Terminated college/departmental names: | College of Health & Human Sciences  
                            | Department of Human Development & Family Sciences  
                            | Department of Nutrition & Exercise Sciences  
                            | Department of Public Health |

The Department of Design & Human Environment (DHE) has developed a strategic plan to become a School of Design & Human Environment that will be aligned with another OSU college and division. An Abbreviated Category I has been drafted that presents the program composition and college affiliation of the proposed School of DHE. It also presents a business plan that will allow DHE to grow to more than 20 faculty by 2013. The Department of DHE will maintain its affiliation with the CPHHS until the Abbreviated Category I establishing the School of DHE is submitted and approved.

**B. Location within the institution’s organizational structure. Include "before" and "after" organizational charts (show reporting lines all the way up to the Provost).**

Departments and academic programs within the current CHHS:

**Department of Human Development & Family Sciences**

Human Development & Family Sciences (BS)*

- Options: 
  - Child Development
  - Human Development & Family Sciences, General
  - Human Services

Human Development & Family Studies (MS, PhD)

*This degree is offered at both the Corvallis and Cascades campuses.*

**Department of Nutrition & Exercise Sciences**

Athletic Training (BS)

Exercise & Sport Science (BS)

- Options:
Applied Exercise & Sport Science
Fitness & Nutrition
Physical Education Teacher Education
Pre-Therapy & Allied Health

Nutrition (BS)
Options:
Dietetics
Nutrition & Health Sciences
Restaurant/Foodservice Management

Exercise & Sport Science (MS, PhD)
Nutrition (MS, PhD)

Department of Public Health
Public Health (BS)
Options:
Health Management & Policy
Health Promotion & Behavior

Public Health (MPH, PhD)
Concentrations:
Biostatistics (MPH only)
Environment, Safety & Health (MPH, PhD)
Epidemiology (MPH only)
Health Promotion (MPH only)
Health Promotion & Health Behavior (PhD only)
Health Management & Policy (MPH, PhD)
International Health (MPH only)

Department of Design & Human Environment
Apparel Design (BS)
Interior Design (BS)
Options:
Interior Design
Housing Studies

Merchandising Management (BS)
Design & Human Environment (MA, MS, PhD)

Schools, Department and academic programs within the proposed CPHHS:

School of Social & Behavioral Health Sciences
Human Development & Family Sciences (BS)*
Options:
Child Development
Human Development & Family Science, General
Human Services

Public Health (BS)
Options:
Health Management & Policy
Health Promotion & Behavior
Human Development & Family Studies (MS, PhD)
Public Health (MPH, PhD)
  Concentrations:
  Health Promotion (MPH only)
  Health Promotion & Health Behavior (PhD only)
  Health Management & Policy (MPH, PhD)

* This degree is offered at both the Corvallis and Cascades campuses.

School of Biological & Population Health Sciences
Athletic Training (BS)
Exercise & Sport Science (BS)
  Options:
  Applied Exercise & Sport Science
  Fitness & Nutrition
  Physical Education Teacher Education
  Pre-Therapy & Allied Health
Nutrition (BS)
  Options:
  Dietetics
  Nutrition & Health Sciences
  Restaurant/Foodservice Management
Exercise & Sport Science (MS, PhD)
Nutrition (MS, PhD)
Public Health (MPH, PhD)
  Concentrations:
  Biostatistics (MPH only)
  Environment, Safety & Health (MPH, PhD)
  Epidemiology (MPH only)
  International Health (MPH only)

Department of Design & Human Environment
Apparel Design (BS)
Interior Design (BS)
  Options:
  Interior Design
  Housing Studies
Merchandising Management (BS)
Design & Human Environment (MA, MS, PhD)

The current and proposed organizational charts are presented on pages 5 and 6.

(continued on page 7)
1. Configuration of programs in BPHS, SBHS, and DHE

As described in Section A above, CEPH-accreditation requirements and OSU’s organizational guidelines directed decisions by which the HDFS, NES and PH Departments were reorganized into the Schools of BPHS & SBHS. In this Section, the rationale for the configuration of programs within the two schools is provided, which is followed in Section 2 by a description of the process by which faculty input, engagement, and support occurred in the development of the reorganization proposal. See Appendix C for a description of the rationale for naming the schools within CPHHS.

When reconfiguring the programs in HDFS, NES, and PH into two schools, multiple alignments and configurations with collaborative and integrative potential were conceivable. Therefore, a guiding principle in the decision-making process was that, with whichever proposal that advanced, school and program boundaries will be permeable and collaboration among faculty across boundaries will be fostered and encouraged. As is described below, collaboration across schools and programs is structurally embedded in the delivery of the Public Health undergraduate and graduate degrees.

School of Social & Behavioral Health Sciences (SBHS)
When the College of Education (COE) was reorganized in Fall 2009, the Department of Youth Development Education was moved from COE to CHHS, and the faculty joined the Department of HDFS. In the School of SBHS, the academic programs of Human Development & Family Sciences, Health Promotion & Health Behavior, and Health Management & Policy share a focus on behavioral sciences as applied to human health and social and health policy. More specifically, the new SBHS brings together disciplines in public health and human sciences to better understand how behaviors, programs and policies operate at the individual, family, community and societal levels to improve health and quality of life. Examples of cross-disciplinary work among programs that constitute the SSBHS include: interventions that maximize aging in place, prevention programs to enhance the health of children and youth, and development of policies to advance the health of children of immigrants and address health disparities among disadvantaged populations.

School of Biological & Population Health Sciences (BPHS)
The programs in BPHS bring together disciplinary approaches that link individual biology and behavior to population and environmental health: Biostatistics; Environment, Safety & Health (ESH); Epidemiology; Exercise & Sport Science (EXSS); Nutrition (NUTR), and International Health. Epidemiology and biostatistics (E&B) programs are frequently united in schools of public health, and they will be joined as one program within the BPHS. Being complementary applied human science programs was the rationale that brought the EXSS and NUTR programs together into one department at OSU over five years ago. The new BPHS brings together disciplines in public health and human sciences to better understand how environmental factors including food, water, physical activities, carcinogens, pollution, biohazards, etc, influence the development and progression of biological disease. This information is coupled with quantitative methods (epidemiology and biostatistics) to better understand the causes of population-level disease as well as methods of intervention and prevention. Examples of cross-disciplinary approaches among programs that constitute the BPHS include: nutritional epidemiology, physical activity epidemiology, and environmental and occupational health (e.g., workplace ergonomics). Environment, nutrition, and epidemiology are important areas of study in emerging global health issues today and, therefore, logically associate within the proposed school.
Faculty hires in the CPHHS will be designed to build additional collaborative bridges between programs within the Schools and College.

**Department of Design & Human Environment**

Becoming an accredited College of Public Health & Human Sciences will alter the alignment between the mission and goals of the College and those of DHE. Whereas there was a desire for continued collaborations among faculty in DHE and other units in CPHHS related to health and the built environment, the exploration of alternative organizational alignments for DHE was supported. The Department of DHE will be affiliated with the CPHHS until it is established as a School of DHE. Conversations are ongoing as to the most effective long-term college/divisional alignment for the School of DHE. A subsequent Abbreviated Category I proposal will be submitted to create and align the School of DHE.

**2. Development Process for the Proposed Structure**

The strategic plan to become an accredited college of public health originated at the administrative level of the CHHS, under the leadership of Dean Bray. The CHHS Administrative Team developed the vision for creating a college of public health that is enriched through collaboration with the instructional, research and Extension programs in human sciences that exist at OSU. In addition, the Administrative Team drafted organizational structure options that incorporated the collaborative and interdisciplinary vision for the new college while also being compliant with CEPH-accreditation requirements and OSU organizational guidelines.

During the 2009-10 academic year, CHHS faculty were updated on the evolving proposal for the CPHHS and the options being considered for its organizational structure through periodic college-wide meetings, department-level discussions in faculty meetings, and regular email updates from the Dean. Several open forums for faculty input were held in May 2010, from which a recommendation arose for the creation of a Faculty Transition Team (FTT) to work with the Administrative Team in finalizing the proposal for the CPHHS and assisting in its implementation. Representative faculty from HDFS, NES, and PH, including faculty with Extension appointments, volunteered and were selected to form the FTT (FTT members are listed in Appendix A). For its work on the creation of the CPHHS, the Administrative Team was renamed the Administrative Transition Team (ATT). The ATT and FTT held several retreats during the summer of 2010, from which the proposal for a 2-school organizational structure emerged (schools as yet unnamed). The vision and rationale for the 2-school model was presented to faculty and staff at the College-wide meeting in September, and the administrative leadership for the schools was announced.

Throughout the Fall 2010 and Winter 2011 terms, faculty meetings were held within each of the two schools to name the respective schools and to develop faculty-governance policies (e.g., promotion and tenure review procedures, curricular development and approval procedures). The rationale for the school names is presented in Appendix C. In each school, faculty have developed and approved promotion and tenure (P&T) procedures that constitute its P&T committee by faculty election through a process that ensures equitable program representation. Curricular procedures were developed to ensure a central role of program faculty in curricular development while also achieving interdisciplinary input in keeping with the affiliation of programs in the respective schools. It is intended that each school will have Program Coordinators, similar to what currently exists in the departments, whose responsibilities will include matters pertaining to program curriculum and its implementation.
Appropriate FTE will be assigned and instructional release time granted for the Program Coordinator role; these details are still being developed.

A proposal to create a School of Design & Human Environment has been part of the strategic plan for the Department of Design & Human Environment since 2004, conditional on additional sources of revenue. Within DHE, targeted faculty hires, increased research infrastructure, and growth in instructional capacity have been put into place. Dean Bray and DHE Faculty have been in conversation with deans from the College of Business and the College of Engineering about alignment of the proposed School of Design & Human Environment within the “Healthy Economy” division. In addition, a proposal has been submitted to implement differential tuition for DHE majors.

C. Objectives, functions (e.g., instruction, research, public service), and activities of the proposed unit.

Impact on undergraduate programs
No changes are being proposed in undergraduate majors or minors. All undergraduate majors and minors will continue to be offered.
Undergraduate majors with Fall 2010 enrollment:

**School of Social & Behavioral Health Sciences**
- Human Development & Family Sciences 785
- Pre-Health Management & Policy* 54
- Health Management & Policy (HMP)* 60
- Health Promotion & Health Behavior (HPHB)* 186
- Public Health* 111

Total 1,196

* The HMP and HPHB majors were combined into one Public Health major in June 2010; the enrollments in HMP and HPHB reflect students completing those degrees, while the Public Health enrollment reflects newly enrolled majors and students who migrated to the new major from HMP or HPHB.

**School of Biological & Population Health Sciences**
- Exercise & Sport Science 1,022
- Athletic Training 44
- Pre-Athletic Training 1
- Nutrition 280

Total 1,347

**Department of Design & Human Environment**
- Pre-Apparel Design 91
- Apparel Design 87
- Pre-Housing** 4
- Housing Studies** 45
- Pre-Interiors 70
- Interior Design 124
- Merchandising Management 265

Total 686

** Interior Design and Housing Studies majors were consolidated beginning Fall 2010.
Undergraduate program coordinators will administer the undergraduate majors in each school. The curriculum for the Public Health majors is predominantly delivered by faculty in SBHS, but faculty in BPHS also teach courses in the undergraduate Public Health degree program.

As an accredited college of public health, students in the academic disciplines within the CPHHS shall obtain a broad introduction to public health, which includes familiarity with the basic principles and application of epidemiology as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health. Meeting this accrediting requirement will entail some curricular revisions, such as the creation of an introduction to public health course that will be taken by undergraduate students in the College. Such a course is consistent with a national effort to include public health content in the general education curriculum for baccalaureate degrees. In light of the relevance of the public health perspective to modern issues and understanding, the introductory public health course would also be appropriate for consideration for inclusion in OSU’s Baccalaureate Core. Faculty within the proposed schools are meeting to consider and propose options regarding how this criterion will be met. Any curricular change proposed to meet the accrediting requirement (new course, course revision, or program requirement revision) will follow School and College curricular procedures, as well as the Category II approval process.

**Impact on Undergraduate Advising**
Undergraduate advising will continue to be conducted by the College’s centralized Advising Office, so there will be no effect on student access to timely and effective academic advising.

**Impact on Undergraduate Admissions**
There will be no change in admission procedures to the undergraduate majors as a result of College reorganization. The College currently enrolls 3,229 undergraduate students (Fall 2010), which is the 4th-highest undergraduate enrollment among OSU colleges. The Exercise & Sport Science and Human Development & Family Sciences majors have the 3rd and 6th-highest enrollments, respectively, among OSU undergraduate degree programs. All majors in the College have experienced steady growth in enrollment, and that growth is expected to continue.

**Impact on Graduate degree programs**
No changes are being proposed for graduate degree programs. All of the current graduate degrees will continue to be offered.

Graduate degree programs with Fall 2010 enrollment:

**School of Social & Behavioral Health Sciences**
- Human Development & Family Studies (MS, PhD) 34
- Public Health (MPH, PhD) *

**School of Biological & Population Health Sciences**
- Exercise & Sport Science (MS, PhD) 58
- Nutrition (MS, PhD) 13
- Public Health (MPH, PhD) *

* There is a combined total of 128 graduate students in the Public Health graduate program, the 4th-highest enrollment among OSU graduate degree programs
Graduate program coordinators will administer the graduate programs in each school. The requirement for an integration of a public health perspective into the curriculum of the academic disciplines within the accredited CPHHS applies also at the graduate-program level. Therefore, through seminars or coursework, the graduate programs in the College must ensure that all graduate students obtain a broad introduction to public health, which includes familiarity with the basic principles and application of epidemiology as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health. As with the undergraduate curricula, faculty will consider and propose course options that will be submitted through College and then OSU curricular procedures.

Outreach and Engagement
The Outreach Collaborative for a Healthy Oregon (OCHO) will be home to all of the outreach and engagement programs of the proposed OSU College of Public Health & Human Sciences. These include the Extension Family and Community Health Program, Extension 4-H Youth Development Program, KidSpirit, Team Oregon, and Public Health Practice. The goal of OCHO is to deliver programs and catalyze partnerships that focus on community-based solutions to public health and human development issues. Faculty affiliated with OCHO will have their academic homes in one of the three schools in the reorganized College of Public Health & Human Sciences.

D. Resources needed, if any: personnel, FTE academic, FTE classified, facilities and equipment.

The rationale for reorganization into a College of Public Health & Human Sciences is strategic. The budgetary impact of reorganization will be minimal, entailing expenditures associated with letterhead and signage conversion, and CEPH accreditation-related expenses. Budget Outline Forms are attached.

E. Funding sources: state sources (institutional funds - state general fund, tuition and fees, indirect cost recoveries), federal funds, other funds as specified.

There will be no change in the sources of funding with the reorganization of the College of Health & Human Sciences into the College of Public Health & Human Sciences.

F. Relationship of the proposed unit to the institutional mission

With aspirations to become one of America’s top-10 Land Grant Institutions, OSU began laying the foundation for a college with a focus on public health in 2002. Establishing an accredited CPHHS in Oregon was proposed in September 2007 and adopted as an institutional goal in March 2009. Improving Human Health and Wellness (Healthy People) emerged in OSU Strategic Plan 2009 as one of three signature areas of distinction to be achieved along with Advancing the Science of Sustainable Ecosystems (Healthy Planet) and Promoting Economic Growth and Social Progress (Healthy Economy). To that end, the Division of Health Sciences, consisting of CHHS and the OSU Colleges of Pharmacy and Veterinary Medicine, was established. Deans of the three colleges and their faculty recognized the opportunity to transform CHHS into a professional college of public health as a forward-thinking and collaborative approach to achieving their Division’s goal for Healthy People.
The following mission and vision statements have been developed for the proposed College of Public Health & Human Sciences:

**MISSION**
Inspired by our mission as a leading land-grant university, we create synergy in teaching, research, and outreach to develop the next generation of globally minded public health and human sciences professionals. Through interdisciplinary research and innovative curricula, we advance knowledge, policies, and practices that improve population health in communities across Oregon and beyond.

**VISION**
Lifelong health and well-being for every person, every family, every community.

**G. Long-range goals and plans for the unit (including a statement as to anticipated funding sources for any projected growth in funding needs).**

Teaching: Deliver world-class education in public health and human sciences that improves health and human experience by advancing public health and human science knowledge, policies, and practice.

Research and Creative Activity: Become a national leader in conducting trans-disciplinary, translational research and creative activity in public health and human sciences.

Service: Establish a system of Extension Public Health that networks County Extension Offices with Local Health Departments throughout Oregon to provide consultation and technical assistance for public health practice improvement.

**H. Relationship of the proposed unit to programs at other institutions in the state.**

Oregon is the only west coast state without a school or college of public health. The proposed change in name and structure is required for the College to become accredited as a College of Public Health & Human Sciences. OSU is the only university in Oregon that offers bachelors, masters, and doctoral-level degree programs in public health. OSU is the only institution in Oregon that provides Masters of Public Health (MPH) education in all five disciplines required for accreditation as a college of public health. OSU is the only university west of the Rockies to offer bachelors through doctoral degrees in Design & Human Environment specialty areas. OSU offers the only accredited bachelor’s degree in dietetics (Nutrition) in Oregon, and has one of only two accredited dietetic internship programs in the State (the other being at Oregon Health & Sciences University).

Portland State University (PSU), Oregon Health & Sciences University (OHSU), and OSU are the participating institutions in the accredited Oregon MPH (OMPH) Program. As noted above, OSU is the only institution in Oregon that provides MPH education in all five disciplines required for accreditation as a college of public health. PSU provides education in two of the MPH disciplines (Health Promotion & Health Behavior and Health Management & Policy). The School of Medicine and School of Nursing at OHSU offer a hybrid Epidemiology and Biostatistics MPH track, and the School of Nursing also offers an MPH track in Primary Health Care & Health Disparities.

Transition of CHHS to CPHHS and ultimate withdrawal from the OMPH Program will not jeopardize OSU’s accreditation or prevent MPH tracks at OHSU and PSU from continuing and remaining accredited
under the OMPH unit of accreditation. Discussions among OSU, PSU, and OHSU at the dean, provost and president levels have clarified the intent and ability of each institution to continue to provide public health degrees. A collaborative plan for OSU transitioning to an accredited CPHHS and for the OMPH transitioning to a two-institution program without OSU has been arranged with the OMPH leadership and CEPH, the accrediting body.

Continuity in the Human Sciences programs (Design & Human Environment, Human Development & Family Sciences, and Nutrition & Exercise Sciences) leaves relationships with other programs in Oregon intact and unchanged.

1. **If the program is professionally accredited, identify the accrediting body and discuss how the proposed change may affect accreditation.**

The major goal of reorganization of the CHHS is to become an accredited college of public health. To this end, an application to CEPH has been submitted to gain approval to proceed with the self-study process that establishes the basis for accreditation.

The current MPH degree offered by the Department of Public Health is accredited as part of the OMPH collaborative described in Section H above.

The other accredited programs offered in the College will not be impacted by reorganization and by accreditation as a college of public health. The accredited programs are:

- Athletic Training (BS), now offered by NES and will be offered by the Exercise & Sport Science program within BPHS; accredited by the Commission on Accreditation of Athletic Training Education
- Dietetics option of the BS in Nutrition and the Dietetics Internship (post-baccalaureate program), now offered by NES and will be offered by the Nutrition program within BPHS; accredited by the Commission for Accreditation for Dietetics Education of the American Dietetics Association
- Human Services option of the BS in Human Development & Family Sciences, now offered by HDFS and will be offered by the HDFS program within SBHS; accredited by the Council for Standards in Human Service Education
Appendix A. Composition of the Administrative and the Faculty Transition Teams

Health & Human Sciences Administrative Transition Team
Tammy Bray, Dean
Jeff McCubbin, Executive Associate Dean
Alexis Walker, Chair, Human Development & Family Sciences
Tony Wilcox, Chair, Nutrition & Exercise Sciences
Marie Harvey, Chair, Public Health
Leslie Burns, Chair, Design & Human Environment
Tom Eversole, Director of Strategic Development
Marc Braverman, Associate Dean, Extension and Outreach; Program Leader, Family & Community Health
Roger Rennekamp, Program Leader, State 4-H Youth Development
Sally Bowman, Extension and Outreach
Kim McAlexander, Head Adviser
Pat Newport, Marketing & Outreach
Michelle Mahana, Executive Assistant to the Dean
Karen Hooker, Director, Center for Healthy Aging Research
Rick Settersten, Director, Hallie Ford Center for Healthy Children and Families

Health & Human Sciences Faculty Transition Team
Mary Arnold, 4-H & Youth Development
Viktor Bovbjerg, Public Health
Chunhuei Chi, Public Health
Kathy Gunter, Nutrition & Exercise Sciences
Mark Hoffman, Nutrition & Exercise Sciences
Melinda Manore, Nutrition & Exercise Sciences
Leslie Richards, Human Development & Family Sciences
Maret Traber, Nutrition & Exercise Sciences
Anthony Veltri, Public Health
Appendix B. Faculty in the College of Public Health & Human Sciences
(Instructors and professorial-rank, full-time, by unit)

School of Social & Behavioral Health Sciences
Alan Acoc, PhD, Distinguished Professor of Family Science; Knudson Endowed Chair in Family Research & Policy
Carolyn Aldwin, PhD, Professor, Human Development & Family Sciences
Mary Arnold, PhD, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Carolyn Ashton, MS, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Shahrnaz Badiee, MS, Instructor, Human Development & Family Sciences
John Baggott, MS, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Stephanie Bernell, PhD, Associate Professor, Health Management & Policy
Lynette, Black, MS, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Virginia Bourdeau, MS, Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Sally Bowman, PhD, Professor, Extension Family & Community Health, Human Development & Family Sciences
Jeanne Brandt, MS, Professor, Extension Family & Community Health, Human Development & Family Sciences
Marc Braverman, PhD, Professor, Program Leader, Extension Family & Community Health, Human Development & Family Sciences
Candace Brey, MAT, Senior Instructor, Human Development & Family Sciences
Barbara Brody, MS, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Suzi Busler, MS, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Joseph Catania, PhD, Professor, Health Promotion & Health Behavior
Donna Champeau, PhD, Associate Professor, Health Promotion & Health Behavior
Amelia Cobarrubias, MS, Instructor, Human Development & Family Sciences
Saarha Cofer, MS, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Janice Cowan, MS, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Dana Crawford, MS, Instructor, Human Development & Family Sciences
Inge Daeschel, MS, Instructor, Human Development & Family Sciences
Jamie Davis, BS, Instructor, Extension Family & Community Health, Human Development & Family Sciences
Woody Davis, MS, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Patricia Dawson, MS, Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Peggy Dolcini, PhD, Associate Professor, Health Promotion & Health Behavior
Debra Driscoll, MS, Professor, Extension Family & Community Health, Human Development & Family Sciences
Karen Elliot, PhD, Instructor, Health Promotion & Health Behavior
Joan Engelender, MS, Instructor, Extension 4-H Youth Development, Human Development & Family Sciences
Brian Flay, PhD, Professor, Health Promotion & Health Behavior
Robin Galloway, MS, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Kathy Greaves, PhD., Senior Instructor, Human Development & Family Sciences
Jeremy Green, MS, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Doug Hart, MS, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences
S. Marie Harvey, DrPH, Professor & Co-Director, Public Health
Wendy Hein, MS, Senior Instructor, Extension 4-H Youth Development, Human Development & Family Sciences
Karen Hooker, PhD, Professor, Human Development & Family Sciences
Maureen Hosty, MS, Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Sharon Johnson, MS, Associate Professor, Extension Family & Community Health, Human Development & Family Sciences
Joy Jones, MS, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Nancy Kershaw, MS, Professor, Extension 4-H Youth Development & Extension Family & Community Health, Human Development & Family Sciences
Vanessa Kingensmith, MS, Instructor, Extension 4-H Youth Development, Human Development & Family Sciences
Mike Knutz, MS, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Marilyn Lesmeister, PhD, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Shannon Lipscomb, PhD, Assistant Professor, Human Development & Family Sciences
Dennis Linn, PhD, Instructor, Human Development & Family Sciences
Maggie Livesay, BS, Instructor, Extension 4-H Youth Development, Human Development & Family Sciences
Kate MacTavish, PhD, Associate Professor, Human Development & Family Sciences
Mario Magaña, MS, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Anne Manlove, MS, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Anne Mannereng, PhD, Instructor, Human Development & Family Sciences
Tracy Martz, MS, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Megan McClelland, PhD, Associate Professor, Human Development & Family Sciences
Wendy McKenna, Instructor, Human Development & Family Sciences
Lori McGraw, PhD, Instructor, Human Development & Family Sciences
Patricia Moran, PhD, Associate Professor, Human Development & Family Sciences
Janet Nagele, MS, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Chris Names, MS, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Cindy Osterland, MS, Senior Instructor, Extension 4-H Youth Development, Human Development & Family Sciences
Judi Peters, BS, Instructor, Extension 4-H Youth Development, Human Development & Family Sciences
Roger Rennekamp, PhD, Professor, Program Leader, Extension 4-H Youth Development, Human Development & Family Sciences
Leslie Richards, PhD, Assistant Professor, Human Development & Family Sciences
Nina Roll, BA, Instructor, Extension Family & Community Health, Human Development & Family Sciences
Pamela Rose, PhD, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Jenny Rudolph, MPA, Instructor, Extension Family & Community Health, Human Development & Family Sciences
Debera Schreiber, MA, Assistant Professor, Extension 4-H Youth Development & Extension Family & Community Health, Human Development & Family Sciences
Candace Scott, MS, Instructor, Human Development & Family Sciences
Nancy Seifert, PhD, Assistant Professor, Health Management & Policy
Rick Settersten, PhD, Professor, Human Development & Family Sciences
Carole Smith, MS, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Joanne Sorte, MS, Senior Instructor, Human Development & Family Sciences
Lynn Steele, MPH, Instructor, Extension Family & Community Health, Public Health
Alexandra Steiner, Instructor, Extension Family & Community Health, Public Health
Sheryl Thorburn, PhD, Associate Professor, Health Promotion & Health Behavior
Cesiah Vega, MS, Instructor, Extension Family & Community Health, Public Health
Jacquie Volkers, MS, Instructor, Extension Family & Community Health, Public Health
Sam Vuchinich, PhD, Associate Professor, Human Development & Family Sciences
Alexis Walker, PhD, Petersen Chair in Gerontology & Family Studies; Professor and Co-Director, Human Development & Family Sciences
Elissa Wells, MS, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Dave White, PhD, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Jaime Williams, MS, Instructor, Extension Family & Community Health, Public Health
Pat Willis, MS, Assistant Professor, Human Development & Family Sciences
Shana Withee, MS, Associate Professor, Extension 4-H Youth Development & Extension Family & Community Health, Human Development & Family Sciences
School of Biological & Population Health Sciences
Melinda Ameele, MS, Instructor & HHS Lifetime Fitness Program Director, Exercise & Sport Science
Ann Asbell, MS, Instructor & Physical Activity Courses Program Director, Exercise & Sport Science
Dana Baxter, BS, RD, Extension Family & Community Health, Nutrition
Stacy Bennett, BS, Extension Family & Community Health, Nutrition
Viktor Bovbjerg, PhD, Associate Professor, Epidemiology
Adam Branscum, PhD, Associate Professor, Biostatistics
Tammy Bray, PhD, Professor & Dean, Nutrition
Brad Cardinal, PhD, Professor, Exercise & Sport Science
Susan Carozza, PhD, Associate Professor, Epidemiology
Renee Carr, MS, Instructor, Extension Family & Community Health, Nutrition
Patricia Case, MS, Associate Professor, Extension Family & Community Health, Nutrition
Jenny Chavez, MS, Extension Family & Community Health, Nutrition
Chunhuei Chi, PhD, Associate Professor, International Health
Mary Cluskey, PhD, RD, Associate Professor & Dietetics Internship Program Director, Nutrition
Barbara Cusimano, PhD, Associate Professor, Exercise & Sport Science
Cathy Dark, MS, Senior Instructor, Exercise & Sport Science
Tina Dodge Vera, MPH, Extension Family & Community Health, Nutrition
Vicki Ebbeck, PhD, Associate Professor, Exercise & Sport Science
Jamie Fitch, BS, RD, Extension Family & Community Health, Nutrition
Janice Gregg, MS, Associate Professor, Extension Family & Community Health, Nutrition
Kathy Gunter, PhD, Assistant Professor, Extension Family & Community Health, Exercise & Sport Science
Kim Hannigan, PhD, ATC, Clinical Assistant Professor, Exercise & Sport Science
Anna Harding, PhD, Professor, Environment, Safety & Health
S. Marie Harvey, DrPH, MPH, Professor & Co-Director, Public Health
Amanda Hatfield, BS, Extension Family & Community Health, Nutrition
Emily Ho, PhD, Associate Professor, Nutrition
Mark Hoffman, PhD, ATC, Associate Professor & Associate Dean for Academic Programs, Exercise & Sport Science
Anne Hoisington, MS, RD, Senior Instructor, Extension Family & Community Health, Nutrition
Glenda Hyde, MS, Instructor, Extension Family & Community Health, Nutrition
Urszula Iwaniec, PhD, Assistant Professor, Nutrition
Deborah John, PhD, Extension Family & Community Health, Exercise & Sport Science
Sam Johnson, PhD, Instructor, Exercise & Sport Science
Donald Jump, PhD, Professor, Nutrition
Peter Lachenbruch, PhD, Professor, Biostatistics
Gianni Maddalozzo, PhD, Senior Instructor, Exercise & Sport Science
Robin Maille, MA, MF, Extension Family & Community Health, Nutrition
Melinda Manore, PhD, RD, Professor, Nutrition
Jeff McCubbin, PhD, Distinguished Professor & Executive Associate Dean, Exercise & Sport Science
John Molitor, PhD, Associate Professor
Jan Ostby, MS, Extension Family & Community Health, Nutrition
Michael Pavol, PhD, Associate Professor, Exercise & Sport Science
Stephanie Polizzi, MS, Instructor, Extension Family & Community Health, Nutrition
Stephanie Russell, BS, Extension Family & Community Health, Nutrition
Elaine Schrumpf, MS, Instructor, Extension Family & Community Health, Nutrition
Rochelle Schwab, MS, Instructor & Director of the Faculty/Staff Fitness Program, Exercise & Sport Science
Ingrid Skoog, MS, Instructor & Dietetics Program Director, Nutrition
Janice Smiley, MS, Associate Professor, Extension Family & Community Health, Nutrition
Ellen Smit, PhD, Associate Professor, Epidemiology
Carol Soleau, PhD, Associate Professor, Exercise & Sport Science
Lynn Steele, MPH, Extension Family & Community Health, Nutrition
Kelly Streit, MS, Extension Family & Community Health, Nutrition
Shelley Su, PhD, Instructor, Environment, Safety & Health
Maret Traber, PhD, Professor, Nutrition
Stewart Trost, PhD, Associate Professor, Exercise & Sport Science
Russell Turner, PhD, Professor, Nutrition
Jennifer Vannoy, MS, RD, Instructor, Nutrition
Anthony Veltri, PhD, Associate Professor, Environment, Safety & Health
Anthony Wilcox, PhD, Associate Professor & Co-Director, Exercise & Sport Science
Heidi Wegis, PhD, Clinical Assistant Professor, Exercise & Sport Science
Helena Wolfe, MPH, Extension Family & Community Health, Nutrition
Joonkoo Yun, PhD, Associate Professor, Exercise & Sport Science

Department of Design & Human Environment
Leslie Burns, PhD, Professor and Director, Merchandising Management and Apparel Design
Carol Caughey, MA, Associate Professor, Coordinator of Interior Design
Hsiou-Lien Chen, PhD, Associate Professor, Merchandising Management and Apparel Design/Textiles.
Brigitte Cluver, PhD, Instructor, Manager of the Textiles and Apparel Performance Testing Laboratory,
Sandy Dawson, MS, Instructor, DHE Internship Coordinator, Merchandising Management
Marianne Egan, MS, Instructor, Apparel Design
Minjeong Kim, PhD, Associate Professor, Coordinator of Merchandising Management
Kwashinta Muljani, MS, Instructor, Interior Design and Housing Studies
Kathy Mullet, PhD, Associate Professor, Coordinator of Apparel Design
Elaine Pedersen, PhD, Associate Professor, Curator, Historic/Cultural Textile and Apparel Collection, Apparel
    Design, Merchandising Management, and Interior Design
Gita Ramaswamy, PhD, DHE Graduate Faculty, Adjunct
Marilyn Read, PhD, Associate Professor, Interior Design
Peggy Suzio, MS, Instructor, Interior Design
Carmen Steggell, PhD, Associate Professor, Coordinator of the DHE Graduate Program, Interior Design and Housing
    Studies
Appendix C. Rationale for Naming Schools within CPHHS

CHHS Faculty have selected the following names for the two new schools within the College: a) The School of Biological & Population Health Sciences, and b) The School of Social & Behavioral Health Sciences. Faculty chose these names through a deliberative process to clearly and distinctly communicate to prospective faculty and students the expertise and focus for teaching, research and service in each new school.

Names of the schools were also chosen to effectively communicate to the Council on Education for Public Health (CEPH), the body that accredits colleges of public health, that the College addresses the prescribed academic fields required to become accredited. An accredited school or college of public health must provide training in the five areas of knowledge considered basic to public health: biostatistics, epidemiology, environmental health sciences, health services administration, and the social and behavioral sciences. This expectation for required curricular content in social, behavioral, biological, and population health studies is clearly outlined in CEPH accreditation Criterion 2.1 attached.

School of Social & Behavioral Health Sciences
CEPH references the required education in this area as: “Social and behavioral sciences – concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.” The naming of this school reflects the college’s focus within this field as it applies to public health. For diseases with no medical cure (e.g., AIDS) and those of affluence or poverty (obesity), population-based, social, behavioral, and policy interventions constitute the leading public health approach to improving population health.

The School of Social & Behavioral Health Sciences includes faculty with expertise in health behavior, health disparities, health psychology, human development, family sciences, sociology, and health policy. Faculty conducts research and training on the impact of human behavior and societal conditions on the health of populations. We seek to understand how social systems/policy and behaviors within an environmental context operate at the individual, family, and community levels to affect health. We seek to develop, implement, evaluate and disseminate interventions that facilitate health behaviors to improve health outcomes.

School of Biological & Population Health Sciences
The name of this school aligns with CEPH’s emphasis on biology applied to population health as reflected in its definitions of two of its five core required disciplines housed in this academic unit:

- Environmental health sciences – environmental factors including biological, physical, and chemical factors that affect the health of a community;
- Epidemiology – distributions and determinants of disease, disabilities, and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health

The School of Biological & Population Health Sciences investigates the interplay between environmental exposures, human biology, genetics, and chronic diseases that limit our longevity and quality of life. Faculty use state-of-the-art science and quantitative methods to understand how environmental factors including food, water, physical activities, carcinogens, pollution, biohazards, etc., influence the development and progression of biological disease necessary to prevent illness and to improve human health and wellbeing. Using integrated teams of scientists from varied and relevant disciplines, faculty addresses complex hypotheses by identifying environmental biologic health hazards and coupling this
information with quantitative methods to better understand the causes of population-level disease as well as methods of intervention and prevention. This knowledge is then translated into public health initiatives and policies with profound impacts on people’s health locally. We focus on diseases that have a high or increasing prevalence in the U.S. population including those related to carcinogens, nutrition, physical activity, and disabilities.

**ACCREDITATION CRITERIA**
Schools of Public Health
Council on Education for Public Health (CEPH)

**2.0 Instructional Programs**

**2.1 Degree Offerings.** The school shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional masters degree in at least the five areas of knowledge basic to public health. The school may offer other degrees, professional and academic, and other areas of specialization, if consistent with its mission and resources.

The areas of knowledge basic to public health include:

Biostatistics – collection, storage, retrieval, analysis and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis;

Epidemiology – distributions and determinants of disease, disabilities and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health;

Environmental health sciences – environmental factors including biological, physical and chemical factors that affect the health of a community;

Health services administration – planning, organization, administration, management, evaluation and policy analysis of health and public health programs; and

Social and behavioral sciences – concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.
Appendix D. Liaison

The Rationale for Naming Schools within CPHHS document (Appendix C) was distributed to the Provost’s Council by Dean Bray. The following response was received:

On 2/7/11 5:16 PM, “Curtis, Larry” <larry.curtis@oregonstate.edu> wrote:

Hello Tammy

Reading through “Rationale for Naming Schools within CPHHS” leaves me with a very positive impression of the progress of you and your faculty in moving towards accreditation as a school of public health. The foci for the two schools seem right on target to me. I also hear you have good candidates for the recruitments you have in progress and are quite inclusive the interview process. I appreciate your collegiality.

Best regards.

Larry

Larry Curtis
Associate Dean
College of Agricultural Sciences
Oregon State University
138 Strand Agriculture Hall
Corvallis, OR 97331
Phone: 541.737.1764
Fax: 541.737.3178
Appendix D. Liaison (continued)

Following unanimous faculty agreement on the proposed name of the School of Social and Behavioral Health Sciences, Alexis Walker spoke with both Denise Lach, incoming Director of the School of Public Policy, and John Edwards, Chair of the Department of Psychology. She told each about the proposed changes in the College, about the creation of a new School, and about the proposed name for the School chosen by the faculty. Both were verbally supportive. She asked them to check with their colleagues and to let her know if they had questions or concerns. She also sent an email to each of them and to Sally Gallagher, Chair of the Department of Sociology, inviting input (see below). None followed up with her regarding the proposed name or any of the other proposed organizational changes.

From: Walker, Alexis J
Sent: Wednesday, October 06, 2010 10:06 AM
To: Edwards, John
Subject: Proposed School Name

Hi John,

Just following up on our conversation this morning.

As I indicated in my phone call, we are proposing to call our new unit (including academic programs in health management and policy, health promotion and health behavior, human development and family sciences, and tenure-line faculty from two Extension programs: 4-H youth development and family and community health) the School of Social and Behavioral Health Sciences. I hope my colleagues in psychology are comfortable with this name—but let me know if you have questions or concerns.

Hope your year is off to a great start!

Alexis

From: Walker, Alexis J
Sent: Wednesday, October 06, 2010 8:57 AM
To: Gallagher, Sally
Subject: New Name and Getting Together

Hi Sally,

Nice to hear your voice today!

As I indicated in my call, we are proposing to call our new unit (including academic programs in health management and policy, health promotion and health behavior, human development and family sciences, and tenure-line faculty from two Extension programs: 4-H youth development and family and community health) the School of Social and Behavioral Health Sciences. I hope my colleagues in sociology are comfortable with this name.

And, let’s definitely get together. How about Wednesday, October 13th between 10 and Noon or at 4? If nothing is possible here, I’d need to move to the following week.

Looking forward to seeing you!
Hi Denise,

Great talking with you today!

As I indicated in my call, we are proposing to call our new unit (including academic programs in health management and policy, health promotion and health behavior, human development and family sciences, and tenure-line faculty from two Extension programs: 4-H youth development and family and community health) the School of Social and Behavioral Health Sciences. I hope my colleagues in public policy are comfortable with this name.

And I will definitely let you know as candidates come to campus to interview for our health policy positions. Looking forward to working with you!

Alexis

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Liaison Input from the Colleges of Veterinary Medicine and Pharmacy

From: Clarke, Cyril
Sent: Thursday, March 10, 2011 10:03 AM
To: McCubbin, Jeff; Bermudez, Luiz; Leid, Mark
Cc: Bray, Tammy; Zabriskie, Mark
Subject: RE: Please review and comment

Thanks for giving me the opportunity to comment on the proposed names for the new schools within CPHHS. While I recognize that the words "Biological", "Population", "Social" and "Behavioral" are broadly defined descriptions that are or can be applied to other units on campus, none of these describes a particular domain of disciplines that should be exclusive to any particular unit. Furthermore, all of these words would be used to qualify "Health Sciences", which should avoid any confusion.

As you know, the transformation of CHHS into an accredited college of public health is a major strategic goal of the Division of Health Sciences, and I strongly support the reorganization that CHHS must undergo to meet accreditation standards.

Cyril

Cyril R. Clarke, BVSc, MS, PhD
Diplomate ACVCP
Lois Bates Acheson Dean
College of Veterinary Medicine
Oregon State University
200 Magruder Hall
Corvallis, OR 97331-4801
Phone: (541) 737-2098
From: Zabriskie, Mark  
To: McCubbin, Jeff  
Sent: Sun Mar 13 11:59:35 2011  
Subject: Re: Please review and comment

I welcome the chance to comment on the proposed naming of the schools within the new College of Public Health and Human Sciences. I believe organizing the new College into 'The School of Biological and Population Health Sciences' and 'The School of Social and Behavioral Health Sciences' is an effective means of arranging the College in a way that both meets the new University requirements for department size and uses descriptors that clearly describe the focus of the academic endeavors within each school. I also understand that, importantly, this organizational structure aligns with the necessary programmatic requirements dictated by the accreditation body for colleges of public health. Because securing an accredited public health program is one of the top priorities of the Division of Health Sciences, I am very much in support of this reorganization of the College of Health and Human Sciences.

Although there may be concerns with the use of descriptors such as 'biological' and 'social' among some units on campus, I believe that such terms broadly apply to disciplines within numerous units and should not be held in reserve for any specific area. And, because the descriptors are used clearly in the context of the Health Sciences, there should be no confusion.

Best regards,

Mark--
Mark Zabriskie, Ph.D.
Professor and Dean
College of Pharmacy
1601 SW Jefferson St
Pharmacy Building, Rm 203
Liaison Input from the College of Science

----- Forwarded Message
From: "Bloomer, Sherman - COS" <Sherman.Bloomer@oregonstate.edu>
Date: Mon, 7 Mar 2011 09:10:19 -0800
To: Tammy Bray <tammy.bray@oregonstate.edu>
Cc: Sabah Randhawa <sabah.randhawa@oregonstate.edu>, "Mason, Robert" <masonr@science.oregonstate.edu>, "Menge, Bruce" <MengeB@oregonstate.edu>, "Dreher, Theo" <theo.dreher@oregonstate.edu>, "Merrill, Gary - COS" <merrillg@science.oregonstate.edu>
Subject: Comments on names for Schools

March 7, 2011
Dear Tammy:
Thanks for the opportunity to have my chairs review the proposal for the structure and names of the new units. One question was just one of clarification....was Biostatistics part of the Epidemiology group in School A?
All of the other comments (from all of the life sciences chairs) expressed concern about the name “School of Biological and Population Health Sciences” for School A. The concern was that Biological is too broad a description of the work of the faculty in the school, even if those reading the title note the “Health” modifier later in the name. The point from the chairs was not one of territoriality, but one of describing the work of our units accurately for students and for those looking at us from the outside. There are very strong programs in parts of health and biomedical sciences in the new College of course—the group working in diet and gene expression through LPI, the bone lab group, and the exercise/aging physiology groups for example. However, my chairs felt there were wide swaths of health-related biological sciences that weren’t represented in the new College—proteomics, enzymology, most aspects of microbiology, immunology, disease ecology, comparative anatomy, biophysics, and cell biology just for some examples. If people mistook the title to imply Biological Sciences, the missing pieces are larger (plant sciences, general ecology, etc.). There are also already several programs on campus in Biological Sciences, all with names more specific to the part of biology they pursue (e.g., the Biology Program which is broad, Biomedical Sciences in Vet Med, Pharmaceutical Sciences in Pharmacy, etc.). It seems important that names accurately reflect the focus of particular programs.
None of the Chairs commented on the “Population Health Sciences” part of the title, though it was generally assumed that referred mostly to the epidemiology program within the proposed School.
I believe the point of the concern is to make sure the titles give a clear picture of the focus of the unit (which we appreciate of course is changing). Just to see what some common titles were I took a look at some large Schools of Public Health and some small ones (since we’re not going to get as big as Michigan for a while!). It seems the most common names for the units like School A include Environmental Health Sciences, Epidemiology, and Health Science. Perhaps some combination of those would work and provide more clarity on the work of the school?
Let me know if you have any questions of if you’d like to meet with the group of chairs to talk about the issue.
Best regards,
Sherm

Department Structures in Schools of Public Health:

**Boston University**
- Biostatistics
- Community Health Sciences
- Environmental Health
- Epidemiology
- Health Law, Bioethics and Human Rights
- Health Policy and Management
- International Health

**Ohio State**
- Biostatistics
- Environmental Health Sciences
- Epidemiology
- Health Behavior and Promotion
- Health Services Management and Policy
Florida
Behavioral Science and Community Health
Clinical and Health Psychology
Speech, Language, and Hearing
Environmental and Global Health
Epidemiology
Biostatistics
Health Science
Health Services Research
Occupational Therapy
Physical Therapy
Public Health
Rehabilitation Sciences

UNC
Biostatistics
Environmental Health and Engineering
Epidemiology
Health Behavior and Health Education
Health Policy and Management
Maternal and Child Health
Nutrition
Public Health Leadership

Washington
Biostatistics
Environmental and Occupational Health Sciences
Epidemiology
Global Health
Health Services

Minnesota
Biostatistics
Environmental Health Sciences
Epidemiology and Community Health
Health Policy and Management

Michigan
Biostatistics
Environmental Health Sciences
Epidemiology
Health Behavior and Health Education
Health Management and Policy

Iowa
Biostatistics
Community and Behavioral Health
Epidemiology

Emory
Behavioral Sciences and Health Education
Biostatistics and bioinformatics
Environmental Health
Epidemiology
Health Policy and Management
Hubert Dept. of Global Health

East Tennessee
Environmental Health
Health Sciences
Biostatistics/Epidemiology
Community Health
Health Services Administration

Loma Linda
Epidemiology and Biostatistics
Environmental and Occupational Health
Global Health
Health Policy and Management
Health Promotion and Education
Nutrition

Albany
Biomedical Sciences
Environmental Health Sciences
Epidemiology and Biostatistics
Health Policy, Management, and Behavior

Sherman H. Bloomer
Dean, College of Science
128 Kidder Hall
Oregon State University
Corvallis, OR 97331-4608
Ph: 541-737-3877
FAX: 541-737-1009
Sherman. Bloomer @oregonstate.edu ------ End of Forwarded Message
Response to the Liaison Input from the College of Science

As described in the Abbreviated Category I proposal, the departments of Public Health (PH), Human Development & Family Sciences (HDFS), and Nutrition & Exercise Sciences (NES) will be dissolved and reorganized into two schools: the School of Biological & Population Health Sciences and the School of Social & Behavioral Health Sciences. Distributing programs currently housed in three departments and integrating them into the two schools simultaneously meets the University's academic unit-size requirement and the requirement of the accrediting body for colleges of public health that the public health programs are to be integrated throughout the College. The school names reflect the integration achieved with the respective distribution of programs:

- **Biological & Population Health Sciences**
  - Environment, Safety & Health
  - Epidemiology & Biostatistics
  - Exercise & Sport Science
  - Nutrition

- **Social & Behavioral Health Sciences**
  - Health Management & Policy
  - Health Promotion & Health Behavior
  - Human Development & Family Sciences

The overarching and inclusive names of the schools were chosen by the faculty through a deliberative process to describe the array of academic disciplines included in each school and to clearly communicate to prospective faculty and students the expertise and focus for teaching, research, and service in each new school. The general terms in the names (biological, social and behavioral) acknowledge that disciplinary foundations for some of the fields encompassed in the schools can be found in the Colleges of Science and Liberal Arts, while the inclusion of health sciences in the names communicates the applied nature of the schools' expertise.

Support for the name of the School of Social & Behavioral Health Sciences was received through liaison communication with the chairs of Sociology and Psychology, and the designated director of the School of Public Policy (see Appendix D). Concerns were raised in liaison input from the College of Science over the use of biological in the name of the School of Biological & Population Health Sciences (attached) and are addressed below.

As described above and in the Abbreviated Category I, the faculty in the College of Health & Human Sciences were extensively involved in designing the organization of programs into schools in the proposed College of Public Health & Human Sciences, and those in each of the schools selected the name of their respective school. The College conscientiously adhered to University organizational guidelines, accrediting requirements, and principles of faculty governance throughout its reorganization, and the design and names of the schools are outcomes of this diligent process.
The liaison input does not dispute that the name of the School of Biological & Population Health Sciences accurately reflects its program focus and expertise. The expressed concern of the chairs in Science is that at OSU there are “…wide swaths of health-related biological sciences that weren’t represented in the new College….” The name is understood as a whole. There is little risk that “students and for those looking at us from the outside” would have difficulty locating the Microbiology, Biology, Biochemistry & Biophysics, Zoology, and Environmental Science programs wherever they are located. The proposed names of the schools and the College, each of which includes Health Sciences redirects persons in search of basic science departments to other colleges within the University. The terms in the school name are general, accurate in their description, and not delimiting. They convey applied health-science disciplines. The chairs in the College of Liberal Arts understand and acknowledge this, and know that the name of the School of Social & Behavioral Health Sciences will not cause the mistaken impression that Sociology and Psychology programs are not in their college, nor will it prevent faculty in those disciplines from engaging in research that is health-related.

In closing, we point out that the web-based sampling included in the liaison input about the names of programs in other colleges of public health is misdirected. The examples are not appropriate comparators because:

- None of the selected colleges (or schools) of public health is a college of public health and health sciences, which is a defining feature of our College – only 2 of the 12 colleges have a nutrition program; none have exercise science, human development and family sciences, or Extension. For that reason, the names found in these colleges would not need to be broad enough to encompass the range of programs that exist in our schools.
- The academic units within these selected colleges (or schools) of public health are departments, and so have the narrow specificity of department names. As explained above and consistent with OSU’s academic unit-size requirement, the academic units in the College of Public Health & Human Sciences at OSU will be schools. Because schools comprise multiple programs, the name must be broad and encompassing to reflect the commonalities that link and form the rationale for these programs being joined together in a school.
The Response to the Liaison Input from the College of Science was sent to Science with the following message:

From: "Bray, Tammy" <Tammy.Bray@oregonstate.edu>
Date: Thu, 31 Mar 2011 19:44:13 -0700
To: "Bloomer, Sherman - COS" <sherman.bloomer@oregonstate.edu>
Cc: "Randhawa, Sabah" <sabah.randhawa@oregonstate.edu>, "Mason, Robert" <masonr@science.oregonstate.edu>, "Menge, Bruce" <MengeB@oregonstate.edu>, "Dreher, Theo" <theo.dreher@oregonstate.edu>, "Merrill, Gary - COS" <merrillg@science.oregonstate.edu>, Tony Wilcox <anthony.wilcox@oregonstate.edu>, "Eversole, Tom - HHS" <Tom.Eversole@oregonstate.edu>
Subject: Re: Comments on names for Schools

Dear Sherm:

Thank you very much for your input on the names of our new unit (schools) under the proposed College of Public Health and Human Sciences. I appreciate very much you and your team taking the time to review our rationale and process of naming the schools. I have circulated your email input to our leadership team and our Faculty Transition Team seeking their consideration and response to your concerns. (see below response to your input).

I wanted to emphasize that we have intentionally clustered those individual disciplines in each of our schools to create intellectual cohesive connection. For example in School of Biological and Population Health Sciences, most of our new hires in Epidemiology and Biostatistics are biology based in their training, solving health issues related to poor nutrition and physical inactivity at population level. Some of their research falls into the category of ‘Nutrition Epidemiology’ and/or ‘Physical activity epidemiology’, which are new emerging fields of Public Health. Our new faculty in biostatistics are coming from biology roots and doing research that links to nutrition and epigenomics, biomarkers of diseases induced by pollutants, missing data that linked to longitudinal analysis of human health during aging, predicted health impact of obesity of children in the vulnerable population, etc. Our faculty in Environment, Safety and Health are (and will be) members of Environmental Health Science Center and some of them are supported by NIEHS funding. Their studies are focusing on the health issues of women and children related to arsenic contaminant in deep well water of rural area in Bangladesh because the surface water is contaminated with pathogens, health issues of migrant workers who are handling various herbicides and pesticides, and hearing lose and other injury of construction workers, etc...

Overall, the focus of our faculty research in the new unit is more applied and translational in addressing health issues at the population level, but the root or the impact of the disease is basic and biological. I know this is a bold move for us, and I believe our new units will change the landscape of our college with minimum confusion among students or faculty who are seeking the basic disciplines of biology. I would like to continue to encourage our faculty in HHS to collaborate with faculty in COS or CLA who are truly the foundational disciplines of our applied health sciences. I hope you and your team in COS are willing to understand and support our tremendous effort of this reorganization and transformation. Thanks again.

Tammy
Subsequent communication between Dean Bloomer and Dean Bray:

On 4/1/11 8:06 AM, "Bloomer, Sherman - COS" <sherman.bloomer@oregonstate.edu> wrote:

Thanks Tammy.

I'll check in with the group at chairs meeting on Tuesday and see if that addresses the concerns the group raised.

Sherm

On Apr 1, 2011, at 9:29 AM, Bray, Tammy wrote:

Hi Sherm,

Thanks. Should I come to your chair meeting to answer any question they might have? Tony Wilcox can join me too. He is the author of our Abb. Category 1 application. Please let me know your meeting time and I will try to make myself available to meet with them if possible. I have a spring quarter College Faculty Meeting on Tuesday from 3:00 – 5:00 that is not movable and a candidate interview from 9:30 – 10:30 that is not easy to move. Other than that, the rest of day, I can either cancel or ask Michelle to change the appointment time. Thanks,

Tammy

On 4/4/11 9:13 AM, "Bloomer, Sherman - COS" <sherman.bloomer@oregonstate.edu> wrote:

Tammy:

Sorry, meant to get back to you Friday so you could plan. It doesn't sound to me like visiting the chair's meeting would be useful. The people with strong opinions retain those strong opinions and I think you clearly outlined the rationale your group followed. I think there's no reason to have the doubters in my group complain at you! Thanks for engaging in the discussion, I think it helped.

Sherm
April 21, 2011

S. Marie Harvey
Professor & Chair
Oregon State University
Department of Public Health
Waldo 406
Corvallis, OR 97331

Re: transition planning between Oregon MPH Program and Oregon State University

Dear Dr. Harvey,

Per your request the following confirms our plans for working together on the changes for both Oregon MPH and Oregon State University. This letter also confirms the commitments made to CEPH, the accreditation body for public health education.

The Oregon MPH intends to transition from a three-institution collaborative program to a two-institution (Portland State University and Oregon Health & Science University). Simultaneously, Oregon State University will transition to a stand-alone College of Public Health and Human Sciences (CPHHS).

Transition planning and communications have been in place for the past year and all levels of the OMPH governance structure have been involved in this planning. These bodies include the Academic Program Council, Coordinating Council, Dean’s Oversight Committee, Student Campus Representatives, and the External Advisory Council. This transition plan has the full support of the leadership at each of the three universities.

Assuming our accreditation body, The Council on Education for Public Health (CEPH) accepts OSU’s application for CPHHS in July 2011, at that time Oregon MPH will begin notifying all students, current and future, of this change. This will assure students the rights, privileges, and opportunities with the collaborative OMPH Program through July 2014, at which time the collaborative will become the aforementioned two-university program.

Sincerely,

Greg Lee, PhD
Director, Oregon MPH Program
greglee@oregonmph.org
503-725-5106
Institution: Oregon State University  
Program: College of Public Health & Human Sciences  
Academic Year: 2011 - 2012

## Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Indicate the year: X First  ____ Second  ____ Third  ____ Fourth

Prepare one page each of the first four years

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GRAND TOTAL $46,626
Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
Program: College of Public Health & Human Sciences
Academic Year: 2012 - 2013

Prepare one page each of the first four years

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**Budget Outline Form**

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**Institution:** Oregon State University

**Program:** College of Public Health & Human Sciences

**Academic Year:** 2013 - 2014

**Indicate the year:** First Second

- Third Fourth

*Prepare one page each of the first four years*

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**Personnel Subtotal**

| **Other Resources** | | | | | |
| Library/Printed | | | | | |
| Library/Electronic | | | | | |
| Supplies and Services | $6,658 | | | | |

**Other Resources Subtotal**

| **Physical Facilities** | | | | | |
| Construction | | | | | |
| Major Renovation | | | | | |
| Other Expenses | | | | | |

**Physical Facilities Subtotal**

| **GRAND TOTAL** | $6,658 | | | | |

**Total:**

- Personnel
- Other Resources
- Physical Facilities
- GRAND TOTAL: $6,658
## Budget Outline Form
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Program: College of Public Health & Human Sciences
Academic Year: 2014 - 2015

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